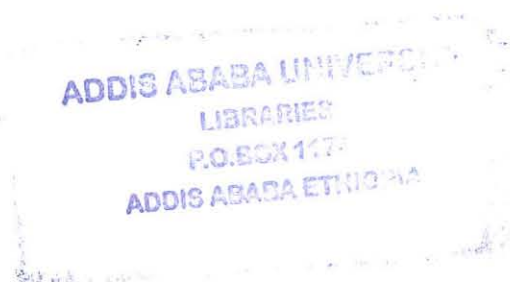


**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**

**PROSPECTS AND PROBLEMS OF THE IMPLEMENTATION  
OF POLICIES ON SPECIAL NEEDS EDUCATION IN  
ETHIOPIA: THE CASE OF SNNPR**

**TEFERA TIRAGO**



**JUNE, 2006**

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ETHIOPIA: THE CASE OF SNNPR**

**A THESIS SUBMITTED TO THE SCHOOL OF  
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DEGREE OF MASTERS OF ARTS IN SPECIAL NEEDS  
EDUCATION**

**BY:**

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## ACRONYMS

<b>CRC=</b>	Convention on the Rights of the Child
<b>CSA =</b>	Central Statistical Authority
<b>FDRE=</b>	Federal Democratic Republic of Ethiopia
<b>GER=</b>	Gross Enrollment Ratio
<b>MOE=</b>	Ministry of Education
<b>MOLSA=</b>	Ministry of Labor and Social Affairs
<b>NGOs=</b>	Non-Governmental Organizations
<b>UPE=</b>	Universal Primary Education
<b>SNE=</b>	Special Needs Education
<b>SNNPR=</b>	Southern Nations, Nationalities and People's Region
<b>SNNPREB=</b>	Southern Nations, Nationalities and People's Regional Education Bureau.
<b>SSR =</b>	Students-Section Ratio
<b>STR=</b>	Student-Teacher Ratio
<b>TGE=</b>	Transitional Government of Ethiopia
<b>UN=</b>	United Nations
<b>UNESCO=</b>	United Nations Education Social and Cultural Organization
<b>WHO=</b>	World Health Organization

# Table of Contents

	Page
Acknowledgements -----	i
Acronyms -----	ii
Table of Contents -----	iii
List of Tables -----	vi
Abstract -----	vii
<b>CHAPTER ONE</b>	
1. Introduction -----	1
1.1. Background of the Study -----	1
1.2. Statement of the Problem -----	3
1.3. Purpose of the Study -----	4
1.4. Significance of the Study-----	4
1.5. Delimitation (Scope) of the Study -----	5
1.6. Limitation of the Study -----	6
1.7. Definition of Terms -----	7
<b>CHAPTER TWO</b>	
2. Literature Review	
2.1. The Concept and Principles of Special Needs Education -----	8
2.2. The International Convention on the Rights of the child and Ethiopian Constitution on Child Rights to Basic Education -----	9
2.3. Policy Issues Concerning Special Needs Education-----	10
2.3.1. Access to Basic Education -----	11
2.3.2. Equity -----	12
2.3.3. Quality (Efficiency) -----	13
2.4. The Nature and Change in Special Needs Education -----	14
2.4.1. Current Trends and Policy Issues on Special Needs Education -----	15
2.4.2. The Principles of Education for All Issues on Special Needs Education ----	16
2.4.3. The Shift to Inclusive Education -----	18
2.4.3.1.Barriers Towards Inclusion Education -----	19
2.4.3.2.Strategies to Offer Basic Education for Children with Special Needs.-----	21
2.5. Some Major Factors Affecting Provision of Special Needs Education -----	22
2.5.1. Inaccessibility of Pre-School Education -----	22
2.5.2. Lack of Awareness -----	23

2.5.3. Parent and community -----	24
2.5.3.1.Lack of Parent Involvement -----	25
2.5.3.2.Community -----	26
2.5.4. Teacher Competence -----	26
2.5.4.1. Challenge of Inclusive Education and Teachers Training -----	27
2.5.5. Curriculum-----	28
2.6. Lack of Assessment and Identification -----	30
2.6.1. Repetition and Dropout -----	31
2.7. Lack of School Physical Facilities and Climate-----	32

**CHAPTER THREE**

3. Research Methodology -----	33
3.1. Sampling -----	33
3.2. Data Gathering Tools and Piloting -----	35
3.2.1. Data Gathering Tools -----	35
3.2.2. Pilot Test -----	35
3.3. Data Analysis -----	36
3.4. Background of the Region (The study site)-----	36

**CHAPTER FOUR**

4. Presentations and Analysis of Data-----	39
4.1. Document Analysis -----	39
4.1.1. Accessibility -----	39
4.1.1.1. Participation Rate of the Students with Disabilities -----	43
4.1.2. Quality -----	46
4.1.2.1. Quality of the Special Needs Education Provision-----	47
4.1.3. Efficiency -----	49
4.2. Analysis of Questionnaire and Interview Responses -----	51
4.2.1 The Special Needs Education and Awareness Problem of the People Towards Special Needs Education -----	53
4.2.2. Parents and Community Awareness and their Participation in Special Needs Education Activities -----	56
4.2.3. Pre-school Program-----	58
4.2.4. Construction of the Building and School Facilities -----	60
4.2.5. Teachers Competence -----	61

4.3. Factors that Influence Provision of the Special Need Education in the Region (Zones) -----	64
4.3.1. The Problems that the Region (Zones) Encountered in the Implementation of Special Needs Education policies -----	65
4.3.2. The Organization which Assist Special Region (Zones) -----	66
4.3.3. The Education Experts Point of View to Improve S. N. E Provision in the Region (Zones) -----	67
4.3.4. The Major Factors that Hinder the Implementation of Policies on Special Needs Education in the Region (Zones) -----	69

## CHAPTER FIVE

5. Summary, Conclusion and Recommendations -----	71
5.1. Summary of the Findings -----	71
5.1.1 Access and Coverage -----	72
5.1.2. Policies Awareness -----	74
5.1.3. Educational Inequality -----	75
5.1.4. Zonal Inequality in Participation Rate -----	76
5.1.5. Quality (Efficiency)-----	76
5.1.6. Teachers Competence -----	77
5.2. Conclusion -----	77
5.2.1. Access -----	77
5.2.2. Equity -----	78
5.2.3. Policy Awareness -----	78
5.2.4. Quality -----	80
5.2.5. Awareness Problems -----	81
5.2.6. Efficiency -----	81
5.3. Recommendations -----	82
5.3.1. Creating Enabling Policy Environment -----	82

5.3.2. Inclusive Education .....	83
5.3.2.1.Using the Existing Primary Schools .....	84
5.3.2.2.Teachers Education .....	85
5.3.3. Building Partnership and Mobilizing Resources .....	86
5.3.3.1.Community Sensitization .....	86
5.3.3.2.Strengthening Early Childhood Education .....	87
References .....	88-91

Appendices

- Appendix I. Formats (for collecting data for document analysis)
- Appendix II. Questionnaire
- Appendix III. Interview

## List of Tables

page

Table	page
<b>Table 1:</b> Administrative Zones Providing Special Needs Education in SNNPR in 2004/05 -----	34
<b>Table 2:</b> Total Population of Students with Disabilities Enrollment by Type of Program and Year by Zone in the Region 2000/01-2004/05 -----	38
<b>Table 3:</b> Gross Enrollment of Students with Disabilities and Type of Impairments in Year -----	41
<b>Table 4:</b> Gross Enrollment Ratio of Primary First Cycle and Primary Second Cycle in Year in SNNPR -----	43
<b>Table 5:</b> Gross Enrollment and Participation Rate (GER) of 4 Sample Zones 2004/05-----	45
<b>Table 6:</b> Student Teacher Ratio and Student-Section Ratio in Year -----	47
<b>Table 7:</b> Gross Repeaters and Dropouts by type of Disabilities and in Year in SNNPR ---	49
<b>Table 8:</b> Background of the Respondents -----	51
<b>Table 9:</b> Education Access for Students with Special Needs Education and Awareness Problem of the People -----	53
<b>Table 10:</b> Parents and Community Participation in Special Needs Education Provision ---	56
<b>Table 11:</b> Pre-School Situation in The Region (Zone) -----	59
<b>Table 12:</b> School Facilities -----	60
<b>Table 13:</b> The Situation of Special Teacher -----	61
<b>Table 14:</b> The Major Influential Factors of Special Needs Education -----	64
<b>Table 15:</b> The Problems that the Region (Zones) Encountered in the Implementation of S. N. E. Policies -----	65
<b>Table 16:</b> The Organization which Assist Special Needs Education Provision in the Region (Zones) -----	66
<b>Table 17:</b> The Education Experts Point of View to Improve S. N. E Provision in the Region (Zones) -----	67
<b>Table 18:</b> Regional and Zonal Education Experts Opinions -----	69

## ABSTRACT

*The main purpose of the study was to make an investigation on special needs education system in general and identify the most pressing problems that affect the implementation of policies on special needs education, as well as indicate direction in the area in which more effort and considerations are required for improving the existing problems in provision of special needs education in the region*

*The study was designed to answer three basic questions. These are: 1, What are the major factors that affect the implementation of special needs education policies at regional level? 2, What are the extents of coverage and access to special needs education in this region? 3, What strategies should be employed to offer basic education for all disabled children?*

*The descriptive survey approach was employed and both primary and secondary sources of data are used.*

*The result of the study generally shows that access and coverage for special needs education are negligible. That is the average estimated participation rate for special needs education is 0.2% between 2000/01 and 2003/04. The pattern in access to education has shown improvement in 2004/05 and the estimated participation rate was 0.3%. Over the past five years the participation rate for special needs education was 0.3%. The regional participation rate for special needs education was obtained by using WHO conservative crude estimation of 10% prevalence rate from any population because there is no estimated statistical data of persons with disabilities in the region.*

*It is noted that in almost half of the zones (and special woredas) there is no special needs education program. Besides, the existing special needs education access is dominated by hearing impairment education program; it comprises more than 77% from the existing programs. In the region most people have awareness problem about special needs education and about persons with disabilities. Also, decision makers, planners and educational experts have lack of awareness concerning policies of special needs education. As the result of this, there is no strategic plan to implement special needs education policies in the region.*

*Finally, creating enabling policy environment, inclusive education, using existing primary schools building, partnership and mobilizing resources, community sensitization, strengthening of early childhood education, and teacher education are recommended as interventions for promoting equitable access and to offer basic education for all children with special needs (disabilities).*

# CHAPTER ONE

## 1. Introduction

### 1.1. Background of the Study

Education is a means of economic and social development and a principal way of improving welfare of individuals with disabilities or without disabilities. Children (students) with disabilities require a convenient school situation and special supports than children (students) without disabilities.

Indeed, special education is essentially a subsystem of regular education. It is responsible for the education of learners with disabilities. In other words, special education is a part of general education that assumes responsibility for individuals who do not fit the system (Shea and Bauer, 1994). Moreover, an appropriate education is determined on an individual basis to meet the unique needs of each student with special needs. Hence, well and purposefully programmed special education provides equal opportunity for each individual with special needs to achieve her/his full potential, commensurate with the opportunity provided to other students.

Further more, the progress towards accessibility of special needs education should be based on the opportunity of all disabled to avoid (minimize) disparity among the students with special needs. Concerning this, the Universal Declaration of Human Rights adopted by the UN in 1948 referred that everyone has a right to education. Subsequent international conferences and normative texts have reaffirmed this goal. Some of the areas in which discrimination of persons with disabilities occur are public accommodation (buildings), transportation, information and communication and recreation and sports centers (Tirussew, 2005).

In Ethiopia there are millions of people with various kinds of disability. However, very few are beneficiaries of governmental and non-governmental services. Only less than one percent of the school age children with disabilities have access to education (Tirussew, 1993). As the UN's standard rules clearly explain authorities have responsibility for the education of persons with disabilities in the country. In Ethiopia access of educational opportunity, equity and quality

(efficiency) issues are still serious challenges in the provision of special education for all disabled children with special needs.

As Mamo (2000) and Tirussew (2005) suggested a shift to inclusive education in Ethiopia is however, new trend. It is necessary and logical choice to address the education of children with disabilities in particular and with special needs in general. Thus, the recent movement of special classes in regular schools in the country has brought some change in the education of children with special needs. Nevertheless, the participation rate of children with disabilities both in special schools and special classes is very small when compared with existing number of children with disabilities.

To address the problem of education and the goal of UPE by the year 2015, the Education Sector development Programs (ESDP) was given emphasis for the long term development strategy to improve education and the goal to be restructured and expanded the education system to make more relevant to the present and future needs of the economy which enables citizens to participate fully in development (MoE, 1989). However, this developmental strategy did not clearly address and identify the special needs education as well as future strategic plan to improve the special needs education sector.

In Ethiopia different administrative regions are at different understanding levels regarding special needs education opportunities for persons with disabilities (special needs). As the result of this, even the name special needs education (special education) is not known in some of the regions or zones. This is because of lack of practically applied strategic plan in Ethiopia which forces regions to implement special needs education policies. For example, in SNNPR there is no special needs education strategic plan in the regional education structure. Besides, the principle of "Education for All" is considered in the region as education for all children "with out disabilities", because average participation rate for primary school in 2004/05 was 85.1%, whereas, average participation rate for children with special needs was 0.3%. It is, however, clear that "Education for all" includes children with special needs.

Furthermore, equitable access of education for all requires that all should be available in the process and have equal consideration for the opportunities; facilities and appropriate programs to

meet specific need, and requirements of education for all law should be available and used. The problem is most sever in remote zones and special woredas.

There are many factors that contribute for this participation rate of students with special needs. Some of these are: lack of resources (trained teachers, financial & material), lack of awareness about persons with disabilities and school situations and building as well as lack of strategic plan in the region.

## **1.2. Statement of the Problem**

Today, Ethiopia's population is estimated to be about 74 million. From the total population, about 4.9 million Ethiopians are with some impairment including children. The total number of children with disabilities is also estimated to be about 2.5 million. This doesn't include children of families who hide large number of children with disabilities in separate places. From these, only a few children have got opportunity to special needs education in Ethiopia (M O L S A, 2004).

To minimize this problem the Ethiopian Government committed itself to provide special education for all children with diverse needs, in accordance with adopted international Convention on the Rights of the Child. However, still millions of children with disabilities are waiting for educational opportunities. Of course, success or failure in accessing special education provision is determined by the action taken in implementing in the country. In the implementation process, it is therefore, important to diagnosis existing system, assessing the nature of the problems by identifying the pressing problem, where need to be solved through change of strategy, planning and policy statement by making significant study to improve the system.

Indeed, there is no comprehensive diagnostic study made so far on implementation problems of special needs education in Ethiopia. Planners need to have a support system on which decision can be made for designing strategies, for improving accessibility of the special needs education to promote desirable progress toward full implementation.

The study focuses on studying the problem of implementing special needs education policy in the existing system. The study attempts to answer the following basic questions:

1. What are the major factors that affect implementation of special needs education policy at regional level?
2. What are the extents of coverage and access to special need education in this region?
3. What strategies should be employed to offer basic education for all disabled children?

### **1.3. Purpose of the Study**

The major purpose of this study is to make an investigation on the special education system with the help of current data and empirical evidence and identify the shortcoming of this system, and the most pressing problem that affect the implementation of policies on special needs education as well as to indicate the area in which more efforts are required to improve the problems at the regional level.

#### **The specific objectives**

- ❖ To identify the current situation of the special needs education provision in the region.
- ❖ To identify different local communities (zones) who implement and who do not implement special education provision
- ❖ To identify problems that hinder the implementation of special need education in this particular region.
- ❖ To suggest strategies that will help in improving the situation

### **1.4. Significance of the Study**

This study provides a better understanding and awareness on problems of implementing special needs education policies and achieving "Education for all" including the disabled. Also, it would help to mobilize all concerned bodies of the region (zones) to bring significance progress in the

help to mobilize all concerned bodies of the region (zones) to bring significance progress in the expansion (providing opportunity) of special needs education. If awareness-raising programs are appropriately carried in the society (to literate or illiterate people), it may bring about favorable change in the regional education system.

Moreover, to meet "Education for all" no better way than a policy and planning strategy of Federal Ministry of Education or Regional Education Bureau, because policy is a key issue to bring a desirable change in an inequality of educational provision. However, with out strategic plan, policy cannot alone address the problems of the people with special needs (disabilities). In this study, the important issue, is the need for innovative and effective strategy t o improve special needs education in the region.

Generally, the study would help in the following ways:

- Provide a better understanding and awareness on the problems of implementing special needs education for all disabled in the regional level.
- Provide useful information for governmental and non-governmental organizations to be engaged in the provision of special needs education for all disabled and indicate directions to solve special needs education policies implementation problems.
- It may serve as a springboard for other researchers who might be interested to make investigations in similar area.
- The findings may help the national and regional planners, policy makers and other educational experts to explore more possible strategies for improving special needs education.

## **1.5. Delimitation (Scope) of the Study**

The study is focused on the "special needs education for all disabled children" in primary level (1-8). The fundamental dimension of the study is also delimited to accessibility, which means the provision and opportunity for special needs education, inequality in participation and quality (efficiency). In deed, equalizing educational opportunities for all children with special needs

environment with the help of necessary resources as well as public accommodations. Besides, equal educational opportunity for all means, fair access to educational provision for children with disabilities like non-disabled children. Thus, equal opportunity refers to equal educational right for all children including children with special needs, in this case the study is delimited to zonal inequality to educational opportunity between disabled and non-disabled children as well as inequality within (intra-group of disabilities) children with different type of disabilities. Then, quality dimension refers to how well the school or system promotes students' skills and knowledge to become responsible citizen in the society. In this case, the study is delimited to how one can exist and get available education in the system. Eventually, therefore, this determines the feasibility and sustainability of education for all. In term of time dimension, the study is delimited to cover the years between 2000/01 and 2004/05. Therefore, the study is limited to SNNPR.

## **1.6. Limitation of the study**

First of all the absence of the estimated number of people (children) with disabilities by age in the region or sample zones was what the author of this study encountered in the effort to find out the participation rate of the children (students) with disabilities in the primary schools of the region.

Secondly, data pertaining to the prevalence and the situation of students (persons) with disabilities in the region is fragmentary and incomplete. For these reasons, the gross enrollment ratio (participation rate) is a crude calculation which is done based on the WHO's conservative estimation of 10% of any population of prevalence rate. Besides, data was not found in each grade level. As the result of this, the data for grade (1-8) were used. In spite of these limitations, the study is hoped to contribute to effective understanding of the special needs education policies implementation problems and it opens the way for other researchers to make investigation in these areas.

Finally, in the course of the study the researcher encountered problems of financial constraints, time and relevant materials specially to carry out the study in the woreda and Kebele level.

## 1.7 Definition of Terms

**Special needs education:** An instruction that is specially designed to meet the unique needs of children with disabilities /Winzer, 1990)

**Inclusive education:** refers to schools, centers of learning and educational systems that are open to all children (UNESCO, 2001)

**Ordinary regular classroom:** is a classroom designed, for 'regular' or academic work as opposed to classroom for 'Special' work (Good and Markel, 1973)

**Special teacher (Special need education teacher):** is a teacher who works in special school or in ordinary schools with particular responsibilities for children with special needs (UNESCO, 2001)

**Regular teacher:** is a teacher devoting full time to instruction, not serving a probationary or practice teaching period, one officially recognized as a full- times staff member (Good and Merkel, 1973)

**Primary school:** Having grade 1-8 level of schooling. Besides, the data compiled from documents for primary schools include all governmental and non-governmental schools.

**Special needs:** The term special needs refers to children who need some form of extra help and assistance. (UNESCO,2001)

**Disability:** Any restriction or lack (resulting from impairment) of ability to perform an activity in a manner or with in the range considered normal for a human being.

**Impairment:** Are concerned with abnormalities of body structure and system function, resulting from any cause (Winzer, 1990)

**Gross Enrollment Ratio:** is the ratio of total enrollment, regardless of age in a given level of education to the population age group that corresponds to official age of this level of education (World Bank, 1995).

**Pre- school special education:** The delivery educational services, which are provided to children with disabilities before school age (6) (Lowson, 1991)

**Accessibility:** are those proportions of children who have got access to schooling

**Kebele:** residential or village level administration.

**Woreda:** sub-zonal level of administration in the educational structure.

## CHAPTER TWO

### 2. Literature Review

#### 2.1. The Concept and Principles of Special Needs Education

The concept of special needs education is defined on the basis of human rights and international experience, educational policy and the legal framework at national level (Mamo, 2000). Moreover, special education may be the most familiar as the expression of educational services provided to children with special needs. Which means that the educational provision specially planned for disabled people with special needs. Nevertheless, the rationale behind providing special education are influenced or determined by several assumptions about disabilities and individual with disabilities and consequently changing. For example, the detailed category of major ideological backgrounds charted in 1996 as religious charity, society's responsibility, general human rights, integration and education for all shows the changing perspective of the field. (Tirussew, 2005; Mamo, 2000; Meijer, 1994).

The Ministry of education (MoE) is legally mandated to facilitate ways and means of providing special assistance to people with disabilities. In this regard, the Ethiopian Education and Training policy (1994) clearly outlined the principles of special needs education, by which all disabled and gifted children "learn in accordance with their full potentials and needs." However, the existing capacity and resources do not permit an ideal learning situation for all children in Ethiopia because of limited trained manpower, scarcity of financial and material resources.

Thus, the term special needs education is a new emerging concept to address the needs of all children with special needs. Therefore, it is changing from the wording "special education" one from the narrow scope of "the education of disabled" into "the education of all children with diverse need". In this new concept, which includes all children, requires over all educational developmental objectives and policy implementation process to expand access of education to all and improvement in equality. In order to meet these educational objectives practically, the provision of special needs education should be included in ordinary regular school programs starting from the beginning to placement. That is, the current issue implies that special needs

education needs more segregated instruction system than the integrated (inclusive) and normal learning in the ordinary regular school system.

In the process of these changes, special needs education, which is moving towards seeing all needs to meet through appropriate resources and responses should provide an alternative perspective to improve the provision of special education on the basis of the needs and contextual possibilities (Lawson, 1991 and UN, 1983). On the other hand, the dimension of changes in special education are great and diverse ranging from abandoning and segregating children to inclusion in-service provision; the beneficiaries of the support services are extended from the few categories – blind, deaf, mentally retarded and physically disabled to all individual who may have special needs (Slee, 1997). Thus, it is welcoming all children without discrimination into regular or general school (Tirussew, 2005).

## **2.2. The International Convention on the Rights of the Children and Ethiopian Constitution on Child Rights to Basic Education**

The Convention on the Rights of the Child is an international treaty that recognizes the human rights of children. The member countries are required to ensure that children should benefit from special protection measures without discrimination and have access to services, such as education, health etc. Besides, the United Nations have adopted convention and international agreements to provide education on the basis of equal opportunity, particularly primary education as compulsory and available, free to all (Article 23.3 and article 28.a).

The conventions are monitored by the experts committee that sit in Geneva and governments that have ratified the convention required to submit regular reports on the status of children's right in their countries. In order to reduce the implementation problems of the member countries the experts' committee calls for international assistance from the other government and technical assistance from organizations like the UNICEF.

Ethiopia is one of the countries that have ratified the international convention on the Rights of Children on the December 1991. Accordingly, the Constitution of the Federal Democratic Republic of Ethiopia (FDRE) article 9(4) states, "all international agreements ratified by Ethiopia are an integral part of law of the land". Regarding this Tirussew (2005) refers that the Ethiopia

Government is moving forward to address the issue of persons with disabilities. As a result, proclamations concerning citizens with disabilities targeted to protect person with disabilities, including proclamation No 101,1994, which focus on the elimination of discrimination and protecting the rights of persons with disabilities as a targeted to secure the rights of the people.

In this regard, the Ethiopian Education and Training Policy (TGE, 1994) deliberately outlined the principles of special needs education as the fundamental rights for all children including disabled and gifted children, to learn in accordance with their full potentials and needs. However, practically there are various problems in implementing these policy issues in Ethiopia.

### **2.3 Policy Issues Concerning Special Needs Education**

Today, in many countries the rights of children with disabilities have got acceptance in the human right code, which allows the right to education without discrimination. For example, in most developed countries, a manual of special needs education regulation and policies requires that each school board to provide appropriate educational services in the least restrictive environment (Day cited in Winzer, 1990). Moreover, Melcher (cited in Boone, 1983) explained that legislation should provide by law for establishment of district schools which shall be free to all children or young people. For instance, in the American public law 94-142, the education for all disabled children act is the most comprehensive educational legislation, which guarantees free education for every child with disabilities. In the Ethiopian situation access of special needs education requires more effort and commitment though, the new education and training policy (TGE, 1994) is committed to address Universal Basic education by the year 2015 (MOLSA, 2004; Mamo, 2000).

All schools (centers) are required to operate within the parameters of the national educational goals to overcome problems at implementation stage. Government in a given country should play main role in the formulation and monitoring of the implementation of educational policies. Particularly, the ministry of education is legally mandated to illuminate the existence of diverse educational need cooperating with non-government organizations. Concerning this, the Ethiopian education and training policy (TGE, 1994) clearly explained the need for the provision of education for all children with special needs. Moreover, this policy confirms the importance of early childhood (Pre-school) for all-round development of children and in preparing for formal

schooling (Education structure 3, 2, 1). Thus, the policy has confirmed to address the needs of children with disabilities to provide special education and training in this level.

As raised in many countries' policy documents, every disabled child is initiated to a free and appropriate public education in the least restrictive environment. For example, in California an appropriate education is determined by individual based and the unique needs of each student (Boone, 1983).

To fulfill an individual with special needs education, effective educational program arrangement according to local conditions either by decentralizing planning or by delegating wide authority in implementation programs is indispensable to attain intended goal. For example, in United States of America legislative policies require that each state and local educational agency to insure an individual based program for each disabled child (Lawson, 1991; Schmid and Nagaa, 1983). However, this situation is very difficult in Ethiopian context because of scarce resources.

### **2.3.1 Access to Basic Education**

Providing, expanding and equalizing educational opportunities may not show only access to educational enrollment for children with disabilities. Children with special needs education also require other educational opportunities, which help them to lead their future life independently in the society. In order to do this, effort has to be made by individuals with disabilities to have access for education in all levels. Of course, expanding and equalizing educational opportunities for all children with special needs require access to equal enrollment, access to trained (qualified) teachers and professionals, and an available environment with the helpful aids, equipments and necessary resources. Thus, participation in schooling determined not only by the educational opportunity that provided, but also by the availability of necessary condition and degree of their use in practical (MoE, 2005; William, 1991). Besides, Bauer and Shea (1994) explained that people with disabilities cannot be discriminated only for access of education but also for public accommodation such as services that are used in day to day life of all people.

On the other hand, in Ethiopia ordinary schools tend not to allow the enrollment of children with observable disabilities, because the school principals and teachers are unaware of the universal rights to primary education. A few of the existing special units and schools located in urban areas

are not accessible to all. Consequently, a great number of children with disabilities are still waiting for educational access. Hence, in Ethiopia it is estimated that less than 1% of the children with special needs get access to primary education (Mamo, 2001; MoE, 2005). To promote access for primary education, it needs district wide plan, which include, teachers, parents, and community by enhancing physical, social and economical school condition. In addition to enrollment in regular schools, the accessibility of building and classroom physical facilities are important to make teaching- learning process convenient for children with disabilities or other limitations. That is, a building or other site designed to accommodate ambulant (or densely disabled persons) should be convenient and accessible.

Further more, MOLSA (1996) explained that the Ethiopian constitution established the rights to equal access to public funded social services, health and education for all including people with disabilities. However, this report is not explaining about the practically accomplished performance according to intended goals in a given duration of time.

### **2.3.2 Equity**

Children with disabilities require education like their other peers without discrimination. Thus, children with disabilities need equal opportunity to education which help them to develop their maximum potential. Equal opportunity implies that equal educational right for all children, including children with special needs (Winzer, 1990).

According to Evans (2000) equity based on the resources supply, social justice to achieve equity, educational institutions should be structured free from bias towards disabled and disadvantaged students. Some authors also suggest that countries, which are providing equitable education for students with disabilities, formulate equity policies to promote educational opportunity that also helps in access to employment and involvement in life in general.

For some researchers the issue of equality and equity to educational opportunity are to some extent different in their meanings (definition). Hence to some authors equality is more objective than equity. Accordingly, equity in education means fair access to educational provision. Concerning equity Savolainen and Alsutari (2000) explained that equity doesn't imply precisely equal provision nor does it express a mathematical equality of outcomes. Because, people, their interests, needs and conditions differ so much that equitable education for all including people with disabilities requires:

- That all children (people) involved in the process are given equal consideration;
- That the opportunities, facilities and programs appropriate to the specific needs and requirement of all people are available and used;
- That the learning programs undertaken and their outcomes are of an equivalent value and use to all individuals with special needs.

Therefore, people with disabilities need to receive fair and free education in order to achieve their educational needs.

According to Mamo (2000), in Ethiopia, the goal of the special needs education has become important to realize with the objective of education and training policy of 1994. Besides, the issue of equity is geared to narrowing the gaps between disabled and non-disabled groups through affirmative action. However, as MOE (2002) report explained the limited expansion of the school system and other related problems of educational systems as well as its pattern in accessibility, in turn, created inequitable education provision between people with disabilities and without as well as there is also a huge gap between urban and rural areas to meet their need within a short period of time.

### **2.3.3 Quality (Efficiency)**

The intention of providing quality and relevant education is one of the policy issues, which ensure education for all children with special needs. When we think of improving access to special needs education, quality issue needs more attention to make it successful. The quality of special needs education may be affected by several variables such as, variables that are observed in the school compound and out of the school compound. Some factors (variables) that are observed in the school compound are: inflexible curriculum, teachers incompetence to adapt core curriculum and inconvenient classroom, physical facilities like, seating arrangement, furniture, and lack of teaching aids. These conditions can affect directly and indirectly the quality of education to children with special needs education (MOLSA, 2004; MoE, 2002)

To minimize the quality problems of special needs education and work to be done in the required manner, well-qualified and experienced teachers, competent administrative staffs and a desirable

parent-school communication is very much essential. In addition, to provide quality education, program of study should carefully be planned which enable to develop for skills and knowledge of the children with special needs.

Furthermore, the quality of school or education system might be explained by the performance of its students or out put. Accordingly MoE(2002) stated that quality in education helps to know how well the school or system promotes students skills and knowledge to become responsible citizen and to live independent life in the society.

## **2.4 The Nature and Change in Special Needs Education**

In the decades, concerns have been debated about the situation in which how the children (students) within the school can be labeled and designed "Special" (Shea and Bauer, 1994), the values and assumptions which support current education practice, in particular exclusionary concepts from pathology and medicine that accompany learning and other difficulties within the individual (Tirussew, 2005). According to some researchers' point of view, the reconstruction of the special needs task focus has to be on the development of educational system which can recognize and respond to diversity in the students population rather than merely focus on supporting individual learners.

For these reasons, the social model of difficulties in learning underpins inclusive education, which is different from the medical model, views difficulties in learning as resulted from personal deficiencies. Thus, inclusion program replaces concern with the identification of children with learning difficulties to learning for all children by mobilizing inclusionary resources (Slee, 1997: Schea and Bauer, 1994) Therefore, the nature of inclusive education is to create an ordinary education system that is responsive to learner's diversity and to ensure all learners have the best possible opportunity to learn, and to maximize participation for all learners in regular class. In order to increase access of special education opportunity to children with special education needs, the development of an inclusive curriculum and inclusive approach to schooling with a proper policy formulation and implementation is essential by considering the organizational objectives of special needs education.

### 2.4.1 Current Trends and Policy Issues on Special Needs Education

From the end of the 1940s the debate concerning special need education in the developed countries, especially in the Western countries was about normalizations. Thus, a general objective of debates was based on the aims to secure as normal conditions as possible for people with the functional impairment. Hence the normal pattern of life, which other people had, should also be able to be realized for people with functional impairment. Similarly, children with functional impairment have to get quality and normal education at school in their local area as other children do. As Winzer (1990:82) explained:

*Normalization is the philosophical belief that all exceptional individuals, no matter what their level and type of handicap (disability) should be provided with an education and living environment as close to normal as possible.*

Thus, the normalization movement gave guideline for the treatment of people with disabilities, as well as concrete suggestion for action.

Today, in many countries people have better understanding of and changing attitudes towards children with disabilities. This has facilitated necessary cooperation from different parts of society to meet the needs of disabled persons. That is, the importance of interdisciplinary activities calls for a new system and strategies in guidance to education and social services as human rights. Moreover, international trends are now on the development of the potentials of the children with special needs education and other needs as prescribed by the international Convention on the Rights of the child. (Eklindly, 2000)

Accordingly, the main issue of inclusive education is the human right to education pronounced in the Universal Declaration of Human Rights in 1948. Besides, the basic ideas of inclusion can be equally found in many international policy documents such as, the Convention on the Rights of the Child (1989), the Jomtien world declaration on education for all (1990), the standard rules on the equalization of opportunity for person with disabilities (1993).

From these rights of the child, the most important ones are: the right not to be discriminated as stated (Article 2), the right of a disabled child to have special care (article 9), and the right to

education and training to help him/her achieve the greatest degree of self-reliance and social integration possible. Currently, throughout the world there is a movement away from institution. In developed countries the emphasis is in schooling and increasingly on inclusive education with a corresponding decrease in institutions and special schools (Magrab, 2000, Savolainen & Alasuutari, 2001) .

Additionally, in June 1994 a world conference in Spain adopted the Salamanca statement on principles, policy and practice in special needs education and a framework for action. These documents are informed by the principle of inclusion by recognition of the need to work towards school "for all" institutions which include everybody, support learning and respond to individual needs and for achieving "Education for All" as well as making schools educationally more effective (UNESCO, 1994).

Furthermore, to achieve policy goals of the globalization objectives, increase pressure on education systems to be ever more effective and more improving standard of competition for education. This in turns develop access for both economic equity goals can be aligned and social cohesion reinforced.

Currently, in Ethiopia, special needs education principles purposefully outlined according to 1994 education and training policy as prescribed by the international convention on the rights of the child, which Ethiopia already adapted to provide education for all children including those with special needs, education-learning in accordance with their full potential and needs. However, the development of special needs education provision is still very low (MOE, 2005), especially in the rural areas it is nearly not implemented.

#### **2.4.2 The Principles of Education for All and Policy Issues on Special Needs Education**

The principle of education for all depends on the extent to which the provision keeps step in the target population and is accompanied by a reasonable level of utilization on part of the target population. Thus, an important measure of real progress towards "education for all" is found in mostly the participation rates for the target population. It is demanding quantitative challenge, but

it is qualitative challenge as well, since it implies the need to provide relevant education contents and a convenient atmosphere in all aspects (Kokkala and Savolainen, 2000).

According to the Jomtien world declaration on "Education for All" (EFA) and frame work for action to meet basic learning needs 1990 emphasis is in inherent right of a child to full cycle of primary education as well as teacher education. Moreover, the Salamanca statement and framework for action called up on UNESCO to:

- Ensure that special needs education forms part of every discussion dealing with education for all
- Mobilization the support of organizations of the teaching profession in matters related to enhancing teachers education.
- Stimulate the academic community to strengthen researches & networking.

As it has been mentioned earlier, the Salamanca framework action (1994) reinforces all the principles expressed in the world declarations on education for all and standard rule on the equalization of educational opportunities for all persons with disabilities. Besides, the Salamanca statement clearly emphasized on the right of all children including those with temporary and permanent needs for support and educational adjustment to attend schools in their home in inclusive class in the regular school (Eklindh, 2000). the world committee gathered in Dakar, Senegal, in April 2000 to evaluate the progress made in achieving "education for all" a major challenges tackled earlier in Jomtien and it reached a consensus to achieve six comprehensive goals. Three of them are important to mention here:

- Improving early childhood care and education
- Ensuring by 2015 that all children have access to and complete, free and compulsory primary education of good quality.
- Ensuring equitable access to life skills programs.

At the Geneva summit in July 2001 the committee also reaffirmed their commitment to help the countries to achieve the goals with special focus on universal primary education (UPE). To

develop an expanded program for inclusive school (Vayrynen, 2000) although, the Dakar Framework didn't provide a clear holistic and inclusive outline for future development, the notes on the Dakar framework for action described the broad vision of education for all which needs to be adapted in order to achieve the goals, specifically on those learners who are most vulnerable to marginalization and exclusion (Booth, 2000; Vayrynen, 2000).

Above all, education for all emphasizes the rights of all children participation in a quality education program that is meaningful to all at inclusive schools a pedagogically sound learner centered approach. Therefore, the education for all is a movement that recognizes the exclusion from full participation in education, experienced by any individual, is a global responsibility (MoE, 2005; Booth, 2000,).

### **2.4.3 The Shift to Inclusive Education**

As it has mentioned earlier, the basic idea of inclusion constituted in many international policy documents, such as convention on the rights of the child (1989) and standard rules on the equalization of opportunities for persons with disabilities 1993 and other current international policy reformations as well as the human right movements paid attention toward inclusive education.

Regarding this idea Booth (2000) explained that inclusion in education is "un ending process". it involves increasing the participation of learners in and reducing their exclusion from the cultures, curriculum and community of local learning centers.

Inclusive education is not concerned only with impairments, but also with overcoming barriers to the learning and participation experienced by all learners vulnerable from educational participation. Besides, inclusion education is commonly associated with the mainstream participation of learners with impairments and those categorized as having special educational needs. Inclusive education is, however, a broad concept which intended to make effective the right to education, to equal opportunity and participation. It is not just providing access for some given groups of students traditionally excluded but to transform the educational system as a whole in order to attend the diversity of educational needs of all children, and ensuring equal

opportunities of learning and full participation and integration (Booth, 2000; Evans, 2000; Slee, 1997).

The education requires a support of the cultures, policies and practices in schools to support the learning and participation of the diversity of learners in their community. Thus, it is concerned with fostering a mutually sustaining relationship between schools and communities. Moreover, policy development has to operate (implement) at all level and the development within communities have to be supported by local and national policies. Accordingly, national policies have to be in consistence with the realities of life within local communities and ensure that strategies are in place to move local practice forward (UNESCO, 2003; Booth, 2000).

Similarly, harmony is required between non-governmental organizations and national, local government administrations and religious organization to promote and implement special needs education in a desirable manner within the community.

In order to maximize the participation rate of people with disabilities and enable to facilitate necessary conditions to inclusive education, the disabled people organizations and organization of parents of disabled children should play the important role in the national and local policy formulation.

In most countries an inclusion policy often seen as part of special needs education policy and this prevents an examination of the exclusionary pressures with in the educational system as a whole.

In general, the concept inclusion is related to the very nature of general education and the regular school. Hence, inclusive education can be viewed in the light of an effort to improve schooling for all children with special needs education.

#### **2.4.3.1 Barriers towards Inclusion Education**

It is obvious that the basic ideas of inclusion can be found in many international policy documents. However, up to date there are policies implementation problems in so many cases. As the result of this, inclusive education or special needs education has not succeeded sufficiently in breaking the vicious circle of poverty, inequality and exclusion. Thus, it does not mean that over decade countries totally have not made efforts to improve the quality and equity of education and

help to reduce the social gap. Nevertheless, the educational reform processes underway in most countries, especially the developed countries have introduced important changes, which bring hope to the future of inclusive education (UNESCO, 2003; Solvolainen & Alasuutari, 2000).

In most of the developing countries, children with special need education still experience barriers for full learning and participation. For example, in the Latin America and Caribbean region children face problems (barriers) for learning and participation that are:

- In poverty
- Children of native groups
- Working and street children
- Nomadic families
- Children with disabilities

Besides, there is disparity between Urban and Rural areas as well as the distribution of quality educational provision (Guijarro, 2000).

The same authors further expressed the key barrier in many developing countries that hinder special education provision and sustained exclusion:

- Problems in the provision and organization of education.
- Socio-economic barriers
- Attitude
- An inflexible curriculum
- Problem with language & communication
- Lack of enabling and protective legislation
- Inaccessible and unsafe labeling environments
- Lack of human resource development

These barriers are, related to the economical situation of a country, lack of resources for education, cultural or environmental context and poor educational practice.

Of course, inclusion is not an easy process. It needs a lot of struggle and commitment to overcome attitudinal and social barriers. To avoid attitudinal and social barrier, it requires sufficient financial, human and material resources as well as its equitable distribution to address

diverse educational needs of all learners with special needs education. If distrust and uncertainty are fabrics of an institutional culture, inclusion becomes unattainable with a limited understanding and concept of disability, negative attitude towards persons with disabilities and resistance to change are also some of the barriers in implementing inclusive education (Tirussew, 2005; Guijarro, 2000)

#### **2.4.3.2 Strategies to Offer Basic Education for Children with Special Needs**

Providing equitable access for special needs education and ensuring participation of the children with special needs is still a serious problem in developing countries. Because, special education needs are complex and diverse in nature so that to meet these needs it requires multi-pectoral strategies and action, which are integrated to overall development efforts. Moreover, many children with special needs education are still excluded from education and also excluded within education. To overcome this problem, the special needs education strategies should focus on education “for All” principles based on international declaration, convention and policies of the countries.

Furthermore, the community involvement in special needs education planning, developing and decision making is considered as effective way to achieve the intended educational goals and helps for monitoring the functional levels of the education. Hence, the effective relationship between schools and the community can bring a desirable change in the education system. With regard to this, UNESCO (1995) reports that it is very sustain increase in primary school enrollment, particularly children with special needs as well as to bring about changes in educational value and understanding.

On the other hand ,the Ethiopian constitution established the right of all Ethiopians to have equal access to health and education. Accordingly, the government committed to provide universal education by 2015. This strategic plan gave authority to region and woreda for the actual implementation plan to be designed. However, the participation of government in special needs is still negligible.

According to MOLSA (2000) and MoE (2005), in Ethiopia children with various disabilities have not received education and training which enable them to fulfill their needs because of its complex and diverse nature. a great support is needed from local government, NGOs and religious organization to accommodate their needs in the plan of period. The following strategies designed to provide inclusive and integrated education program. These are:

- Raising the public awareness on the benefits of pre-school education
- Encouraging the private sector, NGOs and the community participation to increase enrollment
- Existing special needs education-training programs will be strengthened with human and material resources.

The MoE (2005) recent special needs education program strategy (draft) further states that “according to new education and training policy of 1994 the regions and Woredas are responsible for planning and implementing special needs education”. The strategy emphasizes on provision of inclusive education, which provides education opportunities for all children with special needs and hopes as “widen” the gate to equitable access in the regular school system. That is, the strategy has given priority for inclusive education in the regular school system and to support the system by providing available materials and equipments in the school as well as to train and develop necessary human power (teachers).

## **2.5 Some Major Factors Affecting Provision of Special Needs Education**

There are so many factors that affect implementation of the special needs education in an educational system of a country such as, lack of access for early childhood education (Pre-school education), lack of awareness about disability, scarcity of the resources, curriculum problem, and teachers’ competence for accessing educational opportunity. Therefore, the following are taken as the major factors affecting the special needs education

### **2.5.1 Inaccessibility of Pre-School Education**

Special needs pre-school program services for special population (children with disabilities) is provided starting from the age three in most developed countries. The provision of services also

varies according to the degree and disability conditions. For example, services, which are given for children with visual impairment, are mobility and orientation trainings. It is obvious that lack of these accesses will affect the future life of the children with disabilities.

As Winzer (1990), states that there is greater variability in pre-school program in as reflected by the curriculum in organizations. Thus, a single early childhood curriculum doesn't exist. But different curriculum based teaching methods are developed and implemented according age and abilities of the children.

For instance some pre-schools concentrated on play and on development of social skills, also may focus on cognitive development, others may follow Montessori's method. Whatever the methods are implied in the pre-school education, it prepares children for the primary education. Generally, pre-school programs focus on stimulating and sustaining growth in a certain areas of the development. However, absence of pre-school program may lead children to demonstrate less in their development.

The Ethiopia Education and Training policy (1994) declaration ensures the importance of the early childhood education establishments to promote their holistic development and as it prepare them for formal education (Tirussew, 2005). But not much effort made by the government to strengthen and expand pre-school program in this country, because this sector is left for private and other non-government organizations.

In addition, the Ministry of Education needs to consider early childhood educational program as a part of its comprehensive education to facilitate as a pre-condition before joining in the regular education system. Hence, some education programs of children with special needs require preparatory programs before regular schools, but pre-schools (Kindergarten) education program do not admit children with disabilities, such as blind and deaf (Tirussew, 2005; MOLSA, 2004; Mamo, 2000). In principle pre-school program is essential for all children, but it is difficult to provide it in all rural and urban areas in Ethiopian context.

### **2.5.2 Lack of Awareness**

Special needs education programs to be effective, awareness raising program should be well done in the society. Furthermore, in most cases because of lack of understanding about disabilities

special education mainly is provided only for children with some disabilities. However, in some cases people are not aware of the diverse needs of all children with or without obvious disabilities; still other think that the provision of education for children with disabilities is a humanitarian's activity. As a result of this, though it may affect special needs education in the implementation process, accordingly, the existing provisions in Ethiopia mainly are carried out by humanitarian's and non-government organizations (Tirussew, 2005; Mamo, 2000)

Tirussew (2005) suggested that awareness raising program should involve parents, family, community members who need to be enforced and convinced to develop their contribution in promoting special needs education. Besides, sufficient level of awareness is very important for official and experts who are involved in budget allocation and decision-making regarding their duties concerning special needs education.

### **2.5.3 Parent and Community**

As Carpenter and Morris (2001) stated that the education of children with special needs cannot be achieved without active participation of parents as a wide range of community services. If the believes and attitudes of the community about the disability and children with disabilities is negative, it affects families life and it also make children life hopeless. A sample study which was conducted by Tirussew(1995) on the attitude of the society towards persons with disabilities in Ethiopia revealed that most of the people have negative attitudes towards individuals with disabilities. This in turns, might affect in one way or another the implementation of special education or special needs education.

The preferable way to increase community understanding about the rights, needs and potential of persons with disabilities is by making collaborative efforts with disabled persons' and their organizations. to exchange ideas, views using mass media, which in turns promote the flow of information among the people. The important information for disabled persons and their families, on all aspects of living with disabilities should be clear and not be complicated. Therefore. the community awareness program should also include specific strategies for the prevention of disabilities, then government efforts should focus on early identification, intervention and prevention that should be developed and strengthened through community awareness (Tilstone, 2001and Lawson, 1991).

### 2.5.3.1. Lack of Parent Involvement

One of the ways for schools development for special needs education is creating an essential relationship with parents or/and families (Carpenter, 2001). In order to do this, parents need to be encouraged and awarded to promote participation in school activities concerning development of their children. Besides, a positive parent attitude to schooling may create better understanding for improving children leaning and development. On the contrary, the parents negative attitude and lack of participation in school activities (schooling) may create negative impact on the learning of their children with disabilities Thomas (cited in Tirussew, 2005).

Moreover, parents and other family members should get training to use special strategies to facilitate and promote the overall development of children with disabilities at home. A desirable partnership to be strong between teacher, parents and guardians on a mutual sharing of experience, knowledge and skills require as a bridge among them. However, undesirable situation and insufficient relationships among parent, teachers (schools) as well as children with disabilities likely to affect development of the children with disabilities. (Tirussew, 2005; Meisels and Shankoff, 1993).

Further more, there are many practical ways for school/teachers to develop relationship with parents or families and give them support. The possible ways to work with parents (Beveridge, 2001) suggested which schools may like to use for evaluating their current approaches for working with parents or families. Some of these practical points are:

- Home visit
- Share planning and recording
- Telephone contact
- Child's profile
- Shared training

Furthermore, Nywe as mentioned (in Tirussew, 2005) the promotion of friendship development for children with disabilities is being considered as a primary educational goal. Thus, parents' involvement in school activities may help to develop sufficient educational provision for their

disabled children. Lack of parent, school/teacher relationships, therefore, considered to affect the implementation of special needs education.

### **2.5.3.2 Community**

Schools can perform their activities better when they could be integral and positive part of the community. It is true that learning is neither limited to what is not formally taught, nor the time spend in class room or school but the learning is to interact with the surrounding environment (Muthukrishna, 2000). The term community refers to families, government offices, and non-governmental organizations (NGOs), parents, disabled persons and non-disabled persons. As the result, the success or failure of the special needs education is directly or indirectly tied with these groups and organization, which is called community.

In addition, in the development and implementation process of special needs education sectors, like health, legislative, social and other organizations involvement is indispensable. On the contrary, lack of involvement of these sectors likely to affect implementation as well as improvement of the special needs education. Moreover, an inclusive approach to education recognizes that the community and the careers have a real contribution to make. They can make a contribution to children's learning and they have the right to be involved in the decision making process. However, research evidences suggests that those parent who become involved in the education of their children with special needs often are people with more resources but, a great challenge, therefore, is to get the families of the most marginalized students involved. (UNESCO, 2001). At the end, it can be said that without involvement of the community, provision of the special needs education may not be effective as expected.

### **2.5.4. Teacher Competence**

The adequacy of the teachers' knowledge, skills, a good perception and positive attitude towards children with special needs, as well as availability and utilization of important materials make a teacher competent in providing special needs program. Actually, these conditions help a teacher to be engaged in the school cultures, policies and practices in order to increase learning ability and participation rate of children with divert needs. On the contrary, negative attitude and misconceptions of the teachers as well as school administrators towards children with disabilities

have a great impact on the provision of required special needs education (Schmid and Nagata, 1993).

Moreover, poorly trained and unqualified teachers, lack of supportive structural leadership and capacity of resources and lack of interest in education on the part of parents and students are also associated with low quality of education. On the contrary, a positive school climate and culture is an emergent quality that promotes the well being of students, their families and staff (Carpenter, 2001).

It is not doubtful that the successfully teaching children with disabilities require trained teachers (professionals) who are equipped with skills to dealing with their unique characteristics and needs (Winzer, 1990). Thus, the capable teachers are required to adapt their own teaching methods and modify the core curriculum so that all children with special needs can have opportunity to learn. Moreover, teachers need appropriate and relevant education and training to provide appropriate support for children with special needs. Accordingly, they have to have some fundamental understanding of the philosophy and assumptions about the current policy issues of inclusive education. Besides, teachers (professionals) have to have a good morale towards teaching by shaping feelings of satisfaction or well-being. (Muthykrishna, 2000; Bailey, 1997). It is obvious that unavailability of these conditions on teachers and administrators likely to affect implementation of the special needs education.

#### **2.5.4.1 Challenge of Inclusive Education and Teachers Training**

Today, inclusive education creates new challenge in the way which teacher development is constructed and organized in a country through important trainings to fulfill the special needs education. In order to achieve the intended goal of inclusive education, different skills and training strategies are essential for special teacher to overcome challenges in the system.

The special educator attitude, skills and competence can be developed in various training mechanism. In the line of change in special education into inclusive education teacher, training system itself would change because, of the context and focus of their work change. Many countries employ in-service and pre-services programs to enhance teachers' competence (Muthukrishna; Byers, 2000). For example, in Sweden and in Denmark all teachers are released

regularly to attend in-service training and it considered as available for local education sectors. Similarly, United States of America (USA) provides in-service training program, which focuses on especial needs and make them able to overcome the challenges on inclusive education.

The development of an inclusive education and teacher training programs are the most challenging issue in the process of implementation of inclusive education (Tirussew, 2005). Besides, to avoid pedagogical challenges, of inclusive education ordinary class teacher who teaches students (children) with special needs should be capable of teaching skills and knowledge.

### **2.5.5 Curriculum**

The term curriculum is the most fluid concept for most parents, it means textbook; for teacher it includes the text guides and perhaps the syllabi, for other it may mean the contents and structures of the lessons. However, in the professional context, the curriculum includes the national goals of education, educational objectives and structure of the lesson. Whatever the meanings are given by different groups, meeting the needs of the people with disabilities is important. The curriculum should be balanced in terms of the competencies and context it includes incorporating learning related to the development of knowledge, skills and values; to be meaningful and functional for every child (Gaijarro; Mamo, 2000).

Now days, inclusion is mainly a curriculum issue since curriculum is concerned as the most significant problem to learning and exclusion for many learners, for those in special school settings or in ordinary school settings. These problems of learning arise from interlocking parts of the curriculum, such as content of learning programs, the language, organization of the classroom, time frames for completion of curricula etc. Assessing the problems of the learners with learning difficulties, the important modification in a core curriculum may encourage schools to use the range of available flexibilities in order to respond to local and individual differences (Byers, 2001 and Winzer, 1990). In addition, Tirussew (2005) states that the current trend, inclusive approach curriculum needs a certain degree of flexibility in modification, substitutions, compensation that are needed to accommodate the educational needs of children.

Apparently, the goal of special needs education is that the children should learn and develop their skills-well and this can only be achieved by a quality of curriculum. Hence, teaching students with disabilities without a well-differentiated curriculum would alienate them from the learning activities whichever the classroom setting has. Ashdown and Carpenter (2000) stated that students with disabilities need specific strategies so as to ensure their participation in the curriculum and curriculum should comprise all learning and other experiences based on the modified curriculum in each school. On the other hand, as a part of the curriculum, the language of instruction may create problems to all learners or some of them. In many countries the language of instruction is different than the language the students they talk at home and use in their community. Thus, language may create difficulties in understanding the subject matter for many students, which can affect the education provision for children with special needs.

When we see inclusive education, in any education system, curriculum is one of the major problems to facilitate the development of more inclusive system (UNESCO, 2003). In many situations the curriculum is centrally designed and is rigid not leaving flexibility for local adaptations for teachers to experiment and try out new approaches. In some conditions the content may be distant to the reality in which the students live, and therefore inaccessible and unmotivated to students.

The research work which carried out by UNESCO (1999) in a number of schools and other centers of learning around the world suggested some key elements of curriculum that guide in developing inclusive education. These are:

- Broad common goals defined for all including the knowledge, skills and values to be acquired.
- A flexible structure to facilitate responding to the diversity and providing diverse opportunities for practice and performance in terms of content, methods and level of participation
- Assessment based on individual progress
- Cultural, religious and linguistic diversity of learners acknowledge and
- Content, knowledge and skills relevant to learners' context.

Therefore, curriculum should consider the diversity of culture, language, skills and knowledge levels of the community and children with special needs education, and it would be flexible to overcome challenges in an inclusive education.

## **2.6. Lack of Assessment and Identification**

Assessment in teaching learning process is very important to identify an individual child's problems and to follow the progress and improvement in learning activities. It also examines not only the educational needs but also the environmental status which has influence on the child's learning activities directly or indirectly. In line of this (Lewis, 2001) explained that assessment, record keeping and acknowledging progress and achievement should be an integral part of teaching and learning for all students. This implies that assessment is the continuous process to identify where the students stand in their learning.

According to (MoE, 2005) assessing needs to assist the school management and environment, knowledge and skills of teachers, social-cultural background and characteristics of learners as well as availability of adapted materials and equipments have to be taken into consideration, case by case.

On the other hand, policy and programs for human, material and financial resources development concerning disabled persons should be based on the assessment of their needs and the potential of existing development programs services to achieve those needs (MoE, 2005 and Lawson, 1991). Thus, the assessment that is carried out by the personnel trained helps to identify the problems, which can reduce students' participation in education. It also helps to identify the level of disabilities in practical terms, levels of disability within each category as well as the needs and potentials of each individual are very different depending on their severity level. For these reasons, to identify the real needs of the people with disabilities, the appropriate assessment mechanisms might play a great role in the process of education provision. Besides, Mamo (2000) states that to meet the needs of children with special needs, assessment mechanism should be appropriate to the local context. However, assessment should be carried out starting from child's natural environment (home) collaborating with parents to identify detail problems. Thus, parents' involvement in an assessment program, may help to get available information about the children with disabilities and information gathered during assessment may help in understanding the

nature of the developmental problems. Accordingly, a wide variety of assessment devices should be available, including both formal standardized measures and less formal check lists and rating scales based on the observation of the child. (MoE, 2005; Mamo, 2000; Lawson, 1991).

In fact, identifying difficulties, assessing needs and providing supports as early are important in order to prevent repetition dropout and other related disabling conditions. Because, due to the lack of assessment, identification and support, children with disability are likely to repeat and dropout (MoE, 2005)

### **2.6.1. Repetition and Drop-out**

Repetition means that the retention in same grade over one year where the normal expectation is either promotion or completion of schooling. It is expected that it also may result form academic failure, insufficient examination marks and poor attendance. Some authors also explain repetition as a year spend by students in the same grade and doing the same activities as usually due to his/her failure to satisfy grade requirements (UNESCO, 1995 & 1994). In most developing countries like Ethiopia the problems of repeaters are not clearly assessed for the identification of their problems in leaning process but it is seen as a remedy for slow learner to master the curriculum materials (activities). However, many students in a given classroom suffer with their divert problems which hinder the learning activities, because of lack of assessment in order to get necessary assistance from their teachers or schools for example, children with hard of hearing.

Repetition doesn't improve the achievement of slow learners and it also affect self-esteem as well as their prospects for future success. Hence, such children (students) in 'normal classes suffered from undetected impairment or health problems. Lack of professional assessment and standardized tools to assess these individuals with learning difficulties or health problems are also major problem in placement or setting process (UNESCO, 1994 and World Bank, 1988).

On the other hand, drop-out can be explained in terms of the student who leaves school before completing a given grade in a given school year. In developing countries, dropping-out has been a major problem in primary education system. The dropping-out problem often assumed of socio-economic problem. However, children in primary schools mostly forced to leave school before the school year because of undetected problems. Regarding this Tirussew (2005:115) explained

“presumably, children with undetected mild problems may constitute a good number of early repeaters and drop-out of the primary school in Ethiopia”. This implies that students who are learning in primary regular school system suffer because of undetected problems like children with hard-of-hearing, partial sight, mild mental retardation and learning disabilities. As a result, children who are with these problems cannot learn without special teacher assistance and necessary teaching aids so that they forced to dropping-out.

## **2.7. Lack of School Physical Facilities and Climate**

It is clear that lack of physical facilities and lack of a good climate in school have impacts on the learning and participation of students with disabilities. For example, in available teaching materials (aids), inconvenient class room arrangements, inconvenient design of building, in availability of water, toilet like basic facilities can affect learning activities of children with visual impairment. Besides, a UNESCO (2003) survey states that lack of conducive physical environment (activities) of the schools (centers) constrains both students with disabilities to participate and the range of learning activities in and out of the classroom.

In addition, the absence of a good climate at school might influence development of the students with disabilities as well as their school. So it is important to create the conditions that enable both teachers and students learn and feel well. School must be sure that every child can learn and there should be a good climate to succeed. If all these aspects are available, the students will be reinforced to learn (UNESCO, 2003; Guijarro, 2000). Thus, the existence of a bad climate and physical facilities, in schools are most likely to affect the students’ self-esteem and in turns, it creates a negative condition in their leaning process.

## CHAPTER THREE

### 3. Research Methodology

This study employed a descriptive survey approach to depict the existing of policies implementation problems in special needs education in the SNNPR.

#### 3.1 Sampling

The study was conducted in SNNPR. The data of all zones and woredas, which are providing special needs education, was used for document analysis. That is, study was designed to be conducted in SNNPR of nine (9) zones and two special woredas was used for document analysis. Of these six (6) of them (zones) have been providing special needs education for a long time. For the purpose of administering questionnaire and interview, purposive and stratified sampling techniques were employed to select the four (4) sampling zones. Three of them were selected from the zones which have been providing for long times and one (1) of them was selected from the zones which have begun providing special needs education in 2004/05 academic year. The sample size was according to gross enrollment ratio in 2004/05 for primary schools (1-8). The average estimated participation rate was 0.3%, which is less than the national average participation rate for children with special needs (i.e. 0.8%) as presented in (Table 1) below.

**Table 1. Administrative Zones Providing Special Needs Education in SNNPR in 2004/05**

No	Zone	Total population	School Age population Age (7-14)	Gross Enrollment ratio for non-disabled students	Estimated population of the people with disabilities Age (7-14)	Gross Enrolment of students with disabilities	Proportionality of enrollment students with S.NE	Gross Enrolment ratio (participation Rate)
1	Hadiya*	1,465,093	293,392	81.0	29,339.2	239	31.9	0.8
2	Gamogofa	1,255,199	288,290	74.5	28,829	132	17.6	0.4
3	Wolayta*	1,628,789	344,499	78.1	34,449.9	144	19.1	0.4
4	Sidama*	2,856,942	571,329	76.4	57,132.9	128	19.0	0.2
5	Dawuro	377,881	75,761	82.5	2,576.1	11	1.5	0.1
6	Kembata T*	753,587	159,368	86.0	15,936.8	26	3.5	0.2
7	Dershie special woreda	126,272	24,728	64.6	2,472.8	17	2.5	0.7
8	Konso Special woreda	218,180	42,922	55.5	4,292.2	14	1.9	0.3
9	Debubomo	457,744	90,550	51.9	9,055	13	1.7	0.1
10	Kefa	845,774	552,052	87.5	15,201.2	10	1.3	0.07
11	Sheka	169,161	33,123	112.0	3,312.3	18	2.4	0.5

\* Sample Zones

Sources: Educational Statistics Annual Abstract SNNPREB, 2004/05

- From other documents of the region
- Calculated data by the author

These selected zones have also high participation rate for non-disabled students compared with other zones except Kefa which has 0.07% participation rate for students with disabilities.

Generally, to select four zones from the two stratified zones (i.e. zone which have been providing special needs education for a long time and zones which has begun at 2004/05 to provide special need education) purposive sampling was employed because the zones were considered to reflect the rest of zones in the region regarding the problems under the research questions. For these reasons, the questionnaire and interview were conducted in these four zones and in the regional education bureau as well.

## **3.2. Data gathering tools and piloting**

### **3.2.1 Data gathering tools**

The main data gathering tools used were the format prepared for collecting data for document analysis, a questionnaire with open-ended and close-ended 33 questions, and structured interview with 8 questions.

The study involved both primary and secondary sources. The major sources of data were the official statistic from the SNNPREB documents and educational statistics Annual Abstract questionnaire of SNNPREB 2000/01 to 2004/05. Besides, to obtain available data, 51 copies of the questionnaire were distributed purposefully to 21 experts in regional bureau and 30 experts in zonal education bureaus. 47(92.2%) of the questionnaire were filled and returned. Hence, 20 (95.2%) of the regional education experts and 27(90%) of the zonal education experts filled and returned the questionnaire. On the other hand, structured interview was conducted on two regional education experts and four zonal experts and recorded in tape cassettes.

Thus, the data from the interview was analyzed after transcribing it from the tape recorder using qualitative and descriptive statistical analysis.

### **3.2.2 Pilot test**

It is clear that pilot test is one of the best ways of improving the data collecting tools and procedure. For this reason, the researcher piloted the questionnaire (tools) at Addis Ababa Education Bureau and Nifas-Silk-Lafito Sub-city Education department in Addis Ababa.

A pilot test was conducted on 3 Addis Ababa education bureau experts and 3 Nifas-Silk-Lafito sub-city educational experts, which helped to make some improvement on the statement of questions. After some improvements were made the questionnaire was then administered to experts working in regional bureaus and zonal education department.

### **3.3 Data analysis**

This study was planned to use both quantitative and qualitative researches approach. The data obtained from the questionnaire was analyzed quantitatively. The data, which was obtained through open-ended questionnaire, would be analyzed quantitatively to make the research manageable. The data obtained from the interview was analyzed qualitatively.

From the quantitative statistic point of view the percentage was employed. The study has tried to present a few of data and findings by table wherever they are necessary to illustrate the findings.

### **3.4. Background of the region (the study site)**

South Nations Nationalities and People Region (SNNPR) is located in southern part of Ethiopia. The name SNNPR is given after 1993. The region consists of about 45 ethnic groups and it is divided into 13 zones, 8 special woredas, 96 woredas and 19 city administrations. The regional administrative structure also divided according to the ethnic groups. Mostly each zone, and special woredas have their own language culture etc. Although they have not common language, culture, value etc. they can live together with some contradiction among them.

According to CSA (Central Statistics Authority) the total population of this region in 2004/05 estimated to be 14,490,000 from which males and females are estimated to be 7,203,000 and 7,287,000 respectively. The area of the region is about 118,000 sq. Kms.

The total population (Age 15-16), that is grade 9 and 10 is about 755,426 of which 325,308 (48.2%) are females. The school age population (7-14) for regular school is about 2,911,000 of which 1,445,000 (49.6%) are females. The total population of ages 4-6 is about 126,085 of which 62,661 (49.7%) are females.

In the region, the gross enrollment ratios of primary school (1-8) in 2000/01 to 2004/05 were 63.6%, 67.2%, 71.5%, 74.1% and 85.1%, respectively. Although the total coverage of the education access reached 85.1%, it doesn't consider children in remote zones and special woredas as well as pastoralists. Thus, access to education is the most challenging issue in the region. Moreover, besides the total repetition rate of primary school (1-8) in 2000/01 to 2004/05 were 13.7%, 13%, 9.1% 5.6% and 2.8% respectively, and the dropout rate also within interval of these years for grade (1-8) 19.7% 18.1%, 24.1%, 21% and 11.5%, respectively.

When we see the students- teacher ratio of first cycle primary (1-4) and second cycle primary (5-8) they were 1:74 and 1:88 respectively in 2004/05 academic year. That is, a qualified teacher handles 74 students per class for first cycle primary and 88 students per class for second cycle primary. When we think of inclusive education in the ordinary school system it is seems to be difficult to provide special needs education in this kind of situation. Moreover, a large class size and crowded classroom also might affect special needs education provision. For example the students section ratio (SSR) in 2004/05 was 1:74 for primary first cycle (1-4) and 1:75 for primary second cycle (1-8). These figures show the need for more sections even for non-disabled students according to the national standard, which is 1:50 for primary school (1-8).

As mentioned earlier there are 13 zones, 8 special woredas, 96 woredas and 19 city administrations in the region (SNNPR) of which as data represented in Table 2, 9 zones and two special woredas are providing special needs education program. As can be seen from this table in 3 zones and two special woredas, the special needs education program for children with disabilities has been started in 2004/05. Thus, before 2004/05 this program was running in 6 zones with the help of few NGOS and religious organizations.

Although the number of students with disabilities increased from 2000/01 to 2004/05 still access to education is negligible. Even if the education provision for students is very low (negligible), children with hearing impairment have got better opportunity compare with other type of disabilities. The table below (Table. 2) could show overall situation of special needs education in the region.

Table 2 Total Population of Students (Children) with Disabilities, Enrollment by Type of Program and Year by Type of Program and Year by Zone in the Region 2000/01-2004/05

Zone	Type of program for (200/01 to 2004/05)	2000/01			2001/02			2002/03			2003/04			2004/05		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Hadiya	Hearing Impairment	91	69	160	91	77	168	102	81	183	108	76	184	151	88	239
Gamogofa	Hearing Impairment	43	33	76	42	33	75	55	37	92	56	43	99	62	56	118
	Mental Retardation	4	3	7	5	3	8	4	3	7	4	4	8	9	5	14
Wolayta	Visual Impairment	57	35	92	59	35	94	57	30	87	68	35	103	76	48	144
Sidama	Hearing Impairment	72	71	143	73	70	143	75	67	142	61	59	120	64	64	128
Dawuro	Hearing Impairment	-	-	-	-	-	-	-	-	-	-	-	-	8	3	11
Kembata T	Hearing Impairment	-	-	-	-	-	-	-	-	-	-	-	-	17	9	26
Derashie special woreda	Hearing Impairment	-	-	-	-	-	-	-	-	-	-	-	-	4	8	12
	Mental Retardation	-	-	-	-	-	-	-	-	-	-	-	-	5	-	5
Konso special woreda	Hearing Impairment	-	-	-	-	-	-	-	-	-	-	-	-	5	2	7
	Visual Impairment	-	-	-	-	-	-	-	-	-	-	-	-	1	1	2
	Mental Retardation	-	-	-	-	-	-	-	-	-	-	-	-	2	3	5
Debubomo	Hearing Impairment	-	-	-	-	-	-	-	-	-	-	-	-	3	5	2
	Visual Impairment	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2
	Mental Retardation	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3
Kefa	Hearing Impairment	5	2	7	3	4	7	5	2	7	3	5	8	2	6	8
	Visual Impairment	1	-	1	1	-	1	1	-	1	1	-	1	-	-	-
	Mental Retardation	3	2	5	3	2	5	3	2	5	1	-	1	1	1	2
	Other Disabilities	5	4	9	5	5	10	5	4	9	4	6	10	1	1	2
Sheka	Hearing Impairment	3	3	6	3	3	6	3	3	6	11	5	16	10	8	18
	Visual Impairment	1	-	1	1	-	1	1	-	-	-	-	-	-	-	-
	Mental Retardation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Source: Education Statistics Annual Abstract, SNNPREB, 2004/05

- From SNNPREB, OTHER DOCUMENTS
- Calculated the data by the author.

## CHAPTER FOUR

### 4. Findings and Discussions

This parts of the study deals with the analysis of data gathered from documents, questionnaire and interview. A questionnaire was administrated to regional education bureau and zonal education department experts. While interviews were conducted with educational bureau experts at zone and regional levels

#### 4.1. Document Analysis

##### 4.1.1. Accessibility

The national education plan is expected to address issues of access for all children, including children with special needs. The Convention of the Rights of Child (1989) that already Ethiopia ratified outlines the rights of all children and recognizing to get access for education. Thus, the Ethiopia constitution recognized the right to equal access to education which emphasizes that the need to allocate available resources, and provide necessary assistance to persons with disabilities and other vulnerable groups.

As it has been mentioned at the earlier chapter, expanding and equalizing educational opportunities for all children with special needs, require access to equal enrollment. access to trained (qualified teachers) and professionals, and convenient school environment with the important aids, equipment and necessary resources (William, 1991).

In Ethiopia ordinary schools are not willing to admit children with observable disabilities because educational experts, school administrators and teachers do not have enough understanding about the universal right to primary education (education as a fundamental right for all children with disabilities). Moreover, few number of existing special units and schools which are providing special needs education by the help of NGOs, religious organizations and government in a given

urban areas are not accessible to all children with special needs (disabilities). Consequently, a great number of children (students) with disabilities are still do not get opportunity to education. According to Baseline survey and disabilities in Ethiopia (1995) children (students) with disabilities who are got access to primary education estimated to be less than 0.8% (1%).

In the case of SNNPR the average participation rate is even less than this estimation as the research finding reveals and as five years document analysis results shown in Table 3 below.

**Table 3. Gross Enrollment of Students with Disabilities and Type of Impairment by Year**

Type of Disablites	2000/01						2001/02						2002/03						2003/04						2004/05					
	M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%
Student with hearing impairment	214	75.1	178	80.2	392	77.3	215	75.1	188	80.2	403	77	240	77.2	190	83	430	79.6	239	75.4	188	80.7	427	77.6	338	76.5	252	81.3	590	78.4
Student with visual impairment	59	20.7	35	18.8	94	18.5	59	20.7	35	15.8	94	18.5	59	18.9	30	13.1	89	16.5	69	21.7	35	15	104	18.9	71	16.1	32	10.3	103	13.7
Student with mental retardation	7	2.4	5	2.2	12	2.4	7	2.4	5	2.2	12	2.4	7	2.3	5	2.2	12	2.2	5	1.6	4	1.7	9	1.6	23	5.2	18	5.8	41	5.5
Student with other disabilities	5	1.8	4	1.8	9	1.8	5	1.8	4	1.8	9	1.8	5	1.6	4	1.7	9	1.7	4	1.3	6	2.6	10	1.8	10	2.3	8	2.6	18	2.4
<b>Grant total</b>	285	100	222	103	507	100	286	100	232	100	518	99.7	311	100	229	100	540	100	317	100	233	100	550	99.9	442	100	310	100	752	100

Source: Education Statistics Annual Abstract SNNPREB, 2004/05

- From SNNPREB, other documents
- Calculated the data by the author

As can be seen from Table 3, Gross Enrollment of children with hearing impairment, visual impairment, mental retardation and with other disabilities were relatively increased in 2002/03 to 2004/05 when we compare with 2000/01 and 2001/02 (See Table 2.). This shows that as there were some efforts made to provide education for children with these kinds of disabilities. When we see the total enrollment, however, it is negligible.

When we see students with hearing impairment from the Table 3, they have got better access to education since 2000/01 to 2004/05. When we also compare this group student with visual impairment, mental retardation and other disabilities (intra-groups), they are seems to be more beneficiary. Thus, 77.3% in 2000/01, 77.3% in 2001/02, 79.6% in 2002/03, 77.7% in 2003/04 and 78.4% in 2004/05 which means students with hearing impairment consists more than 77% compared with students with other type of disabilities as shown in the Table above. From this one can easily realize that there is no equal access to education even among the students with different groups of disabilities. This area also needs further investigation to find solution to have equal educational opportunity at least among these disabled groups.

In addition, attaining equity in providing education for children with special needs is an integral part of UPE (Universal Primary Education) for all by 2015. To achieve this goal, educational institutions should be well organized and structured to provide opportunity to equitable education for students with disabilities. Equity is not only in resources supply, but equity policies are vital to promote educational opportunity for all people with special needs (Evans, 2000). However, interview result revealed that there is no due attention and strategic plan to provide equitable educational opportunity for people with special needs in the region.

#### 4:1.1.1. Participation Rate of the Students with Disabilities

Table 4. Gross Enrollment Ratio of Primary First Cycle and Primary Second Cycle in Year in SNNPR

Year	School Age Population Age (7-14)			Estimated school age population with disabilities Age (7-14)		Gross Enrollment of students with disabilities			Participation rate of students with disabilities (GER)				
	M	F	T	M	F	T	M	F	T	M	F	T	
2000/01	129000	1270000	2560000	129000	127000	256000	285	222	507	0.2	0.2	0.2	
2001/02	1327000	13080000	2635000	132700	130800	263500	286	232	518	0.2	0.2	0.2	
2002/03	1370000	1349000	2719000	137000	134900	271900	311	229	540	0.2	0.2	0.2	
2003/04	1415000	1395000	2810000	141500	139500	281000	317	233	550	0.2	0.2	0.2	
2004/05	1466000	1445000	2911000	146600	144500	291100	442	310	752	0.3	0.2	0.3	

Source: Education Statistics Annual Abstract SNNPREB, 2000/01-2004/05.

- SNNPREB other documents
- Calculated the data by the author using WHO crude estimation of 10% prevalence rate of any population

Table 4 shows participation rate of children with disabilities for the last five years. The participation rates 2000/01 to 2003/04 do not show difference for males and females. However, the participation rate for males increased from 0.2% to 0.3% in 2004/05. The females participation rate do not show any change (0.2%) from this crude calculation of 2000/01 to 2004/05. Relatively this shows that there were more boys coming to school than girls. When this participation rate compared with non-disabled students in the regular school system from 2000/01 to 2004/05 it is negligible. Thus, the participation rate for non-disabled students in primary school (1-8) in 2000/01 to 2004/05 was 63.6%, 67.2% 71.5%, 74.1% and 85.1% respectively (See Table 2.).

From this one can easily realize that access to education for students with disabilities is negligible. It is also possible to suggest that there is policies implementation problem on special needs education in the region. From the above Table one can understand that the participation rate of the students with disabilities from 2000/01 to 2003/04 was 0.2%. According to WHO's conservative estimation of 10% prevalence rate from any population, the condition could be seen as the worst.

**Table 5. Gross Enrollment and Participation Rate (GER) of 4 Sample Zones 2004/05**

Zone	Total population			School age population Age (7-14)			Estimated total population of people with disabilities Age (7-14)			Cross Enrollment			Participation rate (GER)		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1. Hadiya	727,353	737,740	1,465,093	145,655	147,737	293,392	145,655.5	147,737.7	293,393.3	151	88	239	1.0	0.6	0.8
2. Sidama	1,451,168	1,405,774	2,856,942	294,759	276,570	571,329	294,759.9	276,570	571,329.9	64	64	128	0.2	0.2	0.2
3. Wolayta	805,951	822,838	1,628,789	171,577	172,922	344,499	171,577.7	172,922.2	344,499.9	96	48	144	0.6	0.3	0.4
4. Kembata	375,950	377,637	753,587	78,353	81,015	159,368	78,353.3	81,015.5	159,368.8	17	9	26	0.2	0.1	0.2

Sources: Education Statistics Annual Abstract SNNPREB, 2004/05

- From SNNPR other documents and. CSA, 2005
- Calculated the data by the author

As can be seen from Table 5, total school age population (7-14) is taken (used) to estimate the total number of children with disabilities in these 4 selected zones by using WHO conservative (crude) estimation of 10% prevalence rate from any population. However, this table shows that the participation rate of children with disabilities for educational opportunity seems to be below WHO conservative (crude) estimation of 1% and Baseline survey of Ethiopia estimation (0.8%). When we see Hadiya Zone the participation rate seems to be better than other zones. Hence, 0.8% is total participation rate for both males and females, and 1% for males and 0.6% for females. Actually, it is difficult to conclude that in Hadiya Zone as there is better opportunity to special needs education.

On one hand, the calculation result is based on the crude estimation of WHO, because there is no real (estimated) known number of disabilities in the region. On the other hand, data from interview and questionnaire revealed, that students come from different regions and zones, and admitted, because the centers those found in these zones are running by Mekane Yesus, a faith based organization. This organization provides educational opportunity for children who come from different regions or zones which are admitted through criteria set by the organization.

Generally, the total participation rate for Hadiya, Sidama, Wolayta and Kembata Tembaro is 0.8%, 0.2%, 0.4% and 0.2% respectively. For females, the participation rate is 0.6%, 0.2%, 0.3% and 0.1% respectively in these zones. This figure represents students with hearing impairment visual impairment, mental retardation and other disabilities. Such less (negligible) education opportunity shows that the region or zones have policies implementation problems on special needs education.

#### **4.1.2. Quality**

When one thinks of improving access to special needs education, quality needs equal attention to have appropriate education provision according to children (students) disabilities and their educational needs. Indeed, quality education is a policy issue which is already declared in 1994 education and training policy of Ethiopia, including people with special needs. However, quality of special needs education might be influenced by internal and external factors of schools. Some variables that were observed in the schools are inconvenient classroom situation, seating

arrangements, furniture, incompetence of teachers, lack of teaching aids and other teaching materials etc.

Furthermore, class size and number of qualified teachers in each section might determine the quality of special needs education. Hence, teachers are expected to support individual student's needs rather than, the whole class (Shea and Bauer, 1994).

Accordingly, MOLSA (2004) and MoE (2002) explained that the quality of school or educational system could be expressed by the performance of its students out put. This quality in education helps to know how well the school or education system promotes skills and knowledge of students to be come responsible citizen in the society.

Therefore, the following Table (6) depict that student-teacher, ratio and student-section ratio affect educational quality of the students with disabilities directly or indirectly.

#### 4.1.2.1. Quality of the Special Needs Education Provision

**Table 6. Student-Teacher Ratio and Student-Section Ratio in Year**

Year	Section	Students						Teachers						Students teacher ratio	Students section ratio
		M	%	F	%	T	%	M	%	F	%	T	%		
2000/01	29	285	56.2	222	43.8	507	100	48	80	12	20	60	100	9	18
2001/02	29	286	55.2	232	44.8	518	100	48	80	12	20	60	100	9	18
2002/03	29	311	57.6	229	42.4	540	100	47	78.3	13	21.7	60	100	9	19
2003/04	35	319	58	234	42.1	550	100	45	77.6	13	24.4	58	100	10	16
2004/05	39	442	58.8	310	41.2	752	100	47	63.5	27	36.5	74	100	10.2	19.3

- These sections include integrated (inclusive classes) and special classes.
- Sources: Educations Statistics Annual Abstract SNNPR, 2000/01-2004/05
- From SNNPREB other documents
- Calculated data by the author.

Table 6 shows that the student-teacher proportionality from 2000/01 to 2004/05 are: 1:9, 1:9, 1:9, 1:10 and 1:10 respectively. Even if student-teacher proportionality seems to be available, it is difficult to estimate by using this kind of crude calculation, because it requires qualified teachers

in special needs education, classes' empathy and commitment to assist them. In addition, education provision in a given classroom needs at least two teachers at a time to support them depending on the type of disability and an individual needs independently. For example, a special teacher handles nine (9) student per class in 2000/01 and a special teacher handles ten (10) students per class in 2004/05. The student-section ration (SSR) is the indicator to measure the efficiency of the system. As indicated in table (6) student-section ratios are: 1:18, 1:18, 1:19, 1:16, and 1:19.3 prospectively. This shows that no need of more sections. However, this crude calculation, which is done, based on the total number of the students with special needs in different types of education provision and types of school system do not show accurate proportionality. As interview response show that there is no section problem in the zones, which are providing education for children with special needs within the existing programs, but the main problem is lack of trained teachers in special need education in the region. Besides, there is no still structured and organized school system in the region except few special schools (centers) running by NGOs and religious organizations.

### 4.1.3. Efficiency

Table 7. Gross Repeaters and Drop outs by Type of Disabilities and in Year in SNNPR

Year	Repeaters and Drop outs	Students with hearing impairments						Students with visual impairments						Children with mental retardation						Children with other disabilities					
		M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%	M	%	F	%	T	%
2000/01	Repeaters	43	48.3	46	51.7	89	100	9	45	11	55	20	100	1	100			1	100	2	66.7	1	33.3	3	100
	Drop outs																								
2001/02	Repeaters	42	51.9	39	48.1	81	100	9	47.4	10	52.6	19	100	1	50	1	50	2	100	1	33.3	2	66.3	3	100
	Drop outs																								
2002/03	Repeaters	41	50.6	10	49.4	81	100	9	45	11	55	20	100	1	100			1	100	2	66.7	1	33.3	3	100
	Drop outs	1	25	3	75	4	100																		
2003/04	Repeaters	41	60.3	27	39.1	68	100	5	50	5	50	10	100												
	Drop outs																								
2004/05	Repeaters	13	65	7	35	20	-100	2	33.3	4	66.7	6	100	3	60	2	40	5	100	2	40	3	60	5	100
	Drop outs	2	28.6	5	71.4	7	100																		

\* Data for Drop outs not available in the regional or zone documents

Sources: Educational Statistics Annual Abstracts, SNNPREB 2000/01-2004/05

• Calculated from the data by the author

As Table 7, reveals the format was prepared to collect data of both repeaters and dropouts' with in five years (see Appendix one, form VIII). However, the number of repeaters within the five years document analysis was available. As can be seen in Table 7, students with hearing impairment reveals the highest repetition rate compare with other students with other type of disabilities. Thus, from the total number of repeaters with visual impairment, mental retardation and students with other disabilities, students with hearing impairment consists 78.8% (113). in 2000/01, 77.1% (105) in 2001/02, 77.1% (105) in 2002/05, 87.2% (78) in 2003/04 and 55.6% (36) in 2004/05.

This shows that there are problems in sign language (communication problems), competence of teachers, aids and equipment availability of other necessary materials and classroom physical facilities, and the like. When one sees boys and girls repeaters from the above Table, there is no significant difference. From this one can easily deduce as that boys and girls are facing similar problems in their educational activities. Next to students with hearing impairment, students with visual impairment face difficulties by repetition. This also implies that there is inconvenient classroom situation, seating and visual aids. Besides, these situations might affect educational efficiency. This area also may require further investigation, in order to minimize the repetition problems.

## 4.2. Analysis of Questionnaire and Interview Responses

This part presents the analysis of data gathered from questionnaire and interview from regional and zonal education experts to find detailed information of special needs education provision and policies implementation problems.

**Table 8. Background of the Respondents**

	Variable	Respondent			
		Regional education experts		Zonal education experts	
		No	%	No	%
1	Sex a. Male	19	95	26	96.3
	b. Female	1	5	1	3.7
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>
2	Age a. 20-30 years	-	-	-	-
	b. 31-40 years	5	25	9	33.3
	c. 40 and above	15	75	18	66.7
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>
3	Education				
	a. 10+1	-	-	-	-
	b. 10+2	-	-	-	-
	c. 12	-	-	-	-
	d. Certificate	-	-	-	-
	e. Diploma	2	10	7	25.9
	f. B.A	18	90	19	70.4
	g. M.A and above	-	-	1	3.7
<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>	

As shown in the Table 8, above 95% (19) of regional education bureau experts and 96.3% (26) of the zonal education department experts were male and 5% (1) regional education expert and 3.7% (1) of the zonal education respondent were females. From this one can easily understand the females' contribution in the region (zones) is every low.

Concerning age of the respondents, 25% (5) of regional education experts and 33.3% (9) of the zonal education experts were between the age range of 31 to 40 years and 75% (15) of the regional education experts and 66.7% (18) of the zonal education experts were 40 and above. This shows that the respondents are capable enough and experienced to reply to what they are asked for.

With regard to the respondents education (qualification), 10% (2) of the regional education experts and 25.9% (7) of the zonal education experts were diploma holders. Besides, 90% (18) of the regional educational education experts and 70.4% (19) of zonal education experts had first degree. Moreover, 3.7% (1) of zonal education expert had Master's degree.

This shows that majority of the respondents are first-degree holders. From this one can easily conclude that most of them were competent and capable for the position they hold and it is possible to assume that they have sufficient educational background to implement educational policies. However they are not qualified in special needs education, except one person with M.A in one of the zonal education bureaus.

#### 4.2.1. The Special Needs Education Provision and Awareness Problem of the People towards Special Needs Education

The process of special needs education provision requires increasing community and parent's awareness to understand rights, needs and potential of disabled persons (Lawson, 1991).

**Table 9. Education Access for Students with Special Needs Education and Awareness Problem of the People.**

No	Item	Respondents			
		Regional Education Experts		Zonal Education Experts	
		No	%	No	%
1	The extent to which the region or zone education bureau attempts to improve education access for children with special needs. a. very high b. high c. medium d. low e. very low	- 2 7 10 1	- 10 35 50 5	- - 3 14 10	- - 11.1 51.9 37
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>
2	The extent to which special needs education teachers participate in collaborative planning and curriculum development in the region or zone. a. very high b. high c. medium d. low e. very low	- - - 9 11	- - - 45 55	- - - 11 16	- - - 40.7 59.3
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>
3	What are the awareness level of experts and decision makers concerning education of children with disabilities (special need)? a. very high b. high c. medium d. low e. very low	- 2 5 10 3	- 10 25 50 15	1 5 7 10 4	3.7 18.5 25.9 37 14.8
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>
4	The extent to which association of disabilities attempt to raise awareness of the parents and community. a. very high b. high c. medium d. low e. very low	- - - 7 13	- - - 35 65	- - - 11 16	- - - 40.7 59.3
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>

As revealed in item 1 of Table 9, 50% and 5% of the regional education experts, and 51.9% and 37% of the zonal education experts responded low and very low respectively concerning the regional (zonal) education bureau attempt to improve educational access for children with special needs. This shows that the regional and zonal education experts have lack of awareness, due attention and commitment to provide education in accordance with the international declarations and convention on the rights of the child that Ethiopia adopted.

Regarding special needs education teachers (special teachers) participation in collaborative planning and curriculum development in the region or zones, as can be seen in item 2 of Table 9, 55% of the regional education experts and 59.3% of the zonal education experts replied "very low". This reveals that the existing special needs education program in the region (zone) was not well organized and structured like that of non-disabled education in the system. (Carpenter, 2001; Shea and Bauer, 1994; Winzer, 1990) stated that teachers' participation in decision-making and curriculum development can promote (create convenient condition) in providing special needs education for children with special needs. Specifically, parents and special teacher's participation in educational activities might create a good situation in the process of education provision for children (persons) with disabilities. On the contrary, isolating teachers from the technical and administrative activities of school might discourage teachers' interest and good feeling towards teaching special needs education.

Concerning item 3 of Table 9, majority of the respondents, 50% of the regional education experts and 37% of the zonal education experts replied that the awareness level of the experts and decision makers concerning education of children with disabilities is low. From this it is, evident to conclude that the experts and decision makers do not have understanding of the current situation on the rights of the children with disabilities to education. This is because of less awareness about disabled people and disabilities, and being untrained experts in special needs education as well as absence of special needs education program in the regional or zonal educational structure in addition to absence of strategic plan.

Moreover, the interview responses from regional and zonal experts also indicate these problems as major issues. Hence, all interviewees agreed that there is lack of awareness among experts to provide appropriate education for these groups. Some of the reasons for this could be lack of

awareness, negligence absence of assigned representative experts either regional or zonal levels. To this effect one expert from zone explained as follows:

*... of course, special needs education is not clearly known in this area ... among the other problems the awareness problem is the most crucial issue in the region or zone. Because of this problem there is no appropriately collected data concerning people with disabilities. Mostly region or zones collect data when NGOs or assistive organizations requested. Still there is no assigned experts (representatives) concerning children with disabilities who can follow their problem and try to solve their problem, in 'my option' the absence of concerned representative, more aggravated the problem. Therefore, this area needs much effort to work awareness raising program.*

The forgoing discussion indicates that lack of awareness is the major problem in the region (zones).

As far as item 4, Table 9 is concerned, the majority of regional education experts (65%) and zonal education experts (59.3) replied that attempt made by associations of disabilities to raise awareness of the parents and community is very low. This shows that there is no well-structured and organized association (advocacy work) in the region. The causes might be lack of financial support, initiation on the part of parents and disabled people themselves. According to UNESCO (2003) establishing networks of associations (organizations) that are made by the disabled people and or parents of children with disabilities can play a great role in the awareness-raising program. Thus, the associations play significant role help in information dissemination and provision of advices to their members through meetings and publications.

#### 4.2.2. Parents and Community Awareness and Their Participation in Special Needs Education Activities

Table 10. Parents and Community Participation in Special Needs Education provision

	Item	Respondents			
		Regional education experts		Zonal education experts	
		No	%	No	%
1	Does the region (zone) have action plan to increase parents and community participation in the planning development of SN.E? a. Yes b. No c. I do not know	- 15 5	- 75 25	4 13 10	14.8 48.1 37
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>1000</b>
2	Are parents of students with disabilities aware of the right of their children to learn in the regular school system? a. Yes b. No c. I do not know	- 14 6	- 70 30	- 16 11	- 59.3 40.7
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>
3	Does the region or zone pay special attention in the budget allocation for regular schools which provide special needs education? a. Yes b. No c. I do not know	- 16 4	- 80 20	3 19 5	11.1 70.4 18.5
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>

As indicated in item 1 of Table 10. 75% of the regional education experts and 48.1% of zonal education experts replied 'No' concerning the action plan to increase parents and community

participation in the planning development of special needs education. Besides, they explained that awareness problem and are some of the constraints absence of the special needs education program in the regional educational structure to make linkage among regional, zonal and woredas concerning special needs education program.

This indicates that there are no collaborative activities to develop special needs education planning development. From this one can easily realizes that lack of awareness of parents and community inability to participate in the planning and development of special needs education, might cause parents and community hide their children with disabilities from the sight of people.

Hence, even if there is educational access, they do not let them go to school. Ysseldyke (1995) explained that the involvement of the parents and community in the education-planning program of special needs education helps students with special needs to achieve required standard of the educational provision. Moreover, the special needs education goal calls for partnership between parents and school personnel to enhance the social, emotional and academic growth of the students with special needs so that every school should actively engage parents, family and community members in a partnership that supports the academic work at home and share educational decision making at school.

Furthermore, parents and community members must strongly involve in planning development and decision-making, which in turn enables students with disabilities to be successful in their education and socialization process. This may also be dependent on the parents and community participation in school activities (Evans, 2000).

In item 2 of Table 10, 70% of the regional education experts and 59.3% of zonal experts responded 'No' concerning awareness of the parents of students with disabilities about the rights of their children to learn in the regular school. Thus, as replied by the majority of respondents, the awareness of the parents of students with disability concerning their children rights to learn in the regular school system reveals 'No'. This shows that parents of children with disabilities did not get opportunity to know about the rights of children with disability to learn and international declarations and convention on the rights of the child, which Ethiopia already adapted in 1994. To minimize this problem, in addition to regional and zonal education bureaus, other concerned official, and advocacy groups should play a major role in awareness raising programs. Similarly

UNESCO (2003 and 2001) explained that initiatives, parents of children with disabilities and associations of people with disabilities have to play important role in awareness raising activities to ensure equal rights to education and other opportunities. That is, education provision process should be focused on the current issues of special needs education, integrated (inclusive) education; program in a regular school system.

Concerning the special budget allocation for regular schools, to promotes special needs education program, the region or zones did not pay special attention. As interview response revealed that there are few schools, which are providing education for children with disabilities in the inclusive (integrated) classes in the regular school system. However, there is no special budget allocation for these schools to facilitate learning situation. Accordingly, 80% of the regional education experts and 70.4% of the zonal education experts replied 'no' regarding special budget allocation.

Hence, as replied by the majority of the respondents, there is no special budget allocation for schools, which provide special education in the regular school system. This shows that the region or zones do not have awareness about the current issue of special education program (system). That is, inclusive education program enables students with disabilities to learn in ordinary regular school system.

#### **4.2.3. Pre-School Program**

Pre-school program is considered as a preparatory stage for primary school. Particularly, pre-school program for people with disabilities is very important for the development of cognitive and social skills, which prepare them for the primary school (Ysseldke, 1995). Although, the Ethiopian education and training policy of 1994 ensured the importance of the early childhood education program as a pre-condition for children with disabilities before going to the regular school system (primary school), it is not still implemented in SNNPR, compared to the children without disabilities which is a better status.

**Table 11. Pre-School Situation in the Region (Zone)**

	Item	Respondents			
		Regional education experts		Zonal education experts	
		No	%	No	%
1	Are pre-school preparatory programs which assists children with disabilities in acquiring the basic daily living literary and social skills in the region (zone)				
	a. Yes	-	-	-	-
	b. No	16	80	20	74.1
	c. I do not know	4	20	7	25.9
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>

As can be seen in item 1 of Table (11) 80% of the regional education bureau experts and 74.1% of the zonal education experts responded “no” concerning pre-school preparatory program in the region. Hence, majority of the respondents replied no. This shows that there is a policy implementation problem on special needs education in the region (zones).

School facilities are unquestionable in providing appropriate special needs education for students with special needs. With out available school physical facilities, providing appropriate education is difficult. As to the availability of the necessary facilities for disabilities (item 2 of Table 12), 85% of the regional education experts and 66.7% of the zonal education experts replied 'no'. Hence, the majority of the respondents replied that as there is a school physical facility problem. This inconvenient school physical facility may affect education of students with disabilities. This shows that students with disabilities failed to acquire appropriate education because of inconvenient school physical facilities, which in turn may affect educational provision of students with special needs.

#### 4.2.5. Teachers Competence

**Table 13. The Situation of Special Teachers**

	Item	Respondents			
		Regional education experts		Zonal education experts	
		No	%	No	%
1	Does the quality of teacher training can assure quality of learning? a. Yes b. No c. I do not know	15 3 2	75 15 10	17 9 1	63 33.3 3.7
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>
2	Does the region (zone) have the trained teachers (professionals) in braille transcribing, in sign language interpreting and as equipment technician? a. Yes b. No c. I do not know	2 15 3	10 75 15	8 13 6	29.6 48.2 22.2
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>
3	Do the special education teachers get (earn) special salary compare with the other teachers with the same education level? a. Yes b. No c. I do not know	3 14 3	15 70 15	3 14 10	11.1 51.9 37
	<b>Total</b>	<b>20</b>	<b>100</b>	<b>27</b>	<b>100</b>

As indicated in item 1 of Table 13, 75% of the regional education experts and 63% of the zonal education experts answered 'yes' that the quality of teacher training can assure quality of learning.

This shows that the experts are aware of the importance of teachers training to be competent enough in teaching activities. However, they are not aware of the distinction with instruction for children with disabilities and that of the non-disabled (item 3 of Table 13). It is clear that teachers need appropriate (relevant) education and training to provide proper education for children with special needs (MOE, 2005). To achieve the intended goal of the special needs education, teachers should get access of training programs to improve their knowledge and skills. Thus, special teachers training help them to have important and relevant knowledge and skills, which is necessary to handle challenging subject matter, to use emerging new methods, and technology (Makihonko and Chilufya, 2000 and Yssinke, 1995).

As revealed in item 2 of Table 13, 75% of the regional education experts and 48.2% of zonal education experts replied 'no'. Thus, as replied by the majority of the respondents, there are no trained teachers in Braille transcribing sign language interpreting and as equipment technician. This shows that there is problem in education provision for students with disabilities. From this one can easily suggest that lack of trained teachers and absence of teaching materials and aids were some of the causes of policies implementation problem in the region (zones).

Besides, 10% of the regional education experts and 29.6% of the zonal education experts replied 'yes'. This may indicate that there are few trained teachers in some zones. Concerning this interviewees replied that some teachers in some zones have got basic skills through in-service training program and workshops. But the shortage of trained manpower is still unsolved problem in the region (zones).

As can be seen in item 3 of Table 13, 70% of the regional education experts and 51.9% of the zonal education experts replied 'no'. Hence, as replied by the majority of the respondents, the special education teachers do not get special salary benefit compared to other teachers. This shows that the region or zones do not pay special attention for special teachers. To fulfill special needs education, it is important to provide special opportunities for special needs education teachers, like special salary, promotion, prize etc. This in turn will motivate special education teachers and reduce turnover of teachers. Concerning turn over of the special teachers, the writer of this paper provided a format and tried to find data of teacher turnover in year (2000/01 to 2004/05). However, the data was not available in region or zones (see Appendix one, form 8).

Concerning budget allocation, the interview result indicated that zones do not decide on budget allocation process. The regional authorities at the regional level decide the educational budget allocation. However, the region do not allocate special budget for salary of special teachers. Regarding this, one of the respondents from a zone replied:

*... Zones do not pay special salary for special teachers, because budget allocation processes are carried out by region and it fix the amount of salary according to the teachers' qualifications. However, the region allocate special budget for supervisors, if it include special teachers, it would be one of the solutions to motivate special teachers. Particularly, further education opportunities should be provided for special teachers like other teacher. Usually special teacher raises this question, but still the region do not give solution.*

This is common problem in the region. In many ways special teachers are isolated from the society and neither administrative bodies nor teachers pay special attention for them. Another expert from another zone expressed as follows:

*... Special teachers assumed by other teachers and school administrators as job free and as paid monthly. These teachers are also socially segregated and considered as lazy teachers as well as society in the school have stigma at students' with disabilities and their teachers too. When any incentive come to school not include these teachers and priority give for other teachers... now we are committed and working to minimize this problem in next year.*

This forgoing interview was made with experts of curriculum development in one of the zones. He is graduate of special needs education from Addis Ababa University. However, he is not assigned as a special needs expert. In this author's point of view, he committed to contribute a lot in solving special need education problem in the next coming years.

### 4.3. Factors that Influence Provision of the Special Needs Education in the Region (zones)

Table 14. The Major Influential Factors of Special Needs Education

Influences in special need education provision	Respondents			
	Regional education experts		Zonal education experts	
	No	%	No	%
a. Lack of awareness	20	100	27	100
b. Budget constraints	20	100	22	82
c. Lack of special needs experts	19	70.4	21	78
d. Lack of appropriate data of people with special needs	13	65	13	48.1
e. the availability of curriculum materials	8	40	20	74
f. un availability of preparatory class (pre-school) program	6			
g. No structured plan	8	30	11	41
h. No response	-	40	18	67
		-	-	-

As it can be seen from the Table 14, both regional and zonal education experts clearly mentioned some factors that influence provision of the special needs education in the region (zones). Accordingly, 100% of both regional and zonal education experts mentioned that lack of awareness was a major problem in the provision of special needs education. It is clear that lack of awareness of decision makers, parents and community might affect special needs education. This shows that there is no awareness-raising program in the region (zones) to address special needs education. Generally, majority of both regional and zonal educational experts listed down, budget constraints (economic problem), lack of current and appropriate data about the people with disabilities (special needs) as the main problems in the implementation of special needs education. As mentioned in UNESCO 1997, the manual of the revised version of the international standard classification of education gave emphasis for gathering statistics in education and people with learning difficulties but who were not technically disabled. However, the regions do not plan to gather statistical information about people with special needs (or observable disabilities) by organizing governmental and nongovernmental organizations.

As Savolainen and Alasuutari (2000) stated, today many initiatives from the countries themselves and from various multilateral and bilateral organizations and NGOs pertain all children to get educational opportunity in their locality regardless of their background and disability. Nevertheless, this was not practically applied in particular in SNNPR, and in Ethiopia in general.

#### 4.3.1. The Problems That the Region (Zones) Encountered In the Implementation of S.N.E Policies

**Table 15. Policies Implementation Problem in Special Needs Education**

S.N.E policies implementation problems	Respondents			
	Regional education experts		Zonal education experts	
	No	%	No	%
a. lack of clearly established strategies in the region concerning S.N.E	7	35	12	45
b. budget (financial) problems	16	80	22	81
c. lack of trained professionals in S.N.E	18	90	25	93
d. law awareness	10	50	20	74
e. no due attention	17	85	21	80
f. no response	1	5	2	7.4

As shown in Table 15, the problems that the region (zones) faced to implement special needs education polices as prescribed by the international declarations and convention on the rights of the child, which Ethiopia already adapted to provide special needs education (with other related rights) for all children with disabilities (special needs). Accordingly, for 90% of the regional education and 93% of the zonal education experts, lack of trained manpower is a critical problem. On the other hand, 85% of regional and 80% of zonal education experts responded that special needs education program has not been given due attention in the region. Besides, Financial problems or budget constraint is serious problem for about 80% of regional and 81% of zonal education experts. Furthermore, 50% of regional and 74% zonal education experts identified lack of awareness as a major problem. Record with this, Booth (2000) explained that yet because of many reasons the implications of national policy for local practice are not applied and implementation remained at the theoretical phase.

It is increasingly recognized that policy development has to operate at all levels. Moreover, development within communities has to be supported by local and national policies. Hence, national policies must relate with the realities of life within local community. The Federal Government and MoE should make a great effort to overcome challenges on policies implementation in special needs education and create harmony between NGOs and MoE, local government administrations as well as community and religious organizations.

Moreover, some authors explained that education planners and policy makers have a great deal to learn practices on school sites to provide more effective leadership in policy formulation and implementation (Slee, 1997).

#### **4.3.2 The Organization Which Assist Special Needs Education Provision in the Region (zones)**

**Table 16. Assistance to Promote Special Needs Education**

Assistance	Respondents			
	Regional education experts		Zonal education experts	
	No	%	No	%
a. From few NGOs	20	100	23	85
b. Government	7	35	10	37
c. From religious organization	19	95	25	93
d. No response	-	-	2	7

As it can be observed from Table 16, organizations which assist the existing special needs education programs by providing technical, material and financial supports are listed down by the regional and zonal education experts. Accordingly, 100% of the regional educational experts and 85% of the zonal education experts mentioned that few NGOs are assisting. On the other hand 95% of the regional education experts and 93% of zonal education experts indicated that religious organizations assist special needs education. A few number of respondents mentioned that special needs education receives assistance from government.

This shows that the regional government contribution to promote special needs education in the region is negligible and this area was left for NGOs and religious organizations. However, in the special needs education policy implementation process, the government role (contribution) is expected to be high, especially in the awareness raising activities through different medias as well as by facilitating the important situations for religious organizations, International and local NGOs. to enable them provide appropriate special needs education.

Thus, to achieve the goal of Universal Primary Education (UPE) for all at 2015, government and non-governmental organizations should pay special attention for special needs education. Without participation of children with disabilities (special needs) the objective cannot be a reality.

### 4.3.3. The Education Experts Point of View to Improve S.N.E Provision in the Region (Zones)

**Table 17. Some Important Means to Improve Special Needs Education Provision**

To improve the situation of S.N.E. provision	Respondents			
	Regional education experts		Zonal education experts	
	No	%	No	%
a. creating positive attitude in the society	20	100	26	96
b. allocating special and sufficient budget	18	90	25	93
c. establishing (providing) training programs to train special teachers in the colleges and universities	10	50	18	67
d. collecting relevant and current data concerning people with disabilities	19	95	21	78
e. regional government should work collaboratively with NGOs and religious organizations which assist S.N.E	18	90	21	78
f. pay special attention to participate teachers and parents in planning and curriculum development	7	35	22	78
g. creating conducive situation to motivate teachers and parents	16	80	20	74
h. providing (expanding) inclusive education program within the regulate school system	18	90	27	100
i. No response	-	-	-	-

The regional and zonal education experts were requested to give their opinion about special needs education provision and what is to be done to improve the existing situation of special needs education provision in the region (zones). Accordingly, 100% of the regional education experts

and 96% of zonal education experts listed down allocating special and sufficient budget. 90% of the regional and 100% of the zonal education experts suggested providing (expanding) inclusive education program within the regular school system, 95% of the regional education experts and 80% of the zonal education experts mentioned collecting relevant and current data of people with disabilities (special needs) to improve the situation. 90% and 93% of both regional and zonal education experts suggested establishing (providing) training programs to train special teachers in the colleges and universities respectively. Besides, 90% of the regional education and 78% of the zonal education experts suggested that the importance of government collaborative works with NGOs and religious organizations. Moreover, 80% and 93% of the both respondents mentioned creating conducive situation to motivate teachers, parents of children with disabilities and children with disabilities respectively.

This shows that lack the above mentioned (suggested) situations as major problems in the region (zones). The area needs further research (investigation) because the issues raised are the most decisive factors in the process of special need education provision and/or in the special needs education policies implementation process.

#### 4.3.4. The Major Factors that Hinder the Implementation of Policies on S.N.E in the Region (zones).

Table 18. Regional and Zonal Education Experts' Opinions

Opinion	Respondents			
	Regional education experts		Zonal education experts	
	No	%	No	%
a. financial problems (budget constraints)	20	100	27	100
b. lack of human resources (trained man power)	20	100	26	96
c. lack of awareness of the community and parents	18	90	22	82
d. attention problem	20	100	21	78
e. poor access of S.N.E	13	65	17	63
f. lack of strategic plan for providing S.N.E	19	95	27	100
g. no response	-	-	-	-

As Table 18 reveals, regional and zonal education experts were requested to explain their opinions concerning problems that hinder policies implementation on special needs education in the region (zones). Accordingly, both regional and zonal education experts expressed their opinions respectively as follows:

- Financial problems (budget constraints).
- Lack of human resource (trained man power).
- Lack of awareness of the parents of children with disabilities and the community
- Attention problem of the educational experts and officials.
- Poor access of special needs education.
- Lack of strategic plan for providing special needs education in the region.

Accordingly, financial problems (budget constraints), lack of human resource (trained man power), less attention, lack of strategic plan and lack of awareness are the most critical factors of the region/zones in the process of the implementation of policies on special needs education.

According to, MoE (2005) and Booth (2000) the effective implementation of special needs education requires collaboration and cooperation between governmental and non-governmental, organizations and beneficiaries as well as societies based on the international and national policies which the country is committed to implement in the area of special needs education. As education is not only the responsibility of a few education experts (professionals), a strategic plan is essential to establish various committees and boards, which consists of parents, teachers, community and administrative representatives to direct and participate in curriculum development, planning, budget allocation and implementation and teachers employment. These activities should be done (implemented) especially at Kebele and Woreda levels, which in turn promote the existing poor access of special needs education in the region.

# CHAPTER FIVE

## 5. Summary, Conclusion and Recommendations

### 5.1. Summary of the Findings

The major purpose of this study was to make diagnostic study of the special needs education system and identify the shortcomings of the system. It is also concerned with the most pressing problems that affect the implementation of policies on special needs education as well as to indicate direction in the area in which more efforts and considerations are required for the improvement and/or improving the existing problems in special needs education in the region or zones. Eventually, the findings of the study would help the regional (zonal) education planners, decision makers and other educational experts to explore and develop more effective strategies for improving special needs education “for all” persons with special needs.

In order to achieve the objective the following research questions were raised.

1. What are the major factors that affect the implementation of special needs education policies at regional level?
2. What are the extent of coverage and access to special needs education in this region?
3. What strategies should be employed to offer basic education for all disabled children?

**The specific objectives are:**

- To identify the current situation of special needs education provision in the region
- To identify different zones or local communities who implement and who do not implement special needs education?
- To identify problems that hinder the implementation of special needs education in this particular region
- To suggest strategies that will help in improving the situation.

### 5.1.1. Access and Coverage

Access to education for children (students) with special needs (disabilities) between 2000 /01 and 2003/04 has not shown considerable progress and the average participation rate was 0.2%. However, in 2004/05 academic year in (more) three Zones and two special Woreds some progress was made in special needs education and few number of children with disabilities have got access to learn in ordinary regular school system with particular disabilities. Such programs include children with hearing impairment, visual impairment and mentally retarded. As the result, the average participation rate was raised to 0.3% in 2004/05 academic year.

When five years document analysis result is considered, students with hearing impairment relatively have got better access compared to children (students) with other types of disabilities in the region. This category of disability covers more than 77% of the special needs education provision from the total coverage.

Children with special needs have right to education as prescribed by the international declarations and convention on the rights of the children that already Ethiopia ratified in 1991, however, sufficient efforts were not made in the region to provide equitable educational access for children with special needs compared to those without disabilities.

The existing special needs education is not well organized and structured to provide equal access to education for children with disabilities. As mentioned earlier the participation rate to special needs education in the region was 0.3%. This shows that whatever the cause may be, the education for children with disabilities in SNNPR has failed to reach over 99.7% of the school age children in the region.

Although special needs education program, was designed in 2004/05 to be provided' in three zones and two special woredas, equal access to education is limited and access is still low. Of the twenty-one (21) zones and special woredas, ten (10) of them still did not provide education for children with special needs. These are: Gurage zone, Yem special woreda, Burji special woreda, Gediyo zone, Amaro special woreda, Bench Maji zone, Basketo special woreda, Konta special woreda. Silte zone and Alaba special woreda. As the result, almost half of the zones or special woredas did not provide special needs education program.

When sample zones (Table,5) are considered the average participation rates for special needs education was 0.4%, which is better compared with the average estimated participation rate (0.3%) of the region in 2004/05. When sample zones are compared, to each other, Hadiya zone consists of the highest participation rate (0.8%). However, it comprises only students with hearing impairment, which is runned by Mekane Yesus religious organization. As interview and questionnaire results show, Hadiya zone did not have further plan to provide education for children with other types of disabilities.

Moreover, in spite of the limited educational opportunity and inequitable access in the region, a great number of children with disabilities are suffering from getting opportunity to education. Besides, concerning special needs education provision, collaborative activities (partnership) between governmental and non-governmental organizations, business communities, religious organizations seems to be low.

On the other hand, the investigation, which was made through questionnaire and interview revealed some major factors that hinder the implementation of policies on special needs education. These are: lack of awareness about the special needs education policies in the region, lack of due attention on the side of the regional education planners, experts and decision makers, budget constraints, absence of special needs education in the regional (zonal) educational structure as well as absence of strategic plan to provide education for children with special needs (disabilities).

Moreover, lack of collaborative and cooperative work between regional education bureau and zones (woredas) concerning special needs education, in addition to lack of trained man power in special needs education were found out as the major factors of policies implementation problems in special needs education.

Furthermore, special needs education programs that have been started in 2004/05 (see Table 2) in some zones in the ordinary school system of government schools is not providing sufficient education because of lack of schools for children with special needs and classroom physical facilities, in availability of materials and untrained teachers. Thus, without convenient school and classroom facilities providing special needs education is difficult and despite lack of awareness of the school administrators and teachers, it is difficult to provide desirable and sustainable

education for all children with disabilities. Therefore, from the above realities it can be argued that, in the past five years, theoretical aspects dominate access for education with negligible practical activities in the region. Hence, sufficient efforts were not made to provide accessible special needs education for children with special needs (disabilities) in the region.

### **5.1.2 Policy Awareness**

Awareness raising program is very important issue to bring about positive change on people's attitude towards the disabilities and disabled persons. As the findings show, awareness raising program was not carried out in the region, because there was no special budget allocation in the region. Besides, educational experts and decision makers have not paid special attention for awareness creating program on the society and provide special needs education as prescribed by the country policies and international declarations and convention on the rights of the children. Besides, they themselves do not have awareness on the policies.

Generally, the Ethiopian education and training policy of 1994 and the Convention on the Rights of the Children (CRC) that Ethiopia ratified on December 9, 1991 ensured educational opportunity for all children with disabilities: However, it was not effectively implemented in the region. From this it is possible to argue that educational planners, experts and decision makers have lack of policies awareness.

Moreover, there are no well-organized and structured associations of disabilities and parents of children with disabilities to carry out policy advocacy program, to struggle for the rights of the disabled people and to provide information and advice for such groups through meetings and publications in the region. Apparently, parents of children with disabilities and community participation in the educational planning, development and awareness raising activities were not initiated in the region. Thus, the regional government contribution to implement special needs education policies and participation in the awareness-raising program seems to be negligible. Consequently, the area was just left to religious organizations and NGOs, and education of children with disabilities seen as a charity, but not as a human right.

Indeed, in the process of policies implementation in special needs education, federal and regional governments contribution is essential to attain the goal of universal primary education (UPE) at 2015 or the principle of basic education "for all". For this reason, government contribution to

provide education should be very high because without government participation assistance from other organizations cannot fulfill educational needs of persons with disabilities. The non-disabled students gross enrollment ratio (see table, 1) shows that the region has made a great effort to achieve Universal Primary Education (UPE) at 2015. However, this is impossible without participation of children with disabilities (special needs).

Although the Ethiopian education and training policy of 1994 ensured the opportunity of early child-hood (pre-school) education as a pre-condition for children with disabilities to promote their educational opportunity for success in later schooling (primary school), children with disabilities do not have access to pre-school education. As a result, they are forced to join primary education without pre-school preparatory program. This is most frequent in government primary schools.

Generally, as findings of the study show, there was no available data (information) of people with disabilities. Besides, there was no sufficient data of students even who are learning special needs education. Hence, the system is very weak.

### **5.1.3. Educational Inequality**

Eventhough participation of children with special needs (disabilities) in education has increased steadily bit over the past five years as research findings show there was no equal access to education even among children (students) with type of disabilities themselves. For example, from the total number of students who have got educational opportunity, students with hearing impairment consists more than 77% over the past five years (see table, 3). Thus, the existing special needs education provision is dominated by education of children with hearing impairment.

Besides, there is no equitable access for education for children with and without disabilities. Of course, special needs education provision is complex and expensive when compared with non-disabled education provision. However, there is a far gap between participation rate of children with disabilities and without for primary education. For example, for non-disabled children participation rate for primary education in 2004/05 academic year was 85.1% whereas for children (students) with disabilities was 0.3%. As a result, there would be inequality to education

in the region. Besides, the finding realizes that inequitable and segregated provision would be considered to be difficult on special needs education policies implementation process in the region.

Moreover, in the region, there was no special budget allocation system for those schools which are providing special needs education in the ordinary regular school setting.

#### **5.1.4. Zonal Inequality in participation rate**

In the year 2004/05 the average participation rate for students with disability in the region was 0.3% and for four (4) sample zones it was 0.4% as calculated using WHO conservative estimation of prevalence rate of 10% from any population. Accordingly, of the nine zones and two special woredas, which are providing special needs education in the region, six zones Sidama, Daworo, Kembata Tembaro, Konso special woreda Dehub Omo and Kefa participation rate was below the regional estimated average (0.3%). The situation is worst in Kefa (0.07%).

In addition, of the four sample zones, Hadiya zone has participation rate of 0.8%. It is nearly similar to baseline survey on disability in Ethiopia in 1995. However, this figure denotes only children with hearing impairment in two centers (schools) as mentioned earlier. And the average estimated participation rate for these four sample zones was 0.4%. Accordingly, the participation rate for Sidama and Kembata Tembaro was below the average (i.e. 0.2% for both) and Hadiya and Walayta zones were above the average (i.e. 0.8% and 0.4% respectively). Therefore, from this it is possible to conclude that there is zonal inequality in the provision of special needs education.

#### **5.1.5. Quality (Efficiency)**

Students who are learning in ordinary regular schools are facing lack of necessary materials such as Braille and hearing aids. As findings of the study reveal, inconvenient school situations and in availability of trained manpower are also the major serious problems in the quality of special needs education provision.

Besides, quality education provision in special needs education would be affected by poorly trained and unqualified teachers' lack of supportive structural leadership, lack of material and

financial resources in the region. However, as stated in 1994 Ethiopian education and training policy, expansion of quality primary education for all citizens is not only a right but also a guarantee for development. Actually, this right was not appropriately implemented in special needs education program in the region.

Between the year 2000/01 and 2004/05, the repetition rate was decreasing, particularly for students with hearing impairment and visual impairment. However, the number of repeaters is very high according to their enrollment to special needs education, because of in available materials and lack of trained teachers in sign language and Braille transcribing. Hence, such conditions can be seen as a cause of high repetition and internal efficiency problems.

#### **5.1.6. Teachers competence**

As research findings show, there is no institution to provide training for teachers in special needs education sufficiently. Besides, in the existing schools, there were no enough trained teachers. Moreover special teachers who are teaching in the ordinary school and students with special needs are suffering because of social stigma and socially isolated from the other personnel in the schools. Thus, special education teachers and students with disabilities are isolated by the school society as well as regular school teachers and administrators did not pay special attention. Because of social stigma, and are being untrained educators in special needs education.

### **5.2. Conclusion**

**5.2.1. Access:** There are few schools (centers) which are providing special needs education in certain zones of the region. However, a great number of children with special needs (disabilities) are still waiting for access to education. It is found that the participation rate of children with special needs education was very low during the five academic years. That is, the average gross enrollment ratio for all students with disabilities was 0.3% from 2000/01 to 2004/05. From the study it is also found that the existing special needs education provision was negligible. On the other hand, the existing special needs education program was dominated by the education of children with hearing impairment. It consists of more than 77% from the total type of special needs education programs in the region.

Providing equal access to education for all children with special needs is integral part of the UPE at 2015. However, children with special needs did not get sufficient access to primary education to achieve this goal at 2015 in the region. There is still a big gap between children with disabilities and without to education.

**5.2.2. Equity:** It is not only in resources supply but equity is policy issue to provide equal education opportunity for all children with special needs. However, the findings indicated that the existing education access for this group is insignificant.

Thus, participation rate for students with disabilities in 2004/05 was 0.3%. On the other hand participation rate for non-disabled children was 85.1%. In line with this it is possible to conclude that there is disparity on the education policies implementation process even if provision of special need education is complex and expensive when compared to ordinary education provision the gap is very big.

Moreover, the participation rate for students with disabilities from 2000/01 to 2003/04 was 0.2% without any progress. When this coincides with the WHO conservative estimation of 10% prevalence rate from any population, the situation could be seen as worst. However, in 2004/05 the gross enrollment and participation rate was increased, it did not bring that much change in the sector. Therefore, it can be said that equitable access to education is negligible.

In the four (4) sample zones, the participation rate was 0.8% for Hadiya, 0.2% for Sidama, 0.4% for Wolayta and 0.2% for Kembata Tembaro. In this case it is possible to conclude that there is inequitable access to education among the zones of the region. From this one can easily deduce that there is policies implementation problem in special needs education in the region.

**5.2.3. Policy awareness:** Providing equitable access to education persons with special needs is a major challenge in implementing special needs education in ordinary regular school system since there are no special budget allocation, trained man power, available materials and a good understanding in the area. Accordingly, the implantation of special needs policies, which are prescribed by the international declarations and convention on the Rights of the children failed in the region. Some major problems for the failure are:

- ❖ Lack of policy awareness of planners, decision maker, experts etc.

- ❖ Untrained personnel in the special needs education,
- ❖ Lack of financial problems (special budget allocation),
- ❖ Lack of commitment and due attention to provide special needs education for children with special needs,
- ❖ Lack of clearly established strategic plan to implement special needs education, and
- ❖ Low level of awareness of people towards special needs education and persons with special needs.

These situations also influenced the implementation of national policies of special needs education that ensures equal access to education for children with disabilities (special needs) according to their needs potential and reality of life within local community as well. Besides, there was no harmony between regional education bureaus and Federal Ministry of Education to promote effective and efficient special needs education. However, the region tried to promote inclusive education in 2004/05 with the help of few NGOs and religious organizations in the ordinary regular school setting, but practically it was not applied in the inclusion program. The aim of inclusive education is to produce a coherent and conceptual policy framework in order to provide access and quality in basic education for all students (children) with disabilities in a ordinary regular school system. Nevertheless, this was not done (implemented) in the existing special needs education program.

Moreover, the implementation of policies on special needs education requires collaboration and cooperation between governmental and non-governmental organizations, beneficiaries, because of its complex nature. According to the finding, cooperation and collaboration among stakeholders to implement special needs education policies in the region was weak. Furthermore, the regional education bureau do not have action plan to increase parents and community participation in the planning and development of special needs education to promote their participation in the existing special needs education program, particularly, in government schools.

Accordingly, one of the region's challenges is the promotion of basic education policy. The question here is that how can the region achieve UPE at 2015? It is obvious that, with out participation of children with special needs education, achieving UPE is unthinkable by 2015.

Pre-school program for children with special needs (disabilities) is essential to prepare children to primary education, which is clearly stipulated in Ethiopian Education and Training policy of 1994. This is helpful for cognitive development and social skills. For example, mobility and orientation for children with visual impairment sign language (communication skills symbolic or oral), and children with hearing impairment are very fundamental and essential issues. However, the region did not make any effort to establish pre-school preparatory program for such vulnerable groups. Thus, the region failed to implement special needs education properly.

**5.2.4. Quality:** Quality issue is one of the challenges in the existing special needs education provision in the region. Like access, quality requires pertinent attention in the process of special needs education implementation. The existing special needs education program in the region is influenced by the internal and external variables such as in convent school and classroom physical situations, lack of trained teachers, lack of material etc. In this respect, it is possible to conclude that the region faces such problems as lack of awareness, lack of attention, lack of trained manpower and lack of budget allocation to implement special needs education effectively.

On the other hand, school facilities are unquestionable in providing quality special needs education. Hence, with out appropriate school facilities, providing quality education is difficult. On this basis it is found out that the existing special needs education program was not fully providing appropriate education for children with special needs, especially in the ordinary regular school system. Besides, lack of appropriate school facilities could be one of the factors that affect special needs education provision.

Moreover, in the region the following problems prevail concerning teachers. These are lack of trained teachers to provide appropriate education for children with disabilities and to promote individual curriculum, and handle challenging subject matter. Absence of trained teachers (persons) in sign language interpreting and Braille transcribing in the region are some of the critical problems in the area. As a result, students with special need fail to get quality education.

**5.2.5 Awareness Problem:** It is found out that those teachers who are teaching students with disabilities (special need) in ordinary regular schools are suffering from social stigma. For this reason they are isolated from teachers, administrators and other students. For example, teachers who teach children with mental retardation are called “Mr. M.R” or “H.I” for who are teaching children with visual impairment and other teachers consider them as the lazy teachers because of lack of awareness in this area. Besides, there is no incentive scheme to motivate teachers assigned to teach disabled children. Generally, teachers who teach children with disabilities assigned to work in the special needs education were accorded low status compared to others. It is clear that these and other related factors had affected the existing special needs education provision.

In order for special needs education provision to be successful, it requires the involvement of parents, community, and other educational experts (professional(s)). However, there is no effective awareness-raising program in the region. Thus, there are no well-organized and structured association of people with disabilities and/or association of parents’ of children with disabilities, which are working on the awareness-raising program and help to provide information and advice for such vulnerable group and their parents, so that they struggle for the rights of the children with disabilities. For these reasons and other similar factors, the regional education bureau attempt to offer special needs education is found to be very low. Besides, there was no current and appropriate data of the people with disabilities or special needs.

**5.2.6.Efficiency:** It is one of the problems of the region in the process of special needs education program. Participation of students until the end of the first cycle of primary schooling is important condition to obtain basic skills. However, the internal efficiency of the existing special needs education system was found to be low due to high repetition rate, even if the information for dropouts is unavailable.

The repetition number was high for children with hearing and visual impairments. From the total children with other type of disabilities in the region (that is, visual, mental and other disabilities) children with hearing impairment could be more than 70%. High repetition rate also hinder schools or centers to accommodate new comers and its effectiveness. So that to be improved the efficiency of existing special needs education, using available resources effectively must be a priority. From this it can be argued that there were problems in sign language interpretation, lack

of aids and equipment, classroom and school physical facilities. Therefore, to have equitable educational provision for children with special needs improving the above problems becomes vital.

### **5.3. Recommendations**

In light of the findings of the study and conclusions made, the following recommendations are forwarded as strategies for offering equitable basic education for all children with disabilities (special needs).

#### **5.3.1. Creating Enabling Policy Environment**

To be effective, the over all policy environments have to create equal access to education for children with special needs (disabilities). Therefore, the international declarations and convention on the rights of the child that was adapted by Ethiopia and the Ethiopian education and training policy should be implemented in the region, properly and actions to attain basic education for all also should be seen as the whole educational development goal of the region.

Furthermore, legislative and administrative measures might be required to create conducive situation to provide special needs education in the region so that officials, decision makers, planners and educational experts should pay special attention to implement special needs education policies. And, they have to be aware of special needs education and rights of persons with disabilities to education. In order to make them aware, the region in collaboration with NGOs and religious organizations which are supporting and running the existing special needs education programs in the region should provide short and long term training on special needs education and related issues. Besides, the region should work hard to ensure equal educational access for children with special needs and to expand access for all, which enables the region to achieve UPE goal at 2015.

Accordingly, regional education policies should consider social, cultural, political and economic development of the society (community) to achieve special needs education for all or UPE goal at 2015. In order to realize this goal, therefore;

- Special needs education provision program should be geared towards the goal of UPE and the equitable education access for children should be provided in the primary schools of the region.
- The regional education plan should address issues of access, equity and quality in relation to children's with special needs education to learn in accordance with their full potential and needs.

### **5.3.2. Inclusive Education**

Today, developing inclusive education is a world wide issue and an effective way to provide equitable education opportunity for all persons with disabilities in the regular school setting with their non-disabled peers. It is also a preferable way to overcome economic and social challenges of the persons with special needs.

Accordingly, in the region, inclusive education program in the regular school setting has been started since 2004/05 academic years in few primary regular schools. However, the program is not running effectively in accordance with the principles and practices of inclusion, because of lack of awareness and trained manpower and other related problems in the existing schools and in the region in general.

To make the special needs education provision efficient and effective therefore,

- The regional education bureau experts should be aware of inclusive education program
- Create conducive situation to provide education for all children with special needs in the regular school system.
- The regional education bureau should hire trained experts in special needs education who are able to plan, coordinate, and evaluate the activities.
- The regional education plan should include special needs education in the whole educational planning
- Assign trained educational experts at all level of education structure. For example, zonal education departments and woreda offices level.

- Find funds and should allocate special budget for schools which are running special need education in their regular school system.
- Organized and work collaboratively with international and local non-governmental organizations, religious organizations and business community etc. to strengthen special needs education sector.
- Create strong linkage with colleges and universities in the region to train special needs experts and to make pertinent action research which enables to promote special needs education in the region.
- In the region still almost in half of the zones/special woredas the name, “special needs education” was not known because special needs education programs were not started by any means. Therefore, the region should develop plan and provide special needs education program in these areas collaborating with NGOs, religious organizations and local communities etc.
- Provide its strategic plan to implement special needs education in the regular school system by participating medical professionals, educational experts, community members, parents, psychologists, sociologists, NGOs and religious organizations.
- The regional curriculum should consider the diversity of culture, language, severity level of the disabilities like. mild, moderate and severe. Hence, the core curriculum for inclusive approach should be modified to substituted and compensate the diverse educational needs of the children with disabilities as well as to ensure the students progress and full participation in school activities.

### **5.3.2.1. Using the Existing Primary Schools**

In the region, almost existing special needs education programs are running by the religious organizations and NGOs. Thus, the regional government has left special needs programs and provision for these organizations. However, without the involvement of the regional or local government, implementing inclusive education in the regular school setting is questionable. In order to make inclusive education effective and facilitate situations in the existing primary schools system, regional (local) government participation and collaborative work with other

assisting organizations is essential. Besides, school administrators and teachers efforts are required to play important role to create suitable situations and use available materials. Therefore, using existing primary schools in the immediate environment of the children with disabilities will open opportunities to educational access for such vulnerable group. To make the existing primary schools fully inclusive, therefore,

- The regional government should provide a short and long-term training program in special needs education for school personnel to provide inclusive education in the existing local schools, which enables to solve the problem of traveling long distance for schooling.
- To make inclusive education successful in the existing schools, students and other staffs should be aware of children with special needs (disabilities) their rights, abilities, needs and contribution in the development endeavor of the country through seminars and workshops.
- School administrators and other personnel should make important effort to provide available and necessary instructional materials, and to modifying classroom situation like seating arrangements and facilitate other equipments and aids.
- To minimize necessary material shortage, schools should establish cluster centers to produce important local materials as well as to modify and adapt curriculum materials by trained teachers.

#### **5.3.2.2. Teachers Education**

Teachers require appropriate and relevant education and training to provide desirable education and other supports for children with special needs. Besides, special needs education teachers have to have fundamental understanding of theories, philosophies and principles about current situation, movement and policy issue of special needs education. For these reasons, therefore,

- Special needs education teachers should obtain important training through short and long term programs which include in-service and pre-service trainings
- They have to be competent enough in basic assessment, identification and instruction skills and knowledge

- Basic skills and knowledge of special needs education training should be provided for all teachers who are teaching in ordinary regular schools within which children with special needs are included, so that they get basic understanding about the disability and disabled children, and to have positive attitudes towards children (students) with disabilities

### **5.3.3. Building Partnership and Mobilizing Resources**

The effective implementation of special needs education requires cooperative and collaborative activities of the partners because of its complex and diverse nature. Therefore, partners must join with the educational administrators, teachers and other school personnel to meet the intended goals of special need education. In building partnership, potential partners such as local social organizations, voluntary associations, medical professionals, community members, NGOs and religious organizations should be involved. Besides, the media and political parties should play important role in this activity. Apparently, such partnership will relieve government budget allocation problem and be able to mobilize sufficient financial and material resources and also help to promote equitable educational access to children with special needs.

Moreover, in kebele level, cost-sharing system should be planned in addition to governmental budget allocation. Involving kebeles (local community) in the special needs education cost sharing system has many advantages. Firstly, it helps to mobilize and build financial capacity. Secondly, it helps as alternative way to create awareness and positive attitude on the local people (community) as well as parents about the importance of the special needs education by organizing kebele administrators, parents and community leaders working jointly with schools and woreda educational offices and officials.

#### **5.3.3.1. Community Sensitization**

Community sensitization is a better means and way of awareness raising for the special needs education and changing attitudes toward disabled persons. Awareness raising activities for officials, and experts who are involved in planning, development, budget allocation and decision making should be provided through workshops, seminars, publications etc. Therefore, community sensitization (awareness raising) programs should be carried out:

Through social organizations, like 'Idir', "Maheber", Social and religious holidays particularly in local community level and generally in the region.

In addition, particularly in SNNPR, community, tribes (clans) leaders have seen as kings and respected more than religious leaders, so that participating these groups of leaders in the process of awareness raising program will make it fruitful.

### **5.3.3.2. Strengthening Early Childhood Education**

Providing early childhood education opportunities for disadvantaged group is the only way to see overall progress and success in their later schooling. In this regard, special arrangement should be prepared in the existing schools or kindergarten for the children with special needs by the trained teacher that helps for stimulating and sustaining growth in a certain areas of development, such as sensory motor development.

To strengthen and expanding pre-school program therefore,

- Regional education bureau should include pre-school (early childhood education) in already existing pre-school planning and programs
- The authority, which give license to private sector to open pre-schools should put pre-condition to involve children with special needs, and woreda educational office also should encourage them and assign itinerant teachers. This is of a paramount importance since private school sectors are not usually willing to admit children with special needs (observable disabilities)
- Government pre-school program should be expanded and provided free pre-school program for all children with disabilities (special needs) in their neighborhood and facilitate pre-conditions.
- The existing pre-school teachers training program should include and provide training for special pre-school teachers and the curriculum of training center should be modified accordingly.

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## APPENDIX ONE

### Form I The Total Number of the Special needs Education Teachers in the Region

No.	Qualification(Education)	Number of Teachers		
		M	F	T
1	Trained in special Needs education a. M.A b. B.A c. Diploma d. Certificate			
2	Trained in both special & general education a. M.A b. B.A c. Diploma d. Certificate			
3	Untrained but working for special needs education a. M.A b. B.A c. Diploma d. Certificate			

## Form II

Formal population of Special needs Teachers' Turnover in the Region

Year	Male	Female	Total
2000/01			
2001/02			
2002/03			
2003/04			
2004/05			

## Form III

**Total Population of SNNPR, School Age Population (7-14) and People with Disabilities (2000/01 - 2004/05)**

Year	Sex	2000/01	2001/02	2002/03	2003/04	2004/05
Total Popn.	Male					
	Female					
	Total					
school age popn.	Male					
	Female					
	Total					
People with Disabilities	Male					
	Female					
	Total					

**Form IV. Primary School Children with Disabilities Enrollment by Zone**

No.	Zone	2000/01			2001/02			2002/03			2003/04			2004/05		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1																
2																
3																
4																
5																
6																
7																
8																
9																
10																
11																
12																
13																

## V. Children with Disabilities Gross Enrollment by Grade(1-8) 2000/01-2004/05

Year	1			2			3			4			5			6			7			8			Total					
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
2000/01																														
2001/02																														
2002/03																														
2003/04																														
2004/05																														
<b>Total</b>																														

## Form VI. Dropouts and Repeaters by Type of Disability and Year

Year	Dropouts and Repeaters	Children with Visual Impairment			Children with Hearing Impairment			Children with Mental Retardation			Children with Motor Disorder Other		
		Primary			Primary			Primary			Primary		
		M	F	T	M	F	T	M	F	T	M	F	T
2000/01	Dropouts and Repeaters												
	Repeaters												
2001/02	Droups												
	Repeaters												
2002/03	Dropouts and Repeaters												
	Repeaters												
2003/04	Dropouts and Repeaters												
	Repeaters												
2004/05	Dropouts and Repeaters												
	Repeaters												

## Form VII. Enrollment of Children(Students) with Disabilites by Grade And Types of Disabilites

Type of Disability	Level of Education		
	Grade 1 - 8		
	Male	Female	Total
Children With Mental Retardation			
Children With Hearing Impairment			
Children with Visual Impairment			
Children with Motor Disorder			
Other			

**VIII. Total Number of Dropouts and Repeaters in  
Grade(1-8) and Year (2000/01-2004/05)**

Year	1			2			3			4			5			6			7			8			Total								
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
2000/01																																	
2001/02																																	
2002/03																																	
2003/04																																	
2004/05																																	
<b>Total</b>																																	

**ADDIS ABABA UNIVERISTY SCHOOL OF GRADUATE  
STUDIES DEPARTMENT OF PSYCHOLOGY**

**A Questionnaire Concerning Special Needs Education**

To be filled by educational experts and other personnel working in the Regional Bureau and Zonal Bureaus.

Dear sir/ Madam;

This questionnaire is designed by a graduate student of the Department of Psychology (special needs unit) who is studying **“the prospects and problems of implementation of policies on special needs education in Ethiopia: The case of SNNPR”**

Your completion of this questionnaire is important for the result to be dependable, complete and representative, it is important that each item on question is completed. The response to most questions are made by writing your answer and in some cases you are requested to use mark ( ✓ ) to indicate the appropriate answer.

You may not need to write your names

Thank you in advance for your cooperation.

**I Identification**

1. Name of the region \_\_\_\_\_ Zone \_\_\_\_\_
2. Position \_\_\_\_\_
3. Date Data provided \_\_\_\_\_
4. Sex .Male \_\_\_\_\_ Female \_\_\_\_\_
5. Age a. 20-30years \_\_\_ b. 31-40years \_\_\_\_ c. 40 and above \_\_\_\_\_
6. Education a. 10+1 \_\_\_\_\_ b. 10+2 \_\_\_\_\_ c. 12 \_\_\_\_\_ d. Certificate \_\_\_\_
- e. Diploma \_\_\_\_\_ f. B.A \_\_\_\_\_ g. M.A and above \_\_\_\_\_

II

1. The extent to which the region or zone education bureau attempts to improve education access for children with special needs

- a. Very high  b. high  c. medium  d. low  e. very low

2. If your response to question 1 is "low" or "very low", what are the reasons? Please list them

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_

3. What are the factors that influence provision of the special needs education in the region/Zone?

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_  
e. \_\_\_\_\_

4. Are parents of students with disabilities aware of the right of their children to learn in the regular school system?

- a. Yes  b. No  C .Do not know

5. If your response to the above question is 'No' or 'Do not know' what measures should be taken to raise the awareness of the parents of children with disability?

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

6. What problems did the region encounter in implementing special needs education policies as prescribed by the international declarations and Convention on the Rights of the child?

- a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

7. From where do the regions (zone) get technical, material and financial assistance to promote special needs education?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

8. Does the region (Zone) have action plan to increase parents and community participation in the planning development of special needs education?

a. Yes  b. No  c I do not know

9. If your answer to question 8 is 'Yes' or 'No' or 'I do not know' what did you think the reason?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

10. What are the awareness level of experts and decision makers concerning education of children with disabilities?

a. Very high  b high  c Medium  d. Low  e. Very low

11. If your response for question '10' is 'low' or 'very low', what do you think are the reasons?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

12. Does the region or zone pay special attention in the budget allocation for regular schools which provide special education?

a. yes  b. No  c. Do not know

13. If your answer to question '12' is 'no' please explain the problems that are related to the budget allocation for this purpose?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

14. Does the quality of teacher training can assure quality of learning in general?

a .Yes  b.No  c.Do not know

15. If your response is 'Yes' or 'No', please explain your opinion briefly.

a. \_\_\_\_\_

b. \_\_\_\_\_

16. Do the special education teachers get special salary compared to the other teachers with the same education level?

a. Yes  b. No  c. Do not know

17 If your response to question 16 is 'No', what measures should be taken to motivate them?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

18. What measures are taken by the regional and zonal education bureaus to minimize ( reduce ) the repetition and dropout rates of children disabilities?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

19. Does the region (zone) have the trained teachers (professionals) in Braille transcribing, in sign language interpreting and as equipments technician.

a. Yes  b. No  c. Do not know

20. Are there pre- school preparatory programs, which assist children with disabilities in acquiring the basic daily living literary and social skills in the region or zone?

a. yes  b. No  c. Do not know

21. If your response to question '21' is 'No', what should be the future plan to develop (provide) per- school preparatory program in the region or zone?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

22. The extent to which the special education teachers participate in collaborative planning and curriculum development in the region (Zone) is.

a. Very high  b. high  c. medium  d. Low  e. Very low

23. What do you suggest be done to improve the situation of special needs education provision in the region (zone)? Please list them.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

24. Does the construction of school buildings consider children with disabilities?

a. Yes  b.No  c.Do not know

25. If your response to question 24 is 'No', what efforts the region made to facilitate school buildings?

a. \_\_\_\_\_

b. \_\_\_\_\_

26. What are the major contribution of NGOs and association of disabilities in the promotion of special needs education in the region (zone)?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

27. The extent to which association of disabilities attempt to raise awareness of the parents and community is

a. very high      b.high  c. Medium  d. low  e. very low

28. If your answer is 'low' or "very 'low', what is your suggestion?

a. \_\_\_\_\_

b. \_\_\_\_\_

29 At what levels of educational system structure do special needs education experts exist? (Example. region, zone -----)

a. \_\_\_\_\_

b. \_\_\_\_\_

30. Do most schools have school physical facilities (available) to students with special needs in the region (zone)?

a. Yes  b.No  c.Do not know

31. If the answer for the above question is 'No' or 'Do not know', what are the reasons?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

32. In your opinion what are the major problems that hinder policies' implementation on special needs education in the region (Zone)?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

33. What strategies should be employed in the region (zone) to make special needs education available "for all" the disabled?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**Thank you.**

## Appendix III

### Interview

The interview questions which were conducted with the regional and zonal educational experts.

1. What efforts are made to provide equal access to education for persons with special needs in the region?

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2. What problem did the region (zone) encounter in implementing special needs education policies as prescribed by the international declarations and convention on the Rights of the child?

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---

3. What are the awareness level of experts and decision makers concerning education of children with special need?

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4. What efforts are made to achieve universal primary education at 2015 and the goal of "Education for All"? Do this goals attain without effective participation of children with special needs?

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5. Do the special needs education teachers get special salary compare of the other teachers with the same education level?

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6. Do the special needs education teachers get appropriate training in special needs education which help them to provide successful education for children with special needs?

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7. In your opinion what are the some major problems that hinder policies' implementation on special needs education in the region (zone)?

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8. What strategies should be employed in the region (zone, to make special needs education available" for all" the disabled?

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## DECLARATION

I, the undersigned, declare that this thesis is my original work, has not been presented for any other degree and that all sources of materials used for the thesis have been fully acknowledged.

Name: Tefera Tirago

Signature: 

Place: Addis Ababa University

Date of Submission: 21/06/2006

This thesis has been submitted for examination with my approval as a University advisor.

Name: Dr. S. N. Dubey

Signature: 

Date of Approval: 21.6.2006