

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

**Implementation and Challenges of Inclusive Education in Harari  
Regional State in Selected Schools**

**MA Thesis Research**

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.

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## **LIST OF ABBREVIATION AND ACRONYMS**

<b>EFA</b>	Education for All
<b>FDRE</b>	The federal Democratic Republic of Ethiopia
<b>IE</b>	Inclusive education
<b>LRE</b>	Least restrictive environment
<b>MOE</b>	Ministry of education
<b>MOLSA</b>	Ministry of labour and social Affairs
<b>SNE</b>	Special Need Education
<b>UNESCO</b>	United Nations educational scientific and cultural organization
<b>ESDP</b>	Education sector Development program

# **Implementation and challenges of Inclusive Education in Harari Regional State in selected schools**

**Meseret Assefa**

## **ABSTRACT**

*The main purpose of this study was to investigate the Implementation and challenges of inclusive education in Harari regional state in selected school. The research design used was Descriptive survey; and to attain the objectives of the study, 31 special need teachers and 10 school directors were selected through purposive sampling and 16 regular teachers were selected through stratified sampling and filled the questionnaires. In addition, 5 wereda and 1 regional experts were selected by purposive sampling and interviewed, and document review and observation had been used. As a result, the data obtained from different sources were analyzed using both quantitative and qualitative methods; and accordingly the study showed, the availability of some qualified teachers and some trained teachers, majority of required facilities in the resource centers and administrative support and on job training helps to implement IE is moderate. With regard of issues related to the implementation of IE method, by special need teachers need attention for better implementation of inclusive education. Regarding the awareness of IE the result obtained disclosed that in most schools is high. The extent of achievement of students in all subject, participation students with disabilities and the regular teachers' motivation are low. The interest and commitment of teachers to treat learners with disabilities is moderate. The attitude of schools' societies towards student with disabilities is moderate which is good. However, the shortage of time to support learners with disabilities and lack of parents and communities' awareness about their children's education is let the IE activities to run moderately. The strategies which suggested by all respondents, creating conducive learning environment and incentives for teachers who handle students with disabilities, utilization of specialized equipment, allocating sufficient budget and cooperation of stake holders needs great work to improve the implementation of IE. Special need and regular teachers need special attention to improve the implementation of IE program.*

# 1. INTRODUCTION

## 1.1 Background

The concept of inclusion is far from new and has its origins in the field of special education and disability. During the 19<sup>th</sup> century, pioneers of special education argued for and helped develop provision for children and young people who were excluded from education (NCSE, 2010). By other way Human rights issues have been debated internationally. The logic behind this assertion could be like any other person, individuals with disabilities are influenced by similar social, economic, political and other challenges in the society they need to cope up with. So when examining inclusion, it is important to take a brief look at its history. Special education, in general began in 1823 in the United States (Lipsky & Gartner 1997, p.73). By 1905 and through the 1920's, cities such as New York & Cleveland had begun establishing schools for students who were deemed as truant, delinquent, uneducable and incorrigible.

In 1945, a panel at the Council for Exceptional Children convention recommended that children with educable mental retardation be included in general school settings (Lipsky & Gartner, 1997). Then in the 1960's, several studies were published questioning the benefit of special classes for children with mental retardation. By Burden (1995) writes that, from the perspective of disabilities, the idea of inclusion was historically introduced *inter alia* when in Jerusalem the Israelis established their national rights in 1967 and the policies of normalization and integration which originated in Sweden and other countries such as Denmark, Norway and the United States, focused on reform in mainstream schools (Pijl, Meijer, & Hagarthy, 1997).

In 1973 there was a new foundation commitment to special education; disability advocates won a major victory with the passage of the Vocational Rehabilitation Act which includes the civil rights component in section 504. This is a civil rights law that prevents discrimination against all individuals with disabilities in programs that receive federal funds. The Education for All Handicapped Children Act of 1975. This law established an enforceable substantive right to a free appropriate public education for all students with disabilities. This means that these students now had the right to be educated in their least restrictive environment (Salend, 2001).

The LRE concept promotes the placement of students with disabilities in general education classroom & the merger of special education and regular education had begun. In the late 1980's, advocates for inclusive began proposing, purposeful integration, where by all students with

disabilities, regardless of severity, would be educated in general classrooms”(lipsky &Gartner,1997).

In the late 1980’s advocates for inclusion began proposing, ” purposeful integration, where by all students with disabilities, regardless of severity, would be educated in general classroom”(Lipsky &Gartner 1997).As school personnel began to understand the philosophy of inclusion its implementation become more widespread throughout the country during the 1990’s & in to the new millennium (lipsky&Gartner,1997).

Additional to these, international instruments provide good legal and structural frame works that could help provision for children with disabilities. These instruments include the world conference on education for all, Jomtien (1990) and also on the Salamanca statement and frame work for action on special need education (UNESCO 1994).

The instruments have indicated strong and collective international commitment that stimulates individual countries worldwide to improve education especially for the most vulnerable and disadvantaged children and hence calls for inclusive education (mariga et al.2014). In response to increased international understanding and in an effort to implement these international treaties practice number of African states like Ethiopia. When we see historical development of special need education/IE, it emerge with the introduction of Christianity to Ethiopia, therefore, church education took the role of cultivating children of nobility and with visual, physical and those who are gifted and talented. In this regard, the Ethiopian Orthodox Church had played a matchless position in enlightening government and church leaders of that time ( Zalalem Temesegen, 2014).

In the history of Ethiopian church education, hence, people with disabilities had a convincing role in taking part of scholastic voyage. For this, Francisco Alvarez gave his witness while he paid visit to Ethiopia in the early 16th century. During the Portuguese visit to Ethiopia in the 1520's Alvarez recorded his surprise of seeing the inclusion of persons with disabilities in the ranks of the Ethiopian priesthood (Alvarez, 1During the earlier times when the lives and work of Ethiopian society was dominated by the Christian faith, education of the persons with visually and physically impaired as well as those who were gifted and talented was the responsibility of the Ethiopia Orthodox Church (Zalalem Temesegen, 2014).

The church in central and northern regions where it has been dominant for the last sixteen centuries and the mosque, in strong Muslim communities, have been the two chief institutions of

traditional and formal education in the country (Richard Pankhurst, 1990). The education in these religious sects had a demand of memorization and the ability of narrating the Holy Scripture, theological interpretation of the text, composition of sophisticated poetry, and singing of hymns (Zalalem Temesegegn, 2014). The modern education of learners with disability has a relatively recent history in Ethiopia. Formal special education started in the early 1920s, with missionaries taking the lead. It is generally accepted that special needs education in Ethiopia was started with the first special school for learners with VI established by missionaries established at the town of Dembidolo in 1925 (Zalalem Temesegegn, 2014).

The opening of this institutional school marked a significance step in the history of special needs education in Ethiopia. Therefore, the foreign missionaries were the first to establish institutional schooling for people with special needs in Ethiopia. For this, united Presbyterian mission of North America took the credit in introducing other choice of education for people with disabilities with the existed church education since Christianity. The Swedish Lutheran mission and the seven day Adventist mission also have used by training teachers and translators who had different disabilities particularly the blind. Many of these people are equipped with Braille facilities. The history of Braille in Ethiopia therefore, is as old as the coming of Presbyterian missionaries of North America to Ethiopia (Bairu, 1967). It was the first to open a modern school for the blind in western part of the country, in 1925 (Teshome, 2006; Bairu, 1967). Thereafter, other disability groups were considered for special schools when public schooling was expanded. The emphasis in the early special schools was on vocational skills. Their curriculum was thus different from that in public schools. Hence, children with disabilities have to follow a different curriculum from that of the regular school. In addition, and as I already mentioned; these early special schools belonged to private charitable organizations.

In 1956 special schools for deaf children were set up by American and other missionaries. However, the involvement of the government in the area came in much later. For the first time in history, the 1994 education and training policy stated about special needs education even though it is inadequate. Article 2.2.3 of the policy demands the necessity of special units and class for students with special needs. Hence, the policy has allowed special units and classes to be established for students with disabilities in regular schools (education and training policy of Ethiopia, 1994). From 1994 onwards, so many special classes, units within ordinary schools were established for the children with visually and hearing impaired and for the mentally retarded and

are giving service this time. Most of the above mentioned special schools and units serve children up to grade 8 (MoE, 2012).

Subsequently Several gaps have been identified in the provision of appropriate services for students with impairments as laid down in the principles of the Standard Rules on Equalization of Opportunities for Persons with Disabilities, as well as the Salamanca Frameworks for Action that were ratified by the Ethiopian Government(MoE, 2006:1).With the view to overcoming these gaps and fostering inclusive education at all levels of schooling, the Ethiopian government launched a Special Needs Education Program Strategy (SNEPS) in 2006.

Following the introduction of this federal level strategy, a new model of special needs education provision, commonly called inclusive education was adopted in the Ethiopian education system (MoE, 2006:1). As an inclusive approach is considered to be the new trend in Ethiopian education institutions, the identification and removal of barriers to inclusion and participation of all learners with significant impairments has become the central point of this approach and its implementation (MoE, 2006:1; Saint, 2004:107). The reason for the development of this strategy is to ensure the full inclusion of all learners with various impairments at all levels of schooling, including in higher education (MoE, 2006:1). Based on this inclusive education need much efforts to implement effectively. According to Harari regional state current implementations of IE not support by research study. Therefore implementation and challenge of inclusive education in Harari regional state is focus area of this study.

## **1.2 Statement of the problem**

The major challenge of inclusive education is to satisfy the needs of heterogeneous group of learners in the classroom. Therefore, it is mandatory for all concerned stakeholders to seek solution for misconceptions, wrong beliefs and social barriers which are encountered with current special needs education practice in inclusive setting (Tirusew, 2005). In addition to this inclusive education in Ethiopia prepared for the Education for All Global monitoring report 2010 stressed that a lack of sign language skills and special needs training among teachers, and inadequate accessibility of schools and teaching materials prevented children with disabilities from accessing education. The report also points to the severe lack of early childhood development programs for preventing the early diagnosis of disabilities. Although adequate figures do not exist, the report

suggests that this may be instrumental in the high numbers of children with disabled repeating or dropping out of school (Lewis 2009).

Therefore, according to Harari regional state annual abstract report 2015 from annual school age population only 1.9% special need student got education access. Other 8.1 % are children's out of the schools by different challenges.

Hence, the main purpose of this study was to investigate the existing practices and related problems of the implementation of inclusive education of Harari Regional State. This study was guided by the following research questions:

1. What are the practices of inclusive education implementation in Harari regional state?
2. What are the major challenges encountered in the implementation of inclusive education based on SNE/IE policies and strategies in Harari Regional state?
3. What are possible solutions to the challenges of inclusive education in Harari Regional state?

### **1.3 Objectives of the study**

#### **1.3.1. General objective**

The general objective of this study was to assess the practice of inclusive education and the existing challenges of inclusive education with possible intervention in Harari regional state.

#### **1.3.2. Specific objectives**

In to execute the research plan and achieve the general objective the following specific objectives were formulated:

1. To analyze the current practices of inclusive education implementation in Harari regional state
2. To identify the factors affecting the implementation of inclusive education based on SNE/IE policies and strategies in Harari Regional state?
3. To suggest possible solutions to address the challenges.

### **1.4. Significances the Study**

Although this study is primarily conducted as an academic requirement, it provides feedback for educational leaders, teachers, students and other stakeholders on the current practices and

challenges in implementation of the inclusive education in Harari Regional state. Besides, it serves as a reference for various stakeholders such as students, researchers and policy makers.

### **1.5. Delimitation of the Study**

This research is delimited to ten Primary schools in five Woredas such as Hakim, Shenkor, Aboker, Amirnure and Sofi out of 69 Government primary schools in nine woredas in Harari Regional state. Also, this research is confined to practices and challenge inclusive education implementation in primary schools of Harari National Regional State.

### **1.6. Definition of Key Words**

**Inclusive education:** - is a process of strengthening the capacity of the education system to reach out to all learners. It is thus seen as a process of addressing and responding to the diversity of need of all children ,youth and adults through increasing participation in learning, cultures and communities, and reducing and elimination exclusion with in and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society (UNESCO, 2008)

**Challenges:** - The use of the word challenges in this study refers to the factors which educators find difficult to deal with adequately and difficult to address and which make inclusive education ambiguous. It represents the factors which make significant demands upon educators who are the primary implementers of inclusive education.

## **2. REVIEW OF LITERATURE**

This chapter presents definition, principle and benefits of inclusive education, the global and policy issues on inclusive education, inclusive education in Ethiopian context, the role of stake holders and challenges of inclusive education.

### **2.1. The Concept and Definition of Inclusive Education**

Most scholars' believe that education is a basic human right and that it provides the foundation for a more productive society. For this reason all human beings participate in education without any discrimination. To practice this type of educational system we must define and practice of inclusive education. When we see the definition of inclusive education according to UNESCO (2001) defines inclusive education as a developmental approach in education that seek to address the learning need of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion.

Inclusive education means welcoming all children, without discrimination in to regular classroom. It is an approach that looks in to how to transform education systems and other learning environment in order to respond to the diversity of learners (MOE, 2012). The other educator also define IE in this way, inclusive education is a "philosophy that brings students, families, educators and community members together to create schools and other social institution based on acceptance, belonging and community" (Salend, 2001, p.5)

The Salamanca statement (1994) article 7, give clarification to strength the definition of inclusive education. The article state that "...all children should learn together where ever possible, regardless of any difficulties or differences, they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of leaning and ensuring quality education to all through appropriate curricula, organizational arrangements teaching strategies".

Generally we understands from the definition of IE, it involves changes and a modification in content approach, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. Parallel to definitions of IE it must to know the principle of IE, because it gives the way and framework to practice effectively. Shannon L. Berg (2004) stated that there are four main

principals that provide a frame work and summarize the philosophies on which inclusive practices are based.

The first is Diversity- effective inclusion improves the educational system for all students by placing them together in general education class rooms, regardless of their learning ability, race, linguistic ability, economic status, gender, learning style, ethnicity, cultural back ground, religion, family structure and sexual orientation. Inclusionary schools welcome, acknowledge, affirm and celebrate the value of all learners by educating them together in high quality age appropriate regular education classrooms in their neighborhood schools. All students have opportunities to learn and play together and participate in educational, social and recreational activities. These inclusionary practices, which promote acceptance, equity and collaboration are responsive to individual needs and embrace diversity.

Next frame work is Individual need – effective inclusion involves sensitivity to and acceptance of individual needs and differences. Educators cannot teach students without taking in to account the factors that shape their students and make them unique forces such as disability, race, linguistic background, gender and economic status interact and affect academic performance and socialization, therefore, educators, students and family members must be sensitive to individual needs and differences. In inclusive classrooms, all students are valued as individuals capable of learning and contributing to society. They are taught to appreciate diversity and to value and learn from each other's similarity and difference.

The third frame work Reflective practice – effective inclusion requires reflective educators to modify their attitudes, teaching and classroom management practices, and curricula to accommodate individual needs. In inclusive classrooms, teachers are reflective practitioners who are flexible, responsive and aware of student's needs. They think critically about their values and beliefs and routinely examine their own practices for self - improvement and to ensure that all students' needs are met. Educator's individualization education for all students in terms of assessment techniques, curriculum accessibility, teaching strategies, technology, physical design adaptations and a wide array of related services based on their needs. Students are given a multilevel and multimodality curriculums, as well as challenging educational and social experience's that are consistent with their abilities and needs.

The last framework is Collaboration- effective inclusion is a group effort; it involves collaboration among educators, other professionals, students, families and community agencies. The support and services that students need are provided in the regular education classroom. People work cooperatively and reflectively, sharing resources, responsibilities, skills, decisions and advocacy for the students benefit. School districts provide support, training, time and resources to restructure their programs to support individuals in working collaboratively to address student's needs.

## **2.2 Benefits of Inclusive Education**

The general education classroom provides students with disability with access to students without disabilities, access to curricula and textbooks to which most other students are exposed, access to subject matter content taught by subject matter specialists, access to instruction from a general education teacher whose training and expertise are quite different from those of special education teacher, access to all of the stresses and strains associated with the preparation for, taking of and passing or failing of the statewide assessments (Tirussew, 2005)

In inclusive education, all learners learn and grow in the environment that they will eventually live and work in. as participation of those who are "different" takes root, all learners and teachers gain the virtues of being accommodating, accepting, patient and co-operative. Other children gain some valuable virtues such as being considerate, patient and humble as they support their peers with special needs. Some learners with special need are gifted with special abilities, which their peer can benefit from. The best thing about inclusion is that when it is done well, everyone wins. This includes children with and without disabilities or giftedness, teachers in terms of improved practice and the wider school community in terms of building a more accepting school climate (MOE, 2012).

When a student with disability is put in to a regular education classroom, there are many positives that can come about for that student. Typically, it can provide a more stimulating environment versus the traditional special education classroom environment ("rationale for and benefit of inclusion", 2004). Student with disability that are put in to inclusion programs have more engaged instructional time and have greater exposure to academic activities(salend,2001).

There are also role models, in the regular education students, who can facilitate communication, social and adaptive behaviors ("rational for and benefits of inclusion", 2004). The regular education students can provide examples for appropriate classroom behavior and appropriate

social behavior for the special education student. This modeling often happens naturally since the expectations in the regular education classroom are quite high. Often, if students with disabilities are isolated in the special education classroom, they are not exposed to any type of appropriate student modeling.

Another benefit of inclusive education for a special education student is the opportunity to make new friends and share new experiences (“Rational for and benefits of inclusion”, 2004). Research has found that children in inclusive settings have more durable network of friends than children in segregated settings. This is especially true of children included in their local neighborhood school, where they can more easily see friends outside of school hour. Teachers play a critical role in facilitating these friends (MOE, 2012).

Next, inclusion education creates ‘A SCHOOL FOR ALL’ where everybody benefits resulting to an inclusive society. Because of this enhance the student with disability’s self-respect and self-esteem (MOE, 2012). When they start to make connections with regular education students and teachers, they begin to feel a sense of self -worth. They feel good about themselves and about their overall school experience. They can begin to see themselves as an individual who can share some of the same experiences and opportunities as their non-disabled peers (benefits of inclusive classrooms for all, 1999).

Last benefits of inclusive education for a student with disability relates to cost-effective and give equal opportunities to all children thus promoting the rights of all to education. The cost of educating student in segregated programs was double that for educating them in integrated program (MOE, 2012). This shows that in a time where many school districts are struggling with their budgets, inclusion of students with disabilities in to regular education class rooms can be a cost-effective way of relieving some of the current budget short falls.

In addition to this, Proponents of inclusion cite numerous benefits for children with disabilities and their nondisabled peers. (MOE, 2012 and Tirussew, 2005) to out benefits of inclusion for children with disabilities including, Facilitation of more appropriate behavior, Opportunities for more friendships and friendships with nondisabled peers, Membership in a regular education class, A more stimulating environment that facilitates development of language and adaptive skills, Higher academic expectations and improvement in the ability to adapt to different teaching and learning styles. But the benefit of IE is not only for person with disability, it also give benefits for the

nondisabled child. Helmstetter, Peck, and Giangreco (1994), Hines (2001), and Kochhar, West, and Taymans (2000) cite benefits for the nondisabled child including, Access to additional school personnel available to help all children with skill development, Greater acceptance of individual differences, Greater acceptance of children with disabilities, Development of altruistic behaviors, Acquisition of leadership skills and greater understanding of the similarities among all types of students.

Additionally Block (1999), Hines (2001), and Hunt (2000) cite benefits of inclusion for teachers too. These benefits include, Further developing understanding and consideration of differences among their students, Additional assistance in the classroom with help provided through special education personnel and their resources, Another pair of hands in the classroom is helpful but the knowledge and experience special education personnel can provide brings additional insights in planning and delivering curriculum.

Generally, IE is not only benefit the individual with disability but also the society as a whole and a country in particular. In addition IE must be implemented in the area in which students with disability nearer to them or in the area where schools found and participate equally with their peers in the school.

### **2.3 Best Practice of Inclusion**

There are restriction involved with inclusion since several practices teachers and education professional have used that prove to be beneficial to students with special needs. In examining best practices of inclusion, we must first take a look at what is necessary in developing a good inclusion program. Inclusion programs should contain a belief that all children have the potential to learn and grow, the ability to respond to the cultural & socioeconomic needs of the student, the ability to support positive behavior in and out of the class room, A dedication to seeing each child as an individual and the modification of curriculum and activities to include all students. (Stout's 2001)

### **2.4 Legal Framework's in Support of Inclusion 1948-2007**

In order to implement legal frameworks in support of inclusion Ethiopia has ratified and accepted various international convictions and policy instrument of relevant to special need education or inclusive education. From these 1948 Universal Declaration of Human Rights – a general right to education was directly and specifically articulated for the first time in this declaration under article 26(1) states that “Everyone has the right to education. Education shall be free, at least in the

elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit”.

1966 International covenant on economic social and cultural right

1975 Declarations on the Rights of Persons with Disabilities calls for international and national actions to ensure the rights of the disabled to all services enable them to develop their capacities and skills to the maximum possible and hasten the process of their social integration.

1989 Convention on the Rights of the Child, It establishes extended assistance, free basic education and effective access to basic services, education preparation for employment and recreation opportunities for children and youth with special needs in a manner conducive for the children and youth to achieve fullest possible social integration and individual development.

1990 Jomtien World Conference on Education for All .The world declaration on Education for All (EFA), 1990: emphasize the inherent right of a child to a full cycle of primary education, equal access to education for all, including those with special needs, in the same setting 1993 Standard Rules on the Equalization of Opportunities for Persons with Disabilities.

1994 in Salamanca, Spain proclaims that every child has unique characteristics, interests, abilities, and learning needs and that “those with special education needs must have access to regular schools which should accommodate them with a child-centered pedagogy capable of meeting those needs.” The Salamanca Statement also asserts that educational systems that take into account the wide diversity of children’s characteristics and needs “are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.”

Some conventions such as 2000 The World Education Forum, Dakar, 2003 The Millennium Declaration and 2006 UN Convention on the Rights of Persons with Disabilities were declared which can empower Persons with Disabilities

The most recent and comprehensive of such conventions is the UNGA (2006) convention on the rights of persons with disabilities. This conventions, as outlined in the objective of the convention

itself, “aims at promoting, protecting and ensuring the full and equal enjoyment of all human rights and freedoms by all persons with disabilities and to promote respect for their dignity”. The core principles of the convention include: respect for dignity for individual autonomy and independence, non-discrimination, participation and inclusion in society, equality of opportunities and access and acceptance of diversity of PWD. The convention pays particular attention to the most vulnerable group among the disabled such as women and children and urges prescribing states to ensure protection of the rights of these groups by putting in place appropriate policies and the necessary enforcing and safeguarding mechanisms.

#### **2.4.1. Ethiopia Constitutional rights**

Disability is mentioned specifically in the 1995 constitution in Article 41 on economic, social and cultural rights: “The State shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and mentally disabled, the aged, and to children who are left without parents or guardian”.

- Article 41 of the constitution also states that “Every Ethiopian national has the right to equal access to publicly funded social services”.
- Article 25 on the right to equality does not include disability in its list of reasons not to discriminate – which does include gender, race, etc.
- Article 9.4 states that “All international agreements ratified by Ethiopia are an integral part of the law of the land”.

#### **2.4.2. Ethiopia policies and strategies on Disability**

The Government of Ethiopia developed a new Education and Training policy (ETP) in 1994. According to this policy “expansion of quality primary education for all citizens is not only a right but also a guarantee for development. “The policy aims to provide education to all children without any discrimination and assures that disadvantaged groups will receive special support in education. To this end, it confirms “special education and training will be provided for people with disabilities” (Educational Structure No.3.2.9). The policy has also underlined in one of its specific objectives that efforts will be made “to enable both the handicapped and the gifted to learn in accordance with their potential and need” (MoE1994:7). The policy also gave due emphasis on the training of special educators. To this end, it states “teacher training for special education will be provided in regular teacher training programs” (Educational Structure No.3.4.11).

Based to the educational policy in 2005, Ethiopia launched its SNE strategy; the core elements of the strategy were on promoting inclusive education system and inclusive schools with an aim to meet the goals of UPEC and EFA15. It outlined a range of actions for improving access to education and underlines on the need to give affirmative actions to those deemed as disadvantaged society groups such as females, pastoral and semi-pastoral resident individuals and those with special needs. The strategy founded itself on the ideals of the 1994 TEP and the objectives were to

- implement the TEP and the international principles endorsed by government to honor the rights of citizens to education;
- develop and implement guidelines for curriculum modification and support system development in schools for learners with special needs;
- facilitates the principles of learners with special needs in technical and vocational education and other higher education institutions;
- strengthen special needs education programs in teacher education institutions;
- improve supply of trained manpower and appropriate material to schools and other learning institutions. The strategy has also identified action points and time frame to implement the strategy with regional education bureaus. In so doing it envisaged to prepare regional strategic plans, capacity building of regional and woreda level education stakeholders, developing guideline and curriculum, training SNE teacher's education, establishment of support system in regions and sharing of good practices in a wider scale.

According to the government's proclamation no 568/2008 on the rights to employment of disabled people, a person with disability refers to an individual whose equal employment opportunity is reduced through social, economic and cultural discrimination as a result of physical, mental or sensory impairments (Asefa 2008). The law forbids employers from the recruitment, promotion, and deployment of civil servant jobs in government offices only.

The Ethiopian building proclamation no 624/2009, Article 36 specifically addresses the accessibility of design and construction of public buildings for physically impaired persons.

In general all the above international conviction ratified by Ethiopia and national policy documents includes the privilege, rights and benefits of persons with disabilities. But the implementation faced different challenges. Because of the country did not address universal primary education for all in the country as a whole. Even different proclamations have been declared on the disability

they were not implemented effectively and all children with disability are not benefited in inclusive education.

## **2.5. The Role of Stakeholders in Practicing Inclusive Education**

An effective support system is essential if schools are to give every learner the opportunity to become a successful student. Support includes everything that enables learners to learn. The most important forms of support are available to every school, children supporting children, teacher supporting teacher, parents becoming partners in the education of their children and communities supporting their local schools. A coordinated approach to the provision of formal support is critical with services and agencies working together. The involvement of families and local communities is essential in achieving a quality education for all. Families and community groups can take an active role in promoting inclusive education, advancing changes in policy and legislation. Successful partnerships with families can be developed if both the professionals and families understand and respect each other's roles in those partnerships. Although it can take time to develop trust between the partners is vital (UNESCO 2003).

## **2.6. Challenges of Inclusive Education**

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

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

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

According to MOLSA (2000) and MoE (2005), in Ethiopia, children with various disabilities have not received education and training which enable them to fulfill their needs because of its complex and diverse nature a great support is needed from local government, NGOs and religious organizations to accommodate their needs in the plan of period. The following strategies designed to provide inclusive and integrated education program. These are: The MoE (2012) recent special needs/ inclusive education program strategy further sets that “according to new education and training policy of 1994 the regions and subsequence levels are responsible for planning and implementing special needs education.”

The new strategy emphasizes on provision of inclusive education, which provides education opportunities for all children with special needs and as “Widen” the gate to equitable access in regular school system. That is, the new strategy has given priority for inclusive education in the regular school system and to support the system by establishing resource centers provide available materials and equipment’s in schools, assigning focal persons, providing trainings for staff, and school community and develop necessary human power (teachers), Raising the public awareness on the benefit of pre-school education, Encouraging the private sector, NGOs and the community participation to increase enrollment, Existing special needs education- training programs will be strengthened with human and material resources.

## **2.7. Some Major factors affecting provision of Special Needs Education**

Many factors affect and regulate the development of inclusion. Some of the determinant factors are the attitudes of the community to wards children with disability and inclusion a limited understanding of the concept of impairment and hardened resistances to change are the major barriers impeding inclusive education (IDDC, 1998). Based on UNESCO and other scholars stated the major barriers of inclusion as follows.

### **2.7.1. Attitudes**

The greatest barriers to inclusive education caused by society, not by particular individual impairments. Negative attitudes towards differences result in discrimination and can lead to a serious barrier to learning. Negative attitudes can take the form of social discrimination, lack of awareness and traditional prejudices. Regarding disabled children some regains still maintain established beliefs that educating the disabled is pointless, often the problem is identified as being caused by the child's differences rather than the education systems short coming. Furthermore, in most cases because of lack of understanding about disabilities, special education mainly is provided only for children with some disabilities. However, in some cases people are not aware of the diverse needs of all children with or without obvious disabilities; still others think that the provision of education for children with disabilities is humanitarian's activity. As a result of this, though it may affect special needs/ inclusive education in the policy implementation process, accordingly, the existing provisions in Ethiopia mainly are carried out by humanitarian's and non-government organizations (Tirussew, 2005)

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

### **2.7.2. Parents and Community**

Education of children with special needs cannot be achieved without active participation of parents as a wide range of the community services.

If the believes and attitudes of the community about the disability and children with disabilities is negative, it affects families life and it also make children life hopeless. A sample study which was conducted by Tirussew (1995) on the attitude of the society towards persons with disabilities in Ethiopia shown that most of the people have negative attitudes towards individuals with disabilities. This in turns, might affect in one way or another the implementation of special education or special needs education. The involvement of families and local communities is essential in achieving a quality education for all. Families and community groups can take an active role in promoting inclusive education, advancing changes in policy and legislation.

Furthermore, Nywe as mentioned (in Tirussew, 2005) the promotion of friendship development for children with disabilities is being considered as a primary educational goal. Thus, parent's involvement in school activities may help to develop sufficient educational provision for their children with disabilities. Lack of parent- school- teacher relationships, therefore, considered to affect the implementation of special needs education.

### **2.7.3. Teacher's abilities and competency**

Teacher abilities and attitudes can be major limitations for inclusive education. The training of staff at all levels is often not adequate where there is training it often tends to be disjointed, uncoordinated and inadequate. Today, inclusive education creates new challenges in the way which teacher development is constructed and organized in a country through important trainings to fulfill special needs educations in order to achieve the intended goals of inclusive education, different skills and training strategies are essential for special teachers to overcome challenges in the system. The special need educator attitude, skills and competence can be developed in various training mechanism. In the line of change in special education into inclusive education teacher, training system, and focus of their work change.

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

### **2.7.4. Curriculum**

In any education system the curriculum is one of the major obstacles or tools to facilitate the development of more inclusive system. Curriculum is often unable to meet the need of a wide range of different learners. In many contexts the curriculum is centrally designed and rigid, leaving little flexibility for local adaptation or for teachers to experiment and try out new approaches. The content might be distant to the reality in which the students live and therefore inaccessible and un-motivating. Inclusive curricula are based on a view of learning as something, which takes place when students are actively involved in making sense of their experiences. Inclusive curricula are constructed flexibly to allow not only for school level adaptations and developments. But also for adaptation and modification to meet the individual students needs and to suit each teachers style of working. In addition we have to manage a complex rang of classroom activities be skilled in

planning the participation of all students and know how to support their students learning without giving them predetermined answers. They also have to understand how to work outside traditional subject boundaries and culturally sensitive ways. Inflexible and content-heavy curricula are usually the major cause of segregation and exclusion (UNESCO, 2003). MOE (2012, p.12) in the revised strategy states that adapt the curriculum to meet the educational needs of all children which also enables them to receive livelihood training. Therefore, curriculum should consider the diversity of culture, language, skills and knowledge levels of the community and children with special needs education, and it would be flexible to overcome challenges in special needs/an inclusive education.

### **2.7.5. Lack of Assessment and Information**

Assessment in teaching- learning process is very important to identify an individual child's problems and to follow the progress and improvement in learning activities. In schools, we are concerned about competence in three domains in which teachers provide interventions: academic, behavioral (including social), and physical. Historically, the focus of assessment has been on measuring student progress toward instructional goals and on diagnosing the need for special programs and related services (Salvia, Ysseldyke, Bolt, 2010). Assessment techniques should enable students to demonstrate their strengths and their potential and should not unfairly discriminate between groups of students (UNESCO, 2003). Parent and student are key contributors to the assessment process. Parents can provide information on how a student behaves outside the school, describe the student's early childhood development and give feedback on the teacher's effectiveness of their work with the student. So, early assessment of a child's difficulties is an important part of the assessment process. Early assessment and information minimize the impact of any difficulties, reduce the need for costly programs of rehabilitation and remediation and make it more likely that the student's needs can be met in a mainstream environment.

### **2.7.6. Lack of school physical facilities**

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

According to the Federal MoE of Ethiopian special needs/inclusion education strategy (MoE, 2012) states that Many educational settings (Schools, TVET, TEIs, HEIs, and Adult Education Centers) in Ethiopia are not conducive and friendly enough to accommodate PwDs. Facilities such as adapted toilet, adapted seats in library, adequate space for wheel chairs, ramps, signage, water supply, play grounds; etc should be accessible to these children. In the case of multi-story school buildings, measure must be taken to build a modified ramp. Until then, classes for learners with physical disabilities should be located in the ground floor. As stipulated in Ethiopian Building Proclamation No. 624/2009, future buildings should have inbuilt ramp and lift/elevator services for the use of students with disabilities.

Regarding Creating Friendly School Environment, Educational leaders at all levels, particularly school management bodies should strive to create friendly relationship between and among CwDs and their non- disabled peers, teachers, administrative personnel and supportive staffs by raising the awareness of the school community (MoE,2012).

### **2.7.7. In accessibility of Pre-School Education /Early Childhood Education/**

Special needs pre-school (early childhood) program services for special population (children with disabilities) is provided starting from the age three in most developed countries. The provision of services also varies according to the degree and disability conditions. For instance, services, which are given for children with visual impairment, are mobility and orientation trainings. It is obvious that lack of these accesses will affect the future life of children with disabilities.

The Ethiopian education and Training policy (1994) declaration ensures the importance of early childhood education establishment to promote their holistic development and as it prepare them for formal education (Tirussew, 2005 P. 41). But not much effort made by the government to strengthen and expand pre-school program in this country, because this sector is left for private and other non-governmental organizations.

In addition, the ministry of Education needs to consider early childhood educational program as a part of its comprehensive education to facilitate as a pre- condition before joining in the regular education system. Hence, some education programs of children with special needs require preparatory programs before regular schools, but pre-schools (Kindergarten) such as blind and deaf (Tirussew, 2005 p. 43. In principle pre-school program is essential for all children.

Generally, pre-school programs focus on stimulating and sustaining growth in a certain areas of the development. However, absence of pre-school program may lead children to demonstrate less in their development.

### **3. RESEARCH DESIGN AND METHODOLOGY**

This chapter deals with the research design, source of data, sample size and sampling techniques, instruments and procedures for data collection, and methods of data analysis employed to analyse the data.

#### **3.1. Research Design**

The major purpose of this research is to assess practices and challenges of inclusive education in ten selected government schools in Hakim, Shenkor, Amirmure, Sofi and Abokcer woreda in Harari Regional state. In this study both quantitative and qualitative research approaches were employed. Because these approaches enable the researcher to identify major issues to be addressed and to examine the implementation of inclusive education and its constraints and enables to test basic questions. Moreover, the approaches help to draw out recommendations that are subtracted from the findings of diversified sources and that may help to improve the implementation of existing inclusive education.

#### **3.2 Description of the study area**

This research was conducted in the Harari National Regional State. The Harari People National Regional State (HPNRS) is one of the nine regional states constituting the Federal Democratic Republic of Ethiopia. The region is situated in the eastern part of the country at about 525Km road distance east of the Ethiopian capital, Addis Ababa. The region is bordered by six districts of the East Hararghe Zone of the Oromia National Regional State. These are Haramaya in the west, Kombolcha and Jarso in the north, Gursum and Babile in the east and Fedis in the south. Harar is the capital of the region administration and is located in the south-western part of the region at about 525Km road distance east of Addis Ababa. Moreover, it is administratively subdivided into nine districts (woredas). Therefore, elementary schools, which are selected for this research, are found in Harari National Regional State.

#### **3.3. Source of Data**

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

### **3.3.1. Sources of primary data**

The primary sources were obtained from the directors, special need education teachers, teachers in the general education classes, experts at regional and Woreda level of respective schools in the region through questionnaires and interviews.

### **3.3.2. Sources of secondary data**

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

## **3.4. Population, Sample and Sampling Techniques**

The target population of the research consists teachers, directors, experts and parents in ten primary schools of Harari Regional State.

Sampling is the process by which a researcher selects a group of participants (the sample) from a larger population Pearson. Mugenda (2003) states that to arrive at a reasonable sample size, take 10% of the accessible population if the population is large and 30% if the population is small. So from the total population of teachers 369 (male=146; female=223) 10% that is 37(male=15; female=22) teachers were taken as a sample; all 10 (male=9; female=1) directors, all 6(male=6; female=0) experts were included in the sample. The distributions of sample size were summarized in the table below.

**Table 1: The summary of population and sample**

	Name of School	Targets	Population			Sample			sample in (%)	Sampling Technique
			M	F	T	M	F	T		
Amirnure	Gaymederes	Teachers	27	20	47	3	2	5	10%	Stratified
		Experts	1	-	1	1	-	1		Purposive
		Director	1	1		1	-	1		
	Seina	Teachers	17	8	25	2	1	3	10%	Stratified
		Experts	-	-	-	-	-	-		Purposive
		Director	2	-	2	1	-	1		
Aboker	Mdale No. 1	Teachers	15	35	50	2	3	5	10%	Stratified
		Experts	1	-	1	1	-	1		Purposive
		Director	2	-	2	1	-	1		
	Keladanba NO.2	Teachers	9	11	20	1	1	2	10%	Stratified
		Experts	-	-	-	-	-	-		Purposive
		Director	1	1	2	-	1	1		
Hakim,	Harar school of the daife	Teachers	4	5	9	1	1	2	10%	Stratified
		Experts	1	-	1	1	-	1		Purposive
		Director	1	-	1	1	-	1		
	Aboker primary	Teachers	15	48	63	2	4	6	10%	Stratified
		Experts	-	-	-	-	-	-		Purposive
		Director	1	1	2	1	-	1		
Shenkor	Rase Mekonen	Teachers	24	40	62	2	4	6	10%	Stratified
		Experts	1	-	1	1	-	1		Purposive
		Director	2	-	2	1	-	1		
	Yeshimebet	Teachers	13	21	34	1	2	3	10%	Stratified
		Experts	-	-	-	-	-	-		Purposive
		Director	2	-	2	1	-	1		
Sofi	Deker	Teachers	8	18	26	1	2	3	10%	Stratified
		Experts	-	-	-	-	-	-		Purposive
		Director	1	1	2	-	1	1		
	Awedigidig	Teachers	9	13	22	1	1	2	10%	Stratified
		Experts	1	-	1	1	-	1		Purposive
		Director	1	1	2	1	-	1		
Regional expert						1	-	1		
Total			160	224	380	30	23	53		

### 3.5. Instruments and Data collection

In order to enhance the validity and trust worthiness of the study, various instruments of data collection were employed. This helped the researcher to triangulate data that were generated using variety of data collection tools. Data from primary sources were gathered through questionnaire, interview and observation while reports and other relevant documents were collected from secondary sources.

### 3.5.1. Questioner

The questionnaires were prepared for teachers and directors. The questionnaires included both close-ended and open-ended items and have two sets. A set of questions designed to generate information from a specific demographic background of the research participants. The questionnaires were adopted, and modified based on the existing relevant review of literatures, knowledge and experience of the researcher. Furthermore, the questionnaires were translated from English to Amharic and commented by research supervisor, different professionals in the area of education and language experts before they were administered to a wider population. Then, Pilot test was undertaken in order to check reliability of the items. According Funk to (2007), Cronbach alpha is a measure of internal consistency. In this regards, if coefficient values are greater than or equal to 0.7, it is generally accepted as indicative of a reliable scale; otherwise, it is not. The pilot test result of Cronbach alpha were presented in the table 2.

**Table 2: Result of pilot test of questioners**

Participants	Part1 (about teaching learning process )	Part2(Availability materials and equipment)	Part3(Factors affecting the implementation)	Part4 ( strategies to solve problem of the implementation of IE)	Average result
Sp.N.T and directors	0.769	0.805	0.852	0.948	0.843
Regular teachers	0.78	0.812	0.874	0.916	0.845
Average	0.77	0.81	0.86	0.93	0.84

The study describes the reliability score was more than 0.84. The researcher also test content validity of the questionnaire by giving it to the concerned experts, collected feedback, and modified it. Finally, the questionnaires were administrated, the data were collected, encoded, tabulated and analyzed.

### 3.5.2 Interview

An interview is a data collection method in which an interviewer asks questions of an interviewee. That is, the interviewer collects the data from the interviewee, who provides the data (Johnsen and Christensen, 2008). As Bogdan and Biklen (1992) explained, the interview is used to gather descriptive data in the subjects' own words so that the researcher can develop insights on how subjects interpreted some pieces of words. It is also used to obtain clear responses in great depth. Semi-structured interview were conducted to obtain in depth information from directors, Woreda and regional experts. The interview was intended to obtain information about the current practices

and major constraints in the implementation of inclusive education. This helped the researcher to collect primary data and to support the data that were collected through questionnaire.

### **3.5.3. Observation**

A check list is a simple device consisting of items which are thought by the researcher to be relevant to the problem being identified and researched (Koul, 1996:151-152). Hence using checklists, purposely select ten (10) schools were observed by the researcher to collect and organize relevant data on key inputs and overall indoor/outdoor environment of schools including their documentation along with their entire contents of about the overall current practices on the ground. At the end, the information obtained through observation were analyzed and triangulated with other information gathered through questionnaire and interview.

### **3.5.4. Document analysis**

Document analyses were used to collect appropriate information from various documents which include Harari Regional education abstracts, annual reports and strategic plans to support the information gathered through other data collection instruments.

## **3.6. Method of data analysis**

Depending on the nature of the collected data and the objectives of the research, both quantitative and qualitative methods of data analysis were used to interpret the data gathered through different data collection tools. The data gathered through the closed ended questionnaire were tabulated and analyzed by descriptive statistics such as percentage and frequency. The quantitative data analysis was done by using the software of SPSS (Statistical Package for Social Sciences).

Furthermore, the qualitative data which were collected through interview, open ended questionnaire and document analysis were narrated in words. The interpretation and analysis were made by triangulation of the results obtained through different data collecting instruments based on the stated objectives. Finally, the result of the interpretation were discussed and summarized to arrive at dependable conclusions.

## **4. RESULTS AND DISCUSSION**

In this chapter, data analysis, findings, and discussions were presented. The data were grouped into quantitative and qualitative. The quantitative data analyses and findings were reported first. Then, the qualitative data analysis and the findings were followed. Finally, the results of both the quantitative and qualitative data were merged and discussed.

### **4.1. Background of Respondents**

Forty seven copies of the questionnaire were distributed to the respondents. Out of these questionnaires, 16 copies were distributed among regular teachers, 21 copies were distributed among special need education teachers and 10 copies were distributed among directors of selected school. All the distributed copies of the questionnaires (100%) were returned. The researcher believes that the following description of the characteristics of the sample respondents gives some basic insight about sex, qualification, and service year for better understanding of their situation. In this regard, table 3 presents background characteristics of the respondents. Understanding about the overview of the respondents characteristics was important for further analysis of their responses. Hence, attempts were made to describe the background of the respondents, which directly or indirectly related to the objectives of the study. Accordingly, respondents' general demographic characteristics, sex, service year, qualification, and educational were separately treated.

**Table 3: Background of teachers and principals**

Table 4.1 Educational background

Item	Category	F(frequency)		Percent(%)	
		M	F	M	F
Educational background	Certificate	-	-	-	-
	Diploma	13	17	62	65
	Degree	8	9	38	35
	master degree	-	-	-	-
	<b>Total</b>	<b>21</b>	<b>26</b>	<b>45</b>	<b>55</b>

As indicated in Table 3, 37 teachers and 10 principals were included in the study. Among them, 21 (45%) were male and while only 26 (55%) of them were female. Regarding to educational background (qualification), 13(62%) of male teachers and 17(65%) of female teachers were diploma holders whereas 8(38%) of male teachers and 9(35%) of female teachers were degree holders.

Table 3.2 Service year

Service year	School directors				S.N. teachers				Regular teachers			
	Frequency		percentage		Frequency		percentage		Frequency		percentage	
	M	F	M	F	M	F	M	F	M	F	M	F
1-5 years	2	-	20%	-	1	2	4.7%	9.5%	1	3	6.25%	18.75%
6-10 years	1	-	10%		2	2	9.5%	9.5%	1	-	6.25%	
11-15 years	-	2		20%	1	2	4.7%	9.5%	-	1	-	6.25%
16-20 years	2	-	20%		2	5	9.5%	23.8%	2	4	12.5%	25%
More than 20 years	3	-	30%		1	3	4.7%	14.2%	1	3	6.25	18.75%
<b>Total</b>	<b>8</b>	<b>2</b>	<b>80%</b>	<b>20%</b>	<b>7</b>	<b>14</b>	<b>33.1%</b>	<b>66.5%</b>	<b>5</b>	<b>11</b>	<b>31.25</b>	<b>68.75%</b>

With regard to their experience the majority 7(70%) of directors, and 14(66.7%) of S.N. teachers and 11(68.75%) of regular teachers have an experience between 11-20years and above. Some 3(30%) of directors, and 7(33.33%) of S.N. teachers and 4(31.25%) regular teachers have an experience between 1-5years. This implies that most of directors and teachers are well experienced.

## 4.2. The practices and implementation of inclusive education in Harari region

### 4.2.1. Issues related to teaching learning process of IE

In order to understand the extent of inclusive education, in Harari regional state about the teaching learning process of IE data were collected and analysed in this section.

**Table 5: Response on issues related to current practice of IE**

No	Items	Level of agreement	Respondents				Grand Mean of L. agree
			31 S.N. Teac & directors		16 Regular teachers		
			f	%	f	%	
1	Interest of special need education teachers in teaching the students with disabilities	High	20	65	9	56	3.75
		Moderate	8	26	5	31	
		Low	3	9	2	13	
2	special need teachers competency in treating students with disabilities	High	16	52	8	50	3.4
		Moderate	11	35	4	25	
		Low	4	13	4	25	
3	special need teachers support their students with disabilities in conducting practical activities	High	16	52	11	69	3.6
		Moderate	10	32	4	25	
		Low	5	16	1	6	
4	The implementation of IE method by special need teachers in the school	High	6	19	2	12	3.75
		Moderate	5	16	4	25	
		Low	20	65	10	63	
5	There is good achievement of your students in all subject	High	5	16	3	19	2.9
		Moderate	17	55	9	56	
		Low	9	29	4	25	
6	Enough on job training is given for especial need teachers	High	7	22	2	12	2.5
		Moderate	16	52	9	56	
		Low	8	26	5	31	
7	There is sufficient administrative support from school principal	High	16	52	9	56	3.7
		Moderate	10	32	4	25	
		Low	5	16	3	19	
8	All teachers have adequate awareness about IE and learners with disabilities	High	8	26	3	19	3.7
		Moderate	18	58	11	69	
		Low	5	16	2	12	
9	There is enough time to support learners with disabilities	High	12	39	8	50	3
		Moderate	10	32	3	19	
		low	9	29	5	31	

*Mean<2.5"low"; Mean 2.5-3.5"medium"; Mean>3.5"high" GMLA=grand mean of level of agreement*

The above response is based on questionnaire with five response agreement scale (very high, high, medium, low, and very low,) and these agreement scales were categorized in to three level (high, medium and low) As clearly summarized in table 4, the majority 20(65%) special need education teachers and 9(56%) regular teachers' response on the idea that Interest of special need education teachers in teaching the students with disabilities is high with the scored average grand mean 3.75 for this item. However, some of the respondents 8 (26%) special need education teachers and 5(31%) regular teachers' response on the idea that Interest of special need education teachers in teaching the students with disabilities is moderate. Similarly few respondents 3(9%) special need education teachers and 2(13%) regular teachers' response on the idea that Interest of special need education teachers in teaching the students with disabilities is low. This implies that all special need education teachers, directors and regular teachers believe that special need education teachers have interest to teach students with disabilities.

The above table also depicted that the majority 16(52%) special need education teachers and directors and half 8(50%) of the regular teachers' response for the second item is high with the scored grand mean 3.4 which is moderate. Some 11 (35%) special need education teachers and directors' and 4 (25%) regular teachers' response level of agreement is at moderate level. Few 4(13%) special need education teachers and directors' and 4 (25%) regular teachers' response level of agreement is at low level. This shows that special need teachers competency in treating students with disabilities is moderate.

Table 4 above also shows that all respondents requested to give response whether special need teachers support their students with disabilities in conducting practical activities and the majority 16(527%) special need education teachers and directors' and 11(69%) regular teachers' response level of agreement is high with scored grand mean 3.6 for this item. Some 10(32%) special need education teachers and directors' and 4(25%) regular teachers' response level of agreement is moderate whereas few 5(16%) special need education teachers and directors' and 1(6%) regular teachers' response level of agreement is low for this item. This shows that as there all respondents believe that special need education teachers support students with disabilities.

In accordance with table 4, regarding the fourth item, the majority 20(65%) and 10 (63%) of both groups' response, level of agreement is low with the scored grand mean 3.75 about the idea that whether the implementation of IE method by special need teachers in the school or not. Some

6(19%) special need teachers and directors' level of agreement is high. In contrast some 4(25%) regular teachers' response, level of agreement is moderate for this item. Few 5(16%) special need teachers and directors' response level of agreement is moderate while 2(12%) of regular teachers' response level of agreement is high. This indicates that the implementation of IE method by special need teachers need attention for better implementation of inclusive education.

Table 4 above also shows the scored grand mean result 2.9 for the fifth item, which suggests that there is good achievement of students in all subject. On this point the majority 17(55%) special need teachers and directors' and 9(56%) regular teachers' response, level of agreement is moderate. Some 9(29%) special need teachers and directors' and 4 (25%) regular teachers' response, level of agreement is low. On the other hand, some 5(16%) special need teachers and directors' and 3 (19%) regular teachers' response, level of agreement is high. This indicates that all respondents believe that the achievement of students in all subjects is moderate.

According to the table 4, the majority 16(52%) special need teachers and directors' and 9(56%) regular teachers' response ,level of agreement is moderate with the scored grand mean result 2.5 both groups' response for the sixth item indicated that enough on job training is given for especial need teachers. Undeniable number 8(26%) special need teachers and directors' and 5(31%) regular teachers' response; level of agreement is low meaning the given on job training is insufficient. In contrast some 7(22%) special need teachers and directors' and 2(12%) regular teachers' response, level of agreement is high which means enough on job training were given.

Table 4 above also shows the majority 16(52%) special need teachers and directors' and 9(56%) regular teachers' response, level of agreement is high with the scored grand mean result 3.7 for the seventh item, which suggests that there is sufficient administrative support from school principal. Some 10(32%) special need teachers and directors' and 4(25%) regular teachers' response' level of agreement is moderate whereas some 5(16%) special need teachers and directors' and 3(19%) regular teachers' response, level of agreement is low. Here both respondent believe that sufficient administrative support were given by school principal

According to table 4, the majority 18(58%) special need teachers and directors' and 11(69%) regular teachers', level of agreement is moderate with the scored grand mean values 3.7. Some 8(26%) special need teachers and directors' and 3(19%) regular teachers' response, level of agreement is high whereas some 5(16%) special need teachers and directors' and 2(12%) regular

teachers' response, level of agreement is low. This implies that both groups' response for the eighth item indicated that all teachers have moderate awareness about IE and learners with disabilities.

Concerning item 9 of table 4 the majority 12(39%) special need teachers and directors' and half 8(50%) of regular teachers', level of agreement is high with the scored grand mean values 3. Some 10(32%) special need teachers and directors' response, level of agreement is moderate and 5(31%) regular teachers' response, level of agreement is low whereas some 9(29%) special need teachers and directors' response, level of agreement is low and 3(12%) regular teachers' response, level of agreement is moderate. This implies that both groups' response for the ninth item indicated that there is enough time to support learners with disabilities

Similarly, the researcher conducted interview with 5 Woreda's and one regional's experts and some of the respondents said:

*Most of teachers already have awareness about inclusive education through different mechanism. At the beginning of every new academic colander, the large public could be able to get the awareness by using society mobilization plan, social media, seminars and panels. Because of this all stake holders have awareness about inclusive education. Particularly school's society especially, special need and regular teachers show interest to treat students with disabilities. We give short training and in service training in degree program to improve the abilities of teachers to support students with disabilities. Both Woreda and Regional administrative give more attention to the program and support it technically and financially.*

The researcher's observation also confirmed that students with disabilities were supported by special need and regular teachers cooperatively. Some teachers really use the inclusive education methods while they teach students inclusively. However, the researcher also observed that some teachers did not consider students with disabilities while they teach and give different tasks in class room.

During the document analysis, the researcher has confirmed that as the students' mark list indicates that the majority of students have good achievement but most of students with disabilities have poor achievement in all subjects.

#### 4.2.2. Availability of instructional materials and equipment

**Table 6: Response on issues related to availability of instructional materials and equipment**

No	Items	Level of agreement	respondents				Grand Mean of L. agree
			S.N. Teachers & directors		Other teachers		
			f	%	f	%	
1	Student textbooks (braille), large print books in your school is 1:1 ratio	High	6	19	4	25	2.75
		Moderate	14	45	7	44	
		Low	11	36	5	31	
2	The school is well equipped and organized to practice IE	High	19	61	8	50	3.5
		Moderate	7	23	6	38	
		Low	5	16	2	12	
3	There are enough specialized equipment in the school like computers with jaws software	High	12	38	5	31	2.8
		Moderate	14	46	7	44	
		Low	5	16	4	25	
4	There are adequate assistive technology in the school like hearing aids, white canes, wheelchairs	High	11	36	4	25	3
		Moderate	12	38	12	75	
		Low	8	26	-	0	
5	There are enough sign language books in the school	High	15	48	9	56	3.1
		Moderate	7	23	1	6	
		Low	9	29	6	38	
6	There are enough resource room service in your school for students with disability	High	15	48	7	44	3.35
		Moderate	8	26	2	12	
		low	8	26	7	44	
<i>Mean &lt; 2.5 "low"; Mean 2.5-3.5 "medium"; Mean &gt; 3.5 "high" GMLA = grand mean of level of agreement</i>							

As clearly summarized in table 5, the majority 14(45%) special need education teachers and 7(44%) regular teachers' response on the idea that Student textbooks (braille), large print books in your school is 1:1 ratio is moderate with the scored average grand mean 2.75 for this item. Some of the respondents 11 (36%) special need education teachers and 5(31%) regular teachers' response on the idea that student textbooks (braille), large print books in your school is 1:1 ratio is high. In contrast undeniable number of respondents 6(19%) special need education teachers and 4(25%) regular teachers' response on this idea is low. This implies that all special need education teachers, directors and regular teachers believe that student textbooks (braille), large print books are accessible for each of students with disabilities.

The above table also depicted that the majority 19(61%) special need education teachers and directors and half 8(50%) of the regular teachers' response for the second item is high with the scored grand mean 3.5 which is high. Some 7(23%) special need education teachers and directors' and 6 (38%) regular teachers' response level of agreement is at moderate level. Few 5(16%) special need education teachers and directors' and 2 (12%) regular teachers' response level of agreement is at low level. This shows that the schools are well equipped and organized to practice IE

Table 5 above also shows that all respondents requested to give response whether there are enough specialized equipment in the school like computers with jaws software and the majority 14(46%) special need teachers and directors' and 7(44%) regular teachers' response level of agreement is moderate with scored grand mean 2.8 for this item. Some 12(38%) special need education teachers and directors' and 5(31%) regular teachers' response level of agreement is high whereas few 5(16%) special need education teachers and directors' and 4(25%) regular teachers' response level of agreement is low for this item. This shows that as there all respondents believe that there are enough specialized equipment in the school like computers with jaws software.

In accordance with table 4, regarding the fourth item, the majority 12(38%) and 12 (75%) of both groups' response, level of agreement is moderate with the scored grand mean 3 about the idea that whether there are adequate assistive technology in the school like hearing aids, white canes, wheelchairs or not. Some 8(26%) special need teachers and directors' and 4(25%) regular teachers' response, level of agreement is high. Still some 11(%) special need teachers and directors' and while 0(0%) of regular teachers' response level of agreement is low. This indicates that assistive technology in the school like hearing aids, white canes, and wheelchairs are accessed moderately.

Table 4 above also shows the scored grand mean result 3.1 for the fifth item, which suggests that there are enough sign language books in the school. On this point the majority 15(48%) special need teachers and directors' and 9(56%) regular teachers' response, level of agreement is high. Some 9(29%) special need teachers and directors' and 6 (38%) regular teachers' response, level of agreement is low. On the other hand, some 7(23%) special need teachers and directors' and 1 (6%) regular teachers' response, level of agreement is moderate. This indicate that some respondents

believe that there are enough sign language books in the school where as some of them believe that there are insufficient sign language books in the school.

In accordance with table 4, the majority 15(48%) special need teachers and directors' and 7(44%) regular teachers' response ,level of agreement is high with the scored grand mean result 3.5 both groups' response for the sixth item indicated that there are enough resource room service in your school for students with disability. In contrast 8(26%) special need teachers and directors' and 7(44%) regular teachers' response; level of agreement is low meaning the resource room service in the school for students with disability is low. Some 8(26%) special need teachers and directors' and 2(12%) regular teachers' response, level of agreement is moderate which means the resource room service in the school for students with disability is somewhat good.

Similarly, the researcher conducted interview with regional experts and the respondent said:

*Inclusive education by its very nature is resource based training approach and it requires continuous supply of education inputs. In our case, with in last and this year we bought different consumables materials and other recourses for students with disabilities with more than two million birr and were distributed to all resource centers.*

Moreover, the researcher conducted interview with some of Woreda experts and the respondents said:

*Education needs immediate supervision and capacity building activities. In all schools, we identified students with disabilities according to their difficulties and the gap in relation to teaching -learning materials and submitted to regional education bureau. Then the region offered different materials (white canes, hearing aids, etc.) for schools to support students with disabilities and to improve the program. Now in all Woredas, there are resource centres which equipped and furnished well to support students with disabilities. Even in some resource centres there are enough braille, sign language books and computers which can help students with disabilities.*

The role of educational material is crucial in the teaching-learning process and learning is believed to take place through the primary assistance of educational materials and equipment. This could be true if the materials are properly managed and utilized to create conducive environment for effective and efficient teaching and learning process. The researcher during observation also

confirmed that in some schools, there are adequate conducive environment which are comfortable for students with disabilities whereas some of them still inadequate to implement IE.

#### 4.2.3. The major challenges encountered in the implementation of inclusive education based on SNE/IE policies and strategies in Harari Regional state

**Table 7: Response on issues related to the major challenges encountered in the implementation of inclusive education**

No	Items	Level of agreement	respondents				Grand Mean of L. agree
			S.N. Teachers & directors		Other teachers		
			f	%	f	%	
1	Negative attitude towards student with disabilities	High	13	42	8	50	2.75
		Moderate	6	19	1	6	
		low	12	39	7	44	
2	Lack of regular teachers' motivation, interest & commitment to treat learners with disabilities	High	13	42	4	25	2.67
		Moderate	6	19	1	6	
		low	12	39	11	69	
3	Lack of participation students with disabilities	High	10	32	5	31	2.9
		Moderate	11	35	6	38	
		low	10	32	5	31	
4	Lack of on job training for subject teachers to support learners with disabilities	High	19	61	9	56	3.45
		Moderate	7	28	4	25	
		low	5	16	3	19	
5	Lack of friendly and accessible physical environment, accommodate all student	High	16	52	8	50	3.5
		Moderate	9	29	7	44	
		low	6	19	1	6	
6	lack of adapt building or ramp , play grounds, toilet, dirking water ,landscaping according to student with special need	High	17	55	6	38	3
		Moderate	6	19	2	13	
		low	7	28	8	50	
7	Lack of appropriate teaching material for learners with disabilities	High	22	71	8	50	3.7
		Moderate	6	19	6	38	
		low	3	10	2	13	
8	Lack of sufficient administrative support from school principal	High	12	39	3	19	2.5
		Moderate	8	26	2	12	
		low	11	35	11	69	
9	Lack of teachers' awareness about IE	High	15	48	6	38	2.9
		Moderate	6	19	2	12	
		low	10	32	8	50	
10	Lack of trained or experienced teachers to treat learners with disabilities	High	11	35	5	31	2.75
		Moderate	7	28	2	13	
		low	13	42	9	56	
11	Lack of teachers awareness about learners with disabilities	High	12	39	4	25	2.7
		Moderate	4	13	3	19	
		low	15	48	9	56	
12	Lack of enough time to support learners with disabilities	High	18	58	7	44	3.4
		Moderate	9	29	5	31	
		low	4	13	4	25	
13	Lack of parents & communities awareness about their children's education	High	12	39	8	50	3.2
		Moderate	11	35	5	31	
		low	8	26	3	19	

*Mean<2.5"low"; Mean 2.5-3.5"medium"; Mean>3.5"high" GMLA=grand mean of level of agreement*

As it can be observed from table 6, regarding to item 1 the majority 13 (42%) special need teachers and directors' and 8(50%) regular teachers' response replied that negative attitude towards student with disabilities was low with the scored grand mean 2.35. Almost similar number 12 (39%) special need teachers and directors' and 7(44%) regular teachers' response replied that negative attitude towards student with disabilities was moderate. Some 6(19%) special need teachers and directors' and 1(6%) regular teachers' response level of agreement is high. This indicates that respondents' believe on the negative attitude towards student with disabilities is low.

Concerning item 2 of table 6, the majority 12(39%) special need teachers and directors' and 11(69%) regular teachers replied that lack of regular teachers' motivation, interest and commitment to treat learners with disabilities were low with the scored grand mean 2.27. In contrast, 13(42%) special need teachers and directors' and 4(25%) regular teachers' response of level of agreement is high. Whereas few 6(19%) of special need teachers and directors' and 1(6%) regular teachers' response level of agreement is moderate. This confirms that the regular teachers' motivation, interest and commitment to treat learners with disabilities is low.

Similarly, in item 3 of the same table, the majority 11(35%) special need teachers and directors' and 6(38%) regular teachers replied that lack of participation students with disabilities is moderate with the scored grand mean 2.9. Some 10 (32%) special need teachers and directors' and 5(31%) regular teachers replied that lack of participation students with disabilities is high while the same number 10 (32%) of special need teachers and directors' and 5(31%) regular teachers' response of level of agreement is low. This implies that lack of participation students with disabilities is a problem which needs attention.

As clearly indicated in table 6 above, the majority 19(61%) of special need teachers and directors' and 9(56%) regular teachers' response level of agreement is high with the scored mean result 3.45 for the fourth item. Some 7(28%) of special need teachers and directors' and 4(25%) regular teachers' response level of agreement is moderate. Few 5(16%) of special need teachers and directors' and 3(19%) regular teachers' response level of agreement is low consecutively; which suggests that the lack of on job training for subject teachers to support learners with disabilities is low.

In accordance with table, the majority 16(52%) special need teachers and directors' and 8(50%) regular teachers' response, level of agreement is high with the scored grand mean result 3.5 for the fifth item. Some 9(29%) special need teachers and directors' and 7(44%) regular teachers' response; level of agreement is moderate whereas few 6(19%) special need teachers and directors' and 1(6%) regular teachers' response, level of agreement is low. This indicated that problem in relation to the lack of friendly and accessible physical environment, accommodate for all student is low.

Table 6 above also shows the scored grand mean result 3 for the sixth item, which suggests that lack of adapt building or ramp , play grounds, toilet, dirking water ,landscaping according to student with special need. On this point the majority 17(55%) special need teachers and directors' response level of agreement is high. In contrast 8(50%) regular teachers' response, level of agreement is low. Similarly, some 7(28%) special need teachers and directors' level of agreement is low whereas some 6 (38%) regular teachers' response, level of agreement is high. On the other hand, some 6(19%) special need teachers and directors' and 2 (12%) regular teachers' response, level of agreement is moderate. This indicate that special need teachers and directors' believe that lack of adapt building or ramp , play grounds, toilet, dirking water ,landscaping according to student with special need is high whereas regular teachers' believe it is low.

Table 6 above depicted that the majority 22(71%) of special need teachers and directors and half 8(50%) of regular teachers' response, level of agreement is high with the scored grand mean result 3.7 for the seventh item. Some 6(19%) of special need teachers and directors' and 6(38%) regular teachers' response, level of agreement is moderate. Few 3 (10%) of special need teachers and directors' and 2 (12%) regular teachers' response, level of agreement is low. This suggests that respondents confirm the lack of appropriate teaching material for learners with disabilities is high.

Table 6 above shows the majority 12(39%) of special need teachers and directors' response level of agreement is high in contrast 11(69%) regular teachers' response, level of agreement is low with the scored grand mean result 2.5 for the eighth item. Some 11(35%) special need teachers and directors' and 3(19%) of regular teachers' response, level of agreement low and high respectively. Still some 8 (26%) of special need teachers and directors' and 2(13%) regular teachers' response, level of agreement is moderate. This implies that the respondents responded differently on the idea that the lack of sufficient administrative support from school principal.

As clearly summarized in table 6, the majority 15(48%) special need teachers and directors' and 8(50%) of regular teachers' reaction to the idea that lack of teachers' awareness about IE is high and low with the scored average grand mean 2.9 for the ninth item respectively. Some 10(32%) special need teachers and directors' and 6(38%) of regular teachers' reported low and high for this item respectively. Still some 6(19%) special need teachers and directors' and 2(12%) of regular teachers' response level of agreement is moderate. This implies that both group of respondents have different understanding on the idea that lack of teachers' awareness about IE.

Table 6 above depicted that the majority 13(42%) of special need teachers and directors and 9(56%) of regular teachers' response, level of agreement is low with the scored grand mean result 2.75 for the tenth item. Some 11(35%) of special need teachers and directors' and 5(31%) regular teachers' response, level of agreement is high. Still some 7 (28%) of special need teachers and directors' and 2 (13%) regular teachers' response, level of agreement is moderate. This suggests that respondents confirm that the lack of trained or experienced teachers to treat learners with disabilities is high.

In accordance with table 6, regarding the eleventh item, the majority 15(48%) and 9 (56%) of both groups' response, level of agreement is low with the scored grand mean 2.7 about the idea that whether lack of teachers awareness about learners with disabilities or not. Some 12(39%) special need teachers and directors' and 4(25%) regular teachers' response, level of agreement is high. Still some 4(13%) special need teachers and directors' and 3(19%) of regular teachers' response level of agreement is moderate. This indicates that teachers have awareness about learners with disabilities.

Table 6 above also shows the scored grand mean result 3.4 for the twelve item, which suggests that lack of enough time to support learners with disabilities. On this point the majority 18(58%) special need teachers and directors' and 7(44%) regular teachers' response, level of agreement is high. Some 9(29%) special need teachers and directors' and 5(31%) regular teachers' response, level of agreement is moderate. On the other hand, some 4(13%) special need teachers and directors' and 4 (25%) regular teachers' response, level of agreement is low. This indicate respondents believe that there is no enough time to support learners with disabilities.

In accordance with table 6, the majority 12(39%) special need teachers and directors' and 8(50%) regular teachers' response, level of agreement is high with the scored grand mean result 3.2 both

groups' response for the sixth item. Some 11(35%) special need teachers and directors' and 5(31%) regular teachers' response; level of agreement is moderate. Still some 8(26%) special need teachers and directors' and 3(19%) regular teachers' response, level of agreement is low. This indicate that lack of parents and communities awareness about their children's education is high.

*Similarly, the researcher conducted interview with regional experts and the respondent said:*

*The major challenges of implementing inclusive education are some school building did not fulfill the proclamation of building which are comfortable for students with disabilities. Parents and other stake holders should have adequate awareness to carry out the role which expected from them. Moreover, there is no enough training regarding the program to achieve the expected goals.*

*Furthermore, the interview held with Woredas' experts revealed that with regard to the challenges to implement inclusive education as suggested in the education policies and strategies are there is no uniform budget allocation through all Woredas. The in uniformity of incentive for entrant teachers also another challenges which affect the interest and commitment of teachers. Even some woredas paid 75 birr based on 1976ec.proclamation. In addition to this those entrant teachers have no clearly defined job specification and they consider this work as secondary load.*

#### 4.2.4. Possible solution to intervene the challenges of inclusive education in Harari Regional state

**Table 8: Response on issues related to the possible solution to intervene the challenges of inclusive education**

No	Item	Level of agreement	respondents				Grand Mean of L. agree
			S.N. T and directors		Other teachers		
			f	%	f	%	
1	Create conducive learning environment	High	24	77.4	11	69	4
		Moderate	6	19.4	3	19	
		Low	1	3.2	2	13	
2	Incentives should be given to teachers handling such pupils	High	19	61	9	56	3.5
		Moderate	8	26	1	6	
		Low	4	13	6	38	
3	Use of specialized equipment and other teaching materials during the teaching process	High	23	74	12	75	4
		Moderate	1	3.2	2	12.5	
		Low	7	22.5	2	12.5	
4	Provision of adequate materials for teachers	High	23	74	12	75	4.13
		Moderate	4	13	3	19	
		Low	4	13	1	6	
5	Providing on job training for teachers and the school leadership	High	22	71	12	75	4
		Moderate	5	16	3	19	
		Low	4	13	1	6	
6	Allocating sufficient budget	High	22	71	13	81	4.17
		Moderate	5	16	2	13	
		Low	4	13	1	6	
7	Creating awareness about inclusive education and learners with disabilities	High	21	68	11	69	4.1
		Moderate	6	19	3	19	
		Low	4	13	2	12	
8	All stakeholders should give adequate support	High	23	74	12	75	4
		Moderate	3	10	1	6	
		Low	5	16	3	19	
9	Special need education and regular teachers collaborated and work together	High	26	84	12	75	4.06
		Moderate	1	3	0	0	
		low	4	13	4	25	

***Mean < 2.5 "low"; Mean 2.5-3.5 "medium"; Mean > 3.5 "high" GMLA = grand mean of level of agreement***

As clearly summarized in table 7, the majority 24(77.4%) special need teachers and directors' and 11(69%) regular teachers' response, level of agreement is high with the scored average grand mean 4 for the first item. Some 6(19.4%) special need teachers and directors and 3(19%) regular teachers reported that, level of agreement is moderate for this item. Still some 1(3.2%) special need teachers and directors' and 2(12%) regular teachers' response level of agreement is low. This implies that creating conducive learning environment needs attention.

Table 7 above also shows that the majority 19(61%) special need teachers and directors' and 9(56%) regular teachers' reaction to the idea that incentives should be given to teachers handling students with disabilities is high with the scored average grand mean 3.5 for the second item. Some 8(26%) special need teachers and directors' and 6(38%) regular teachers responded moderate and low respectively for this item. Few 4(13) special need teachers and directors' and 1(6%) regular teachers' response, level of agreement is low and moderate respectively. This indicates that both respondent agreed on the idea that incentives should be given to teachers handling students with disabilities.

In accordance with table 7, the majority 23(74%) special need teachers and directors' and 12(75%) regular teachers' reaction to the idea that use of specialized equipment and other teaching materials during the teaching process is high; with the scored average grand mean 4 for the third item. Some 7(22.5%) special need teachers and directors' and 2(12.5%) of regular teachers' reported low for this item. Few 1(3.2) special need teachers and directors' and some 2(12.5%) regular teachers' response, level of agreement is moderate. Hence, both respondent agreed as that use of specialized equipment and other teaching materials during the teaching process which is very important to improve performance of students with disabilities.

Table 7, above, also shows that the majority 23(74%) special need teachers and directors' and 12(75%) regular teachers' response is high about the idea that Provision of adequate materials for teachers; with the scored average grand mean 4.13 for the fourth item. Some 4(13%) trainers and 3(19%) trainees reported moderate for this item. Still some 4(13%) special need teachers and directors' and few 11(5.6%) regular teachers' response level of agreement is low. This implies that both respondents agreed that the Provision of adequate materials for teachers to intervene the challenges.

As per table 7 , above, the majority 22(71%) special need teachers and directors' and 12(75%) regular teachers' response is high about the idea that providing on job training for teachers and the school leadership with the scored average grand mean 4 for the fifth item. Some 5(16%) special need teachers and directors' and 3(19%) regular teachers' response level of agreement is moderate for this item while some 4(13%) special need teachers and directors' and 1(6%) regular teachers' response level of agreement is low. In this respect, both respondent confirm that providing on job training for teachers and the school leadership need attention.

In accordance with table 7, the majority 22(71%) special need teachers and directors' and 13(81%) regular teachers' response level of agreement is high about the idea that allocating sufficient budget with the scored average grand mean 4.17 for the sixth item. Some 5 (16%) special need teachers and directors' and 2(13%) regular teachers' response level of agreement is moderate for this item while some 4(13%) special need teachers and directors' and 1(6%) regular teachers' response level of agreement is low. This suggests that both respondents' reaction on this reveal as allocating sufficient budget has great role to improve inclusive and special need education.

Table 7, above also shows the majority 21(68%) special need teachers and directors' and 11(69%) regular teachers' response is high about the idea that creating awareness about inclusive education and learners with disabilities with the scored average grand mean 4.1 for the seventh item. Some 6(19%) special need teachers and directors' and 3(19%) regular teachers' response level of agreement is moderate for this item while few 4(13%) special need teachers and directors' and 2(12%) regular teachers' response level of agreement is low. On this point it is possible to infer that both group respondents agreed that all stake holders need awareness about inclusive education and learners with disabilities

Table 7 depicted that, the majority 23 (74%) of special need teachers and directors' and 12(75%) regular teachers' response; level of agreement for the eighth item is high with the scored average mean values 4. Some 5(16%) special need teachers and directors' and 3(19%) regular teachers responded low for this item. Few 3(10%) special need teachers and directors' and 1(6%) regular teachers' response; level of agreement is moderate. This implies that all stakeholders should give adequate support to improve the program.

Table 7 illustrated that, the majority 26(84%) of special need teachers and directors' and 12(75%) regular teachers' response; level of agreement is high with the scored average mean values 4.06 for the ninth item. Some 4 (13%) of special need teachers and directors' and 4(25%) regular teachers' response; level of agreement is low. Only few 1(3%) of special need teachers and directors' response; level of agreement is moderate for this item which indicate that special need education and regular teachers work collaborately and together to improve the problem faced during the implementation of the program.

*Similarly, the researcher conducted interview with regional and Woredas' experts about the intervention to improve IE implementation and the respondent said:*

*The awareness creation work regarding the program should be given by stakeholders integratively in all levels. School environment should be comfort to enroll special need students and others equally. In addition to this, the budget allocation and incentive for teachers should be uniform as far as their job is similar. Moreover, teaching materials and other supports for this program should get different attention to achieve the desired goal.*

## **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. Summary**

The purpose of this study was to investigate the challenges and the implementation of inclusive education in Harari regional state. The researcher used directors, special need regular teachers' questionnaire, regional and Woredas experts' interview, document analysis and observation to collect data. The participants of the study were 10 directors, 21 special need and 16 regular teachers, and 5 Woredas and 1 regional experts. For the purpose of investigation, the following research questions were formulated

1. What are the practices of inclusive education implementation in Harari regional state?
2. What are the major challenges encountered in the implementation of inclusive education based on SNE/IE policies and strategies in Harari Regional state?
3. What are possible solution to intervene the challenges of inclusive education in Harari Regional state?

In order to get answers for these research questions and to achieve the study objective, quantitative and qualitative data were gathered. The quantitative data were gathered from directors, special need regular teachers using questionnaire. The qualitative data were collected from experts through interview and observation. Directors, special need regular teachers' questionnaire contains 37 questions that were designed to collect data about the required facilities to implement IE, the teaching learning process IE and challenges faced during implementation of IE. Moreover, observation was conducted to see inclusive education were carried out in accordance with the methods of IE and physical environment is conducive to implement IE. On the other hand, Woreda and regional experts were interviewed to triangulate the information gathered through questionnaire.

The obtained data were analyzed with the help of SPSS. Such statistical tools percentage, mean, were used to analyses the quantitative data whereas descriptive analysis was used for the qualitative part. Based on the analysis of the data, the researcher came up with the following major findings. Based on the analyses, major findings were identified and presented in previous section. Thus, the following conclusions have been drawn from the findings.

Numbers of teaching staff and their qualification is sufficient. The resource centers are well equipped and organized. With regard to the teaching learning process, the result obtained disclosed that there is high interest and moderate ability of special need teachers to teach students with disabilities. Respondents are also believe that the implementation of IE method by special need teachers need attention for better implementation of inclusive education. Regarding the achievement of students in all subject is moderate. All respondents believe that as there is sufficient administrative support and on job training. In relation to the awareness inclusive education indicated that all respondents have moderate awareness about it and learners with disabilities.

In relation to the issues raised with regard to availability of instructional materials and equipment, the majority of respondents replied that student textbooks (braille), large print books and sign language books are accessible for each of students with disabilities and the schools are well equipped and organized to practice IE. They also responded that the schools are accessed moderately with specialized equipment like computers with jaws software. The study also showed that assistive technology in the school like hearing aids, white canes, and wheelchairs are accessed moderately. Moreover, the study indicates that the resource room service in the school for students with disability is somewhat accessed good or moderate.

The study also depicted the challenges faced during the implementation of inclusive education and thus according to the result obtained that the majority of respondents' believe, the negative attitude towards student with disabilities is low. Similarly, the majority of the respondents replied that the regular teachers' motivation, interest and commitment to treat learners with disabilities is moderate. The study also depicted that lack of participation students with disabilities problem is moderate which needs attention. Moreover, the majority of respondents reported that the lack of on job training for subject teachers to support learners with disabilities is moderate. Similarly, the majority of the respondents response indicated that problem in relation to the lack of friendly and accessible physical environment, accommodate for all student is moderate. The majority of respondents believe that lack of adapt building or ramp, play grounds, toilet, dirking water, landscaping according to student with special need is high whereas regular teachers' believe it is low. The majority of respondents confirm that the lack of appropriate teaching materials and administrative support for learners with disabilities is moderate. Furthermore, the respondents have different understanding on the idea that lack of teachers' awareness about IE and the lack of

trained or experienced teachers to treat learners with disabilities is moderate. This indicates that teachers have awareness about learners with disabilities. Similarly, the majority of respondents believe that there is not enough time to support learners with disabilities. The study also depicted that lack of parents and communities' awareness about their children's education is high.

Moreover, with respect to possible strategies to be employed to solve factors affecting inclusive education, creating conducive learning environment and incentives should be given to teachers handling students with disabilities. Similarly, the majority of respondents agreed as that the use of specialized equipment and other teaching materials during the teaching process which is very important to improve performance of students with disabilities. The study revealed that the majority of respondents confirm that providing on job training for teachers and the school leadership and allocating sufficient budget need attention. All respondents agreed that all stakeholders need awareness about inclusive education and learners with disabilities and give adequate support to improve the program. Similarly, all respondents suggested that special need and regular teachers work together to improve the problem faced during the implementation of the program.

## **5.2. Conclusions**

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

1. The availability of some qualified teachers and some trained teachers, majority of required facilities in the resource centers and administrative support and on job training helps to implement IE. However, the implementation of IE method by special need teachers need attention for better implementation of inclusive education
2. With moderate level of awareness, achievement of students in all subject, participation students with disabilities and the regular teachers' motivation, interest and commitment to treat learners with disabilities. In addition to this, the attitude of schools' societies towards student with disabilities and is moderate which is good. However, the shortage of time to support learners with disabilities and lack of parents and communities' awareness about their children's education is let the IE activities to run moderately.

3. The strategies which suggested by both respondents, creating conducive learning environment and incentives for teachers handling students with disabilities, utilization of specialized equipment, allocating sufficient budget ,cooperation of stake holders, special need and regular teachers need attention to improve the implementation of the program.

### **5.3. Recommendations**

Depending on the findings drawn from the summary and conclusions of the study, the following recommendations are forwarded to improve the implementation of IE in order to benefit the Education Bureau and stakeholders in general and learners with disabilities in particular.

- The Regional Education Bureau and schools need to give due attention on the implementation of inclusive education method by special need teachers work on capacity building of less experience teachers.
- The schools should give support for learners with disabilities with extra time to minimize shortage of time in the class.
- The Regional Education Bureau should prepare stages for awareness creation of parents and communities about their children's education.
- The Regional Education Bureau and schools should establish good relationship between regular and special need teachers for proper implementation of inclusive education.
- The Regional Education Bureau and schools should persist to organize additional resource centers to address learners with disabilities.
- The Regional Education Bureau and schools should give attention in relation to create conducive environment in new building of schools for accessing students with disabilities.
- The Regional Education Bureau and schools should allocate enough budget for better implementation of inclusive education.

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## APPENDIX

### Appendix A

#### ADDIS ABABA UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

#### DEPARTMENT OF SPECIAL NEEDS EDUCATION

### **Implementation and challenges of Inclusive Education in Harari Regional State in selected schools**

A Questionnaire to be filled by regular teachers.

#### **General Direction**

The main purpose of this questionnaire is to collect necessary data for my MA study on the topic entitled “**Implementation and challenges of Inclusive Education in Harari Regional State in selected schools**” and thereby to come up with some workable solutions to overcome the existing problems. The outcome of this study will highly depend upon your responsible, sincere and timely response. Therefore, you are kindly requested to fill the questionnaire honestly and with great responsibility as per the instruction. Your responses will be read only by the researcher and used only for academic purpose. Moreover, your identity will be kept strictly confidential. Please indicate your response by putting a tick (✓) next to the option that applies to you.

#### **Part I**

School name \_\_\_\_\_

Gender: - Male ( )      Female ( )

1. What is your teaching experience?
  - i. 0-5 years ( )    ii. 6-10 years ( )    iii. 11-15 years ( )    IV. 16-20 years ( )    v. Over 20 years ( )
  
2. What is your highest professional qualification?
  - i. Un- trained teacher ( )      ii. TTI ( )      iii. Diploma ( )
  - iv. Bachelor’s degree ( )      v. Master’s degree ( )
  
3. Have you ever been trained to teach pupils with special needs?
 

Yes ( )                      no ( )
  
4. If your answer is yes, in what level have you been trained?

- i. T.T.I ( ) ii. Diploma ( ) iii. Bachelor's degree ( ) IV. master's degree( )v. Short training ( )
5. Major field of specialization \_\_\_\_\_

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

I. How do you rate /teaching learning process of IE		5	4	3	2	1
1	Interest of regular teachers in teaching the students with disabilities					
2	Regular teacher competency in treating students with disabilities					
3	Regular teachers support their students with disabilities in conducting practical activities					
4	Student with disabilities and student with non-disabilities equally encourage and motivate					
5	There is good achievement of your students in all subject					
6	Enough on job training is given for regular teachers					
7	There is sufficient administrative support from school principal					
8	All teachers have adequate awareness about IE and learners with disabilities					
9	There is enough time to support learners with disabilities					

If others, please specify \_\_\_\_\_

<b>No</b>	<b>Availability of instructional materials and equipment</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Student textbooks (braille), large print books in your school is 1:1 ratio					
2	The school is well equipped and organized to practice IE					
3	There are enough specialized equipment in the school like computers with jaws software					
4	There are adequate assistive technology in the school like hearing aids, white canes, wheelchairs					
5	There are enough sign language books in the school					
6	There are enough resource room service in your school for students with disability					

If others, please specify \_\_\_\_\_

**PART III: The following questions are related to challenges which affected the IE implementation of Harari national regional state. Read the following item and put (√) under your choice. Note: 5= strongly agree 4=Agree, 3= Undecided 2=Disagree, 1=strongly disagree**

<b>No</b>	<b>Factors which are affecting the implementation IE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Negative attitude towards student with disabilities					
2	Lack of regular teachers' motivation, interest & commitment to treat learners with disabilities					
3	Lack of participation students with disabilities					
4	Lack of on job training for subject teachers to support learners with disabilities					
5	Lack of friendly and accessible physical environment, accommodate all student					
6	lack of adapt building or ramp , play grounds, toilet, dirking water ,landscaping according to student with special need					
7	Lack of appropriate teaching material for learners with disabilities					
8	Lack of trained or experienced teachers to treat learners with disabilities					
9	Lack of sufficient administrative support from school principal					
10	Lack of teachers' awareness about IE					
11	Lack of teachers awareness about learners with disabilities					
12	Lack of enough time to support learners with disabilities					
13	Lack of parents & communities awareness about their children's education					

If others, please specify \_\_\_\_\_

## Appendix B

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

**Implementation and challenges of Inclusive Education in Harari Regional State  
in selected schools**

A Questionnaire to be filled by Special Need Education Teachers and School  
Principals.

### General Direction

The main purpose of this questionnaire is to collect necessary data for my MA study on the topic entitled “**Implementation and challenges of Inclusive Education in Harari Regional State in selected schools**” and thereby to come up with some workable solutions to overcome the existing problems. The outcome of this study will highly depend upon your responsible, sincere and timely response. Therefore, you are kindly requested to fill the questionnaire honestly and with great responsibility as per the instruction. Your responses will be read only by the researcher and used only for academic purpose. Moreover, your identity will be kept strictly confidential. Please indicate your response by putting a tick (✓) next to the option that applies to you.

### **Part I**

School name \_\_\_\_\_

Gender: - Male ( )      Female ( )

6. What is your teaching experience?

ii. 0-5 years ( )    ii. 6-10 years ( )    iii. 11-15 years ( )    IV. 16-20 years ( )    v. Over 20 years ( )

7. What is your highest professional qualification?

ii. Un- trained teacher ( )      ii. TTI ( )      iii. Diploma ( )  
iv. Bachelor’s degree ( )      v. Master’s degree ( )

8. Have you ever been trained to teach pupils with special needs?

Yes ( )                      no ( )

9. If your answer is yes, in what level have you been trained?

ii. T.T.I ( )    ii. Diploma ( )    iii. Bachelor’s degree ( )    IV. master’s degree ( )    v. Short training ( )

10. Major field of specialization \_\_\_\_\_

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

	II. How do you rate /teaching learning process of IE	5	4	3	2	1
1	Interest of special need education teachers in teaching the students with disabilities					
2	special need teachers competency in treating students with disabilities					
3	special need teachers support their students with disabilities in conducting practical activities					
4	The implementation of IE method by special need teachers in the school					
5	There is good achievement of your students in all subject					
6	Enough on job training is given for especial need teachers					
7	There is sufficient administrative support from school principal					
8	All teachers have adequate awareness about IE and learners with disabilities					
9	There is enough time to support learners with disabilities					

If others, please specify \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>No</b>	<b>Availability of instructional materials and equipment</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Student textbooks (braille), large print books in your school is 1:1 ratio					
2	The school is well equipped and organized to practice IE					
3	There are enough specialized equipment in the school like computers with jaws software					
4	There are adequate assistive technology in the school like hearing aids, white canes, wheelchairs					
5	There are enough sign language books in the school					
6	There are enough resource room service in your school for students with disability					

If others, please specify \_\_\_\_\_

**PART III: The following questions are related to challenges which affected the IE implementation of Harari national regional state. Read the following item and put (√) under your choice. Note: 5= strongly agree 4=Agree, 3= Undecided 2=Disagree, 1=strongly disagree**

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

If others, please specify \_\_\_\_\_

**PART IV. The following are some strategies to solve the challenge that affects the implementation of IE in Harari national regional state. Read the following item and put (√) under your choice. Note: 5= strongly agree 4=Agree, 3= Undecided 2=Disagree, 1=strongly disagree**

<b>No</b>	<b>Some strategies to solve the challenge that affects the implementation of IE</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Create conducive learning environment					
2	Incentives should be given to teachers handling such pupils					
3	Use of specialized equipment and other teaching materials during the teaching process					
4	Provision of adequate materials for teachers					
5	Providing on job training for teachers and the school leadership					
6	Allocating sufficient budget					
7	Creating awareness about inclusive education and learners with disabilities					
8	All stakeholders should give adequate support					
9	Special need education and regular teachers collaborated and work together					

If others, please specify \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix C

### ADDIS ABABA UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF SPECIAL NEEDS EDUCATION

#### Implementation and challenges of Inclusive Education in Harari Regional State in selected schools

#### Interview questions for woreda special need Education expert/focal person

1. In your suggestion what are the main advantages of inclusive education?
2. What is the current practice of inclusive education in the woreda level?
3. What are the reasons for implementing inclusive education in the woreda level?
4. What strategy is formulated to apply the national IE/SNE strategy in the bureau?
5. Is there budget allocated for special needs education program in the bureau level? If yes, is it adequate?
6. What are the SNE teachers and intranet teacher's role in their position?
7. What do you expect from different level of responsible bodies in terms of minimizing/solving the challenges in implementing IE?
8. What kinds of polices, strategies, rule and regulation are provided by education bureau?
9. What strategy is provided in woreda level to supervise implementation of IE and feedback on the performance?
10. What incentives provided for the SNE experts/ teachers?
11. What do you think needs to be done by different bodies to improve the implementation of IE

## **Appendix D**

### **ADDIS ABABA UNIVERSITY**

#### **COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

#### **DEPARTMENT OF SPECIAL NEEDS EDUCATION**

### **Implementation and challenges of Inclusive Education in Harari Regional State in selected schools**

#### **Interview questions for Harari education bureau**

1. What are the current practices of IE in the bureau level?
2. IN your suggestion what are the main advantages of IE?
3. What are the reasons for implementing IE in the bureau level?
4. Is there budget allocated for special needs education program in the bureau level?
5. What strategy is formulated to apply the national IE/SNE strategy in the region?
6. What incentives provided for the SNE experts/ teachers?
7. What expect to do for minimizing/solving the challenges from different level of responsive bodies?
8. What kind of polices strategies, rule and regulations from ministry of education? Is/are there focus specifically for SNE/IE
9. What are the SNE expert's job roles in their positions?
10. What strategy is provided at regional level to supervise implementation of IE and give feedback on the performance of the program?
11. What do you think needs to be done by different bodies to improve the implementation of IE?

## Appendix E

### ADDIS ABABA UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

#### DEPARTMENT OF SPECIAL NEEDS EDUCATION

#### Implementation and challenges of Inclusive Education in Harari Regional State in selected schools

#### OBSERVATION CHEECKLIST

This observation checklist will be filled by the researcher when she visits the schools mentioned in the study based on the following indicators.

No	Indicators	Yes	no
1	Is there a learning assistant present in the class who helps with the children VI & HI?		
2	Are the desks and chairs comfortable enough for the student with disability		
3	Is there enough classroom space for the students to be comfortable when seated and for movement?		
4	Is the teacher's level of instructions simple enough for all student?		
5	Does the teacher demonstrate a sound knowledge of understanding the student's social and emotional needs?		
6	Is the class well ventilated and free from external noise that may distract a student?		
7	Is the school compound free from obstacle that creates a challenge student movement?		
8	Dose the school develops and use signs and maps in tactile formats?		
9	Is the school establishes or adapts school compound according to student with special need?		
10	dose the school provided and practice IEP program for student with disability		



15. እርሶ በዋነኝነት የተመረቁበት የትምህርት መስክ \_\_\_\_\_

ክፍል II. ከዚህ የሚከተለው መጠይቅ ወቅታዊ የአካቶ ትምህርት ትግበራን ይመለከታል። በመሆኑም የዕረሶን ምላሽ በጣም እስማማለሁ =5, እስማማለሁ=4, ያልተወሰነ =3, አልስማማም =, 2 በጣም አልስማማም=1, ,ማለትና(✓)ምልክትን በመጠቀም ምላሽ ሰጡ።

	III. የመማር ማስተማር ሂደት	5	4	3	2	1
1	የልዩ ፍላጎት ትምህርት መምህራን የአካል ጉዳተኛ ተማሪዎችን የማስተማር ፍላጎት አላቸው					
2	የልዩ ፍላጎት ትምህርት መምህራን አካል ጉዳተኛ ተማሪዎችን የማስተማር ችሎታ አላቸው					
3	የልዩ ፍላጎት ትምህርት መምህራን ከተግባር ትምህርት በተያያዘ አካል ጉዳተኛ ተማሪዎችን ያግዛሉ					
4	የልዩ ፍላጎት ትምህርት መምህራን በትምህርት ቤታቸው አካቶ ትምህርትን የተገብራሉ					
5	ሁሉም ተማሪዎች በሁሉም የትምህርት አይነት ውጤታማ ናቸው					
6	ለመደበኛ መምህራን በቂ የሆነ የስራ ላይ ስልጠና ይሰጣል					
7	በትምህርት ቤታችሁ ርእሰ-መምህር /ምክትል ርእሰ-መምህር/ ለአካቶ ትምህርት ትግበራ በቂ የሆነ አስተዳደራዊ እገዛ ይሰጣል					
8	ሁሉም የትምህርት ቤታችሁ መምህራን ስለ አካቶ ትምህርትና ስለአካል ጉዳተኛ ተማሪዎች በቂ ግንዛቤ አላቸው					
9	አካል ጉዳተኛ ተማሪዎችን ለመደገፍ በቂ ጊዜ አለ					

ተ/ቁ	የግብአትና የቁሳቁስ ተደራሽነት	5	4	3	2	1
1	በትምህርት ቤታችሁ የተማሪ መማሪያ መጻሕፍት/በብሬል የተዘጋጀ/በትልልቅ ጽሁፍ የተዘጋጁ መጻሕፍት የ1:1 የተማሪ መጻሕፍ ጥምርታ ተዳርሷል					
2	ትምህርት ቤታችሁ አካቶ ትምህርትን ለመተግበር በበቂ ሁኔታ ተዘጋጅቶ የተደራጀ ነው					
3	በትምህርት ቤታችሁ በቂ የተለያዩ ግብአቶች አሉ ለምሳሌ፡- ጃውዝ ሶፍትዌር የተጫነበት ኮምፒዩተር					
4	በትምህርት ቤታችሁ በቂ የድጋፍ መሳርያ/Assistive technology/ አለ ለምሳሌ፡-የጆሮ ማዳመጫ፣ ነጭ ብትር፣ ቂልቸር ወ.ዘ.ተ					
5	በትምህርት ቤታችሁ በቂ የምልክት ቋንቋ የመምህሩ መምርያና የተማሪው መማርያ መጻሕፍት አለ					
6	በትምህርት ቤታችሁ በቂ የድጋፍ መስጫ ክፍል ተደራጅቶ ለአካል ጉዳተኞችም ሆነ ለሌሎች ተማሪዎች በበቂ ሁኔታ አገልግሎት ይሰጣል					

**ክፍል III: የሚከተሉት ጥያቄዎች በሀረር ብ/ክ/መ አካቶ ትምህርትን ለመተግበር ተግዳሮቶች ሊሆኑ ይችላሉ ተብለው የታሰቡ ናቸው። እረሶም በትምህርት ቤቶ ሁኔታ በመመርኮዝ ተግዳሮቶች ናቸው በለው የምታምኑበትን በሚቀጥለው ደረጃ አሰጣጥ መሰረት ምልክት በማድረግ ለዩ። ማስታወሻ፡- 5= በጣም እስማማለሁ 4=እስማማለሁ 3= መወሰን ያስቸግራል 2=አልስማማም 1=በጣም አልስማማም**

ተ/ቁ	የልዩ ፍላጎት /አካቶ/ ትምህርት ተግዳሮቶች	5	4	3	2	1
1	በአካል ጉዳተኛ ተማሪዎች ዙርያ የተሳሳተ አመለካከት አለ					
2	የልዩ ፍላጎት ትምህርት መምህራን ተነሳሽነት፣ ፍላጎትና ቁርጠኝነት አለመኖር					
3	የአካል ጉዳተኛ ተማሪዎች የትምህርት ተሳትፎ ዝቅተኛ መሆን					
4	ለሁሉም ትምህርት አይነት መምህራን የሰራ ላይ ስልጠና አለመሰጠቱ					
5	በልዩ ፍላጎት ትምህርት መምህራን በበቂ ሁኔታ የሰራ ላይ ስልጠና አለመሰጠቱ					
6	የልዩ ፍላጎት ትምህርት ተማሪዎች የሚያገዝ የትምህርት መርጃ መሳሪያዎች በበቂ ሁኔታ አለመኖር					
7	አካል ጉዳተኛ ተማሪዎችን እንደፍላጎታቸው ለማስተናገድ የሰለጠኑ / ልምዱ ያላቸው መምህራን በበቂ ሁኔታ አለመኖራቸው					
8	ከትምህርት ቤቱ አስተዳደር /ረእሰ-መምህራን/ በቂ እገዛ አለመኖር					
9	ስለአካቶ ትምህርት መምህራን በቂ ግንዛቤ የላቸውም					
10	ስለአካል ጉዳተኛ ተማሪዎች ትምህርት መምህራን በቂ ግንዛቤ የላቸውም					
11	አካል ጉዳተኛ ተማሪዎችን ለመደገፍ/ለማገዝ በቂ ጊዜ አለመኖር					
12	ሀብረተሰቡ እና ወላጆች ስለልጆቻቸው ትምህርት ሁኔታ በቂ ግንዛቤ አለማዳበራቸው					
13	የልዩ ፍላጎት ትምህርት ተማሪዎች የሚቀርብላቸውን ስርአተ-ትምህርት የመወጣት አቅም ማጣት					

**ከፍል IV. መምህራን በመቀጠል በሀረሪብ/ክ/መ በሚገኙ ት/ቤቶች በሚሰጠው የአካቶ ትምህርት ትግበራ ተግዳሮቶች መፍትሄ ይሆናሉ የሚባሉ ሲሆን እርሶም ምላሾን**

Note:5= በጣም እስማማለሁ 4እስማማለሁ 3=መወሰን ያስቸግራል 2=አልስማማም

1=በጣምአልስማማም

ተ/ቁ	የልዩ ፍላጎት/አካቶ/ትምህርት ተግዳሮቶችን ለመፍታት ሊወሰድ የሚገባ ስትራቴጂ	5	4	3	2	1
1	ምቹ የመማር ከባቢን መፍጠር					
2	የልዩ ፍላጎት ተማሪዎችን ለሚያስተምሩ መምህራን የተለየ የማበረታቻ ሥርዓት መዘርጋት					
3	በመማር ማስተማር ሂደት የተለየ ግባቶችንና የማስተማርያ ቁሳቁሶችን መጠቀም					
4	ተገቢውን የግባትና የቁሳቁስ ለመምህራን ማቅረብ					
5	ለመምህራንና ለር/መምህራን የስራላይ ስልጠና ማዘጋጀት					
6	ተገቢውን በጀት መመደብ					
7	በአካቶ ትምህርትና በአካል ጉዳተኞች ትምህርት ዙርያ ግንዛቤ መፍጠር					
8	ሁሉም ባለድረሻ አካላት አስፈላጊውን ድጋፍ ማድረግ					
9	የልዩ ፍላጎት ትምህርት መምህራንና መደበኛ መምህራን በጋራ እንዲሰሩ ማድረግ					
10	የትምህርት ቤቶችን አከባቢ፣መማርያና መገልገያ ክፍሎችን ለሁሉም ተማሪዎች ተደራሽ ማድረግ					

ተጨማሪ ሀሳብ ካሎት:- -----  
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### Appendix G

#### አዲስ አበባ ዩኒቨርሲቲ የስነ-ባህሪናትምህርት ጥናት ኮሌጅ የልዩ ፍላጎት ትምህርት ክፍል

በመደበኛ መምህራን እና በልዩ ፍላጎት ት/ትመምህራን የሚሞላ መጠይቅ.

#### አጠቃላይ ገለጻ

የዚህ መጠይቅ ዋና ጠቀሜታ በሀረር ክ/መ በተመረጡ ትምህርት ቤቶች የአካቶ ትምህርት ትግበራና ተግዳሮቶች በሚል ርዕስ ለተዘጋጀው ለሁለተኛ ደግሪ የማሟያ የሚሆን አስፈላጊ መረጃ ለመሰብሰብ ነው። በተገኘው መረጃ መሰረት ለትምህርት ፕሮግራሙ ተግዳሮቶች መፍትሄዎችን ለመጠቀም እና ለትምህርት ጥቅም ብቻ እንደሚውል ላረጋግጥልዎ እወዳለሁ። ስለዚህ ቀጥሎ በመጥይቁ ላይ ያሉትን ጥያቄዎች በጥንቃቄ እና በቅንነት ሞልተው እንዲመልሱ በአክብሮት እጠይቃለሁ።ጥያቄዎችን ከመመለስዎ በፊት ትዛዙን በሚገባ ያንብቡ እንዲሁም ምላሾን ራይት(✓)ምልክት በመጠቀም ይመልሱ።

መምህር! ስለ መልካም ትብብረዎ በቅድሚያ አመሰግናለሁ!

#### ክፍል I

የትምህርት ቤቱ ስም \_\_\_\_\_

ጾታ:-ወ ( ) ሴ ( )

1.የእረሶ የስራ ልምድዎን ያህል ነው?

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

2.እረሶ የተመረቁበት የትምህርት መስክ ደረጃ?

iv.ምንም አይነት ስልጠና ያልወሰድኩኝ መምህር ( ) ii. ሰርትፍካት( ) iii. ዲፕሎማ ( )  
iv. የመጀመርያ ድግሪ ( ) v. ሁለተኛ ድግሪ ( )

3.ልዩ ፍላጎት ያላቸውን ተማሪዎች ማስተማር የሚያስችል ስልጠና ሰልጥነል?

አዎ ሰልጥኛለሁ ( ) አልሰለጠንኩም ( )

4.ምላሽ አዎ ሰልጥኛለሁ ከሆነ በየትኛው ደረጃ?

i. በሰርትፍካት( )ii.ዲፕሎማ ( )iii.በመጀመርያ ድረ( )IV.ሁለተኛ ድግሪ( )v.አጭር ስልጠና ( )

5.እርሶ በዋናነት የተመረቁበት የትምህርት መስክ \_\_\_\_\_

ክፍልII. ከዚህ የሚከተለው መጠይቅ ወቅታዊ የአካቶ ትምህርት ትግበራን ይመለከታል። በመሆኑም የዕረሶን ምላሽ በጣም ከፍተኛ = 5, ከፍተኛ=4, መወሰን ያስቸግራል =3, ዝቅተኛ =, 2 በጣም ዝቅተኛ=1, በማለትና(√)ምልክትን በመጠቀም ምላሽ ሰጡ።

ተ/ቁ	IV. የመማር ማስተማር ሂደት	5	4	3	2	1
1	መደበኛ መምህራን የአካል ጉዳተኛ ተማሪዎችን የማስተማር ፍላጎት አላቸው					
2	መደበኛ መምህራን አካል ጉዳተኛ ተማሪዎችን የማስተማር ሁኔታ					
3	መደበኛ መምህራን ከተግባር ትምህርት በተያያዘ አካል ጉዳተኛ ተማሪዎችን ያግዛሉ					
4	መደበኛ መምህራን በትምህርት ቤታቸው አካቶ ትምህርትን ይተገብራሉ					
5	ሁሉም ተማሪዎች በሁሉም ትምህርት አይነት ውጤታማ ናቸው ጥሩ					
6	ለልዩ ፍላጎት ትምህርት መምህራን በቂ የሆነ የስራ ላይ ስልጠና የሰጣል					
7	በትምህርት ቤታችሁ የትምህርት አመራር/ርእሰ-መምህር ወይም ምክትል ርእሰ-መምህር/ ለአካቶ ትምህርት ትግበራ በቂ የሆነ አስተዳደራዊ እገዛ የሰጣል					
8	በሁሉም የትምህርት ቤታችሁ መምህራን ስለ አካቶ ትምህርትና ስለአካል ጉዳተኛ ተማሪዎች በቂ ግንዛቤ አለ					
9	አካል ጉዳተኛ ተማሪዎችን ለመደገፍ በቂ ጊዜ አለ					

ተ/ቁ	የግባትና የቁሳቁስ ተደራሽነት	5	4	3	2	1
1	በትምህርት ቤታችሁ የተማሪ መማሪያ መጻሕፍት/በብሬል የተዘጋጀ/በትልልቅ ጽሁፍ የተዘጋጁ መጻሕፍቶች 1:1 የተማሪ መጻሕፍ ጥምርታ ተዳርሷል					
2	ትምህርት ቤታችሁ አካቶ ትምህርትን ለመተግበር በበቂ ሁኔታ ተዘጋጅተና የተደራጀ ነው					
3	በትምህርት ቤታችሁ በቂ የተለያዩ ግብአቶች አሉ።ለምሳሌ፡-ጃውዝ ሶፍትዌር የተጫነበት ኮምፒዩተር					
4	በትምህርት ቤታችሁ በቂ የድጋፍ መሳርያ/Assistive technology/ አሉ።ለምሳሌ፡-የጆሮ ማዳመጫ፣ ነጭ ብትር፣ ቂልቸር ወ.ዘ.ተ					
5	በትምህርት ቤታችሁ በቂ የምልክት ቋንቋ የመምህሩ መምርያና የተማሪው መማርያ መጻሕፍት የገኛል					
6	በትምህርት ቤታችሁ በቂ የድጋፍ መስጫ ክፍል መኖሩና ለአካል ጉዳተኞችም ሆነ ለልሎች ተማሪዎች በበቂ ሁኔታ አገልግሎት የሰጣል					

**ክፍል III: የሚከተሉት ጥያቄዎች በሀረር ብ/ክ/መ አካቶ ትምህርትን ለመተግበር ተግዳሮቶች ሊሆኑ ይችላሉ ተብለው የታሰቡ ናቸው። እረሶም በትምህርት ቤቶ ሁኔታ በመመርኮዝ ተግዳሮቶች ናቸው በለው የምታምኑበትን በሚቀጥለው ደረጃ አሰጣጥ መሰረት ምልክት በማድረግ ለዩ። ማስታወሻ: 5= በጣም እስማማለሁ 4=እስማማለሁ**

3= መወሰን ያስቸግራል 2=አልስማማም 1=በጣም አልስማማም

ተ/ቁ	የልዩ ፍላጎት /አካቶ/ ትምህርት ተግዳሮቶች	5	4	3	2	1
1	በአካል ጉዳተኛ ተማሪዎች ዙርያ የተሳሳተ አመለካከት አለ					
2	የመደበኛ መምህራን ተነሳሽነት፣ ፍላጎትና ቁርጠኝነት አለመኖር					
3	የአካል ጉዳተኛ ተማሪዎች የትምህርት ተሳትፎ ዝቅተኛ መሆኑ					
4	ለሁሉም ትምህርት አይነት መምህራን የልዩ ፍላጎት ትምህርት ተማሪዎችን ለማገዝ የስራ ላይ ስልጠና በበቂ ሁኔታ አለመስጠት					
5	የልዩ ፍላጎት ትምህርት መምህራን እና መደበኛ መምህራን በአካቶ ትምህርት ዙርያ አብሮ የመስራት ሁኔታ					
6	የልዩ ፍላጎት ትምህርት ተማሪዎች የሚያግዝ የትምህርት መርጃ መሳሪያዎች በበቂ ሁኔታ አለመኖር					
7	አካል ጉዳተኛ ተማሪዎችን እንደፍላጎታቸው ለማስተናገድ የሰለጠኑ/ልምዱ ያላቸው መምህራን በበቂ ሁኔታ አለመኖራቸው					
8	ከትምህርት ቤቱ አስተዳደር /ረእሰ-መምህራን/ በቂ እገዛ አለመኖሩ					
9	ስለአካቶ ትምህርት በቂ ግንዛቤ በመምህሩ በኩል አለመኖሩ					
10	ስለአካል ጉዳተኛ ተማሪዎች ትምህርት በቂ ግንዛቤ በመምህሩ በኩል አለመኖሩ					
11	አካል ጉዳተኛ ተማሪዎችን ለመደገፍ/ለማገዝ በቂ ጊዜ አለመኖሩ					
12	ህብረተሰቡ እና ወላጆች ስለልጆቻቸው ትምህርት ሁኔታ በቂ ግንዛቤ አለማዳበራቸው					
13	የልዩ ፍላጎት ትምህርት ተማሪዎች የሚቀርብላቸውን ስርአተ-ትምህርት የመወጣት አቅም ማጣት					

**ከፍል IV. መምህራን በመቀጠል በሀረሪብ/ክ/መ በሚገኙ ት/ቤቶች በሚሰጠው የአካቶ ትምህርት ትግበራ ተግዳሮቶች መፍትሄ ይሆናሉ የሚባሉ ሲሆን እርሶም ምላሾን**

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

ተ/ቁ	የልዩ ፍላጎት/አካቶ/ትምህርት ተግዳሮቶችን ለመፍታት ሊወሰድ የሚገባ ስትራቴጂ	5	4	3	2	1
1	ምቹ የመማር ከባቢን መፍጠር					
2	የልዩ ፍላጎት ተማሪዎችን ለሚያስተምሩ መምህራን የተለየ የማበረታቻ ሥርዓት መዘርጋት					
3	በመማር ማስተማር ሂደት የተለየ ግባቶችንና የማስተማርያ ቁሳቁሶችን መጠቀም					
4	ተገቢውን የግባትና የቁሳቁስ ለመምህራን ማቅረብ					
5	ለመምህራንና ለር/መምህራን የስራላይ ስልጠና ማዘጋጀት					
6	ተገቢውን በጀት መመደብ					
7	በአካቶ ትምህርትና በአካል ጉዳተኞች ትምህርት ዙርያ ግንዛቤ መፍጠር					
8	ሁሉም ባለድረሻ አካላት አስፈላጊውን ድጋፍ ማድረግ					
9	የልዩ ፍላጎት ትምህርት መምህራንና መደበኛ መምህራን በጋራ እንዲሰሩ ማድረግ					
10	የትምህርት ቤቶችን አከባቢ፣መማርያና መገልገያ ክፍሎችን ለሁሉም ተማሪዎች ተደራሽ ማድረግ					

ተጨማሪ ሀሳብ ካለዎት:-----  
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