

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF SPECIAL NEEDS EDUCATION

**THE PRACTICES AND CHALLENGES OF INCLUSIVE EARLY CHILDHOOD
CARE AND EDUCATION FOR CHILDREN WITH HEARING IMPAIRMENT: THE
CASE OF GOVERNMENT ECCE CENTERS IN SELECTED SUB CITIES IN ADDIS
ABABA**

By:

Wubit Senay

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Addis Ababa, Ethiopia

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**This Thesis is submitted to the Department of Special Needs Education in
Partial Fulfillment of the Requirements for MA Degree in Special Need
Education.**

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Wubit Senay

Approval of the Board of Examiners:

1. Adviser

Name _____ **Signature** _____ **Date** _____

2. Internal Examiner

Name _____ **Signature** _____ **Date** _____

3. External Examiner

Name _____ **Signature** _____ **Date** _____

Declaration

I declared that this study is my original work towards the degree of masters of art in special needs education and has not been submitted for any degree or diploma and this research is the best of my knowledge. All sources of materials used for the study have been appropriately acknowledged. I have undertaken in the study independently with the guidance and support of the research adviser.

Wubit Senay

Signature: _____

Date: _____

Place: Addis Ababa University, Ethiopia

Adviser: Dr. Daniel Desta

Signature _____

Date _____

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Abbreviation and Acronym

CWDs: Children with Disability

ECE: Early Childhood Education

ECCE: Early Childhood Care and Education

ECD: Early Childhood Development

EFA: Education for All

ESDP: Education Sector Development Program

FDRE: Federal Democratic Republic of Ethiopia

GER: Growth Enrollment Rate

MoE: Ministry of Education

NCLD: National Center for Learning Disabilities

NGO: Non-Governmental Organization

OECD: Organization for Economic Cooperation and Development

RSDA: Rehabilitation Service for the Deaf Association

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations Children's Fund

USAID: United States Agency for International Development

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Abstract

This research examines the practice and challenges of inclusive early childhood care and education for children with hearing impairment in Addis Ababa. It is a descriptive case study research which aimed to assessing ECCE centers accessibility for children with hearing impairment, the physical environments and learning/play materials, skills of teachers and principals to accommodate children with hearing impairment and involvement of parents in promoting inclusive learning environment and major challenges in the practice of inclusive ECCE in the case of three selected government ECCE centers. Data were collected using structured and semi structured interviews and also conducted for fifteen parents of children with hearing impairment, three school principals and for three Woreda education offices ECCE experts. Finally observation was also conducted. The research conducted using a qualitative research paradigm aligns with case study. For detail scrutiny, qualitative data were analyzed according to its specific nature through using multiple data collection methods and thematic data analysis to enrich the findings. Rich thick description was accomplished by describing in detail about the practice and challenges of inclusive education. Findings showed that, the school community had a well coming environment for children with hearing impairment. On the other hand the research revealed challenges of preschools inclusion practices such as, poor accessibility, inadequate accommodation and modification, poor Sign language skills among teachers, the inclusive ECCEs were also below the standard of preschool are some of the challenges. Recommendations were made towards achieving better practices of inclusive preschool education improving the existing negligible inclusive preschool services like; Sign Language skills, classroom accommodation, and basic knowledge of inclusive preschool education and simple curriculum adaptation.

Chapter One

Introduction

1.1. Background of the Research

Inclusion refers to the commitment to educate each child, appropriate to the maximum extent, in the school and classroom he or she would attend. It has an underlying philosophy that all children belongs together (Salisbury, 1991). Inclusive education means into action by reaching out to all learners, respecting their diverse needs, abilities and characteristics and eliminating all forms of discrimination in the learning environment. Inclusion involves bringing support services to the children with special educational than, moving children to the services. This helps children with hearing impairment to benefit from being in the class to attend, participate and to achieve rather than having to keep up with the others.

However, in order to be benefited from inclusive education children with hearing impairment should get the services as early as possible. For this, early childhood programmers offer very good opportunities for the growth of children mentally and socially. The main aim of pre-primary education is all-round development of children in order to prepare them for regular schooling. “All children should grow well to become physically healthy, mentally alert, socio - emotionally sound and ready to learn” (Plan International Report, 2013).

In Ethiopia, the past two decades implementation of new education policy experience shows that, the issues of providing Early Childhood Care and Education (ECCE) was generally left for the public, private, and/or the community. This brings different negative consequences in the access and equity of ECCE. Education Sector Development Program (ESDP) V (2015) gives emphasis to the access and equity in ECCE. In the first year of ESDP IV, the government established a Strategic Operational Plan and Guidelines for ECCE. The strategy encourages private investors, faith-based organizations and Non-Governmental Organizations (NGOs) into the delivery of ECCE. In the last years of ESDP IV, ECCE has been prioritized by government, with the establishment of a national steering committee, regional councils and woreda technical committees and rapid expansion of access to O-Classes as a reception year prior to Grade 1.

To confirm the above idea, EFA Global Monitoring Report (2007) stated that, the private sector, NGOs and the community usually invest in the development of preschool program and facilities. But, the provision of ECCE for children with special educational needs is very limited and confined only in the cities for specific type of disabilities.

ESDP IV (2010) informed that, “Overall enrolment levels remain low: national GER at 6.9% in 2009/2010.” This mean about 93.1% of children are not attending pre-primary schools in Ethiopia. Children start primary school without having any preparation and experiences in these particular foundation years that shape their overall development. Because of poor access of ECCE, they miss this important opportunity that would enhance their future achievements in later educational success.

Woutje, (2009) forwarded the following reasons for the poor performance of pre-primary school. These are key people have misconceptions on ECCE, Communities and parents are not aware of early interventions children come to primary schools without any readiness limited capacity (both human and financial) to provide model ECCE interventions.

UNESCO, (2008) rose in its discussion widely on the relationship about, “opportunity to discuss early childhood education and young children’s lives in relation to sustainable development. All participation knew that early childhood education has a role to play in constructing a sustainable society. Three pillars of education for sustainable development - namely economy, environment and socio-cultural phenomena intersecting with each other.” Thus providing equal education opportunity for children with disability in general and children with hearing impairment in particular is a human right and governments also responsible to do so.

As, United States Agency for International Development (USAID), (2005), Equity of education is not just a civil responsibility; it is an investment in human resources that brings a reward to the State as a specific and as an individual in particular. In inclusive early childhood education and care services, children with and without disability learn and play alongside one another. The provision of inclusive services is widely supported on human rights grounds and on the basis that all children should have access to high-quality preschool programs (Centre for Education Statistics and Evaluation, (2014).

Now a day the government has providing attention to the implementation of ECCE in Ethiopia. “In 2010, the government of Ethiopia signed and endorsed a National Policy Framework for ECCE to provide a holistic and comprehensive approach to the development of children from pre-natal to seven years of age.” This practice shows the government gives attention to the ECCE. Furthermore, the government launched Strategic Operational Plan (2010) with the aim of achieving the Policy’s vision to increasing access and improving the quality of ECCE services for children and to ensure every child’s right to a healthy start in life, to grow in a nurturing, safe, caring and stimulating environment, and to develop their fullest potential. All these concerns are witness for the government goodwill towards implementing ECCE to get more attention and its irreplaceable role in lifelong of children.

However, there is still a big gap in terms of access and equity in Inclusive ECCE. The concerned bodies need to providing proper attention in the overall practice and implementing of inclusive ECCE programs. Hence, this research attempts to examine the practice and challenges of inclusive ECCE in selected sub cities of Addis Ababa.

1.2. Statements of the Problem

Early childhood is a critical period in life when young children learn skills and develop abilities that set the stage for their development. Children develop basic life competencies through observation, interactions with peers, adults and learn from their experiences that promote children to practice new skills for continued growth of social and emotional activities. Social and emotional activities are critical areas of development that enable children to interact positively with others, and attend to academic tasks that help prepare them for future academic success (Ashiabi, 2007).

The right to education, in the broadest sense, is the right to receive quality instruction starting at birth and continuing throughout life, which gives individuals capacities for full development, learning and participation. There is a great deal of evidence of benefits of quality inclusive care and education for individual and societal development (Regional Education Indicators Project, 2010). Inclusive type of education is more convenient way of providing equal access of education for all citizens including children with hearing impairment. Facilitating and providing inclusive education with good understanding of EFA and other universal basic child right is very much important. (UNESCO, 2013)

“Inclusive education aims at fulfilling everyone’s right to education by focusing on the principle of “full and equal education opportunities for all” (UNESCO Constitution), and on education that is “directed to the full development of the human personality and the sense of its dignity” and that enables all persons to participate effectively in society (International Covenant on Economic, Social and Cultural Rights, Article 13).

According to the above statement, all children have a right to education; equal and full educational opportunities should be given for all type of disabilities. Thus, children with hearing impairment are one of the groups and they have the right to learn in an inclusive setting which considers their learning needs in the education system.

To reduce exclusion from schools in its various dimensions is vital so as to respect the right to education and give equal opportunities. To accommodate the needs of children with hearing impairment facilitate, the school compounds and classroom should be given attention considering the tangible situation for children who have hearing impairment. To practice inclusive ECCE bringing reforms on the existing system of teachers training, curriculum materials, teaching learning processes and overall internal and external environment is important. Promoting and raising the school community and citizen’s awareness regarding to inclusive education is very vital. This also needs cooperation of all stakeholders with in and out of the ECCE (UNESCO, 2013:2).

However, sometimes school has not always had positive experience for many children. Some endure difficult conditions; some of the factors that contribute to the negative experience include inadequate teaching materials, lack of sanitation, inaccessibility teachers and appropriate curricula. Still others may be forced to contend with discrimination, harassment and even violence. These conditions are not conducive to learning or development, and no child should have to experience such things.

Though, the problem is both for the developed and developing countries, the situation worthiness in developing countries. The basic challenges to Early Childhood Education (ECE) including inadequate access to health, nutrition and early learning stimulation are resulting in low enrollment rates, a high vulnerability to abuse, harassment and exploitation, disease, social exclusion and poverty were some of the challenges facing ECE. In addition to these, the educators face the

problem of high teacher-child ratios, unattractive conditions of service, low level of professionalism, low salaries and inadequate teaching and learning materials are challenges that pulling down the practice of inclusive ECE(Education International, 2009).

The practice of ECCE in our country was poor for the last several decades, particularly children with hearing impairment were become victim to access ECCE. This is mainly because of the responsibility of providing ECCE program was widely left for private sectors, NGOs, and the community. This means, the case denied appropriate attention from the government for the Program particularly provisions of inclusive ECCE. This contributed a lot to have poor practice of inclusive ECCE.

ESDP V stated that, “. . . the enrolled in pre-primary are required to rapidly increase the participation rate of students with special educational needs. Poor progress during ESDP IV (2010) in supporting children with special educational needs has a number of causes ”UNESCO (2010) case research showed additional challenges of ECCE centers face as; location on unsafe places or are not appropriate for pre-school education, because the facilities were not in consideration of health and developmental needs of young children. Furthermore, ECCE centers may possibly be environmentally inadequate due to lack of spaces for playground and learning because most of activities operate in buildings which are not originally constructed for the ECCE purpose. Moreover, there is lack of children books, toys and other relevant educational materials in most of these preschools.

The above listed and discussed problems are completely the problems of us/ our country. And they need extra effort and commitment from the government, the concerned bodies and at all the community.

To minimize the gap mentioned before, this research tried to assess the practices and challenges of inclusive ECCE in Addis Ababa city government particularly In Addis Ketema, Gulele and Akaki Kaliti sub cities of the Administration.

1.3. Basic Research Questions

This research addresses the following basic questions and issues in the practice and challenges of inclusive ECCE:

1. How ECCE centers are accessible for children with hearing impairment?
2. To what extent are the physical environments and learning/play materials suitable for children with hearing impairment?
3. To what extent preschool teachers and center heads are skilled to accommodate children with hearing impairment?
4. How do parents involve in promoting inclusive learning environment for ECCE for children with hearing impairment?
5. What are the major challenges in the implementation of inclusion ECCE for children with hearing impairment?

1.4. Objectives of the Research

1.4.1. General Objective

The general objective of the research is to assess the practices and challenges of inclusive ECCE in Addis Ketema, Gulele and Akaki Kaliti sub cities of Addis Ababa City Administration.

1.5. Significance of the research

This research has its own significance for the improvement of practices and tackling the challenges that are related to ECCE particularly, inclusive ECCE. The study may have the following significance.

- It may help to create awareness among different levels of educational organizations and stakeholders about the practice and challenges of the inclusive ECCE.
- The findings of this research may provide valuable information to the responsible bodies about the strengths and weaknesses of the inclusive ECCE practice and it may have meaningful contribution to design an appropriate strategy to make adjustment with regards to the ECCE centers in the future.
- It may help to indicate the important features and the role of education professional's to facilitate access and equity in ECCE in the implementation of sustainable development goals inclusive quality education for all.

- It may indicate the magnitude and the potential source of ECCE centers inclusiveness problem, so that the concerned authorities can take measure to handle the problem properly.
- It creates better awareness among the Woreda supervisors and education experts towards the problem.
- It may help other interested researchers who wish to conduct further research on the area and give them opportunity to get a bit information from the findings of these research and findings of the research may become as a stepping-stone for further research.

1.6. Delimitation of the Research

It would be very good if this research was conducted in different parts of our country pre-primary schools, to identify each preprimary schools particular and specific practices and practical challenges of inclusive ECCE to give possible solutions. However, to make the research feasible and manageable, the researcher was geographically delimited to Addis Ababa city administration government pre-primary schools of Addis Ketema (Yekatis 23 Special School), Gulele (DilBetigil) and Akaki Kaliti (Mengist) sub cities.

This research was conceptually delimited to the practices and challenges of inclusive preschools which is one of among many aspects to be considered in the education of children with hearing impairment. The research tried to treat variables like, availability and extent of welcoming environment for children with hearing impairment, accessibility of inclusion ECCE centers for children with hearing impairment and the fulfillment of preconditions for successful inclusion and challenges in the ECCE centers.

1.7. Conceptual definition

Children with Hearing Impairment: -are children who are impaired in their hearing, whether permanent or fluctuating that adversely affects a child's educational performance (Cate, 2010).

Practice: - is the process of implementing inclusive ECCE activities in the preschools.

Challenge: -is the formidable that deprived the proper practice of inclusive ECCE activities in the preschools.

Early Childhood Care and Education (ECCE): -A program to provide early childhood care and education for children of pre-school age that are eligible for the ECCE scheme starting from age 4 up to 6, a preparatory period for early primary school.

1.8. Organization of the research

This research is organized into five chapters. In the first chapter the research introduction has been dealt, with its main content of background, statement of the problem, objectives, significance, delimitation of the research and conceptual definition. The second chapter devotedly reviewed related literature concepts about inclusive education, ECCE, children with hearing impairment and other pieces of information related to inclusive ECCE. The third section presents methodology of the research design, sampling, population, techniques, data collection instruments and procedures. The fourth part deals with data presentation, analysis and discussion. The final part is devoted to major findings, summary, conclusion and recommendations.

Chapter two

Review of Related Literature

2.1. Introduction

This section focuses on prior literature involving an overview of inclusive education, particularly inclusive education in early childhood care and education (ECCE) for children with hearing impairment. The major component of this section include defining early childhood care and education, the importance of early childhood care and education, inclusive education and the physical environment of ECCE centers, teaching learning process of ECCE and accessibility of the ECCE centers for children with special needs. It tries to see the accommodation of children with hearing impairment in the inclusive setting. Lastly, challenges to practice inclusive early childhood care and education are reviewed.

2.2. Overview of Early Childhood Care and Education

Early childhood education is the beginning of the first formal relationship with peers, teachers and their immediate environment. Particularly for those students where they have not exposed to environment, ECCE centers mean the beginning of world. Here the child expected to learn many things through playing; however learning is the result of their interaction with their surroundings, social and physical environment.

Early childhood education is a broad term used to describe any type of educational program that given the multidimensional nature of early childhood, it often goes by a number of names and definitions, in different countries, as well as between different stakeholders. For example, UNESCO refers to early education as early childhood care and education (ECCE), the OECD calls it early childhood education and care (ECEC), and the World Bank calls it early child development (ECD), and UNICEF also calls it early childhood development (ECD) Education International Report (2010) refers to services for young children as early childhood education (ECE). This includes all kinds of education taking place before compulsory schooling and provided in different kinds of settings nurseries, crèches, childcare centers, kindergartens, pre-schools and other similar institutions.

As it is possible to understand that, the program is provided in different names but with more similar organizations and for similar purposes. This is more confirmed with the different writers as Similarly, OECD (2013) defines early childhood education (ECE) as all forms of organized and sustained center-based activities such as pre-schools, kindergartens and day-care centers designed to foster learning and emotional and social development in children. In the Ethiopian context, early childhood care and Education (ECCE) refer to a holistic and comprehensive approach to policies and programs for children from prenatal to seven years of age, their parents and caregivers. Through the program it will ensure a considerable step forward in giving children a healthy start in life, and an enabling and stimulating environment for developing their talents, stimulating and helping them to become caring and productive citizens (National Policy Framework for ECCE in Ethiopia, 2010.)

The ECCE is very important starting of life for the child all rounded development of their later life personality. Regarding to its important all stakeholders commonly have similar stand, whatever they call it. This is because different documents starting from the ESDP V and other related MoE documents called the program in ECCE. In addition to this the programs share very basic natures of learning and caring process whatever they call it as ECCE, ECD, and ECEC.

It is obvious that and clearly stated above that the first experience of children with their blank sheet of mind exposures always will have prolonged effects in their later life. Thus children before they enrolled to the primary schools, enrolling and having experience of preschool is very much decisive in their next life.

2.3. Ecological System Theory in Early Childhood Care and Education Context

Bronfenbrenner's ecological system theory (1979) looks at a child's development and learning within the context of the system of relationships that shape his or her environment.

It stresses the importance of understanding not only the relationships between the child and various environmental systems such as family and community but also the relationships among the environmental systems themselves. The theory view children as the active participants in creating

their own environment and considers children's subjective experiences in creating their relationship and surroundings just as important as the objectives of these phenomena.

According to the ecological system theory (1979), these structures of the environment are in different complex layers namely microsystem, mesosystem, exosystem, macrosystem and chronosystem. The first layer, microsystem which is the closest to the child, surrounds the structures with which the child has direct contact.

Berk (2000) affirms that the layer takes in the relationships and interactions a child has with her immediate surroundings. This includes family, school, neighborhoods or child care environment. At this level, the impacts of the interactions and relationships are bi-directional that is from and towards the child.

The neighborhoods, childcare institutions and parents may influence the beliefs and behavior of the child, yet, the child also influences the beliefs and behavior of the others. Whereas the mesosystem offers the connection between the child's microsystem that is between the child's teachers and his parents, church /mosque and his neighborhood, the exosystem defines the larger social system in which the child does function directly. The structure in this layer influence the child development and learning by interacting with some structure the child's microsystem, for example parents workplace and community-based family resources (Berk 2000)

The macro system is not specific but entailed the cultural values, customs and laws. The consequences of principles defined by the macro system have a flowing influence through the interaction of all other layers. The example is if it is the cultural belief that parents should be exclusively accountable for raising their children, that culture is less expected to provide help. Therefore, the ability or inability of parents to raise their children within the context of the child's microsystem is affected. It is important to understand how the relations of these systems are central in the development of the child and what factors may lead to the failure of child's learning.

2.3.1 Application of the Theory in Early Childhood Care and Education Setting.

Bronfenbrenner's ecological system theory is applicable in any settings in which early childhood care and education is carried out. This is because the theory explicate the disparity in which individuals can get knowledge, development and other experiences depending on support, guidance and structure of the society in which they live. Moreover, the interactions and relationships between

the systems influence the individual considerably. The microsystem (the family, peer groups, early childhood institutions or neighborhoods) as the key unit around the child has the direct influence to the child when the two microsystems (teacher and parent) start to work together to educate the child. Even if teachers cannot be parents, they can interact with them and provide education about the developmental needs of their children.

Ecological system theory demonstrates to be of importance in explaining child development and learning and the role played by different systems around the child. It also ascertains how these systems are intertwined and influencing the development and learning sequence. The theory give us the ability to understand how children's lives are balanced between every aspect of their environment, therefore we should become conscious that our actions towards our children have a lifelong impact in their relationships and adjustment. By looking at the theory, the government should also be able to develop policies and programs that can benefit its society. Therefore, the theory is useful in that, it increases the society's consciousness that working together in harmony, provide the children with a community that hold each other, the outcome of our children will be intense. If parents, teachers, religious leaders, health institutions, different agencies and government work together towards child care, development and learning, then the nation will be of successful in every aspect.

2.4. The importance of ECCE for children with disabilities

Every child early years are very crucial. This is also true for children with special needs. It is a period children can be shaped through stimulating what they have in nature in appropriate environment, like ECCE centers. Here the very important formative stage of a child, their mental development and set up also assembled at this level. This idea is more elaborated as follow; the early years offer a special opportunity to foster developmental gains in children as 80% of the brain's capacity develops before the age of three. The gains are shown to be highest for those with maximum disadvantage. Equally, early neglect has lasting disabling effects. Poor nutrition leads to early childhood stunting, and coupled with low stimulation, it contributes to the poor cognitive and educational performance of over 200 million under-five children who are 'not fulfilling their developmental potential (Grantham-McGregor, et. al 2007).

On the basis of the above literature children first early years are very decisive ingredients in their

formation process of a human personality. In the a similar way Comprehensive ECCE providing care, stimulation, parental support and access to relevant services enhances the effects of interventions for children with disabilities. Positive transition from home to preschool is encouraged when the early childhood programs allows for child centered pedagogy and necessary individualized support to effectively address the diverse learning needs and abilities of children with disabilities (ISSA, 2006).

Indeed, early childhood programs that are responsive to individual needs and respectful of diversity benefit all children and contribute to building the foundations of an inclusive society (World Vision Armenia, 2009). For ECCE to deliver these benefits and ‘be effective, accessible and equitable, a society must invest in it. (Penn, 2004)

As the above stated, the program is expected to be more effective and inclusive; here the program should have to start from the beginning in defect freeways. (Penn, 2004)

2.5. What is Inclusive Education

Inclusion is very important for all children specially children with special needs are highly beneficiary in different ways among this ,minimizing special schools and special class , it brings zero discrimination and fostering their social life in the future .In addition to this, inclusive education helps to create an inclusive society.

Inclusive education is an appropriate means to providing chance for all school age child to attend their learning with the age mate to enjoy in all aspects of schooling activities. Inclusive education is about putting all schooling activities for the children’s based on the right to learning. Inclusive education means into action by reaching out to all learners, respecting their diverse needs, abilities and characteristics and eliminating all forms of discrimination in the learning environment. This idea further expressed by (UNESCO, 2013)

According to UNESCO (2005), the term refers to the diversity of needs of all learners through increased curriculum content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. It is a process of reforming schools and attitudes, which ensures that every child receives quality and appropriate education within the regular schools. In

this way, inclusion is more complex than mere physical placement of children with special needs in the regular classroom.

At the core of inclusive education is also the human right to education, pronounced in the Universal Declaration of Human Rights in 1949. A logical consequence of these rights is that all children have the rights to receive the kind of education that does not discriminate on any grounds such as caste, ethnicity, religion, economic status, refugee status, language, gender and disability. Specifically the rights include access to free and compulsory education, equality, inclusion, non-discrimination, the right to quality education, content and learning process.

Sustainable Development Goals (SDG) on Education also provide a framework of reference on making EFA a reality by 2030 while the Salamanca Statement on the principles, policy and practice in special needs education has also provided valuable reference points for inclusive education as it provides a framework for thinking about how to move the policy into practice.

As Jenkins, Pious & Jewell, (1990) put it, inclusion implies that the regular classroom should change to accommodate all different learners and in the process, desirable services be offered to all children within the regular classroom.

One major assumption is that in an inclusive setting, the classroom teacher rather than the special needs educator has the primary responsibility for educating all children in the classroom. Integration as explained by Jenkins, Pious & Jewell (1990), means that the child adapts to the regular classroom whereas in inclusion, the regular classroom adapts to the child's needs. Conceptually in inclusion deaf children are members of the regular classroom. Antia & Stinson (1999) provide a broad but equally simple definition, which considers inclusion as the practice of educating the child with special needs and the "normal" child in the regular classrooms, while integration refers to the results of such practice.

Friend & Bursuck (1996) have reiterated that in order to make the classroom inclusive for all learners, regular teachers should work in partnership with special needs educators to make adaptations in the curriculum and to structure the classroom in a manner that allows for effective learning by a diverse group of learners. Inclusion means enabling all students to participate fully in the life and work of mainstream settings, whatever their needs. For inclusive education to be effective, governments, schools and all stakeholders have to adapt their approach to curriculum,

teaching support, funding mechanism and the built environment. Biklen, Lehr, Searl, & Taylor, (1978) have identified some of the philosophical premises that advocate for inclusion and these include; preparing individuals for life, learning from typical peers, having normal life experiences, changing attitudes of individuals without disabilities, challenging societal rejection and teaching democracy. One of the greatest challenges in an inclusive classroom and which is of concern in this paper is managing students with hearing impairments in an inclusive setting.

2.6. Deaf Children in an Inclusive Setting

Including deaf children in mainstream schools has been an extremely complex, controversial and contentious issue across the globe. Many deaf adults in deaf communities across the world have campaigned for the rights of deaf children to be educated separately in special schools in which they can access information through their most natural first language, Sign Language, the language of the deaf community.

A pragmatic question that needs an answer is whether special needs educators and regular classroom teachers can work in an equal partnership to provide deaf children with relevant and adequate education within the regular classroom. Further, to what extent can the classroom

Practices modified to optimize the deaf child's academic and social integration, considering that the ideal of inclusive education is a student who is well integrated both academically and socially.

The basic problems faced when deaf and hearing students are educated together according to Antia and Stinson (1999) are lack of mutual access to communication.

Arguing against the move to place deaf children in an inclusive class, Kaupinnen (1994) has pointed out that the fundamental goal of educating deaf children is not actually to "normalize" or to be the same but to provide the deaf with the same possibilities of participating in the society in adult life.

World Federation of the Deaf (WFD) secretary general reiterated that because of the special communicative consequences of deafness, deaf people risk being isolated if they are put together with hearing pupils who do not know how to sign and that a deaf individual has no chance of real participation if he is surrounded by people who do not know how to sign. According to

Kaupinnen including a deaf child in a regular system increases his handicap.

Liu, Saur & Long (1996) have reported deaf children in inclusive settings experiencing a number of problems some of which include; rapid rate at which tasks in the classroom are discussed, abrupt and quick turn taking in the discussions, rapid change of the conversational theme or topic, the high numbers of speakers involved in a group discussion. These may create difficulties in the control of the communication cop and may result in the deaf not benefiting from the group discussion.

Although a section of hearing-impaired students (especially the post-lingual deaf and those who are hard of hearing) can be educated with their hearing counterparts in public schools, Antia & Stinson (1999) have empirically documented that the outcomes of the academic and social integration are not satisfactory. It has been pointed out that there are some difficulties that are inherent in inclusive practices such as the regular classroom teachers, who possess negative attitude towards inclusion. Further, although the rationale of inclusion is to foster friendship and provide access to full curriculum.

Jones (2006) has reported that this only works for some deaf groups of children where there are viable groups to support and befriend one another and where they are nurtured in communicating naturally in signs. It has also been noted that placing a deaf child in a regular classroom requires increased instructional, collaboration and management demands on the part of the regular classroom teacher.

According to Antia & Stinson (1999), there is a dire need for a true culture of collaboration between the teacher of the deaf and the regular teacher. The exact nature of the collaboration as observed by Antia and Stinson is influenced by the culture of the instruction and can be impossible when collaboration is not valued or actively pursued.

The benefit of collaboration and teaming according to Antia and Stinson (1999) is that both the classroom teacher and the specialist teacher of the deaf can broaden their perspectives and can examine their stereotypes about their students and classrooms. The process develops students expectations based on their shared abilities rather than their differences. The perceived equality of status between teachers is an essential component for successful collaboration.

The inability of deaf children to discuss and communicate academic issues easily in spoken

language in an inclusive setting may make group participation for the deaf, even with an interpreter difficult, a situation, which may affect learning and final academic success. Adoyo, P. O. (2007).

2.7. Early Childhood Education Physical Environment

A learning environment has been broken into many aspects, such as the social /emotional/ environment, the behavioral environment and the physical environment. Regarding to the school physical environment Hellen (2009), stated that, though children with disabilities are enrolled in primary schools, very few complete the primary cycle of education in Uganda. School drop outting is a prevalence problem in much African country including Ethiopia. One of the factors that lead CWDs to dropout from the school is the schools poor and inconvenience physical environment.

The literature review indicates that the physical environment of preschools has an important precondition on education and development of children. Greenman, (1988) states, “More than the physical space, it an environment indicates the way time is structured and the roles we are expected to play. It conditions how we feel, think, and behave and it dramatically affects the quality of our lives” (p.5). Caples (1996), also emphasizes the importance of the physical environment in children’s education and states, “The better the architect understands the school’s philosophy, schedule, and operations, the more likely the design will embody the school’s fundamental goals”. Accordingly, it is important to examine how the physical environment influences preschoolers if it is well designed or poorly designed.

Dukes and Lamar-Dukes (2009) state that when thinking about the issues involved in designing an environment for children, it is important to define the parameters of the issue first. In the current research, more than a physical space, the physical environment is discussed in terms of different aspects, namely, relation of the physical environment to the curriculum philosophy, general schedule of activities, modifications, safety-security areas, placement of different areas, furniture/materials, lighting, textures/colors, and the outdoor area. Since the needs and interests of children may change from classroom to classroom, the aim is not to suggest one specific environmental arrangement or examine each material or area individual. General factors related to the physical environment will be examined considering that the physical environment must be adapted to individual needs of children. Before examining the physical environment, it is essential to define it. Curriculum may come into mind first when planning is the issue in classrooms.

However, planning a supportive environment is as important as planning the curriculum, since it will support the teacher, the children and the curriculum. Wolery (2004) states, “intervention and educational programs are manipulations of children’s environments; thus, understanding those environments is central to making decisions about using assessment results in planning children’s individualized intervention programs” (p. 205). Negative effects may occur if the physical environment is not planned thoughtfully. There is some evidence indicating that if the classroom is poorly designed and planned, it will not support children’s development and growth and will lead to inattentive and frustrated children (Kentucky State Dept. of Education, 1991).

Dukes and Lamar-Dukes (2009), state that the environmental design process begins by identifying all of the issues that may help or hinder education and development of children.

Failure to recognize the power of the physical environment over children may lead to problems. For example, the physical environment may hinder children’s development or hurt children. In order to avoid the drawbacks of physical environment and to add a significant dimension to children’s experience and development, it is essential to understand how the physical environment can be carefully and knowingly arranged.

The physical environment and the curriculum together enhance and support the child's ability to do something himself, take care of himself, initiate and complete activities, take control of his own actions and responsibilities, communicate and interact with others easily, and have better perceptual and motor skills. Moreover, if the physical environment is designed thoughtfully, it can encourage choices, discoveries, and communication among children and the teacher. Bailey and Wolery (1992) state that a good physical arrangement meets the following three components: (a) “the ideal space allows the teacher to observe ongoing activities in the classroom and yet reduces distractions across activity areas”; (b) “the space should be functional, comfortable, and safe for both children and adults”; (c) “finally, the space should be designed to encourage and facilitate maximum independence for children with sensory and motor impairments” (p.210). Many researchers and educators studied the physical environment to understand how it can support young children. Behind the research, there are many theories about the physical environment and its relation to its inhabitants. Bailey and Wolery (1992) indicate that many theorists agree that the environment has an influence on education, development, and experiences of young children. Depending on the goals of the curriculum and changing needs of preschoolers, different areas of interest can be

created, such as an art/science area, a dramatic play/water area, a computer area, a reading/language area, a block area, a big group area, and a therapeutic area. Different interest areas are very important, because they allow children to feel secure and not overwhelmed with the complexity of a big room (Caples, 1996; Greenman, 1988). This leads children to develop a sense of control and easiness to explore the environment (Kentucky State Dept. of Education, 1991). Different interest areas also enable teachers to provide diverse activities for individualization.

Accordingly, each child chooses what to do (Kentucky State Dept. of Education, 1991). Moore (1996) called these areas resource-rich activity pockets, since each area is a different source of activity. Allen and Schwartz (1996) state, “Minimizing clutter and confusion enhances the ability of all children to concentrate on the tasks at hand; for children with attention or learning disorders, reducing distractions may be the best way to promote learning” (p.225).

Clayton and Forton (2001) indicate that if the area is clearly defined with distinct boundaries and obvious pathways, children will use it more appropriately and successfully. A physical order in spaces may lead to the room more predictable and familiar (Caples, 1996; Greenman,

1988), and may foster children’s skill of competence and independence (Kentucky State Dept. of Education, 1991; Greenman, 1988). Shepherd and Eaton (1997) indicate that young children need familiarity and stability in their physical environment. They also state, “In a stable and orderly environment, children are secure in their knowledge of where things are and aimless wandering is therefore reduced” (p.45). Children need and love high mobility activities, such as sliding, climbing, gardening, spraying, crawling, balancing, riding and running, and playgrounds are usually the places for high mobility activities. Prescott (1994) indicates that when choices are provided, a number of children will never choose sitting down activities. Accordingly, playgrounds are another physical environment which should be examined for benefits of children.

Outdoor spaces are essential not only for exercise and physical coordination, but also children’s social skills and their imaginations. In order to create safety play areas, rubber matting is essential. They should be used in especially areas around equipment and stairs. Moreover, well-designed equipment can allow an exuberant level of body movement. Also, it can provide shapes and configurations that encourage children to connect the natural world and their imagination, so that they can create stories (Caples, 1996).

Moreover, teachers should be careful about whether there is shade, because shade provides children a place for role playing games, as well as medical necessity to escape from heat and sun light. Teachers should provide a source of water for any reason, such as drinking or watering plants (Allison, 1999; Caples, 1996).

Allison (1999) also suggests that easy access to toilets is important for children to satisfy their various needs. Research demonstrates that the design, layout and space of ECE environments can influence a child's learning, creativity, behavior and cultural interests (Dearing et al., 2009). Cross cultural studies of preschool quality highlight that the quality of conditions for children's learning depend on physical space in addition to staff-child ratios and staff working environment. Specifically, well-defined spaces and boundaries are associated with more positive classroom interactions and increased time spent exploring environments (CCL, 2006). Based on research findings, numerous countries have set minimum "space per child" benchmarks, which gradually decrease with age (Childhood Resource and Research Unit, 2004).

2.7.1 Clear Boundaries

Boundaries in every activity and in the preschool environment determine many things in the learning and studying area. Available of a clear demarcation on only in the preschool physical environment, the process of learning and learning in a classroom has several advantages. This is further elaborated as follow. Boundaries between the various activity areas of a preschool classroom provide multiple benefits to the children and teachers alike. Clear boundaries promote coherent environments (Trancik& Evans, 1995). A distinctive contrast from one area to the next indicates to children where certain activities are intended to occur, which allows them to better utilize and enjoy the classroom. Children are able to focus on activity materials when the different areas are clearly defined. A lack of boundaries may actually lead to sensory overstimulation as children experience visual and aural sensory inputs from multiple activity areas (Read, 2009). The use of boundaries helps "reduce disruptive behaviors caused by activity congestion or the inadequate physical separation of tasks" (Olds, 1989, p. 13).

Olds (1989) recommends that fixed features should be used to guide the space layout of a classroom. Once the layout of the activity areas has been determined, then it is necessary to establish clear pathways and boundaries between each node of activity. The boundaries can be fixed, created by architectural features or furniture placement, or they can be more flexible,

suggested by change in flooring or lighting levels. Boundaries that are clear to children can be both structural and symbolic (Trancik& Evans, 1995). Examples of symbolic boundaries include a change in lighting, color, or flooring material. When boundaries are created within the classroom, they should still provide visual access to the surrounding environment. This allows children the ability to maintain their sight lines of the teachers and be aware of their location within the context of the entire classroom.

Although boundaries should be clearly defined, it is also important that they remain flexible (Greenman, 2007). There are some activities that should not be limited to a single area of the room, such as reading, which can be facilitated in multiple places throughout the classroom. Some boundaries need to have the ability to expand or be repositioned as the dynamics of the classroom change. Utilizing a flexible boundary and recognizing that an activity area does not have to be permanent makes it possible for the learning experiences that take place within a classroom to be ever evolving in order to meet the changing needs of children as they grow and develop.

2.7.2 Environments that Foster Children’s Sense of Competence and Self-control

The environment of a preschool classroom should be designed to support the ways in which children move and interact with the world around them (Olds, 1989). All elements of the room, including architectural features, furniture, and play equipment, should be appropriately scaled for young children (Trancik& Evans, 1995). This encourages them to act independently and make their own decisions without constantly relying on adult support. Environments that offer a range of options for things to do and places in which to do them reduce intimidating experiences as children are able to choose the activities and locations that are conducive to their size and abilities (Olds, 1989). When children are able to accomplish tasks on their own rather than repeatedly facing frustrating experiences, they gain confidence in their ability to act on their own (Olds, 2001).

Interior spaces that maintain a high level of predictability and are easily interpreted by young children increase their sense of self-control and security (Olds, 1989). Clear views of doors and windows from multiple places in the classroom inform the child about their location in the room and how to enter and exit and the room. The predictability offered by views and visibility throughout a space help ease away the uncertainty of being in a place other than the safety of their own home. Areas of protection that provide access to the corners and walls of a room impart to

children the opportunity to have security at their back while maintaining visual access to their surroundings areas.

Research has repeatedly illustrated that for young children, “the physical setting is just as important as toys, books, and lesson plans. The environment that provides possibilities for all interactions is the real curriculum(Olds, 1989, p. 8). Due to the powerful affects that the physical environment can wield over its occupants, the spatial layout and physical design of preschool classrooms deserve thoughtful planning to help ensure supportive and meaningful environments for the children. Prescott (1987) argues that any attempts to design child care spaces are often too simplified and narrow-minded. Rather than thinking strictly about the physical features of these environments, such as the appropriate size of furniture for young children, it is necessary to also consider the “total child-rearing environment” and how children can be ensured both stability and enchantment in these places (Prescott, 1987, p. 87).

The physical environment and its setting are just as important as toys and books. Thus the preschool physical environment proper management is significantly related with the child the early child growth and development. Furnishing the whole preschool compound and the whole pre schooling area is very important.

2.8. Accommodations to Address the Access and Learning Needs of Children with Hearing Impairment

There are different ways of teaching strategies to address the needs of children with hearing impairment in the inclusive classroom setting. Those are the following accommodation and modification strategies are important for these children to get a better service in the inclusive classroom like, Amplification options, Communication accommodation, Physical environment accommodation, Instructional accommodation Curriculum modification, Evaluation modification and other modification. Some of these accommodate and modifications are mentioned as below.

Amplification options: - are some of solutions to enhance children with hearing impaired in the classroom and in the schooling activities. This include, personal hearing device (hearing aid, cochlear implant, tactile device), personal FM system (hearing aid + FM), FM system/auditory trainer (without personal hearing aid), Walkman-style FM system and sound-field FM system

(Johnson, Benson, & Seaton, 1997). The above amplification options are some of important mechanisms to alleviate the hearing related problems, especially for children with hard of hearing.

Communication Accommodations: - communication is a vital precondition for all types of school children, particularly for children with hearing impairment needs to get additional assistance to alleviate the communication gaps. Some of communication accommodations mechanisms are mentioned as follow, using of sign language, specialized seating arrangements, obtain student's attention prior to speaking, reduce auditory distractions (background noise), reduce visual distractions, enhance speech reading conditions (avoid hands in front of face, no gum chewing), present information in simple structured, sequential manner, clearly pronounce speech, allow extra time for processing information, repeat or rephrase information when necessary and frequently check for understanding (Johnson, Benson, & Seaton, 1997).

Physical Environment Accommodations:- physical environments are critically affect the schooling activities of every child, likewise, children with hearing impairment more affected than, children without hearing impairment by their physical environment. Some of the solutions that minimize factors that affect the physical environment are include, noise reduction (carpet & other sound absorption materials), specialized lighting, room design modifications and flashing fire alarm were mentioned by (Johnson, Benson, & Seaton, 1997).

Since, environment has irreplaceable role in the process of communication. Thus arranging the environment to be suite to the communication particularly in the classroom where children with hearing impairments are available is very important.

Instructional Accommodations: - are very vital precondition for the creation of effective teaching learning process in any grade level. Teachers also responsible to accommodate their lesson and the environment none the basis of their student type of impairment and learning needs. Some of the instructional accommodation which are important to create possible plat form for children with hearing impairment including, noise reduction (carpet & other sound absorption materials), use of visual supplements (projected materials, whiteboard, charts, vocabulary lists, lecture outlines), captioning or scripts for announcements, television, videos, or movies, speech-to-text translation captioning (i.e., computer on desk), educational interpreter (ASL, signed English, cued speech,

oral), buddy system for notes, extra explanations/directions, check for understanding of information, down time / break from listening, extra time to complete assignments and step-by-step directions (Johnson, Benson, & Seaton ,1997).

Curricular Modifications: - also important type of modification for all types of children, especially for those children who are hearing impaired and for children in the ECCE centers, since their curriculum is advised to be flexible so as, to make the activity too sweet to children. Curriculum modification particularly for children with hearing impairment include, modify reading assignments (shorten length, adapt or eliminate phonics assignments), modify written assignments (shorten length, adjust evaluation criteria), pre-tutor vocabulary, provide supplemental materials to reinforce concepts, provide extra practice and alternative curriculum (Johnson, Benson, & Seaton, 1997).

Evaluation Modifications: - also one of important intervention in the education accommodation so as, to facilitate leveled playing ground among children. Evaluation modification consists of, reduce quantity of tests or test items, use alternative tests, provide reading assistance with tests and allow extra time (Johnson, Benson, & Seaton, 1997). This is because accommodations is requiring modification from the welcoming, introduction of the school compound, lesson/playing delivery process up to the evaluation and promotion.

Other Considerations: - Supplemental instruction (speech, language, pragmatic skills, auditory, speech reading skills) also can be mentioned in other type of consideration and accommodation. These include counseling, sign language instruction, transition / Vocational services, family support, deaf/Hard of Hearing role models, recreational/Social opportunities, financial assistance and monitor progress periodically by a specialist in Deaf/Hard of Hearing (Johnson, Benson, & Seaton, 1997).

Accommodation and modification in the process of all children schooling experience is very important and it has vital out comes on the children later education performance and schooling experience, even in their life long every aspects of life. Thus, inclusive preschools need to have good accommodation and modification strategies and mechanisms to make their all schooling activities accessible to their pupil fairly. In the process of practicing inclusive education proper

implementation of accommodation and modification is a vital aspect. Preschool teachers and responsible experts are responsible to apply different mode of accommodation and modification in their everyday school activities. This gives all children to have equal schooling opportunity and to get appropriate experience, since this is the ultimate goal of inclusive education.

Generally, in our country large numbers of children's with special need education (SNE) are not addressed their learning needs. This is mainly due to, absence of inclusive type of school and proper classroom accommodations and modification strategies. So as, to making level the playing ground, and provide equal and an undue advantage to all learners to, meet their specific areas of need facilitating appropriate accommodation is unquestionable. However, this right is not secured, for a number of children's in our country due, to various reasons in the country. UNESCO (2013:1), also stated this fact as, "Current strategies and programs have been insufficient for addressing inequalities and exclusion in education."

2.9. Parental involvement

Parents are the primary responsible for children's academic achievement. They play essential roles, basic values and practices that enable them to encourage and develop children's learning. Besides, one of the most influential forces that have significant effects on child's education is the home rule process. Through their parenting choices and actions, parents communicate a set of values and family characteristics to their children. These can affect how children conceive of their own identities, abilities, and goals (Grolnick, Friendly, & Bellas, 2009).

Parents practice on their children's' in home education has been linked not only to higher achievement but also to increased academic motivation. Tilahune (2002) stated that, parental follow up and controlling directly and indirectly through mental adjustment influenced children's academic achievement. Similarly, Markos (1996) indicates that parental rearing style and academic achievement of children's have significant relationship.

Harris and Good (2012) indicate that parental engagements are the most significant instrument in enhancing and effecting an increasing achievement in school activities while parents and teachers work together to improve learning. They have more contributions to the achievement of children through supporting their learning at home and supporting school activities and learning help to make maximum difference in their achievements.

2.10. Opportunities of Inclusive Education

In any organization and country there are a number of enabling factors and factors which are against to. This is a normal condition the implementation performance of inclusive ECCE in our country also encountered by various SWOTs. Here the researcher rises about enabling opportunities of inclusive education only. The following various conditions are factors that foster better implementation inclusive ECCE. These are, presented as the international, regional and national level of agreement.

Some of important means that are boost to facilitate inclusive education presented as follow: “It provides students with disabilities access to students without disabilities access to curricula and textbooks to which most other students are exposed” (Disabilities in Ethiopia 2005)” It developed out of a strong belief in human rights and social justice, it perceive separate special education as dehumanizing, labeling, ineffective and expensive in Ethiopia.

Generally, some the opportunities to provide inclusive education in Ethiopia context includes, Constitution of FDRE, the Education and Training Policy the SDGs and EFA goals and UN child declaration. Even if there are legal basis that support the equal learning opportunities in the country. In the practical term the process of making the available schools to be friend for children particularly for those who have hearing impairment has a large gaps. So as, to make the preschools accessible for the children with hearing impairment, all responsible bodies need to work together for the practice of ECCE program inclusive.

2.10.1 The Constitution of FDRE

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

As it is possible to understand from this part of the constitution and as Ethiopia is a member state of United Nation there are a number of conventions that Ethiopia is signed the

2.10.2 The Education and Training Policy

It confirms the importance of early childhood education. It has further confirmed that efforts should be made to enable the children with special needs and gifted learners in accordance with their potential and needs (ETP, 1994). But when we see the practice of our country there is no effort made to enable them learns according to their needs and potential (Asian Journal, 2014).

As it is possible to understand from the above paragraph education is a right for all citizens with regardless of individual difference. The Ethiopian government education and training policy also stated this idea clearly as follow. “Special education and training will be provided for people with special needs.” EFDR (1994:12)

This idea more confirmed in different international forums, World Fit for Children Plan of Action in Ethiopia (2007:41). “WFFC has six major goals that aim to provide access to quality education. These goals are directly related with the Dakar Declaration on education, and directly linked to SDG Universal Primary Education”

Similarly, the Universal Declaration of Human Rights Article 26 also stated that,

“Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory.”

Similarly, many known international and regional level signed protocols and conventions also pronounced loudly the importance of inclusive education for all marginalized group of society. However, different declarations and inclusive education Acts still remain unpracticed properly as equal as the declarations and charters intention due to various factors.

2.11. Challenges of Inclusive Education

“The new challenge to inclusive education is to meet the needs of all children with and without disability in the general classroom. It is not an easy process and requires a lot of struggle and commitment to overcome attitudinal and social barriers”. (Disability in Ethiopia, 2005) “...one of the determinant factors refers to attitudes of the community towards persons with disabilities and

inclusion. A limited understanding of the concept of disability, negative attitude towards persons with disabilities and a hardened resistance to change are the major barriers impeding inclusive education. (IDDC, 1998) cited in Tirusew(2005).

UNESCO (2013) also confirmed the above idea as, “Still, today, millions of children and young people continue to experience exclusion within and from education around the world.” Exclusion and denied access to education is still continued in all part of the world particularly, in the third world nations, mainly African countries including Ethiopia. Issues need to be change and countries must ensure that educational opportunities regard less of any limitation, inclusively.

Generally, according to Tirusew (2005), the challenge towards inclusive education could emanate from different directions such as attitudinal factors, resistance to change, rigid school systems and learning environment, lack of clear educational strategies, lack of instructional and learning materials and inadequate budget (Asian Journal, 2014).

Chapter Three

Research Method

3.1 Introduction

This research aimed at assessing the practices and challenges of inclusive early childhood care and education for children with hearing impairment: the case of government ECCE centers in selected sub cities of Addis Ababa. And also it focuses on the practice of inclusive ECCE particularly on children with hearing impairment in preschool level beginning from Nursery up to KG 2.

This part of the research is a blue print for the following important parts. These are included research design, study area, sample size and sampling techniques, inclusion criteria, method of data collections, data analysis and ethical consideration are treated here. The researcher conducted the whole course of the study accordingly framed in this part as follow.

3.2 Research Design and Methodology

To conduct this research, descriptive case study method was applied. Yin (2003) asserted that descriptive type of research is suitable to describe a phenomenon and the in-depth practice experiences of certain phenomenon. This study specifically employed the descriptive approach owing to the fact that the subject matter is a least researched and the researcher willing to make to show the detailed about the nature of practices and challenges of government inclusive ECCE centers service provisions towards children with hearing impairment.

The research is conducted in qualitative approach by using qualitative data. According to Creswell (2003: P. 23.) if a qualitative research paradigm aligns with case study, it is best suited to understand a concept or phenomenon about which little research had been conducted. Qualitative research is primarily descriptive research. It is used to gain an understanding of underlying reasons, opinions and motivations. It provides insights into the problem or helps to develop ideas in described form of potential. Qualitative approach was preferred and adopted for this particular study due to the fact that the subject was not well researched before mainly in Ethiopia. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem (Susan 2011).

However, for the purpose of detail scrutinized data the researcher used structured and semi structured interview as a tools that analyzed through qualitatively to triangulate the data that collected through interviews and observation. The intent may be to seek a common understanding through triangulating data from multiple approaches. The data analysis used multiple lenses simultaneously to achieve alternative perspectives rather to reduce a single understanding. Therefore, descriptive study is better alternative method for expressing the status of the ECCE centers access and inclusiveness of available preschool centers for children with hearing impairment. The research aimed on assessing the current status of ECCE centers on the practice of inclusive in the preprimary schools of Addis Ababa.

3.3 Population of the study

The following participants were involved in this research over the courses of the research data collection. The participants of this research were who have main responsibilities on the practice of inclusive ECCE in the sample preschools centers and in the Woreda education offices. Thus, the sample teachers were who are teaching in preschool from Nursery up to KG 2. The selected preschools principals/head teacher of the ECCE, parents of children with hearing impairment and the Woreda education office ECCE officers were involved in this research. The research tried to use all opportunity to involve concerned bodies as a sample in the research, targeting to collect optimal information in the practice and challenges of inclusive ECCE from the selected population. This population consists of the diverse academic backgrounds, experiences and responsibility.

R.N	Sub City				Teachers				ECCE Woreda experts				Preschool School principals				Parents of children with hearing impairment			
	Population		Sample		Population		Sample		Population		Sample		Population		Sample		Population		Sample	
2	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
3	10	100	3	33.3	12	100	12	100	6	100	3	50	3	100	3	100	22	100	15	75

Table 1: Population of the study

In Addis Ababa city government there are ten sub cities three of them were involved in the study. The three sub cities were Gulele, Addis ketema and Akaki Kaliti. The first sub city which is Gulele is found in the northern part of Addis Ababa. In this sub city Dil Betigle is the only government inclusive ECCE in the sub city. The second is Addis Ketema sub city which is found in the central part of the city and the Yekatit special also similarly found in the sub city as, the only government preschool. The preschool is found at the next door of primary and secondary school. The preschool is providing inclusive pre schooling for the widely variety community who are found at the sub city

and for the community found at the distance out of Addis Ababa. The third and the last one is Akaki Kaliti preschool which is the third governmental inclusive preschool, it is found at the southern get of Addis Ababa. The preschool is found at near of Akaki Mengist primary school. This preschool also shares the primary school facilities and buildings. The whole sample preschools commonly share their immediate next fence primary schools.

In the sample preschools twelve inclusive teachers, the three woreda ECCE expert, the principals and fifteen students' parents were involved as a sample in the study.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

The study employed using non-probability sampling techniques. This research was involving three sub cities from the Ten City Government of Addis Ababa of sub cities to get appropriate sample. In a non-probability sampling purposive sampling method was applied to select sample sub cities. The sub cities are, Addis Ketema, Gulele, and Akaki Kaliti. This is mainly because of, the selected sample inclusive ECCE are the only availability inclusive ECCE in the City Government Administrative of Addis Ababa. To get adequate and firsthand information Non probability type of sampling method which is purposive was applied, for sample inclusive ECCE center principals, for selection of inclusive ECCE centers, for the Woreda education office ECCE expert's, for the sample ECCE center teachers and for the sample inclusive preschools parents of children with hearing impairment. This is mainly because of the samples were involved in the research since, there is no other probability for all population to be sample and involve in the research.

3.4.2 Sampling Size

According to Addis Ababa City Administrative of Education Bureau (2014) report there were a total of 46 governments Early Childhood Care and Education centers among the sample sub cities. These are, (15) were in Addis Ketema sub city, (14) of them in Gulele sub city and the remaining (17) of them in Akaki Kaliti sub city. The selections of preschools for this research were through non probability sampling since there was only one inclusive preschool where available in each sub cities. Thus, the researcher involved these samples of inclusive preschools through purposive sampling method. Similarly purposive sampling was applied for three preschool principals, three Woreda education office ECCE experts, fifteen parents of children with hearing impairment and

twelve sample ECCE teachers were involved similarly through non probability sampling, since they were the only teachers found in the sample ECCE centers who teach in the inclusive classrooms.

3.5 Data Collection Tools and Procedure

3.5.1 Data collection tools

The study mainly used primary data collection techniques and tools. The data collection method in case study drew multiple sources of information (Creswell, 2002). Therefore, data collection techniques that are employed in this study were semi structured and unstructured interviews and also observation.

3.5.1.1 Interview: -

For the interview, an interview guide was the main source of data. Though this tool is time consuming and expensive, it has a big advantage in many aspects as they generally help to minimize non-responses and rephrasing of questions. During the course of interview clarification were sought on different issues. The interviews also focused on constraints and opportunities faced by children with hearing impairment in accessing preprimary inclusive education. The interviews were handled at the time most appropriate to the interviewee as the researcher always fixed appointments with sample respondents and interviews were asked on the developed format (see appendices).

The interviewed questions were prepared discussing with structured interview was used for sample teachers through preparing set of question on the basis of the basic research question. The question was starting from background data of participants and associated to, training experiences particularly as a preschool teacher and skills of managing children with hearing impairment, skills of accommodate the needs of children with hearing impairment and to practice proper accommodation to facilitate flat playing ground for children with hearing impairment and teacher's skill to simple curriculum development and other expected skills from a given preschools teachers were also included in the interview.

To collect more relevant information from ECCE experts, interview was conduct with the selected inclusive ECCE preschool principals, selected Addis Ababa Woreda education office ECCE expert and parents of children with hearing impairment. The information was collected through

more general and in detailed way in the government inclusive ECCE centers accessibility, equity of service, relating with preschools teachers training and ECCE centers facilities and inclusiveness of environment.

3.5.1.2 *Observation:* -

This was carried out in preschools for purposes of examining and gathering data on non-verbal behaviors such as, body gesture, preschools physical environments, teacher support service, relationships of children with hearing impairment with preschool caregivers, teachers and their peers and the way they accommodate the lesson in the classrooms. In this respect, an observation guide was constructed that explores elements like, the classroom attendance to examine the extent of participation of Children with hearing impairment in classroom situation, physical infrastructures (like toilets, corridors, ramps, play grounds, visual aids). This provided for a detailed and context-related information and reliability. Observation checklist was used to check the standard of ECCE that set by the government. The checklist has, Good, Poor and Not Available to be checked against the equipment and materials available in the ECCE centers. The observation tried to include all observable phenomenon regarding to the practice and challenges of inclusive ECCE practice.

3.5.2 Data Collection Procedure

The researcher firstly asked procedurally permission from the preschool principals to collect data. Thus, she/he oriented all participants the purpose of research and the importance of their genuine response for the successful attainment of research objective and how they give response particularly for the interviews.

Regarding to data collecting tools the researcher used qualitative type of data collection tools as main sources of data. A set of interview questions were prepared and used in specific themes on the basis of basic research question and administered for twelve teachers. Fifteen parents those who have children with hearing impairment in the sample ECCE centers, three sample principal of inclusive preschools and three Woreda education office ECCE experts were interviewed, by using semi structured interviews. In addition to these the researcher collected information about the sample preschools environment, facilities, play grounds, classroom setting and the whole schooling activities of children with hearing impairment.

The collected data was analyzed at site in order to ensure completeness, accuracy, legibility and where inconsistencies and incomplete statements existed clarity was sought from the respondents. Then data was there upon analyzed manually using data master sheets (qualitative) and tallies were developed. At this level significant frequency counts were done. Codes (labels) were developed for qualitative data and also cross tabulated. Finally relative significance responses were assigned to research themes to give meanings.

3.6 Method of Data Analysis

As it is rightly pointed out by Kreuger and Neuman (2006) in qualitative research method, the fact that the data analysis has to begin at the time of the data collection processes (p. 435). On similar account, in this particular study, the data analysis was started right at the time of the data collection process on the field. However, the main and detail data analysis was started after the completion of collecting data. The qualitative and quantitative data were collected through interview and observation and analyzed according to their specific natures. The researcher triangulates the data obtained from multiple data collection methods and data analysis simultaneously to achieve alternative perspectives and to enrich the findings.

The qualitative data has been narrated and interpreted used analytic interpretation qualitatively. Significant description made to reflect the discussions by using the participant's own words. The researcher also listed the key ideas, statements and feelings expressed for each themes research for discussion. The data was obtained through the researcher observation checklist, summarized and incorporate in the analysis to supplement the data, which was secure through interviews. The collection quantitative data was much more structured, it analyzed by using simple descriptive to generate percentages for some data. Then the collected data changed in to percentages as well as, the averages, which helps to describe the pattern of response.

As an initial step of the data analysis endeavor, all recorded data were transcribed verbally and translated into English. In view of adequately comprehending the collected data, all the transcription process conducted by the researcher himself/herself. The transcribed data were read several times by the researcher so as to broaden the understanding on the respective contents of the data on certainty practice and challenges of inclusive ECCE in the three selected governmental preschools.

According to Morse and Field (1995, as cited in Yin, 2003) the thematic analysis is well suited for conducting a qualitative research. Accordingly, the researcher employed the thematic analysis in the course of analyzing the data in this research. As far as the purpose of thematic analysis is concerned, it mainly serves to sort out data patterns or themes appearing in various cases particularly on the research basic education.

In view of systematically organizing the collected unrefined data into conceptual categories of themes, the researcher used the coding system which is a fundamental part of the data analysis (Kreuger&Neuman, 2006, p. 436).

As part of the selective coding process based on the following three major and sub themes namely;

1. Practice of inclusive preschool in the sample ECCE center

2. Access of ECCE for children with hearing impairment

2.1 Accessibility of Preschools

2.2 Accessibility in terms of Physical environment and location

2.3 The preschools mechanisms to accommodate their care and play/learning activities

2.4 The center supporting pre schooling activities of children with hearing impairment

2.5 Involvement of Stakeholders on the participation of children with Hearing Impairment.

2.6 Suitability of Learning/playing materials for children with hearing impairment.

2.7 Teachers skills to teaching /plying children with hearing impairment

3. Success and challenges of preschools in Practice of inclusive education

3.1 Success of preschools in practice of inclusive education.

3.2 Challenges of preschools in practice of inclusive education

Then, codes become assigned for the data collected in accordance with the predefined thematic areas of the study. Finally, the collected data, the theories, the reviewed literatures, researchers' reflection cumulatively analyzed and brought about the whole research.

3.7 Ethical Considerations

Any research as a profession it has its own certain ethics. Respecting these common ethics are important. The same thing is done for this research; thus, the following ethics considered in the process of conducting this research.

1. The researcher was respecting the agreement of the participant strictly whether they are willing to participate in the research or not. Thus, all participants were confirmed their willingness to participate in this research.
2. Insuring the subjects of the research those are free to withdrawal from participating in the research whenever they found it necessary.
3. The researcher tried to obtain permission from each sample ECCE centers to conduct this research.
4. The researcher (she/he) Protected samples of the research from possible dangers that encountered, confidentiality, like the actual names of participants in the research is kept secret while the sex or age of respondents has been used where it seems appropriate. The researcher was applying all the above necessary ethical issues.

Chapter Four

Data Presentation, Analysis and Discussion

4.1 Introduction

This research aimed at assessing the practice and challenges of inclusive ECCE for children with hearing impairment in Addis Ababa City Administrative. In this chapter the raw data collected through set of structured interview, semi structured interview and observation are organized and structured so as to make the data manageable for presentation and analysis. The data analysis was made qualitatively in a description and narrative way on the basis of the data gathered from interviews and observation. This chapter deals with two sections. The first part dealt with the demographic characteristics of the respondents and the second part dealt the main data analysis and discussion.

4.2 Demographic Characteristics of Respondents

The table shows the participants' teachers, parents, preschool principals and Woreda education office ECCE experts, sex, age, educational qualification and work experience.

Table 1: Background Information of participants 4.2

No	Item	Characteristics	Teachers		Parents		Preschool Principal		Woreda Education Expert	
			No	%	No	%	No	%	No	%
1	Sex	Male	1	8	2	13	1	33	2	67
		Female	11	92	13	87	2	67	1	33
		Total	12	100	15	100	3	100	3	100
2	Age	20 Years & below	2	17	-	-	-	-	-	-
		21 – 30 years	8	66	-	-	1	33.3	-	-
		31 – 40 years	2	17	-	-	2	66.7	3	100
		Total	12	100	-	-	3	100	3	100
3	Education qualification	Grade 10/12 & below	-	-	15	100	-	-	-	-
		Certificate	10	83	-	-	-	-	-	-
		Diploma	-	-	-	-	2	67	-	-
		First Degree	2	17	-	-	1	33	3	100
		Total	11	100	15	100	3	100	3	100
4	Service years	Less than 5 years	1	8.3	-	-	-	-	-	-
		5 – 10 years	8	67	-	-	3	100	-	-
		11 – 15 years	3	25	-	-	-	-	3	100
		Total	12	100	-	-	3	100	3	100

Table 2: Background Information of the Research participants

As table 1 indicates, the demographic characteristic of the respondents. It shows that twelve of the respondents were teachers and of which eleven (92%) female while the rest one (8%) was male. Fifteen of the respondents were parents and of which thirteen (87%) were female, while the remaining two (13%) were male. Three of the respondents were pre-school principals and of which one (33.3%) was male while the rest two (66.7%) were female. Three of the respondents were Woreda education office ECCE experts and of which two (66.7%) of them were male the remaining one (33.3%) was female.

Regarding to their age, twelve of the respondents were teachers and of which eight (66%) of them were aged between 21 – 30 years, two (17%) of them were aged below 20 and the remaining two (17%) of them were between 31-40 year. Three of the respondents were pre-school principals and of which one (33.3%) was between 21-30 years, while the remaining two (66.7%) were between 31-40 years. Three of the respondents were Woreda education office ECCE experts' and of which 100% of them were between 31 – 40 years.

Regarding to education qualification, twelve of the respondents were teachers and of which ten (83%) of them were certificate holders, while the remaining two (17%) were first degree holder. Fifteen of the respondents were parents and of which all of them were Grade 10/12 and below. Three of the respondents were pre-school principals and of which two (67%) of them were Diploma holder, while the remaining one (33.3%) of them was first Degree. Three of the respondents were Woreda education office ECCE experts and of which all of them were first Degree holder.

Regarding the service year, twelve of the respondents were teachers and of which one (8%) of them was service year less than five, eight (67%) of them were categorized under 5-10 years of service and the remaining three (25%) of them were categorized under the services of 11-15 years. Three of the respondents were pre-school principals and of which all of them have experience between 5 – 10 years. Three of the respondents were Woreda education office ECCE experts' and of which all of them have experience between 11 – 15 years. Here the sample parents of this research were not request to give their service, this is mainly their service is not important in the research.

4.3 Data analysis and Discussion

This part of the study deals with the major findings of the research gained from generated data of the respondents mentioned in the preceding section of this chapter. For the purpose of clarity and simplicity the generated data have been presented being categorized in three major thematic issues as described below.

4.3.1 Practice of Inclusive Preschool in the Sample ECCE Center

In this part of the study the researcher collected different data from the samples, on the basis of particular theme called proper practice of inclusive ECCE for children with hearing impairment. The results gained from the samples with issues that show the practice were addressed.

Inclusive education is priority issue for the sample preschools. Since, the inclusive education is the sample preschool centers priority issue they have to work for the fulfillment of necessary preschool facilities in the center so as to facilitating enabling environment for the practice of full inclusion.

However, even though inclusive ECCE is their priority issues of the ECCE centers, teachers also revealed, the sample preschools are not allocating important resources for the practice of inclusive education in the center. Lack of appropriate resource in the preschool affect the preschool inclusion practice because resources are important in the process of creating platform in the center. Despite the fact the centers have welcoming environments for children with hearing impairment.

This shows that, there is welcoming environment in the preschool for children with hearing impairment in the ECCE center. This is very important precondition for the child to have interest in their preschool experience and life.

The respondent teachers revealed that, preschool have a culture to listen and include children with special educational needs in planning, implementing, and performance evaluation process. Some are preschool has a culture to listen and include children with special educational needs in planning, implementing, and performance evaluation process.

This clearly indicates that the center does not involve children with hearing impairment in the process of planning, implementing and performance evaluation process. This experience of preschools undoubtedly affects the practice of preschools for successful inclusive education.

Looking the response of the teachers, the researcher used an observation checklist to cross check the response made by the respondent teachers. The response that made by the teachers was further confirmed through researcher observation as, the physical observation informs us, even if the preschools are not organized well and fulfilled with necessary preschool facilities, there were existed limited facilities. But it is not fairly available for the children with hearing impairment. This shows that the center internal facilities are not conducive to learn for the children with hearing impairment.

As we understand from the above observation that, there is a great shortage of necessary facilities in the sample preschools to be more suitable the center for children with hearing impairment. This is one of the challenges in the process of practicing inclusive ECCE in the centers. If the preschool facilities are not equally suitable for children with hearing impairment, it is difficult to say that the preschool is “inclusive”.

From the researcher observation the whole inclusive sample preschools have had wide gaps when we compare to the Preschool National Standards (PNS) MoE (2009). The observation also clearly showed that, the physical environments and care/learning facilitating/instructional materials are not enough and suitable for children with hearing impairment. The preschools compound facilities also not constructed with consideration of children with hearing impairment. Thus, results inaccessible physical environments of preschools and shortage of facilities are affecting negatively the practices of inclusive ECCE.

Proper practice of inclusive pre schooling is important aspects of quality education. Particularly in the preschool level, including all children in all aspects of schooling activities are expected to participate equally. Since, this age will determine children future education performance and will have lifelong effect things must be done to make the pre-schools to be suitable for the children.

The discussion with principals also strengthens the data from the other sources. On the case of practicing inclusive preschool education in the center, Dil Betigle preschool principals responded as:

“Actually there is practice of inclusive ECCE, however I have trouble to say that, there is proper practice of inclusive ECCE. In other hand there is a gap between the actual practices of inclusive ECCE. However, there is

goodwill among the preschool community to welcome children with hearing impairment with positive attitude, even if there is no appropriate ECCE facilities and environment.”

As we understand from the above interview the preschool principal is not confident to inform us there is successful practice of inclusive preschool education in the center. This means as the principal information showed it is difficult to say that, there is no exact way of practicing of inclusive preschool education in their ECCE centers.

The Yekatit 23 special school principal also responded similarly as:

“We are doing our best to practice inclusive care and education in our preschool. However there is a wide gap between the actual practices and the expected standard to be met. Our practice of inclusive education is on the process of progress, even if it lacks many things.”

The principal also tried to explain the process they were passing through to practice inclusive ECCE.

“There are a widely diverse children are found in our preschools with different type of disability. This is a great opportunity for our preschools to strive for the better practices of inclusive child care and education in the future.”

The principal of the Yekatit 23 special preschool response revealed that there are not successful practices of inclusive preschool education. However, their school is striving to practice inclusive education, even if the practice is followed by different challenges. The inclusive practice of schooling activity is not addressed properly even if there are wide diverse of children with special educational needs in the preschool.

Similarly the Akaki Mengist preschool principal informed as:

“We are trying to practice inclusive preschool care and education by using all available resources. Also we are starting to look progress on the practice of inclusive ECCE. Due to this the school is coming to be popular and the preschool providing service for parents and children with hearing

impairment and children who have other different type of disabilities, however there are gaps in the practice of inclusive ECCE. Really the school is providing solution for the children's and their parents through providing inclusive care and education."

It is possible to understand from the above principal interview that, the preschool is providing services for children with hearing impairment, even if its inclusion practice is below the National preschool standards education.

Parents also responded as, the preschools is providing inclusive education and their children also brought a better improvement starting learn in the preschool.

The Woreda ECCE experts also forwarded their idea respectively as

". . . the above preschools are providing inclusive ECCE for the children with hearing impairment. However, the preschools lack many things that they needs to fulfill for the practice of better inclusive preschool particularly for children with hearing impairment."

According to the Woreda office ECCE experts the available preschools organization is not well established and not adequately fulfill the facilities which are necessary for a given inclusive preschools.

Generally regarding to the practice of inclusive education the sample preschools of this research inclusive education practices revealed that, all preschools are trying to provide appropriate inclusive education for children with hearing impairment. However, all interviewed preschool principals responded as there is a gap in the practice of inclusive education. The principals were not confident to say as; 'there is proper practice of inclusive ECCE'. The sample preschools are not allocating important resources for the practice of inclusive education in the center. Lack of appropriate resource in the preschool affect the preschool inclusive practice, since resources are important in the process of creating platform in the center. There is welcoming environment in the preschool for children with hearing impairment in the ECCE center. This mean there is very important precondition for practice of inclusive preschool in the centers. The collected data clearly indicates that, there is no experience to involve children with hearing impairment and other children with

special educational needs in the process of planning, implementation, and performance evaluation process. This means inclusion in the whole sample preschool ECCE activity is not practice properly, even if there are a considerable number of children with hearing impairment attending their education in the preschools. The preschools are providing their services, even if its inclusive ECCE practice has its own limitations.

4.3.2 Access of ECCE for Children with Hearing Impairment

Here the researcher tried to collect more information regarding to accessibility of preschools in terms of location, physical environment and availability of facilities. The collected data from the Woreda ECCE experts, parents of children with hearing impairment and sample ECCE centers teachers, the researcher physical observation and reviews of literature were discussed under here as followed,

Thus it is possible to understand that, teachers of sample preschools are contribution to facilitate leveled playground for all children to create active and participatory lesson in the classrooms.

Observation Check List table 4.3.2.

No	Item	Good	Poor	Not Available
1	Availability of adequate light and ventilation in the classrooms for lighting and to away shadows which may affect speech reading and signing abilities in the classroom	✓		

Table 3: Observation Check List 1

On the basis of, observation checklist table 4.2 items two is about availability of adequate light and ventilation in the classrooms for lighting and to away shadows which may affect speech reading and signing abilities in the classroom. Regarding to this check list, all sample preschools have good light and ventilation.

This indicates that, the classrooms have adequate light and ventilation. This situation facilitates the classrooms to become suitable for reading and signing communication freely.

Literature has shown that access to natural light within the built environment offers many benefits. Natural lighting played a significant role in the preschool classroom. Not only does natural light help to balance artificial light and reduce glare (Read, 2009), but it also boasts more direct benefits affecting children's growth and development. Daylight helps destroy mold and bacteria, provides

Vitamin D, and contributes to a sense of positivism (Caples, 1996). Research also indicates that children in classrooms with only fluorescent light showed more patterns of abnormal behavior (Kuller&Lindsten, 1992 cited in Read, 2009). Therefore, window placement and sources of natural light were considered before selecting any artificial sources of light. Artificial lighting is offered with a range of light sources, including fluorescent tubes, recessed can lights, track lighting, large decorative pendant lights, cove lighting, and table lamps. In the classrooms full-spectrum fluorescent lamps have been specified for their ability to produce light which emulates natural light (Tanya L.W, 2011).

Generally, the above information meaning informed as, this indicates that, the classroom has adequate light and ventilation in the classrooms. This situation facilitates the classrooms to become suitable for reading and Sign Language communication freely. The sample preschools teachers are contribution to facilitate leveled playground for all children to create active and participatory lesson in the classrooms. The sample preschools do not have visual instructional aid to play and learn. This clearly indicates that, the sample ECCE centers were not fulfilled with visual instructional aid to play and learn. The preschools children with hearing impairment do not have equal chance to learn and participate in the schooling activities with other children. This mean there is a lack of accommodation in the preschools to create plat form inclusive ECCE and facilitate fair teaching and caring process.

4.3.2.1 Accessibility of Preschools

Inclusive preschools are very important for all rounded development of all children including children with hearing impairment. Thus inclusive preschools are expected to be accessible for every child in its surrounding local area with inclusive service. The MoE (2009) preschool standard also stated that preschools are expected to be available for every child in their compound within one kilo meter; however the existing situation is far away from this fact.

Regarding to **accessibility in terms of school location**, the Dil Betigl preschool principal responded as;

“In our sub city Dil Betigilis the only inclusive preschool. Thus children’s with hearing impairment are enforced to travel long distance away from their home. Due to this, it is impossible to say that our preschool is

accessible for children with hearing impairment and for the rest type of children with special needs.”

Parents also responded as

“The preschool is too distance to their children and parents also imposed to travel from ShiroMeda, FerensayLegasiyon to ShiroMeda (three up to eight kilo meter) to accompany their children. This brought serious challenge on the daily life of the family and they are practiced this twice a day, which is taking their time and resource, is a difficult transportation situation of Addis Ababa.”

The interviewed Woreda ECCE experts also witness for the above ideas as, the preschool is found at three up to eight kilometer distance. Because, children with hearing impairment and their parents responsible to travel such distance, this affecting their day today life. In the sub city there is only one inclusive preschool, thus, it is possible to say that, inclusive preschools are not accessible for children with hearing impairment.

Regarding to **accessibility in terms of school location, (distance from home to preschool)** Yekatit 23 special preschool principal and parents response were confirmed the above idea as;

There is a long distance between the **Yekatit 23** special inclusive preschool and majority's home for children with hearing impairment. Among the interviewed seven parents five of them were informed as; they travel more than twenty up to twenty-five kilo meters, out of Addis Ababa such as, AshewaMeda, Sebeta and Sululta. This shows that, the preschool is not accessible for children with hearing impairment.

The Woreda education expert also responded similarly as there is great problem for inclusive preschool for children with hearing impairment. As Sub City Yekatit 23 special preschools is the only government inclusive preschool. This made the inclusive preschool inaccessible in the sub city.

Akaki Mengist preschool interviewed parents were responded as, the preschool is not accessible for most of parents for those who have children with hearing impairment. Among the interviewed

parents one of them was come from Dukem and there is also taxi travel from the inclusive preschool to Tulu Dimtu then to Dukem. This shows that, still inclusive preschool is not accessible for children with hearing impairment.

The preschool principal also informed that the Akaki Mengist inclusive preschool also have various gaps in the process of providing inclusive preschool service provision.

Parent whose son is attending in the preschool traveling from Dukem was told to the researcher, what happened ones a day as follow;

“There is a teacher that teaches in Akaki Mengist preschool traveling from DebreZeite. This teacher sometimes support us through bringing our son from Dukem to Akaki and bringing baking him from Akaki preschool to Dukem on her way to Debre Zeite.

Once up on day when she travel from Akaki to Debre Zeite with the son, She was tired very much and got sleep in the car, then she passed Dukem forgotten dropping the son to let him to his family and she arrived at Debre Zeite with the son. We werewaiting him, even if, the time was gone, our son was never come to home. The teacher was ringing mobile phone for us (parents) and unfortunately we were left our mobile phone in our home, when we were searching for the son with great sorrow thinking what happened on our son. Then teacher was took our son to her home and stayed to night there. By the following day we (parents) were came to school and got him. Then we were decided automatically to not send him to school and give up his learning. However the school teachers and principal were discussed and appeasing with to allow the son to continue his schooling.”

As we can understand from this theme that inclusive preschools are not accessible for the children with hearing impairment. That is why these children were responsible to travel from three km, up to more than twenty-five km. We understand from this fact that, the inclusive preschools are inaccessible to much and this problem creating many crises on the children with hearing impairment and their parent's day to day life in general.

The FDRE MoE (2009) National Preschool Standard indicates that the preschools are expected to be accessible to all children within a hundred meters radius. However, the available fact on the ground is too much different from the standard.

4.3.2.2 Accessibility in terms of Physical environment

Physical environments are a very important part of preschool facilities. According to MoE preschool standard (2009) preschool physical environments should be convenient for all children schooling activities for, indoor and outdoor games, to learn/play through decorated and attractive, clean and safe, free from any hazard and harm physical environment for children . . . etc.

Regarding to the inclusive preschool physical environment accessibility the Dil Betigle principal responded as;

“The physical environment of preschool is not suitable for all children including children with hearing impairment. Since there is no leveled walk side, not suitable play grounds. The preschool different facilities and service centers like, library, resource centers, toilet, classrooms and other important preschool infrastructure are not accessible for children with hearing impairment.”

Yekatit 23 special preschool principal also give response on the accessibility of physical environment as;

“Yekatit 23 special preschool has new and standard building and classrooms relatively with better facilities, when we compare it with others. Also the new G + 3 building are accessible up to the third floor for physical impaired children through comfortable ramp. This shows that the preschool has commitment to be accessible for children with special needs. However the preschool lacks many facilities starting from adequate playground and other important facilities and the available facilities also not fully accessible for children with hearing impairment.”

Akaki Mengist preschool principal also shares similar experience that generally the preschool does not have accessible physical environment. The researcher observation also confirms that, the

preschool is newly sharing its compound from Akaki Menegist primary school. The school is providing its services separately, with inappropriate space and insufficient infrastructure.

The researcher observation also revealed that, the sample inclusive preschools location and physical accessibility is found in a great challenge and big problems. The information that collected through researcher observation based on the checklist, all sample inclusive preschools physical environments were not child friendly suitable for children learning/playing activities.

Obtained from structured interview responded by the teacher Participants of the Research, were, According to the teachers response about the preschool strategies that designed to make child friendly preschool. The interviewed sample teachers were responded about this question as they disagree. The large numbers of interviewed sample group of respondent teachers, clear informed that the preschools were have not strategies so as, to make preschools child friendly.

Thus we can understand that the most frequent of sample respondents sample teachers were responded as preschools do not have strategies. There are also samples interviewed that, they don't have information regarding to their preschool strategies is child friendly or not. This further lead that even the concept "child friendly preschool" is new for this teachers.

Similarly, the sample preschools are doing their best to make accessible, safe and welcoming environments for children with hearing impairment. For this teachers interview question the large sample respondent also responded as they disagree about the sample preschools are doing their best to make environments accessible, safe and welcoming for children with hearing impairment and this question confirmed the researcher observation findings.

Regarding to the preschools facility accessibility, safety and welcoming environment for children with hearing impairment the Akaki Kaliti Woreda Education office expert, suggested the following idea.

"Not only Akaki Mengist preschool, if you see other preschools also opened on little lot of land with very poor infrastructures sharing from their respective primary schools."

Regarding to physical environment of sample preschools, all the interviewed principals were responded as similarly as, Yekatit 23 special preprimary school,

“As you observe here, the preschool’s has not enough space which is suitable for children outdoor games and team plays. This preschool is attached with regular primary school of Yekatit 23. This preschool is not planned to be an independent and not it established as independent preschools, rather it simply share the same lot of land and its poor infrastructures with from the primary school in large crowded situation”

This clearly indicates that, the preschool is not a planned activity and it is simply established to give response for the increasing demand of citizens towards preprimary school.

Particularly Yekatit 23 special school is found together with the regular primary schools in the same compound. The only difference between the “Preschool” and “Primary School” is, the preschool learning classrooms are found at the ground, whereas the primary school classrooms are found on the up stair floor. All the rest school facilities are shared commonly between the preschool and primary school students together, with in the narrow school compound, with inappropriate infrastructure and school facilities.

As we can understand from the above information that, Yekatit 23 preschool was originally not established for the purpose of preschool also for primary school. In addition to this, the responsible person in the sub city and Woreda education office gave limited attention to the preschool. This clearly shows that, the awareness on the importance of preschool among previous education experts of Woreda was very negligible. That is why today almost all government preschools are opened through sharing their next-door primary schools and other resources without appropriate space, in poor site selection and poor infrastructures. This phenomenon still affecting the ECCE centers standards and preschool service provision to practice in the troubled condition.

Numerous studies have been conducted and confirmed that, crowding has effects within preschool settings. Increased density, the number of people within a space, often leads to the sense of crowding, a psychological response often stimulated by too much interaction with a space that seems too small (Stewart-Pollack & Menconi, 2005). This reaction to spatially dense situations can

produce psychological but also physical restrictions. In several studies, it has been observed that children in spatially dense child care centers experience higher levels of aggression, fighting, hyperactivity, withdrawal, and other behavioral problems (Maxwell, 1996; Moore, 1996). Crowding has the potential to modify or even disrupt children's play behavior and social interaction.

Generally almost all sample preschools are not started their preschool service from the beginning. The researcher observation also confirmed that, all sample preschools are newly created through sharing of land, buildings and other resources from their immediate next primary schools to give response for the people demand of ECCE without appropriate plan and adjustment. This made the preschools to give service with inappropriate start of ECCE. The sample preschools lacked, leveled walk side and suitable play grounds. Almost all sample inclusive preschools were working with very stuffy environment, inappropriate outdoor games, poor ramps, insufficient facilities and service like library, resource centers, toilet, classrooms, and other important preschool infrastructure are not accessible for the children with hearing impairment. The preschools are not providing their services independently; rather they depended on their neighboring primary schools. This situation affecting sample inclusive preschools service provision.

4.3.2.3 The preschool mechanisms to accommodate their care/learning activities

Accommodation is one of very basic inclusion activities which, help to facilitate platform for all type of children with special needs, particularly for children with hearing impairment. In this theme the research was tried to collect information towards the preschool teacher inclusive education accommodation skills and teachers experience working in collaboration through consulting with other professionals.

In inclusive preschools necessary accommodations are expected to be practice for children with hearing impairment. This commitment is a result of the preschool principals, teachers and other concerned bodies. However, the information that obtained from the sample respondents show as, preschools are not applying necessary accommodation for children with hearing impairment so as, to create equal learning/playing environment for children schooling activities.

As we can understand from this item that, the sample preschools are not accommodating their playing/learning in the classroom. This creates unequal learning/playing situation for children with hearing impairment in the sample preschools.

Working closely in collaboration among teachers and other professional like special need experts, audiologist, speech therapist and psychologist to assist children with hearing impairment for early intervention is very important.

Thus, the sample preschool teacher are not experienced working together with other professional or specialists, like audiologist, speech therapist, and psychologist to conduct early intervention for the children with hearing impairment. This is very important mechanism to support children with hearing impairment and for other kind of children with special need. This practice provides opportunities for the teachers to be aware and conduct necessary intervention at early stage.

Observation Check List table 4.3.2.3.

No	Item	Good	Poor	Not Available
2	Availability of Sign Language books, SL interpreter & learning/playing materials in a proper ways		✓	

Table 4: observation check list 2

The above observation item three inquiries is about, availability of textbook, learning/playing materials and Sign Language interpreter in the ECCE center. The researcher observation was eyewitness for the shortage of textbook, SL interpreter & absence of learning/playing materials in a proper ways among the sample preschools. However there are different textbooks, sign language interpreters and playing materials in the preschools with in limited amount.

This mean in the instructional media materials and basic important inputs like, Sign Language books, learning and playing materials and Sign Language interpreters are not available in a sufficient way. This could be one of the challenges for the better practice of inclusive ECCE in the center.

The absence of instructional, materials like, SL books, captions, visual aids, hearing aids, equipment's for hearing impaired children, text books, sports equipment and other teaching aids to suit the special learning needs of CWDs had affected the enrolment of such children. Despite the

current distributions of school materials by the MOES, requirements of CWDs have not been supplied yet, (Hellen Najjingo (2009).

The Dil Betigl preschool principal responded for presented interview regarding to accommodation provides the following inform to the researcher as;

“Teachers are prepared the lesson plan for each lesson just like the regular classroom lesson. What makes it differ is, teacher try to use the available visual aids through bringing from the resource center. In addition to this they use interpreter for the better accommodation and practice of inclusive classrooms.”

Yekatit 23 special school principal information regarding to teachers accommodate their lesson in the classroom playing/ learning process as,

“In this preschool the majority of teachers are special need experts and they got short term training regarding to inclusive education, this helped the teachers to accommodate and to support the childrens much as possible even if it’s not sufficient.”

Akaki Mengist preschool principal also responded regarding to the teachers ways to accommodate in the classroom.

“For every lesson the teachers use a sign language interpreter as a sole way of accommodation. This helps children with hearing impairment to have a real message which is passing from teacher to the child.”

Thus, it is possible to understand that sign language is considered as the only way of accommodation mechanism their lesson in the preschool classroom for children with hearing impairment.

It is possible to understand from this item that, sample inclusive preschool centers are not practicing appropriate accommodation for children with hearing impairment in teaching/playing processtogether with children non-disabled in the inclusive preschools. These mean children with hearing impairment are not treating as equal as children without disabilities. In other way the

preschool teachers have awareness regarding inclusive education and students with hearing impairment.

The interviewed preschool teachers responded for the presented interview regarding to accommodation perfectly much with the above respondents of the research as, Yekatit special preschool teachers relatively trained and have some experience to accommodate children with hearing impairment, however, significant sample preschool teachers have not proper training and experience of how accommodate children with hearing impairment. This is mainly because the preschools are not organized in a proper way with appropriate accommodation, instructional materials and teachers also not geared with necessary knowledge and skill of classroom lesson accommodation.

Generally, it is possible to understand from the principal's response that, lesson accommodation is only considered as interpreting of Verbal Language in to Sign Language. The majority of sample preschool teachers are not skilled in Sign Language, this create communication barriers between teachers and children with hearing impairment. However, the sample teachers and the principals lack practicing of different ways of accommodations like, physical accommodation, visual aids, lesson content modification, assessment modification, material accommodation like providing hearing aids, using loud sound for hard of hearing, using of lip reading, removal of visual distraction and providing special tutorial class for deaf students are some of important means of accommodation, which are not implementing by all sample preschool teachers among the whole sample preschools.

4.3.2.4 The center supporting pre schooling activities of children with hearing impairment

In this theme children with hearing impairment happiness in sharing and participating in the schooling activities, culture of respecting and availability of textbook, visual aids, SL interpreter & learning/playing materials were deal as follow, which are more important for the successful practices of inclusive education were considered.

The largest sample respondents were confirmed that children with hearing impairment are happy to learn with other non-disabled peers in the ECCE center. This helps that, children with hearing impairment to develop their communication and social skills from their non-disable peer and vice versa, since communication is one of the major problem of children with hearing impairment.

Inclusive schooling environment in teaching learning setting is a good solution for development of communication and socialization for children with hearing impairment. Children understand positively each other and they don't have a feeling of segregation between themselves. This is one of positive culture of the sample preschools.

4.3.2.5 Involvement of Stakeholders on the practice of inclusive education in the ECCE centers

The majority of respondents were respond regarding to, establishing reliable partnership to involve parents in the practice of inclusive in preschool. That means the practice of inclusive in preschool is not undertaking by the responsible bodies; due to this, the practice of inclusive in preschool is still low.

Regarding to the establishment of reliable partnership among parents regarding to practice of inclusive preschool, the interviewed preschool principals of Dil Betigl responded as, in the preschools different stakeholders including parents, rehabilitation service for the deaf Association (RSDA) and the Woreda education office are involved. The relation with rehabilitation service for the deaf Association (RSDA) is showing progress and helpful for the practice of inclusive preschool, through providing and facilitating Sign Language training service for parents and the sample preschool teachers, however the involvement particularly with parents is not helpful for the practice of inclusive preschool and the relation with the Woreda also need further progress.

Similarly Yekatit 23 special school stakeholders are include parents, rehabilitation service for the deaf Association (RSDA), Likewise, that of the above two sample preschools Akaki Mengist preschool has the same stakeholders. These are parents, rehabilitation service for the deaf Association (RSDA) and Akaki Kaliti sub city education bureau. The principal presented her idea as, "the preschool have relationships with parents, rehabilitation service for the deaf Association (RSDA) and Akaki Kaliti sub city education bureau. However, this relationship and partnership couldn't bring appropriate relationship to ensure the process of practicing inclusive preschool fully.

Generally, the sample preschool teacher's response informs us as, the majority of respondents establishing reliable partnership among parental involvement in the practice of inclusive in preschool. The practice of inclusive preschool is not undertaking by different responsible bodies, due to, this reason the practice of inclusive preschool is still low. The collected information through interview told us, the sample preschools have their own stakeholder. Parents and rehabilitation

service for the deaf Association (RSDA) is possible to say that, reliable partners for all preschools in the process of practicing inclusive preschool, through providing sign language training service for parents and the sample preschool teachers. However the preschools are expected to involve the identified stakeholders for optimal level and scale up the stakeholder network to make benefit for children with hearing impairment.

4.3.2.6 Suitability of Learning/playing materials for children with hearing impairment/.

The physical environment of sample ECCE centers play significant role on the children physical, psychological and social development during in their ECCE center. The expected children psychological and social development can be appear when there is suitable learning/playing materials for children with hearing impairment. The following table tried to show the collected data regarding to instructional aides and playing materials.

Observation Check List table 4.3.2.6.

No	Item	Good	Poor	Not Available
4	The center is full of visual instructional aides to play and learn.		✓	
5	The preschool teachers produce visual instructional media and equipment from local available low-cost materials.		✓	
6	Availability of adequate and sufficient playing indoor and outdoor playing apparatus with in ECCE.		✓	

Table 5: Observation check list 3

As it is possible to understand from the table 4 item four observation check lists that, availability of appropriate and adequate visual instructional aides to play and learn in the preschool is poor. All sampled preschool centers have inadequate instructional aide and playing apparatuses. The researcher observation also confirmed that there are inappropriate and inadequate visual instructional aides to play and learn.

Table four, observation item five, is about the preschool teachers production of visual instructional media and equipment from local available low-cost materials. However the researcher observation indicates that there is very weak attempted in every sample preschools, however there is no proper production of instructions and playing materials to enrich the children learning/playing in the centers.

Thus, it is possible to understand from the observation that, preschool teachers are not producing homemade Instructional Aides by using local available materials. That is why; sample preschools lack instructional media materials and basic important inputs for learning and playing materials and sign language interpreters. This could be one of the challenges for the better practice of inclusive ECCE in the center.

In other hand regarding to, the learning and playing materials in the sample preschools, preschool principals were responded as the following, in the interview *The Dil Betigl preschool principal also responded as.*

“There is little material which are not appropriate for preschool children. Even if, there is a limited amount of budget to purchase the learning and play materials but there is no appropriate orientation to produce appropriate learning materials. Some time there is also some problem regarding to knowledge about, what type of Instructional Aids to fulfill for learning and playing materials for children with hearing impairment in the ECCEs.”

The researcher observation also approved the sample preschool principal's response. The researcher observed that, there is shortage of learning and playing materials in the sample preschools. The sample preschools have not enough amounts of learning/playing materials. In contrary the researcher observed learning/playing materials are stored in the preschools resource centers without providing service for the preschool children, even some are packed for long time. This phenomenon can be considered as, wastage.

Playing is a primary activity among preschool children in their schooling and everywhere life at early childhood period. The preschool standard of MoE (2001) also recommended Modality is learning through playing for preschool children. Even preschools classroom instruction program also inform that about 10 of from the total 25 a week classroom lesson period is left for free playing and the rest 15 periods also recommended to teach with playing. This clearly tells us the main activity of children is playing and learning by playing.

During the preschool years, much of the child's day is spent in some form of play (Ittelson et al., 1974). Play offers a transitional step from the helplessness of infancy to the comparative

independence of school-aged children. Over the years, numerous child psychologists and researchers have considered children's play as an integral part of their development (Fromberg, 2002)

Tanya L. W, (2011) One of the advantages of the day care center is the relatively safe setting it provides as the location for young children's social interaction with peers and friendship formation. In order to support and encourage any type or form of play in which children engage, it is necessary to first understand the various forms of play and its value. However, the quality of children's play will also be directly impacted by the other children and adults who occupy the same space. If social interaction and development is supported, this can most often be a positive impact, yet there are specific density and spatial factors which may negatively impact children's play behavior and ability to get along with their peers.

As it was clear from the researcher observation, all sample preschools have some very common playing apparatus with poor quality and uncomfortable both for indoor and outdoor playing environment. This situation reserved a few children with hearing impairment to play these available playing materials. As the principals response these children are not trusted to play with these apparatus like merino round and Slide.

The principal's interview reflecting that,

“The preschool outdoor playing facilities and the school compounds are not child friendly”

Similarly, the interviewed parents of children with hearing impairment also mentioned as,

“The interviewed parents also confirmed that they do not have satisfaction with the preschool compound and playing materials.”

The above quote informs that, preschool physical environment is not attractive and suitable for children. This situation further lead parents to lost trust and dissatisfied on their child schooling activities.

4.3.2.7 Teachers skills to teaching/plying children with hearing impairment

A given preschool is expected to give appropriate services for preschool age 4-6 children. To give this service the preschool as organization, needs to have appropriate resources, among these; having adequate ground space, infrastructures, needed skills are some of them.

On the skill of teachers in identifying individual difference in the classrooms, the sample teachers of preschools responded inclusive preschool teachers have not enough skilled and they also have limited information regarding to the importance of curriculum modification so as to meet each child specific learning/playing needs on the basis of their impairment and learning needs and pace. Though, these are basic and important for ECCE teachers.

In inclusive preschool, teachers are expected to identify individual children difference in the classroom. This is very important for the teachers to give appropriate follow up, support in their learning and early intervention accordingly their need and ability. This is very important part of preschools curriculum implementation since the preschool learning content is very flexible and needs consideration for the children learning interest. However, the collected data show that the sample preschools teachers' skill regarding to adapting curriculum is very limited.

The sample preschools have strategic mechanism to combat discrimination in the center. This means, there is a very good relationship between children with hearing impairment and children without hearing impairment.

According to the respondents, majority of preschool teachers use simple setting arrangement without any consideration of children with hearing impairment. This clearly shows that the preschool teachers and principals lack the needed knowledge and skills regarding to classroom accommodation.

Generally the collected data on the above table shows that, all sample preschool teachers are not able to identify individual difference properly in classroom and the preschool teachers are not experienced in the practice of simple curriculum adaptation to meet each individual child learning/playing needs. The analysis clearly inform as, the sample preschools have strategic mechanism to combat discrimination in the center. However, the majority of preschool teachers use simple setting arrangement without any consideration of children with hearing impairment. This

situation affecting the sample preschool children with hearing impairment to, accommodate their lesson in understandable way for the children.

NCLD (2006), the preschool principals also expected to selecting and monitoring the effectiveness of accommodations in the process of learning and playing of children with hearing impairment. Here the key is to be sure that chosen accommodations are address children with hearing impairment specific areas of need and facilitate the demonstration of skill and knowledge.

As the sample principal's interview response informed that,

“Actually, there isa sort of skills regarding to inclusive preschools principals and teachers in general. However,some preschool principals and teachers have skill gaps particularly Sign Language skills.”

Similarly, the interviewed parents of children with hearing impairment were responded as,

“When I brought my child in the first time to the school, the school principal and teachers have positive approach to ourchildren and the school was accepting our child with warm welcomed.”

On the bases of the above quote parents were responded as the preschool principals and teachers have positive approach towards children with hearing impairment.

The Woreda education office experts were expressed their idea as, the following.

“The Yekatit 23 preschool is a model inclusive preschool even, in Addis Ketema sub city. The teachers and the preschool principals are skilled in sign language, however the sub city and other concerned bodies expected to give appropriate continuous professional training, to accelerate the practice of inclusive education”

As we can understand from the above interview, unlikely, the teachers and the preschool principals themselves, it is possible to say that, the preschool teachers and principals have some important skill which, are helpful for the practice of inclusive education. Providing other continuous professional skill is more important to facilitate better inclusive education.

4.4 Success and challenges of preschools in Practice of inclusive education

This final theme is mainly discussed about the success and challenge factors due process of practicing inclusive learning/playing in the sample preschools. The research findings show that almost all preschools have similar success and challenges. The sample preschools success and challenge experiences were presented in the following sub themes.

4.4.1 Success of preschools in practice of inclusive education

The identified success factors are practices or resources that are contributing positively for the practice of inclusive preschool learning/plying. All sample preschools have their own success; some of these successes were mentioned as follow. According to, Yekatit 23 special preschool almost all teachers are providing inclusive schooling opportunity for deaf children, skilled in Sign Language and working with different stakeholders and able to mobilizing resources was considered as success. Akaki Mengist preschool also mentioned as, providing inclusive schooling opportunity for deaf children and the achievement of preschool children is the result of preschool were considered as a success. Dil Betigl also mentioned the following as, teachers' have good approach towards children with hearing impairment and they created welcoming environment for these children. This can be mentioned as a success.

Generally, Dil Betigle preschool have success in the practice of inclusive preschool, teachers' also have good approach towards children with hearing impairment and they created welcoming environment for children with hearing impairment and for other children with disabilities. Regarding to Yekatit 23 preschool success, almost all teachers are skilled in Sign Language and working with stakeholders were considered as success. Akaki Mengist preschool also mentioned, providing inclusive schooling opportunity for deaf children and were considered preschool as a success by sample schools.

4.4.2 Challenges of preschools in practice of inclusive education

On the other hand all sample preschools mentioned the following challenges in the practicing process of inclusive preschool. These are Sign Language skill gap, high turnover of teachers, lack of resources (finance, visual instructional aids and sign language books) and parent's attitude to attend Sign Language training to communicate with their child and to assist them in the day to day life. As Yekatit 23 special preschool shortage of input, negative attitude of parent and some newly

deployed teachers to teach children with hearing impairment. Akaki's preschool challenges were shortage of Sign Language interpreter, poor Sign Language skill among preschool teacher, lack of parent's interest to attend Sign language training which is facilitated by the school for parents were some of the challenges that affect the practice of inclusive education.

In general, the sample preschools have the following challenges in the process of practicing inclusive education. These are, Sign Language skill gap among preschool teachers, Shortage of Sign Language interpreter, High turnover of experienced teachers, Lack of awareness of parent regarding to inclusive education, Lack of resources (finance, visual instructional aids and sign language books), Parent attitude to attend Sign language trainings which is provided by the schools, Lack of awareness among some newly deployed teachers regarding to inclusive education and Lack of parent's interest to attend Sign Language training which is facilitated by the schools were mentioned as a challenge in the implementation of inclusive education in the ECCE centers were considered as the formidable of inclusive preschool implementation in the school.

Chapter Five

Conclusion and Recommendation

5.1. Introduction

This chapter deals with the summary of the major findings including summary, conclusion and recommendation. The conclusion, recommendation and suggestions are drawn on the bases of the findings. On the other hand, this research is useful in enhancing the number of inclusive preschools in other sub cities to practice better inclusive preschool services for children with hearing impairment.

5.2. Summary

The main purpose of this research was assessing the practices and challenges of inclusive early childhood care and the education of hearing impairment in the case of government ECCE centers of already selected sub cities preschool of Addis Ababa. The first part of this research dealt with the introductory background, statement of the problem, basic research question, general objective, significance of the study and delimitation. On the other part, examining the sub cities government ECCE centers practice of inclusive ECCE service, identifying the challenges and forwarding possible solution for the identified problem is the main objective of this research.

This study was mainly focused on the basic research questions on the accessibility of ECCE centers for children with hearing impairment. The extent of existing children with hearing impairment in ECCE, the ECCE centers physical environments and learning/play materials suitability for children with hearing impairment, available of essential skills among teachers and the center principal to accommodate children with hearing impairment, the way parents involve in the practice of inclusive preschool learning environment and the successes and challenges in the process of practicing inclusive preschool activities in ECCE centers of selected Addis Ababa sub cities.

Regarding to the research design descriptive case study was preferred method to show the status of inclusive education in preschool centers for children with hearing impairment in the city of Addis Ababa. Besides this, the researcher used qualitative ways of approach since interviews and observation were the main source of data to investigate the practices of inclusive preschool education in the sample sub cities.

The research was use non-probability sampling called purposive sampling method to select sample sub cities and ECCE centers this was mainly due to,government inclusive preschool are available only in these sub cities.The researcher applied and involved the sample ECCE center principals, parents of children with hearing impairment, sampled preschool teachers and Woreda education experts who were concerned ECCE particularly through purposive sampling to get adequate information.

By using primary sources of data through observation and interview; secondary sources of information from document reviews and literature regarding to the inclusive education.The data was analyzed according to the nature of collected data using qualitative ways of data analysis approach as a main wayof data analysis as a suitable way for analysis purpose.The research findings were presented on the basis of basic research questions following the pattern of analysis themes as follow.

❖ **Demographic characteristics of Respondents**

Regarding to sample participants of this study demographic profile indicated that, the large portion of samples which is participating in this research were female. On the bases of the collected data large participant's age groups were found between 21– 30 years, while we are looking the respondents educational status majority of them were certificate holders and minority are diploma and first degree level. And the significant work experience of the sample respondents was more than five years.

❖ **Practice of Inclusive Preschools in the Sample ECCE Centre**

This research revealed that, the sample inclusive preschool practice of inclusion ECCE schooling as follows;-

All-inclusive preschools are trying to practice appropriate inclusive pre-schooling for children with hearing impairment. Preschool principals responded as, there is a gap in practicing of inclusive learning/playing in the center.The sample inclusive preschools are not allocating important resources for the practice of inclusive learning/playing in the center. This is, Due to lack of appropriate resource in the sample preschool practice of inclusive ECCE is negligible. This is true since resources are very important for the better learning/playing of ECCE, especially, in the process of practicing inclusive learning/playing for children with hearing impairment.

When children go to the inclusive preschool in the first time for the registration, there is welcoming environment for children with hearing impairment in the ECCE center. The preschools are providing their services, even if its inclusive ECCE practice has its own limitations. However, the collected data clearly indicates that, there is no experience involving children with hearing impairment parents in the process of planning, even on the issues that concern these children. Even if, there are a considerable number of children with hearing impairment in the sample preschools those who have attending their ECCE in all these preschools, the process of practicing inclusive ECCE is not up to standard.

❖ **Accessibility in terms of school location:**

Regarding to, inclusive preschools education accessibility, the collected data revealed the following facts. The sample inclusive preschool centers location and their physical facility accessibilities are found in a great challenge. In addition to this, the collected data from interviewed parents informed as, sample inclusive preschools do not have visual instructional aides to play and learn for children with hearing impairment. The sample ECCE centers are not flourished with visual instructional aides to facilitate suitable environment for practice of inclusive learning/playing.

The research revealed that, there is lack of accommodation in the preschools to create platform and to facilitate equally teaching/playing activities for all children. In addition preschool children with hearing impairment do not have equal chance to learn with other children. Sample sub city ECCE expert also witness for selected inclusive preschools are found at 3 up to 25 kilometer distance around Addis Ababa like AshewaMeda, Sebeta, Dukem and Sululta and parents also liable to travel such distance. This shows that inclusive preschools are not accessible. However, The FDRE MoE (2001) preschool standard indicates that the preschools are expected to accessible to all children with in 500 meter radius

❖ **Accessibility in terms of Physical environment:-**

The preschools physical environments are very important part of preschool facilities. Inclusive preschool curriculum is prepared with providing appropriate attention for playing time of children and playing is the main part of preschool curriculum.

The researcher observation confirmed that, all sample preschools were providing services, through sharing loaf of land, buildings and other resources from their immediate next primary schools to give response for the people demand of ECCE without, appropriate plan and adjustment. The preschools are not providing their services independently; rather they depended on their neighboring primary schools. This situation affecting sample inclusive preschools service provision.

Almost all sample inclusive preschools were working with very stuffy environment, inappropriate outdoor games, poor ramps, insufficient facilities and service like library, resource centres, toilet, classrooms, and other important preschool infrastructure are not accessible for the children with hearing impairment. The sample preschools lacked, leveled walk side and suitable play grounds.

❖ **The preschools mechanisms to accommodate their care/learning activities**

Accommodation is one of very basic inclusion activities to facilitate platform for children with hearing impairment. The collected data due process of this research presented as, follow:

Sign Language is considered as the sole means of accommodation in the process of practice of inclusive teaching/playing. In contrary, majority of sample preschool teachers are not skilled in Sign Language, this create communication barriers between teachers and children with hearing impairment. This mean sample teachers and the principals lack practicing of different ways of accommodations like, physical accommodation, visual aids, lesson content modification, assessment modification, material accommodation like providing hearing aids, using loud sound for hard of hearing, using of lip reading . . . etc. among the whole sample preschools. In this theme the researcher informed from the collected data that, there is positive outlook each other and they don't have a feeling of segregation between themselves. Participant respondents were confirmed that, children with hearing impairment are happy to learn with other non-disabled peers in the ECCE center this helped to develop their communication and social skills.

❖ **Involvement of Stakeholders on the practice of inclusive ECCE in the centers.**

The collected information informs us, the sample inclusive preschools have their own stakeholder, even if the practice of inclusive preschool is not undertaking by different responsible bodies, due to, this reason the practice of inclusive preschool is still low. Preschools are expected to identify and

involve other stakeholders. However, preschools parents the preschools are expected to involve parents and other identified stakeholders for optimal level and to scale up the stakeholder network to make benefit children with hearing impairment.

❖ **Suitability of Learning/playing materials for children with hearing impairment**

Preschool teachers are not producing homemade Instructional Aides by using local available materials. This could be one of the challenges for the better practice of inclusive ECCE in the center. The researcher observed that, there is shortage of learning and playing materials in the sample preschools. However, all sample preschools have some very common playing apparatus with poor quality and uncomfortable both for indoor and outdoor playing environment.

❖ **Teachers skills to teaching/plying children with hearing impairment**

Majority of preschool teachers use simple setting arrangement without any consideration of children with hearing impairment. This clearly shows that, the preschool teachers and principals lack needed knowledge and skills regarding to classroom accommodation. This situation affecting the sample preschool children with hearing impairment to, accommodate their lesson in understandable way for the children.

❖ **Success and challenges of preschools in Practice of inclusive education**

The collected data mentioned the following, teachers' have good approach towards children with hearing impairment and they created welcoming environment for these children. This can be mentioned as a success. On the other hand, the sample preschools have the following challenges: These are, Sign Language skill gap among preschool teachers, Shortage of Sign Language interpreter, High turnover of experienced teachers, Lack of awareness of parent regarding to inclusive education, Lack of resources (finance, visual instructional aids and sign language books), Parent attitude to attend Sign language trainings which is provided by the schools, Lack of awareness among some newly deployed teachers regarding to inclusive education and Lack of parent's interest to attend Sign Language training which is facilitated by the schools were mentioned as a challenge in the implementation of inclusive education in the ECCE centers were considered as the formidable of inclusive preschool implementation in the school.

5.3. Conclusion

The objective of this study is assessing the practice and challenges of inclusive early childhood care and education for children with hearing impairment. In the case of selected government ECCE centers in Addis Ketema, Gulele and Akaki kaliti sub cities of Addis Ababa city administration. And the study employed descriptive case study mainly using qualitative approach. Yekatit 23 special, Dil Betigil and Akaki Mengist inclusive preschools were the sample of the research.

The research findings revealed that there is well coming environment for children with hearing impairment in the preschools. Even if, it's practice and provision of inclusive preschool service is below standards of preschool. The research sample preschools practicing process of inclusive preschool care and education found at negligible stage and many things remain to be executing to practice successful inclusive ECCE in the centers. The research revealed that, there is a lack of accommodation in the preschools to create platform and facilitate equally teaching and caring activities and the sample ECCE centers were not flourished with visual instructional and other important facility aides to play and learn inclusively.

From the findings of the study, the sampled preschools lack many facilities like playground and other important facilities to make the preschools facilities fully accessible for children with hearing impairment. The study revealed that, preschools are not separated and fully independent from nearer primary schools and this made the preschools to have dependent leadership in many aspects. The preschools are not practicing of inclusive ECCE properly in the centers. The entire sample preschool has had wide gaps when we compare to the Preschool National Standards of the MoE (2009). They have limited facilities which are available in the sample preschool and they are not accessible to children with hearing impairment.

Practicing inclusive preschool education is the main agenda of sample preschools, whatever their practice have a lot of limitations. Children with hearing impairment are attending their lesson in the classroom through practicing active teaching and caring process. Parents and Rehabilitation Service for the Deaf Association (RSDA) are reliable partners for all preschools; however the preschools are expected to identify and involves other stakeholders who have support for practice of inclusive preschool education.

The sample preschools practicing inclusive education experienced the following success. These are; providing learning opportunity for deaf children, encouragement of teachers towards practice of inclusive ECCE. In the contrary, shortage of sign language interpreter, poor Sign Language skill among teachers and lack of parent's interest to attend Sign Language training were considered as the formidable of inclusive preschool practice in the school. The collected data clearly indicated that, using Sign Language interpreters considered as the only way of lesson accommodation. There is lack of practicing different ways of accommodations mechanisms to fulfill the needs of the child.

5.4. Recommendation

- ❖ It would be recommended that, improving the existing practice of inclusive preschool education services through, fulfilling the importance preconditions and resources for the better practice of inclusive ECCE.
- ❖ The researcher would like to pass a message for all responsible bodies to rescuing the existing inclusive preschools to improve location and physical environment accessibilities, since the practice of inclusive preschools are found at greater problems.
- ❖ It would be advisable if inclusive preschools to fulfill various types of visual instructional aides, flourished with preschool equipment's, to play and learn. This would stimulate the interest of the environment in general and their internal feelings at a specific.
- ❖ Creating awareness on both the preschool and outside society is important activity to boost the practices of inclusive preschool education status. This would facilitate stakeholders to be part and contribute for the creation of welcoming environment for children with hearing impairment in the preschools.
- ❖ The sub city education department is expected to improve the inclusiveness of the preschool classroom caring, learning and playing activities to provide appropriate short term training and up grading to remove the teachers gaps of accommodation and to enhance their accommodation skill and to facilitate platform creation for equal teaching and caring activities.
- ❖ The city government of Addis Ababa strongly recommended establishing extra preschools considering their importance and role in the society development and producing responsible succeeding generation is needful. This hopefully would bring significant improvement of preschool accessibility and avert parent's scarification from traveling up to 25 kilometers of one trip.

- ❖ Preschools are expected to capacitate their teachers' basic skills like Sign Language, skill of individual difference, classroom accommodation, basic knowledge of special need education, simple curriculum adaptation to benefit all children equally from each lesson.

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Appendix A
Addis Ababa University
Department of SNE School of Graduate Studies

Interview Guides to be conducted with the: preschool Teachers

The purpose of this interview is to gather information regarding to practice and challenges of inclusive ECCE, particularly children with hearing impairment, in preschool level Nursery up to KG 2. Thus you are kindly requested to response based on your information genuinely. Dear interviewers, your response for this interview is very much important for the success of the research findings. The research will help inclusive ECCE centers and other ECCE centers to make appropriate adjustment in their inclusive care and education program based on the recommendation of this research. The sample respondents will be kept anonymous and the collected data will utilize only for this purpose.

Thank you in advance for your kindly cooperation!

I. Basic Personal Data of respondent

Please circle the letter of your choice

1. Sex, A, male B, Female
2. Age A, 20 Years and below B, 21 – 30 years old, C, 31 – 40 years old
 D, 41 – 50 years old
3. Qualification A, Certificate (TTI) B, Diploma C, First Degree D, Second Degree
4. Teaching experience (in year). A. Less than 5 years B, 5 – 10 years C, 11 – 15 years
 D, 16 –20 years E, 21 years and above

1. Is Inclusive ECCE is a priority issue in the center?
2. Do the centers allocate essential resources to practice of inclusive learning?
3. Are ECCE center has enabling and welcoming environments for children with hearing impairment?

4. Is the school committed to make the necessary accommodation for children with hearing impairment?
5. Do teachers are contributing a lot to facilitate leveled playground for all children active and participatory inclusive lesson?
6. How the center classrooms accommodation methods enable children with hearing impairment to learn and play together?
7. Are teachers open to consultation with other professional or specialists, like audiologist, speech therapist, and psychologist?
8. Are children with hearing impairment happy to learn with other non-disabled peers?
9. Are the preschool designed strategies to make child friendly preschool?
10. Do the Teachers identify individual difference properly in classroom?
11. Do teacher practice simple curriculum adaptation to meet each child with hearing impairment individual needs?
12. Do the preschool established reliable partnership among parents regarding to practice of inclusive preschool?

Thank you!

Appendix B
Addis Ababa University
Department of SNE Graduate Studies

Interview Guides to be conducted with parents of children with hearing impairment

The purpose of this interview is to gather information regarding to practice and challenges of inclusive ECCE, particularly children with hearing impairment, in preschool level Nursery up to KG 2. Thus you are kindly requested to respond based on your information genuinely. Dear interviewers, your response for this interview is very much important for the success of the research findings. The research will help inclusive ECCE centers and other ECCE centers to make appropriate adjustment in their inclusive care and education program based on the recommendation of this research. The sample respondents will be kept anonymous and the collected data will utilize only for this purpose.

Thank you in advance for your kindly cooperation!

1. What the ECCE center doing to involve the implementation of inclusive education?
2. What criteria does the center use in making decisions regarding admitting children?
3. Are ECCE centers accessible for your child?
4. How do you involve promoting of inclusive education?
5. To what extent parents has an essential skill to support their child?
6. Please mention the ECCE inclusive education program success and challenges particularly on your child?

Thank you!

Appendix C
Addis Ababa University
Department of SNE Graduate Studies

Interview Guides to be conducted with the: preschool principal

Procedures of interview

Introducing the aim of the interview, the purpose of the research, also the contribution of their genuine response for the success of the research and respondent convince to give information and the valid of data were express for the respondent by the interviewer.

Basic Personal Data of respondent

1. Sex:
2. Age:
3. Qualification.....
4. Experience: As principal Or As department head

Time: 30’’

Moderator/interviewer was the Researcher

1. Do you think that the school properly implementing inclusive education in the compound?
2. Are ECCE centers accessible for children with special needs?
3. How the teachers accommodate their lesson in classroom care/learning process?
4. Does the school involve various stakeholders to meet actual learning needs of the whole learners, particularly learners with hearing impairment?
5. Please mention the ECCE inclusive education program success and challenges particularly on children with hearing impairment?
6. Are the physical environments and learning /play materials is suitable for children with hearing impairment in the centers?
7. To what extent teachers and the center heads have essential skills to accommodate children with special needs?

Thank you!

Appendix D
Addis Ababa University
Department of SNE Graduate Studies

Interview Guides to be conducted with the: Woreda Education Office ECCE experts

Introducing the aim of the interview, the purpose of the research, also the contribution of their genuine response for the success of the research and respondent convince to give information and the valid of data were express for the respondent by the interviewer.

Basic Personal Data of respondent

1. Sex
2. Age
3. Qualification
4. Experience: As, woreda education office ECCE expert.....

Time: 30 Minutes

Moderator/interviewer was the Researcher

1. Do you think that the preschool, which is found in your Woreda is properly practicing inclusive ECCE?
2. Is the inclusive ECCE center, which is found in your Woreda is accessible for children with special needs?
3. How the preschool teachers accommodate their lesson in the classroom care/learning process?
4. Does the school involve various stakeholders to meet actual learning needs of the whole learners, particularly learners with hearing impairment?
5. Please mention the inclusive ECCE practice success and challenges particularly on children with hearing impairment?
6. Are the physical environments and learning /play materials is suitable for children with hearing impairment in the centers?
7. To what extent teachers and the center heads have essential skills to accommodate children with special needs?

Thank you!

Appendix E
Addis Ababa University
Department of SNE Graduate Studies

Observation Check List:

On checklist is to gather information regarding to investigate the practice and challenges of inclusive ECCE particularly on children with hearing impairment, in preschool level Nursery up to KG 2. This observation was conduct by the researcher herself physically in the sample preschool. The research were collected information by using this check list main point and rate each checklist items on each rating scales.

Key: 3 = Good, 2 = Poor, 1 = Not Available

No	Observed items	3	2	1	Remark
1	Does the school compound facilities are constructed with consideration of children with hearing impairment. A compound need to have tree shadow, Accessibility of the preschool to the children with hearing impairment.				Up to 1 K.m Based on preschool standard
2	The location of the preschool center and compounds to be free from risk of,				Based on the country preschool standard
2.1	• dangerous wild animal				
2.2	• a reasonably away from a busy highway with large parking.				
2.3	• Risk of child unfriendly place like, swampy, river and cliffy area which cause for child physical problem.				
2.4	• Location away from serious transmitted dieses healthcare centers like TB.				
2.5	• Away from chemical or other factories which could be risk for preschool children health.				
2.6	• a place away from alcohol grocery (vender).				
3	Physical environments and care/learning materials are suitable for children with hearing impairment? Observing children classroom, School physical environment and facilities.				
4	To what extents teachers are skilled to accommodate children with hearing impairment? Observing the practice of accommodation method in the classroom teaching/playing and Their lesson plans to accommodate children with hearing impairment.				
5	Observing the number of children in a classrooms or Student classroom ratio and observing children verses classroom space (square Feet/child)				1:40 1.55 squ/ m
6	Observing preschool classrooms and other building facilities, General Condition of Building, classroom and other facility centers.				
7	The preschool compound attractiveness and beautification (View out the Windows) Observing the extents of the preschool compound attractiveness with different plants and school decoration.				
8	<ul style="list-style-type: none"> • The classrooms, Access to Natural Light, Ventilation, Wall Materials • Fluorescent lighting throughout the center, • Large windows at building entrance and in classroom allow abundant natural light to fill the interior. • In classrooms, windows are positioned on opposite walls, allowing a balanced amount of light to enter the rooms 				
9	Furniture condition of classroom, chair, tables, shelf, 4 rectangle tables, 1 Lego table, 1 writing centre table, 1 square table				
10	Activities in the center and available of different learning/playing enrich corners, (plant, family, mathematics, folktale, . . .)				

Table 6: observation check list