



ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Special Needs Education

The Educational challenges and Opportunities of Deaf students at *Ras Gobena* primary school of *Gambella* Town.

By:

Yiey Chuol Hoth

June, 2018

Addis Ababa, Ethiopia

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Special Needs Education

The Educational challenges and Opportunities of Deaf students at *Ras Gobena* primary school of *Gambella* Town.

By:

Yiey Chuol Hoth

A thesis proposal submitted to the Department of Special Needs Education in partial fulfillment of the requirements for the Master of Arts Degree in Special Needs Education.

Submitted to: - Dr Sewalem Tsega

June, 2018

Addis Ababa, Ethiopia

ADDIS ABABA UNIVERSITY

School of Graduate studies

Thesis Approval page

This is to certify the thesis prepare by Yiey Chuol Hoth entitled at primary school of *Gambella* town, the case of *Ras Gobena* primary schools in partial fulfilment of requirements for the Master Degree of Art in current complies with the regulations of University and meet the accepted standard with respect to originality and quality

APPROVED BY BOARD OF EXAMINERS

-----	-----	-----
Name of Chairperson	Date	Signature
-----	-----	-----
Name of Advisor	Date	Signature
-----	-----	-----
Name of Internal Examiner	Date	Signature
-----	-----	-----
Name of External Examiner	Date	Signature

Acknowledgement

First, I would like to thank almighty God for its keeping me safe all the days and protect me from ups and downs while doing this piece of work. Secondly, I would like to thank my advisor Dr Sewalem Tsega who guides me through each and every step in this study. Without her this research would not have come into reality. Thirdly, I'm very happy for Ras Gobena primary school of *Gambella* town's communities for their cooperation in helping me with all documents during data collection. Fourth I want to extent my deep pleasure to Dr Tilahun Achaw coordinator of department for his long extensive support in my learning life in this campus and my beloved family for emotional support and encouragement especially in my absent. The last but not least, I would like to thank all my colleagues and my special technique supporter Ato Abate Tibabu for their encouragement during this study may God reward you back.

Table of contents

Contents-----	Pages
Acknowledgements-----	i
List of Tables-----	ii
-----	iii
Abstract-----	iv
CHAPTER ONE-----	1
Introduction-----	1
1.1 Background of the study-----	1
1.2 Statement of the problems-----	3
1.3 Objective of the study-----	6
1.3.1 General objective-----	6
1.3.2 Specific objective-----	6
1.4 Significances of the study-----	7
1.4 Scope of the study-----	8
1.6 Study site-----	8
1.7 Definition of terms-----	9
CHAPTER TWO-----	10
Review of Related Literatures-----	10
2.1 Introduction-----	10
2.2 Inclusive Education-----	10
2.3 The concept and categories of Hearing Impairments-----	11
2.4 Students with Hearing Impairments-----	12

2.5 Educational Opportunities of student with Hearing Impairments-----	13
2.5.1 Positive Attitudes of teachers-----	14
2.5.2 Communities Involvements-----	15
2.5.3 School Facilities-----	15
2.5.4 Curriculum flexibilities-----	16
2.5.5 School Managements-----	16
2.6 Challenges of students with Hearing Impairments-----	17
2.6.1 Inappropriate use of instruction methodology-----	17
2.6.2 Scarcity of resources for improving learning progress of SWHI-----	18
2.6.3 Improper use of Instructional terminology and strategies-----	18
2.6.4 Accessibility of school and perceptions of parents and peers-----	19
 CHAPTER THREE-----	 20
3. Methodology-----	20
3.1 Research Design-----	20
3.2 Participants-----	20
3.3 Sample of participants-----	21
3.4 Sampling techniques-----	21
3.4.1 Data gathering instruments-----	22
3.4.2 Interview-----	22
3.4.3 Focus Group Discussions-----	22
3.5 Procedures of Data collections-----	23
3.6 Method of Data Analyses Techniques-----	23
3.7 Ethical Consideration-----	23
 CHAPTER FOUR-----	 24
Finding and Discussions-----	24
4.1 Findings-----	25
4.1.1 Deaf students' Educational opportunities-----	25
4.1.2 Special Needs Educators opportunities-----	25
4.1.3 School principals' opportunities-----	26
4.1.4 Deaf students' educational challenges-----	26
4.1.5 Challenges faced by educators-----	27
4.1.6 School principals' educational challenges-----	28

4.3 Discussions-----	30
CHAPTER FIVE-----	32
Conclusions, Summary and Recommendations-----	32
5. Summary-----	32
5.1 Conclusions-----	33
5.2 Recommendation-----	33
References-----	35
Appendixes-----	41

Abstracts

The major objective to conduct this study in Ras Gobena Primary school of Gamabella town was to explore the educational opportunities and its challenges on Deaf students. From Ras Gobena primary 19 participants those includes 12 Deaf students, 5 special needs educators and 2 school principals to represent the sample size in the study were selected. He used purposive sampling technique for Deaf students, school principals and for special needs educators. The data collection tools used by researcher were face to face interview for school principals and special needs educators as well as focus group discussion for Deaf students. Researcher first identified the exact number, gender, age and grade level of Deaf students enrolled, the data collected from different sources were analysed qualitatively. From finding section Deaf students and special need educators reported the following results: We are highly proud because of being first model Deaf student in the region where from the very beginning there was no this important opportunity provided to marginalized people that stood for all human equality, like Education For All and realization of the Deafness as a part of human's character that may not limit the contribution and participation of any individual person in all aspects of life. On another hand absent of Ethiopian sign language qualified educators in school center, lack of cooperative learning share of Deaf students with their peers in the school center and lack of teaching devices, inappropriate classroom seating's and lack of incentive supports were the most problems hindered the educational challenges of Deaf students at school center. The above expressed point of view implied the attempt that showed the beginning of inclusive education for Deaf students at Ras Gobena primary school and inappropriate learning they faced due to absent of sign language qualified educators hinders challenges those Deaf students have at school center.

CHAPTER ONE

Introduction

1.1 Background of the Study

Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual person. In its technical wisdom, education was the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another process in the course of development of a young children in its broadest sense education is the means of the “social continuity of life” Galton, Hereditary Genius (1869), in (Cleverley and Phillips, 1986).It is also a basic necessity for all people which is recognized as a primary means for gaining independence, citizenship rights, appropriate employment, economic power and self-empowerment.

According to Gallagher (1983), education can reduce discrimination against children with disabilities and tackle poverty. Education, particularly inclusive education, is able to reduce discrimination through enabling children with and without disabilities to grow up together. Education gives children with disabilities skills to allow them to become positive role models and join the employment market, thereby helping to prevent poverty. In order to make the education system inclusive and to provide education for all, the Federal Democratic Republic of Ethiopia Ministry of Education has to give priority to special needs education within the overall education sector development, and to use existing national expertise. The school is the first opportunity to start this desirable and yet difficult process. It is difficult because it is wrought with fears and apprehensions on the part of parents, teachers, and other children.

In this study, the researcher understands the significance of education as something that may bring positive outcomes into the real life situations of those people who want to secure the inclusive learning for all persons without and with disabilities in all continents. The beginning of special need education in general as well as deaf education in the world at large , especially from the European communities in the early modern era the 16th and 17th centuries were their starting point of Deaf education that emphasized the result of educational knowledge up on the people’s life. The effective process for the beginning of inclusive education in the world pinpoints the vital historic background of deaf education in western world dated back before 1789 (Kennedy, 2015). Famous educated deaf people who played great role in education in western world introduced oral, Bilingual, Bicultural as well as making effective communication with sign language (Minnie Mae Wilding Diaz, personal communication, 2011). Furtherly the United States generally proclaimed the heyday of manualism word in 1817 a deaf teacher

from the INJS, Laurent Cleric, together with American educational philanthropist, Thomas Hopkins Gallaudet, established what later the American School became for the Deaf, and located in West Hartford, Connecticut. Without saying that Deaf and hard-of-hearing people face many challenges communicating and socializing with hearing people the idea influenced the nations for the successes of educated Deaf children in an inclusive environment developed skills that enable them to work and socialize with hearing people. “Mainstreaming can have a positive impact on social skills,” says one special education teacher. “It gives them real world repeated practice of skills that cannot always be generalized from direct instruction in the classroom” (Mintz 2).

Because of the series long lasted understanding on the issue from western world the African nations tried their bases on the inclusion of marginalized children, for instance the first school for the Deaf in South Africa was established in Cape Town in 1863 by the Irish Dominican Order under the leadership of Bishop Grimley and was known as the Dominican Grimley Institute for the Deaf that enrolled all races (which was probably tolerated because of its being the first service for Deaf learners and primarily a mission endeavor. The learning provision most of the time focus broadly on the learning and teaching process by identifying and addressing learner educator and institutional needs, (DoE 2008).

In Ethiopia history the Alfa Special School for the Deaf in Addis Ababa, Ethiopia was founded by Lutheran missionaries in the early 1960s. The missionary’s major task was about enrollment of 200 Deaf or hard of hearing students between the ages of 4 and 25 years of age attending Alpha. Next to that the Ethiopian Evangelical Church, Mekane Yesus, opened a boarding school in Hosanna in 1982, when there were only two day schools teaching deaf children in the country, Jenny whom was the famous teacher of the deaf, taught at Hosanna until 1998. After the above work done in 2001 she moved to involved in starting a second school in Nekemte, to meet the needs of children in western Ethiopia and to be a training ground for teachers of the deaf.

On another hand the right group organs imposed all countries to take mandate for recognizing the accurate choice of persons with disabilities stated by International conventions (Stubbs 2008). In Article 24 of the UN Convention on the Rights of Persons with Disabilities the (ETP, 1994) Ethiopia education training policy find the way out for all its citizens irrespective of cultural origin or any body’s nature. Due to these reasons the teaching and learning practices at all levels attempted to secure the international conventions by applying integrated placement of all students at standardized point with different local contexts. Within the situation of segregation and isolation, hearing impaired/Deaf children suffer a lot because of their disabilities’ nature. Hearing impairment is considered a hidden disability because it is not

visible unlike other types of disabilities such as visual impairment or physical impairment which are clearly identifiable.

Hearing loss can be caused by a number of factors including; heredity (genetics), aging, loud sound exposure, diseases and infections, trauma (accidents), or ototoxic drugs (drugs and chemicals that are poisonous to auditory structures (Van and Dobie, 2004). In a social context, Deaf students often do not feel as much a part of the “school family” as their hearing peers (Komesaroff, 2005), inadequate levels of access to interpreting services and a lack of awareness of deaf students’ needs among academic staff also pose a challenge. Some students may not seek support services simply because they are unaware of the difficulties they could face in school where teaching and learning conditions are very different from those in home environment (McLean, 1999).

Nonetheless, Komesaroff (2005) explained that, academic education is important in the education of the hearing impaired. This is because it assists in preparing these children to compete with hearing peers. He asserts that special education cannot be divorced from regular education and it is important in preparing children with hearing impairment for the competitive world of work and survival. The above explained evidential point of views at global, national and local were the major issues forced the researcher to conduct the research work at *Gambella* region the, case of *Ras Gobena* primary school of *Gambella* town where the educational challenges and opportunities of Deaf students did not identified from early time.

1.2 Statement of the problem

The Education and Training Policy of the Federal Democratic Republic of Ethiopia supports Special Education for students with Special Needs in general and particularly the Deaf students. The beginning of special needs education in Gambella region was 2007 since then, the program has been made to focus only on the enrollment of Deaf students in one particular school in the capital city of the regional state – Gambella town. At Gambella region, Ras Gobena primary school is the only school in the region that accepts student with hearing impairment basically Deaf and from the very beginning no one educated person secure their educational opportunities and its challenges at school center that leads the researcher to choose this title. Acceptance of Deaf students by Ras Gobena make vital modality in their live among many children with many learning difficulties in regional capital city, Mayberry and Lock (2003) showed that their adult participants (hearing and deaf) who acquired a language early in life, indicate having the modality of spoken or signed.

An educational opportunities of Deaf students at school specifies that from their long term experience they have never interact accurately with their families members before entering into the school, after special need educators introduced Ethiopian sign language to them they use sign instead of symbolic words, Honigsfeld ,Brereton (2008,2009) revealed that in recent decades educators have understood that language is more than speech, and hearing children can develop literacy skills, positive self-concepts, and communication connections through learning sign language. Identifying the deafness as a part of human's character that may not limits the contribution and participation of any individual person in all aspects of life for these Deaf students created an enough foundational learning at this school center, Cheminais 2005, Department for Education and Skills (DfES) 2001, DfES 2003, DfES (2004), DfESIOFSTED. Special educators have taken short term training in many institutes for capacitating their Ethiopian sign language that provided teaching opportunities for students with hearing loss stated by (Robbins, 2002).

Even these students have a right to learn a significant number of children and students are excluded from all education (TGE, 1994). Because of shortage of classrooms within the school, Deaf children had been divided in column with in the classroom based on their grade level, such as Grade one are in the first column turning their face to the blackboard, grade two on the second column but opposite direction and continued up to grade four. When Deaf students reach grade five the school integrate them with the hearing students but the school has no Ethiopian sign language interpreter, due to that reason the special need educators in their teaching of Deaf students noted that poor communication skills by the classroom teachers led to the outcome deaf learners performing poorly at the national examinations level (KSDC) (1981) .As a result, we had a high drops in class eight that could be explained by the inappropriate curriculum and poor methods of instructional use (MoE, 2012) supported this view.

We found the cooperative learning share between Deaf and hearing classmates displayed nothing due to interactional space that originated from special need teacher and hearing children with Deaf students inside or outside the class rooms in school center (Nevins and Chute 1995; Mukari et al. 2007). Another challenge was physical environment in a classroom dictates and accelerated the challenges on active-learning of students with hearing loss, Crocker, T. (2004). Eleweke and Rodda (2000) identified different dynamics those influence academic achievement of Deaf children one was the communication mode to use with their peers the perception of assistive technology, the attitudes of different educational authorities, professionals, as well as the Ethiopian signed language's unqualified teachers and shortage of availability of instructional support services were clearly identified at school center as majors problems hindered the educational challenges of Deaf students , Gravel and O'Gara(2003) supported the above mentioned ideas.

In 1990 World Conference on Education for All approved by all nations irrespective of socio-economic, political and cultural background of an individual person was declared and from the above idea UNCRPD urged the concerned organs to play effective role on the agenda but people at the study area still concluded that children with different types of disabilities all were uneducable persons that led the region to remain out of the current national education policy (Daunt 1993).

The families' nature of students at *Ras Gobena* primary school on being born Deaf children non-of them came from Deaf parents for that case the percentages of parents whom gives birth with Deaf children found from facts that over 90% percent of Deaf children were born to hearing parents due to this reason the education support from families line was unexpected because of communication gaps between parents and their Deaf children (Moore, 2001; Marschark, Lang, & Albertini, 2002). Family land scape of Deaf children make critical impact, when the child born from hearing parents whom do not use sign language at their homes, it influences communal contact that excluded the child and failed to catch up immediate instructional progress due to lack of deaf culture and sign language from both parents Mazurek, K., & Winzer, M. (1994).

The number of people with disabilities at any given population counted 15% WHO & World Bank (Geneva, 2011) According to the Federal Democratic Republic of Ethiopia (Ministry of Education 2006) has been unreachable for most children with disabilities. For instance, the National average gross enrollment rate at primary level was 96.4% in 2010/11, whereas that of children with disabilities was merely around 3.2%. This signifies that nearly 96.8% of children with disabilities were not served by the education system and are still out of school. Moreover, the 2007 Population and Housing Census of Ethiopia, suggested that there were 27,288 deaf and 37,632 hard of hearing people in the country of whom most of them were children and young and the term still has direct connection with issue in the studying area.

In the *Gambella* region for example the number of children with Deafness and hard of hearing were 15,354.8 that was 5% of total population during the time of housing and population census in (2007). As the researcher identified few Deaf students were trying to learn with their counterparts at *Ras Gobena* primary school of *Gambella* town without adequate learning supports while the objective of "Inclusive and Rights-based Approaches to Education stated the basic ideas to take the necessary measures on the remained problems at the study site" (UNESCO, 2005). Thus, the above mentioned points imposed the internal mind of the researcher and chose this relevant title to investigate the learning breaks that remained untouchable for several years and raised the leading research questions.

These were:-

1. How does Deaf education practices in the *Ras Gobena* primary school of *Gambella* town?
2. What types of educational challenges do the Deaf students face in the *Ras Gobena* primary school?
3. What opportunities does *Ras Gobena* primary school provided to Deaf students?
4. What are the perceived solutions used by school to curb the challenges faced by Deaf students?

1.3. OBJECTIVES OF THE STUDY

1.3.1. General Objective

The objective of this research was to find out educational challenges and opportunities of Deaf students in the *Ras Gabena* primary school and seek some possible measures those would solved challenges faced by the Deaf students in the study area.

1.3.2. Specific objective

The specific objective of this study would try to:-

- Assess the educational challenges faced by the Deaf students in the *Ras Gobena* primary school.
- Examine Deaf students' perception about themselves regarding to inaccessible education in the study area.
- Show the opportunities do Deaf students have in the school?
- Provide the necessary assistance for special needs educators to understand the educational challenges faced by their Deaf students, so that they could solve some of the challenges in the study area.
- Contribute to the understanding of environmental factors affecting education and bring about relevant information for designing viable and school based intervention for better education and language development of the Deaf children.
- Afford the essential supports for school principals to understand the Deaf children' learning challenges and create conducive education settings for healthy environment interaction and intimacy at school center.
- Serve as a bridge for further studies in the study area at region wide and in selected primary school center in the long run.
- Suggested the possible solutions to the educational challenges those Deaf students faced inside the selected primary school center.

1.4 Significance of the Study

To conduct this study the researcher's intentional point of view grounded from regional peoples' perception towards the disabilities in general and particularly to the hearing impaired children at *Ras Gobena* primary school of *Gambella* town. The inclusion of all individual persons with different types of learning challenge in other regions of Ethiopia showed some attempted to integrate all children with their peers in learning classrooms. Beside the case of *Gambella* regional state with exception of *Ras Gonena* primary school at capital of the region no another school tried to enroll any single child with learning challenge from the very beginning till now.

And the principal objective of this research was to assess the educational opportunities and challenges of Deaf student. At Ras Gobena primary school the acceptance of Deaf students emphasizes their being a model among all children with different learning challenges at regional scope, for that matter these students acquired the practices of Ethiopian sign language being taught to them by special needs educators at school center and special needs educators gained the short term training at different institutes and immediate orientation from famous person with sign language.

Thus, the findings of this research can serve as valuable input to plan sound and effective intervention because it has provided timely information and identified the level of educational opportunities and challenges of the studied population. It also tried to suggest possible solution to address the needs of these students and initiative grounded for the regional education bureau; it can also indicate some strategies to address Deaf students' educational challenges. Furtherly, the study could serve as a springboard by providing baseline information to other interested researchers to take serious investigation on issue. The study also tried to:

- Indicate opportunities to expand in inclusive schools, particularly students with hearing impairment.
- Curb out the educational challenges of students with hearing impairment.
- This research has provided leads for other related studies in the future.
- It would create enough awareness among inhabitants in the region wide about the nature of disability in general and hearing impairment particularly and they would develop the positive mind set to catch up the challenges and opportunities do Deaf students have at school center.
- It must create healthy environment for common share of cooperative learning between Deaf students and their peers in classroom sections.
- The school in general and special need department would have common understanding on the educational challenges and opportunities of Deaf students in their learning progresses.

- It must develop an attractive communication between Deaf students and special need teachers inside or outside the learning sections.
- At *Gambella* town and *Ras Gobena* primary school there would be open bridging line to carry out the objective for inclusion of all children with different learning challenges include gifted and talented one.

1.5. The Scope of the Study

Gambella is located at the western parts of Ethiopia bordered with South Sudan from west, Oromia region from the north as well as east, and South people Nation and Nationalities from the south. It is almost 766 Kilometer away from Addis Ababa to *Gambella* town. Within this study the researcher used the case study design with qualitative approach to investigate the educational opportunities and its challenges of 12 Deaf students together with 5 special educators and 2 school principals at the selected school study site.

1.6 Study site

Ras Gobena primary school is located around the center and east of *Gambella* town. Within the school the researcher identified the number of students with hearing impairment who had diversified ethnic background integrated with hearing classmates without exploring their educational opportunities and learning challenges. As it is indicated under the statement of the problem, Deaf students from grade one up to grade four are attending their classes in a single classroom.

The study on the educational challenges and opportunities of Deaf students conducted at the *Ras Gobena* primary school of *Gambella* town the main capital of the region, the number of hearing impaired and hard of hearing children in the region wide was 15,354.8 that counted 5% of total population based on Ethiopian population census in (2007). Within this research study the geographical land space of the regional capital was very wide not covered in easy manner with lack of infrastructure facilities like absent of road and financial constraint in addition to serious exclusion of all children with different learning challenges at all learning centers with exception of *Ras Gobena* primary school.

Due to above influential conditions the researcher point out the *Ras Gobena* primary school that was the only single primary school which attempted to enroll Deaf students. For this purpose the researcher believed the case of *Ras Gobena* primary school was taken as a sample to represent the region at large range as well for all marginalized population size.

1.7. Definition of Terms

Inclusive education: The learning style designed to include all children in standardized program that secure the individual's education unique needs.

Social participation: Being a member of one particular area to have sound on everything in all aspect and contribute equally with the rest among social group.

Educational challenges: factors that draw back the people from the communal goal that determine the realization of all human being's permanent rights regardless of any nature and human background for the cultural choices etc.

Sign language: Non- speech type of language that has its own grammatical arrangement based on one nation's language practices.

Hearing impairment: Loss that limited the functional work of human hearing organs occurred congenitally or acquired on specific areas for known and unknown reasons.

Deafness problem: It could be in two categorical types such as hard of hearing and total deaf which have visible cause to be genetic or environmental factors those must have possible way to regulate or not in modern life experience of any individual person.

Learning Opportunities: Are opportunities being achieved by deniable persons among the society due to international and national conventions' practices by one nation.

CHAPTER TWO

Review of Related Literature

2.1. Introduction

This section reviews literature on educational challenges and opportunities of Deaf students in regular school of *Ras Gobena*. The review is carried out using the following sub-topics: Inclusive education, the concept and categories of hearing impairment, students with hearing impairments and Integration, educational opportunities of students with hearing impairments, and challenges of students with hearing impairment.

2.2. Inclusive Education

According to UNESCO (2005), inclusive education means various needs for all pupils through increased curriculum content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. It is a process of reforming schools and attitudes, which ensures that every child receives quality and appropriate education within the regular schools. It's more dynamic than mere physical placement of children with special needs in the regular classroom.

Inclusion means fully including students with diverse abilities (both gifted and disabled) in all aspects of schooling those other students are able to access and enjoy.

It is said to involve constant institutions and classrooms genuinely adapting to and changing to meet the needs of all students (Loreman and Deppler, 2001). It is based on the idea of social justice that advocates equal access to all educational opportunities for all students regardless of the presence of a disability. In recent years, much debate has taken place concerning the viability of inclusion as a realistic educational option for all students, and this debate continues as the research base on inclusion continues to grow and inform arguments (Loreman, 2003). Lip sky and Gartner (2006) describe inclusive education as placing students with disabilities of all ranges and types in general education classrooms with appropriate services, positive attitude and supports provided primarily in that context.

This trend has been supported by the United Nations policies which affirm the rights of children: UNCRC (UN, 1989), the United Nations Standard Rules for the Equalization of Opportunities for Persons with Disabilities (UN, 1993) and the Salamanca Statement (UNESCO , 1994). Educational policies in developing countries have also responded to the social justice agenda in different ways. In Ethiopia, for instance, the 1994 Ethiopian Constitution art.41, ESDP IV and V, the 2006 Special Needs and inclusive Education Policy etc. all work in attainment of inclusive education for children with disability.

Inclusive education is a notion born in the evolution of society's changing views of person with disability. As educational systems began to accept students with disabilities, best placement concepts were debated (Lip sky& Gartner, 2006). The history of special education, according to Smith et al.,(1998) has evolved in three distinct phases, from relative isolation/segregation, to integration and mainstreaming, and finally to our current phase of inclusion.

The segregated approach which placed learners with disabilities in special learning institutions for the purpose of meeting their educational needs was seen as a way of discrimination. Then integration and mainstreaming arose as some of the ideal solutions to exclusion. These approaches did not produce the expected wide-scale improvement as the academic achievement gap between the regular students and those with disabilities in the integration and mainstreaming setups continued to widen (Adoyo, 2007).

In efforts to meet obligations towards the international and national policies for inclusion, persons with disabilities are now appointed in decision making organs and their voices are heard. Due to learners' diversities in regular classrooms, the ministry of education through the Ethiopian National Association for Examination has been able to differentiate the national examinations for Blind students, and to take care of the needs of some individual learner with disability (MOE 2007). Students with disabilities who are included in regular institutions tend to become adults who spend more time in leisure activities outside home, with others who are non-disabled and spend more time in community work than their counterparts in segregated institutions (Loreman, 2003).

In addition, Davern and Schnorr (1990) state that another benefit of inclusive education is that it assists with the development of general knowledge for SWDs. According to Tufekcioglu (2000), one benefit of inclusive education for Deaf students is to have a constant input of spoken language through interaction with hearing peers to acquire the language of a hearing society. The Deaf student will have access to a richer and wider curriculum to prepare for a competing world of work.

2.3. The Concept and Categories of Hearing Impairment

According to (Hallahan & Kauffman, 1991), hearing impairment as a generic term indicating a continuum/ range/ of hearing loss from mild to profound, from hard of hearing to the deaf. 'Deaf' is a term, used to describe a person whose sense of hearing is non- functional for ordinary use in communication with or without hearing aid. It is so severe that a person is impaired in processing linguistic information which adversely affects the educational performance (Schulz, & Carpenter, 1991). 'Hard of hearing':- it is a term used to describe persons with residual/remaining/ hearing but who may use

usually hearing aid as a primary modality for acquisition of language and communication with others. This condition can adversely affect the child's educational performances to some extent (Smith, & Luckasson, 1995).

To define hearing impairment, professionals with an educational orientation are concerned primarily with the extent to which the hearing loss affects ability to speak and understand language (Schulze, & Trunbull, 1991). The time of onset of the hearing problem is therefore important. Those who are Deaf at birth are at a greater disadvantage than those who acquire their deafness after learning some language skills. Therefore it can be said, that the former as pre lingual lose, and the latter is post lingual lose. Hearing impairment in childhood may be congenital or acquired, sensor neural, conductive, or mixed (Gearheart, & Weishahn, 1992). The impairment may be mild, moderate, severe, or profound, unilateral or bilateral. Thus, there are different conditions for the identification of different kinds of hearing impairment.

Regardless of the kind, however, hearing impairment may have serious effects on the development of language and speech (Calderon, & Low, 1998) Hearing loss can be categorized according to where/organs of hearing/ the loss of hearing is occurred i.e. conductive hearing loss, sensor- neural hearing loss and mixed hearing loss (Hallahan, & Kauffman, 1991).As a group children with significant hearing loss are at their greater risk than other children below their potential despite the institution of various educational approaches of increasingly earlier ages (Caldoron, & Low, 1998). The most important factor that affects education of student with hearing impairments as mentioned above is their problem in communication that comes due to their hearing loss.

2.4. Students with Hearing Impairments and Integration

The integration of student with hearing impairment seems to be a global trend; of course, without denying there exists controversy over it. As noted by many scholars, one of the reasons for integrating these students into the regular classrooms was to facilitate positive interactions among handicapped and non-handicapped students (Warren, 1979, as cited by Horne, 1985).The study conducted by Elser (1959) as cited by Horne (1985), indicated that the student with hearing impairments were not positively welcomed by their classmates.

Conversely, in the study conducted by Kennedy & Bruin inks (1974), as cited in Horne (1985), "students with severe hearing losses were chosen significantly more often as friends than non-disabled students." Thus, from what has been indicated, it is possible to assume that the effect of integration of students with hearing impairment into the regular schools may vary from place to place depending upon the

circumstances of under which it was practiced. So it has direct effect on the students' academic achievement based on the perception of others. Since children with hearing impairment are unable to hear the continuously repeated flow of language spoken around them, they need to be exposed to special and unique communication system. They are not automatically exposed to the very wide series of language stimulation experienced by hearing students (Alemayehu, 1995). This situation implies that because of the existing communication gap the children with hearing impairment are at risk to have attractive educational achievement.

2.5. Educational Opportunities of Students with Hearing Impairments

A great number of children with special needs are left without access to education, which casts great shadow on the attainment of the government national goal while many students with disability spending all their time in homeless shelters with no return (Alemayehu, 2005). This implies learners with impairments let alone schooling, they don't have the proper survival life. For many people with disabilities their ability to participate educationally in normal life is the result of their interaction with their immediate society where they live are critical (TekleHaimanot 1992 as cited in Tirusew, 2005).

This leads people with disabilities to become economically dependent, and hence they must have the opportunity of getting an early intervention and proper educational rehabilitation service. It is also suggested in Hope (2001) that the challenge to get education becomes very difficult especially for persons with disabilities. Among school age children only 2% in developing countries have any form of rehabilitation assistance or education. Education is human process of imparting and acquiring knowledge through teaching and learning, especially at school or similar situations, as a process it can also modify one's ability or capacity. It is a key to make people productive in creating the country developed (Gearheart, & Weishahn, 1992).

Hence, research suggests some benefits of early intervention for such problem (Calderon, & Low, 1998). Here, inclusion of pupil with disability in general and handling students with hearing impairment in particular is a very crucial issue for the function of education system. Ultimately because of their deficiencies and scarce in educational opportunities so many children with hearing impairment have been left out from the educational process (Webster and Wood, 1995). One of the typical traits of all human-being is the capacity to be modified as a result of learning (Feuerstein, 1979 as stated in Tirusew 2000). Therefore, education could be seen as a wing for the progress of the human being for it helps the individual development, not only for the individual advancement but also it helps for the country's progress at large.

Thus, to benefit the children with hearing impairment the existence of basic service should be complementary with their needs. In Ethiopia, the provision of basic services for children with disabilities is at its lowest level (Tireusew, 2005). This is because, even though, government has established certain special needs education schools or classes, still so many children have been left out from the educational process simply because of the shortage of educational opportunities (Gearheart, & Weishahn, 1992). With regard to this, as indicated by Felekech (2000), the most neglected groups of children in education are children with hearing impairment.

Students with hearing impairment are frequently handicapped in varying degrees in educational achievement. Regarding, abilities, which relies heavily on language skills and is probably the most important aspect of academic achievement that is the most affected (Hallahan, & Kauffman, 1988). But locally we have to know what sort of attempt has been done to support the student with hearing impairments to improve their academic achievement. Knowing the perception of teachers and peers so far exercised in our situation could lead us to look into the consequence of academic performance of students with hearing impairment.

2.5.1. Positive attitudes of teachers

Teachers' attitudes are additionally influenced by the level of disability they are asked to accommodate within their classroom. (Jennifer and Linda, 2003), have found that while the majority of teachers expressed a generalized agreement with the policy of inclusion, when asked specifically about their own willingness to include students with particular disabilities within their classrooms. These attitudes to inclusion appear to have important correlates with actual classroom practice, although the direction of causality is not clear. Positive relationship between teachers' attitudes towards inclusion and their belief could influence the educational outcomes of children with special needs.

Teachers with more positive views of inclusion had more confidence in their ability to support students in inclusive settings, and to adapt classroom materials and procedures to accommodate their needs. In all areas assessed, general classroom teachers rated their self-efficacy, ability, and understanding, in relation to inclusive practice, to be lower than did special education teachers, and expressed a greater need for related in service training and increased support and resources. Similarly, teachers with more negative attitudes towards inclusion reported much less frequent use of instructional strategies known to facilitate the effective inclusion of children with learning disabilities. No relationship was found between attitudes towards inclusion and teachers' perceptions of their own efficacy in the general classroom.

There are teachers with high self-efficacy who are not favorably disposed to inclusive practice. This emphasizes the need to intervene to change teachers' attitudes to inclusion and their willingness to use associated effective instructional strategies (Jennifer and Linda, 2003). While teachers' attitudes towards inclusion are clearly influential in the effective implementation of inclusive policy within the classroom, a related body of research has investigated teachers' attitudes towards disability, since these may affect teachers' attitudes towards inclusion, and the effectiveness of their inclusive practices (Jennifer and Linda, 2003).

2.5.2. Community Involvement

Inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social achievement. Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued (Gezahegne, 2013). Realizing the goal of successful education of children with special educational needs is not the task of the Ministries of Education and schools alone. It requires the cooperation of families, and the mobilization of the community and voluntary organizations as well as the support of the public-at-large.

Experience from countries or areas that have witnessed progress in equalizing educational opportunities for children and youth with special educational needs suggests several useful lessons. Community involvement should be sought in order to supplement in-school activities, provide help in doing homework and compensate for lack of family support. Mention should be made in this connection of the role of neighborhood associations in making premises available, the role of family associations, youth clubs and movements, and the potential role of elderly people and other volunteers, including persons with disabilities, in both in-school and out-of-school programs (Salamanca, 1994).

Whenever action for community-based rehabilitation is initiated from outside, it is the community that must decide whether the program will become part of the ongoing community development activities. Various partners in the community, including organizations of persons with disabilities and other non-governmental organizations, should be empowered to take responsibility for the program. Where appropriate, government agencies at both the national and local level should also lend financial and other support (Salamanca, 1994).

2.5.3. School Facilities

Research shows that most students learn and perform better when exposed to the richness of the general education curriculum, as long as the appropriate strategies and accommodations are in place. At no time does inclusion require the classroom curriculum, or the academic expectations, to be watered down. On the contrary, inclusion enhances learning for students, both with and without special needs. Students learn, and use their learning differently; the goal is to provide all students with the instruction they need to succeed as learners and achieve high standards, alongside their friends and neighbors (Gezahegne, 2013).

Most of the required changes do not relate exclusively to the inclusion of children with special educational needs. They are part of a wider reform of education needed to improve its quality and relevance and to promote higher levels of learning achievement by all pupils. The World Declaration Education for All underscored the need for a child-centered approach aimed at ensuring the successful schooling of all children. The adoption of more flexible, adaptive systems capable of taking fuller account of the different needs of children will contribute both to educational success and inclusion (Salamanca, 1994).

2.5.4. Curriculum flexibility

Curricula should be adapted to children's needs, not vice-versa. Schools should therefore provide curricular opportunities to suit children with different abilities and interests. Children with special needs should receive additional instructional support in the context of the regular curriculum, not a different curriculum. The guiding principle should be to provide all children with the same education, providing additional assistance and support to children requiring it (Salamanca, 1994).

2.5.5. School management

Local administrators and school heads can play a major role in making schools more responsive to children with special educational needs if they are given necessary authority and adequate training to do so. They should be invited to develop more flexible management procedures, to redeploy instructional resources, to diversify learning options, to mobilize child-to-child help, to offer support to pupils experiencing difficulties and to develop close relations with parents and the community. Successful school management depends upon the active and creative involvement of teachers and staff, and the development of effective co-operation and team work to meet the needs of students (Salamanca, 1994).

School heads have a special responsibility in promoting positive attitudes throughout the school community and in arranging for effective co-operation between class teachers and support staff.

Appropriate arrangements for support and the exact role to be played by various partners in the educational process should be decided through consultation and negotiation (Salamanca, 1994).

2.6. Challenges of Students with Hearing impairment

According to Hear-it, (2012) there are so many challenges encountered by student with hearing impairments. Even children with "minimal" hearing loss are at risk academically compared to their 'normal' hearing peers'. Untreated, reduced hearing can lead to social, emotional and learning difficulties for the child in the long term, according to the American Better Hearing Institute. A German study cited in Heart-it (2012) has found that the children with hearing difficulties had a lower grade point average than their school mates. The pupils with hearing problems were found to have lower average grades – between 0.2 and 0.3 points lower than the average grades of children with normal hearing on a scale of 6 in math, German and physical education.

Children with Hearing impairment experience problems when attending mainstream schools unless they receive proper help and support. They may not become properly integrated, and they tend to keep in the background as they try to avoid standing out from their classmates. Many children fail to communicate that they cannot hear what the teacher or the other pupils are saying. They may never ask the other pupils to repeat themselves, and some even tell the teacher that no special microphone is required even though sound amplification would make it easier for them to hear properly. Generally, there are different challenges associated with the academic achievement of students with hearing impairment:

2.6.1 Inappropriate use of Instructional methodology

Although some children with severe disabilities may need withdrawal from regular classroom, it is a recognized fact that most of them learn best in regular classroom situations with children who have no such limitations (Robbins, 2002). Since educating in such a way has a number of social, economic and psychological benefits for CWDs, most people recognize it as the most widely accepted modern method of teaching (Tilahun, 2000).

However, many teachers of inclusive schools are not aware about the methods how to include children with hearing impairments. Even if they are willing to accept them in the mainstreaming classrooms their teaching strategies may not fit to the Student with hearing impairment (Webster and Wood, 1995). This means such challenge occur through different causes like; lack of knowledge how to approach and

provide services, as well as ignorance and lack of creativity of important elements for the regular schools that accommodate student with hearing impairment (Tilahun, 2000).

In many inclusive schools, teachers and students use verbal language but not sign language. On the other hand, students with hearing impairment communicate using the sign language. Thus, these children face problem of communication. This gap of communication among the two groups of student in the mainstreaming class is one of the major challenges of children with hearing impairment generating low academic performances (Robbins, 2002). Furthermore, regular teachers do not have the necessary skills such as, sign language; some regular teachers seem to be unwilling to accept children with special needs mostly thinking that teaching Student with hearing impairment is the only responsibility of special teachers.

2.6.2. Scarcity of Resources for Improving Learning Progress of Students with Hearing Impairments

Instruments like: audiometer which is used to measure the hearing level of an individual, hearing aids that supports the child with hard of hearing in amplifying sound that comes to the ear, clinical room with sound proof for audiology services and other resources rooms, for sign language training, for speech therapy and counseling services are important imputes in the regular school which are currently the main challenges (Calderon & Low, 1998). This indicates even if the students with hearing impairments are accepted by the school and the teacher they could be still ineffective due to the facts that there aren't sufficient special educational materials and facilities that can improve special educational services.

2.6.3. Improper use of instructional terminology and strategies

There are many researched factors that lead to the benefits and disadvantages of all facets of the inclusion spectrum (Robbins, 2002). These factors can become muddled because of improper use of terminology as related to inclusive schooling. This confusion is widely spread among districts, school personnel and parents making it difficult to discuss and agree on best practices for children with special needs. Many teachers have found themselves summoned to arbitrations or cases in where the courts must determine that terminology of the law (Webster, & Wood, 1995).

In the region the existed governments' role is very feeble it does not worry and admit its unsuccessful measures to ensure the national and international conventions those determine the rightful choice for all

people regardless of social, economic, culture, academic and political background of any individual person. For instance May,01-30, 2015 there was a one month training conducted at *Gambella* Teachers' and Health Science College facilitated by two special need instructors from *Sabeta* Teachers' Training college one woman in sign and one man in braille departments.

Before the starting point of the training program the trainee who came from different *woredas* introduced themselves to others in training hall but most of them came from irrespective line of special need department, when the regional special need focal person raised the criteria in which many people recruited with the response of bureau head was passive to reject and forming new nomination that followed the real objective of the field. At the end of training the training materials braille paper, abacus, slate, stylus, wheel chairs, Ethiopian Dictionary Sign Language and white canes bought with 1,000,000 ETB supplied by GEQIP budget the regional Core process' department head suggested the distribution of all materials to be carry by trainee to their respective *woredas*, from there the serious argument occurred between focal person of special need and core process department head because without having identifiable knowledge from grass root level how can we use this distribution?

When they took the issue into front of bureau head "he said let these material distributed to all *woredas* by applying the quota instead to assess and secure the exact number of persons with disabilities in the region including their specific disability type". Due to these purposes the unfair treatment and ineffective roles that practices from regional government's point of views represented the unsolved problems on the learning life of children with different types of disabilities in general and hearing impaired students in the selected primary school of *Gambella* town the main capital of the region.

Several court cases in the past have helped to determine the proper usage and implementation of inclusive schooling for future public school, yet there is no specific language that states how this is to be done (Calderon, & Low, 1998); within the laws that govern the civil rights of each student with special needs there is room for debate as to the language of the law. Each school has now and in the past, deciphered the language depending on their views of inclusive schooling.

2.6.4 Accessibility of the School, and the Perception of Parents and Peer

The children with some impairment are found to be behind education mainly due to mobility dependency (Calderon, & Low, 1998). For most of them, someone has to take them to educational institutions. It is difficult for a family member to regularly manage time for accompanying the children with hearing

impairment to go, and back from school. Sometimes the perceptions are also not positive (Robbins, 2002). Most of the school structure is inaccessible and not comfortable for the students with hearing impairment.

Schools, with their limited budgets, cannot afford to bring about major changes. Sometimes students with disability are considered as intellectually disabled for his/her slow response (Webster & Wood, 1995). Lack of assistive devices for communication, and classroom adaptations were acting as major barriers for hearing impaired children (Calderon & Low, 1998).

CHAPTER THREE

3. Methodology

Under this section of the research, the following issues were carried out. These were the study design, study area, sources of data, sampling and sampling techniques, methods of data collection, procedures of data collection, methods of data analysis and ethical considerations

3.1. Research Designs

Since, the main objective of this study was to examine the educational opportunities and challenges of Deaf students, the researcher chose the case study design to explore the issues with qualitative approach. This approach was intentionally selected because it helps the researcher to do the research in more detailed manner with rich gathered data. The researcher decided to conduct this research study with qualitative approach because it is clear that this method could helped him to have in-depth information from an environment in which only few research's population were available. This involves detailed, in-depth data collection with (e.g., interviews and focus group discussions).

In this regard Marshall and Gretchen (1999), also presented that case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a real life. As mentioned in Yin (2003), Case studies are preferred strategy about the contemporary set of events over which the investigator has little or no control. Kothari (2008) also suggest as Case study is very popular form of qualitative analysis and involves a careful and complete observation of a social unit, a person, a family and an institution.

3.2 Participants

The target populations of the study were Deaf students from the selected primary school, special needs educators and principal of the school. The reason why the researcher picked up this school was it is the only school in the town that accepts student with hearing impairment it is expected that these Deaf students from the school can express themselves because many of them have better professional relationship with the researcher closely in addition to that, the researcher also had a sign language interpreter colleague. The researcher also decided that special need education professionals who are working in the school had contribution on the study; they are also participants in the research because these teachers had many real experiences with students with hearing impairment opportunities and challenges in the school. The principal of the school had also contributed on the research area by providing information on both the educational opportunities as well as challenges in which Deaf students faced.

3.3 Sample of participants

Table: 1. Background Information.

Population of school				Samples								
				Deaf students			Special needs educators			School principals		
School	M	F	T	M	F	T%	M	F	T%	M	F	T%
students	777	656	1433	7	5	12(0.837%)	4	1	5(10%)	2	-	2(4%)
School teachers	32	18	50									
Total of school sample for respondents are=0.837%+10%+4%=100%												

From the above table:1 the total number of participants were 19 in sample, seven male Deaf students one from grade five, two from grade six, two from grade seven and two from grade eight, five female Deaf students, two from grade five, one from grade six and two from grade seven, four male special need educators, two men were degree holders in special need education, two men were diploma holders in special need education and one woman holds diploma in special need education and two degree holders men school principals in school leadership were participated in the study.

3.4. Sampling Techniques

Table: 2. Background Information of the participants

Types of Respondents	M	F	T	Sampling Techniques	Tools
Deaf Students.	7	5	12	Purposive	Focus group discussions
Special need educators	4	1	5	Purposive	Interview
School Principals	2	-	2	Purposive	Interview
Total number of respondents were:-	13	6	19		

At the study site the researcher determine the existed number of respondents to be study at school center, then, he chose the sampling techniques which said to be non-probability sampling and he proceeded with purposive sampling techniques for Deaf students, school principals as well as for special educators in the table 2 respectively.

3.4.1 Data Gathering Instruments

Face-to-face interview and focused group discussion were employed based on the research question and revised literatures these two tools had an important input in study area.

3.4.2 Interview

From the sampling section the interview picked up by the researcher used as data collection tool for school principals and special needs educators as it could allow respondents to provide the richest sources of information for the purpose of the study that explore the educational opportunities and its challenges on Deaf students. Using this tool at the study site it preceded with eight question items for special educators in four sequential days with one and half hour per a time and twelve question items for school principals in four days with only hour in each session as it mentioned in the table 3 below in the interview schedule.

Table: 3.Interview Schedule

Participants	Date of Interview					
	Mon	Tuesday	Wednesday	Thursday	Friday	Remark
Deaf students	15/02/2018		28/02/2018			
School principals	19/02/2018	20/02/2018	-	22/02/2018	23/02/2018	
Special need Teachers	26/02/2018	-	28/02/2018	29/02/2018	30/02/2018	

3.4.3 Focus Group Discussion

The aim of conducting focus group discussion was to make stronger the information obtained from the interview question. Means, focus group discussion can maximize the possibility to generate answers to the basic research questions. Cohen et al. (2000) states that focus group discussions were group discussions, where 5-12 people are brought together for discussion. The FGDs conducted with 12 Deaf students selected from different learning sections at *Ras Gobena* primary school. So the discussion session facilitated by school principals with sign language interpreter and it held at grade 7thA section inside the school center twice and one session has lasted for one and half hour.

3.5 Procedures of Data Collections

In the selected *Ras Gobena* primary school of *Gambella* town the researcher first identified the exact number, gender, age and grade level of Deaf students enrolled without identifying their educational challenge and opportunities. A contact was made with the school head in order to establish a smooth relationship to achieve the purpose of the study. Preliminary information was also secured from the selected school to determine the number of other participants out of Deaf students to be included in the study from the school. The sign language interpreter was hired to interpret the discussion between the Deaf students and the researcher.

At the study site the school principals acted as mandate taker in all study activities from the starting point of the study up to the end, and then the researcher used the interviews and focus group discussions with the research's participants in separate way. Before the times of interview and focus group discussion participants their being a part of the study was safe and they responded based on their individual willingness. All sources of information were noted down on the writing pad by the researcher and taking the ideas into organized form and then to the final analysis document.

3.6 Methods of data analysis Techniques

Based on the adequate and relevant sources of information obtained from the participants, the data collected through focus group discussions and interview were analyzed qualitatively. It is a flexible way of description of phenomena from sets of data that allows for thick descriptions to emerge (Braun & Clarke, 2006). Due to the exploratory and descriptive nature of the study, this approach is suitable as the aim was to explore and describe on participants' educational opportunity and challenges in the school.

The cases of Deaf students on the educational opportunity as well as challenges and possible recommendations to minimize the challenges were presented. In this process he color-codes and underlines interesting passages of the cases which was then grouped together in categories under research questions secured.

3.7 Ethical Consideration

The participants of the study were human beings who should never be treated unethically. Consequently, I started gathering data in accordance with the informed consent and interest of the respondents. On top of this, I also assured to the respondents that the information gathered had never been used for other purpose rather than the consumption for only this study. To keep confidentiality of the information and security of the respondents, the data were collected without asking their names. Additionally, the researcher was started by explaining the purpose of the research to participants. After securing their permission to participate, ground rules were introduced to be followed during focus group discussions (Bogdan & Biklen, 2007; Cohen, et.al. 2000; Neuman, 2007).

CHAPTER FOUR

Findings and Discussions

Within this chapter the major issues were based on interpretations of the explored Educational Challenges and Opportunities faced by Deaf students in *Ras Gobena* primary school of *Gambella* town. According to research's sampling technique recorded in chapter three, the number of respondents those included Deaf students who faced the educational challenges and opportunities in their learning experience, Special Need Educators who have mandate to implement inclusive education for students with hearing loss and school Principals those were key role player over all activities in the school environment their finding outcomes were explained based on various variable recorded in the following table.

Table 4:-Respondent's Backgrounds

Sex of school principals		Age of school principals	Education level of school principals
Male	2	28 and 35	Degree both of them in school leadership
Female	-	-	-
Total	2		Two degree holders in school leadership
Sex of special need educators		Age of special need educators	Education level of special need teachers
Male	4	From 28 up to 35	2 Diploma&2 Degree
Female	1	26	1 Diploma
Total	5		3 Diplomas& 2 Degrees
Sex of Deaf students		Age of Deaf students	Grad level of Deaf students
Male	7	From 16 up to 22	Grade 5 th -6 th =3,7 th -8 th =4
Female	5	From 14 up to 27	Grade 5 th -6 th =3,7 th -8 th =2
Total	12		Five female& Seven male students

Therefore the above expressed variables of respondents in the table four indicated their gender, ages and education level at selected primary school center. The relevant sources of information were collected from different respondents based on the data gathering instrument and approach used which categorized into face to face interview and focus group discussions. These sources of data were provided to the

researchers by these respondents, organized and analyses qualitatively into the written format to response the leading research's questions in the study site.

4.1 Findings

On behave of students with hearing impairment part when focus group discussion conducted at school center the available number were 12 Deaf students, five females and seven males all of them were participate in the two day sessions respectively.

4.1.1 Deaf Students' Educational Opportunities

Regarding to the opportunities which Deaf students have in the school center from day one session three Deaf students one girl and two boys reported the following learning opportunities in the classrooms:

- ❖ We always highly proud because of being first model in the region wide while from the very beginning there was no this fruitful opportunity delivered to marginalized people like case of *Ras Gobena* primary school.
- ❖ The essential awareness creation about the international and national conventions those stand for all human's equality like education for all that make us join integrated learning with our hearing peers at this school center.
- ❖ Identifying the deafness as a part of human's character that may not limit the contribution and participation of any individual person in all aspects of life experience for our inclusion in this particular school.

At the session of second day among twelve Deaf students three boys and two girls responded their learning opportunities as followed:

- ❖ Good entertainment mode to differentiating the use of symbolic communicative word from family to direct Ethiopian sign language introduced to us by special need educators in the school center.
- ❖ Admission of Deaf students at this school without fixed deadline and free of charge at the time of registration.

4.1.2 Special Need Educators' Opportunities

The vital role that assumed from special need educators was to instruct Deaf students with appropriate teaching methods, therefore from three days face to face interview their teaching style supported by having short term training and oral orientations from different institutions explained by two special need educators during face to face talking from day one up to day three in their sessions:

- Teaching Deaf students with Ethiopian sign language at school center has good outcome from what we gained from others, while we follow our professional work that derived from subject ethics.
- Through taking of short term course, oral notes and orientations introduced to us by other peoples who were familiar about Ethiopian sign language for instance from 2014 up to now we have taken the short term sign language training from different institutes for instance *Gambella Teachers Education and Health Science College, Hossaina* and Addis Ababa University.

4.1.3 The School's Principals' Opportunities

The unlimited mandate delegated to all school principals in the government structures has more significant role that control all activities in the school center and build smooth relationship with other partners, two school principals reported their ideas as followed:

- ❖ In the teaching and learning progress; we pursued the objective of public service derived from legal assignment assured to us act like ambassador in one particular school.
- ❖ This school has gone along with admission of students with hearing loss since (2007) from that year up to now our school's acceptance of Deaf students make clear and positive mind set in our working progress that we have unique understanding of world's conventions to secure the equality of all persons irrespective of cultural background and individual nature.
- ❖ The *Ras Gobena* primary school principals in their interview with researcher in the director's office reported the way in which the school perceived, enroll, place, integrate, keep these students in the school and followed them in some eminent cases up to their families' homes that has some basses from school and identified our administrative effort on the cross-cutting issue.
- ❖ The school has planned to train the teachers with Ethiopian sign language in short term course prepared by the concerned department in this school after one week.

4.2 Deaf Students' Educational Challenges

In the case of educational challenges faced by students with hearing loss in school center to response the research question number two, among twelve Deaf students in the day two session four of them expressed the challenges that, the most features were associated with the following specific points:

- ✓ Ineffective role played by concerned organs from regional government sites.
- ✓ The communication gap from our hearing parents' with us at early time contributed to the learning challenges at school center.
- ✓ Absent of Ethiopian' sign language qualified educators in school center.

- ✓ Lack of cooperative learning share of with our hearing peers in the school center.
- ✓ Inaccessible of teaching devices, inappropriate classroom seating's and lack of incentive supports were the most problems hindered the educational challenges that we faced at school center or outside the classroom in school center.

Among these Deaf students one female Deaf students from grade seven reported that, when we went to Dire Dawa as sport club team members from our team leaders, I felt not good that the amount of predium gave to every team member instead they paid me lesser than other hearing ones because I did not contribute what expressed by hearing students which means my being Deaf undermine the equal gain handed to every sport team member.

4.2.1 Challenges faced by educators

In their three days sessions they told to researcher that, the exact age to enroll Deaf children response by one special need educator it is at age seven years because from family level the starting point of identification on the communication capability of the Deaf children including their interactions with people around them most of the times displayed immature communicative sense below seven years. Therefore the school supposed to enroll these students at grade one when they reached age of seven.

One Deaf special need educator response that there is no Scientific tool for identification of Deaf students but from their families' life they know the appropriate age in which the normal child can perform well in all tasks when they come to school they accompany by their relatives and friends whom knew their background at early times, the clear identification sign in the school is using gesturing through their physical bodies as well as exhibitions of unwanted behaviors among their peers inside or outside the class rooms in the school compound.

The same is true in the regional context the government did not plan the “O” class for these children as far as we know the national education policy every individual child of age seven must get accesses to education based on MDG objective with qualitative teaching and learning progress, but in the case of *Gambella* region from the very beginning there was no “O” class for all children instead of students with disability in general as well as children with hearing loss placed in this school. The good example now in *Gambella* Teachers' Education and Health Science College the region conducting the “O” class training for Diploma Holder teachers with one month in the middle of the year from Feb,08,2018-March,08,2018 that prepared in Nuer, Anywa, Mejeng, Opo, and Amharic Languages without considering the Komu Ethnic's right on that training program. Instead of preparing the training for all people who make up the regional territory space but they did not secure the issue of special need education in that specific

program; although within training program we do not believe that the one month course will resolve the problem of “O” class in the region because being a teacher most of the time requires enough adequate knowledge from pedagogical disciplines that should cover one to two year training in respective line.

Another thing is in the learning progresses a year two to three Deaf students dropped from their learning classes because of many conditions such as subject teachers’ ineffective teaching use, absent of necessary teaching aid materials those include technological devices, absent of Ethiopian sign language teachers’ still big problem from grade five up to grade eight where inclusive learning is practices clearly reported by instructors in their face to face interview with researcher.

In the time of completion of secondary school examination the regional recruitment criteria for college’s teacher entrances does not include Deaf student that mean no one will care about their learning in the college, this idea reported by one Deaf special need educator in the interview period as big and long term challenge on the regional government and policy makers’ site as well.

4.2.2 School principals’ Educational Challenges

In this part even though the researcher collected different sources of information from three respondent groups at school center, the percentage of challenges on respondents all in all were above the learning opportunities. To this regard the main objective of the study was to secure both learning challenges and opportunities in the school center which hindered the challenges of hearing impaired children. Therefore the dominant concern as school principals in the study, they exposed the government site pursued overlooking the realization on national policy practice in the learning life of those innocent children has the following challenges in more detail explained.

In this region the existed governments’ role is very feeble it does not worry and admit its unsuccessful measures to ensure the national and international conventions those determine the rightful choice for all people regardless of social, economic, culture, academic and political background of any individual person. For instance May,01-30, 2015 there was a one month training conducted at *Gambella* Teachers’ and Health Science College facilitated by two special need instructors from Sabeta Teachers’ Training college one woman in sign and one man in braille departments. Before the starting point of the training program the trainee who came from different woredas introduced themselves to others in training hall but most of them came from irrespective line of special need department, when the regional special need focal person raised the criteria in which many people recruited with the response from regional education bureau head was passive to reject and forming new nomination which follow the real objective of the field.

At the end of training the training materials braille paper, abacus, slates stylus, wheel chairs, Ethiopian Dictionary Sign Language and white canes bought with 1,000,000 ETB supplied by GEQIP budget the regional Core process' department head suggested the distribution of all materials to be carry by trainee to their respective woredas, from there the serious argument occurred between focal person of special need and core process department head because without having identifiable numbers from grass root level how can we use this distribution? When they took the issue into front of bureau head "he said let these material distributed to all woredas by applying the quota instead to assess and secure the exact number of persons with disabilities in the region including their specific disability type. "Due to that purpose the following point of views represented the unsolved problems on the learning life of children with hearing impairments in the selected primary school situated at *Gambella* town the main capital of the region.

- ❖ *In annual report from years of 2016&2017 four Deaf students were found repeated their classes due to lack of technical support from school, they repeated grade eight when they took the national and regional exam where no translator assigned by regional education bureau.*
- ❖ *Another challenge is attitudinal barriers displayed by other society's group members against students with disability in wider scope and specifically students with hearing impairment for instance when government concerned organs explaining the vertical forum on education for all at region as well in national level in this region people do not believe on cross-cutting issue, some minority ethnic groups in this region were out of realizing on their identities' right to access the many useful educational chances those represent the necessary things for all human's identity in practical lives.*
- Failure on plan and preparation of "O" class for all children in the region wide, students with special educational need in general and again particularly for students with hearing impairment in *Ras Gobena* primary school where from the very beginning no research work conducted and the principals believe absent of "O" class has negative impact that leaded Deaf student join learning in regular program without base from early year experienced.

One of the school principals said in face to face interview our school had already failed in the above mentioned point of views but we blame the upper part of the government structure without their direct and indirect supports the school alone would produce nothing for these Deaf students.

4.3 Discussions

From the study site the outcome of the research reveal significant challenges and learning opportunities expressed by respondents, the research questions founded the discussion section based on the focus group discussion between researcher and Deaf students at school center where Deaf students integrate with their peers thus, they used Ethiopian sign language as learning opportunity which they have never attempt from their families home, Honigsfeld ,Brereton (2008,2009) revealed that in recent decades educators have understood that language is more than speech, and hearing children can develop literacy skills, positive self-concepts, and communication connections through learning sign language.

Deaf students categorized themselves to be model among others at the capital of the regional city whom have the same learning challenges their acceptance by school brought positive effect in this school, Mayberry and Lock (2003) showed that their adult participants (hearing and deaf) who acquired a language early in life and the deafness as human character that may not limited the participation and contribution of individual person realized by Deaf students at their learning center, Cheminais 2005, Department for Education and Skills (DfES) 2001, DfES 2003, DfES (2004), DfESIOFSTED.

On special need educators part they gained the Ethiopian sign language skill through taking of short term training at different institutions for instance Gambella Teachers' Education & Health Science College, Hossaina and Addis Ababa University and oral orientations from other knowledgeable person from sign language explained in the face to face interview with researcher (Luckner et al., 2005). Ras Gobena primary school's principals in interview sessions declare the international and national ratification what they understand was unique from other school as practice of world's convention on Education for all children regardless of wherever individual child located Dakar, Senegal, in (2000)

Absent of teachers who qualified from Ethiopian sign language hindered the educational challenges of Deaf students at the school center as the educators do not have enough interaction with these students inside classroom sessions "mockery" if an interpreter was not qualified (Commission of Education of the Deaf, 1988) Other educational challenges up on Deaf students have direct relation with individual child's family nature from the interview sessions non-of them came from Deaf parents almost in many studies the percentages of parents whom gives birth with Deaf children found from facts that over 90% percent of Deaf children were born to hearing parents (Moore, 2001; Marschark, Lang, & Albertini, 2002), The learning cooperative share between Deaf and hearing classmates displayed nothing because of interactional gaps that found from special need educators, Deaf students and with hearing children inside or outside the class rooms (Nevins and Chute 1995; Mukari et al. 2007).

Special needs educators do not have tool for assessment of Deaf students, in the Ethiopian context, 'hearing impairment' as indicated in (Tirusew, 1998) stated that there was no any document which could be of some help to understand the terms both "deaf" and 'hard-of hearing', it was rather described in a single term consisting negative connotation such as idiots which means persons who cannot be educated or do not at all understand. Inappropriate teaching style, KSDC noted that poor communication skills by the classroom teachers led to the outcome Deaf learners performing poorly at the national examinations level as a result, we have a high drop rate in class eight at selected primary school, that in the last year of 2016& 2017 reported by instructors that could be explained by the unsuitable curriculum and poor methods of instruction, Makumi and Yego (1991) supported this view.

From school principals interview based on regional context and at Gambella town where the research site located regarding to school's perceived the learning of Deaf students at school center they explained as followed, failure on plan and preparation of "O" class for all children in the region wide, students with special educational need in general and again particularly for students with hearing impairment in Ras Gobena primary school where from the very beginning no research work conducted and the principals believe absent of "O" class has negative impact that leaded Deaf student join learning in regular program without base from early year experienced, from 2011 show that 48 percent of Asian American 3- and 4-year-olds do not attend preschool (n.d).

In the school principals section during the interview session they faced many encounters from regional government's site, due to these reasons and refers by professor Tirusew, he explained the concrete challenge towards inclusive education could originate from different directions such as attitudinal factors, resistance to change, rigid school systems and learning environment, lack of clear educational strategies, lack of instructional and learning materials and inadequate budget.

CHAPTER FIVE

Conclusion, Summary and Recommendations

5. Summary

The objective of this study was to explore the educational challenges and opportunities of Deaf students at school center. From the early chapters there were 19 research respondents, 12 Deaf students, 5 special needs educators and 2 school principals selected from school by applying purposive sampling techniques, then they provided the researcher with different sources of information through focus group discussions and face to face interview regarding to the following research questions.

1. How does Deaf education practices in the *Ras Gobena* primary school of *Gambella* town?
2. What types of educational challenges do the Deaf students face in the *Ras Gobena* primary school?
3. What opportunities does *Ras Gobena* primary school provided to Deaf students?
4. What are the perceived solutions used by school to curb the challenges faced by Deaf students?

From Deaf students on the focus group discussion they recognized that they were model among others being accepted by school and integrated them with their peers, gaining the practices of Ethiopian sign language rather than symbolic use at their living homes introduced to them by special needs educators at school center and identifying their deafness as human character that may not limited the participation and contribution of individual person were major positive outcome for educating them at school center.

Special needs educators summarized their being teachers of the department brought positive effect that make them share short term trainings with others at different institutes and have an oral orientations by other people who are familiar about sign language and provide them with teaching opportunities for Deaf students. School principals in their interview believe their understanding about international and national conventions regarding to equal access to education for all children like the case of *Ras Gobena* primary school of *Gambella* town.

On another hand absent of teachers who qualified from Ethiopian sign language has its own negative impact on the education of Deaf students at school center, lack of appropriate learning materials that includes school readiness, absent of “O” class at school center for all children in general and particularly Deaf students lead those children to attend integrated learning without base.

At school center special needs teachers do not have tools for assessment of Deaf students on their teaching progresses, school principals conclude that ineffective role played by government organs produce nothing on the learning program of these students while school has tried to accept these students without having all sources of teaching and learning supports for students with hearing impairments at school center.

5.1 Conclusion

Based on the researcher's understanding from the research study even though the school accepted these Deaf students it did not make enough change because they still achieve poor result in many assessments, were exclude from college in teachers' training courses, not participate in other activities especially sport and isolation on sharing cooperative learning with their peers due to lack of Ethiopian sign language qualified teachers. Special needs teachers fail to catch up all immediate information from these vulnerable children as they do not have identification scientific tools and the final conclusion of school principals was blame of regional concerned bodies on this cross-cutting issue.

5.2 Recommendations

From three different respondents group of student with hearing impairments, special need educators and the selected primary school's principals sites based on what they reported on educational challenges and opportunities at school center the researcher suggested the following measures those need to be consider from all organs:-

- At the regional level, *Gambella* town and five *Kebelles* administrative area all education authorities will have an immediate intervention at *Ras Gobena* primary school on inclusive education for all children with different learning challenges in general as well as for the Deaf students.
- Further training for special need educators with Ethiopian sign language, increasing the number of teachers in special need department and sharing experience from other advanced regions will be concern for all educators.
- After completion of grade ten, regional education bureau will design a chance for inclusion of Deaf students to join *Gambella Teachers' Education and Health Science College* with their hearing peers in appropriate training way.
- Providing of the sign language interpreter during the exam times and noticeable information when there is make up class or test out of normal class program for Deaf students will be secure by special educators and regional education bureau.

- Securing the high drop, repeated rate and reducing the number of students above one hundred in one inclusive learning section by school's principals.
- Assigning the special need professionals workers in the government offices from region bureau, town administrative, zone, woreda and at all school centers based on civil services reforms of the country.
- Inclusion of Deaf students to participate in sport activities and empowerment of their parents to have choice in the learning progress of the children at *Ras Gobena* School.
- Planning of the resources room that will supplied teaching and learning aid materials eg braille, sign language, stylus, wheel chairs and canes from regional government structures and at Ras Gobena primary school center.
- Creation of awareness at public level from government bodies especially five of *Gambella* town *Kebelle* administrative organs and approaching NGOs organs to be part of the task like SAVE the Children, Goal Ethiopia and UNICEF for their vital contributions.
- Conducting the further studies on special need education in the region wide and *Gambella* town as well.

References

- Adoyo, P. O. (2007). Educating children in inclusive setting: Challenges and considerations. *International Journal of Deaf Studies*, 22(1): 51-58.
- Alemayehu (2005). Introduction to Special Needs Education. A thesis unpublished (Teaching Material) AAU
- (Article 24 of the UN Convention on the Rights of Persons with Disabilities).F
- Asian American,(2011) show that 48 percent of 3- and 4-year-olds do not attend preschool (n.d).
- Bogdan ,R., & Biklen, S. (2007). *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Boston Prints
- Braun, V. & Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative research in psychology*, 3 (2). pp. 77-101. University of Auckland, New Zealand
- Calderon, R. and Low, S. (1998). Early social emotional language and academic development in children with hearing loss, Families with and without fathers, *American Annual of deaf*, 143, 225
- Cleverley, J., and Phillips, D.C., 1986, *Visions of Childhood*, New York: Teachers College Press
- Commission on Education of the Deaf [COED] (1988). *Toward equality: Education*.
- Cohen, et.al. (2000). *Research methods in education* (5th ed). London: Routledge.
- Crocker, S. & Edwards, L. (2004). *Deafness and additional difficulties*. In S. Austen & S. Crocker (Eds.), *Deafness in Mind*. London: Whurr Publishers Ltd.
- Dakar, Senegal, in April (2000). *Jomtien Declaration on Education for All: Meeting Basic Learning Needs*, adopted by the World Conference on Education for All.
- Daunt, P. (1993), "The New Democracies of Central and Eastern Europe". In P. Mittler, R. Brouillette and D. Harris (Eds), *World Yearbook of Education: Special Needs Education*. London: Kogan Page.
- Davern, L., and Schnorr, R. (1990). Public schools welcome students with disabilities as full members. *Children Today*, 20(2): 21-25.

- DoE (2008). Operational Manual to the National strategy on screening, identification, assessment and support. Pretoria: Government Printer. De
- Eleweke CJ and Rodda M (2000). Factors contributing to parents' selection of a communication mode to use with their deaf children. American Annals of the Deaf.
- Felekech Baharu (2000), Social and academic problems of hearing impaired students in some selected second cycle primary schools in selected special schools. Unpublished MA thesis Addis Ababa University
- François, André, S.J. & O'Gara, J. (2003). Mainstreaming Human Rights: The human rights-based approach and the Gravel, Communication Options for Children with Hearing Loss. Mental Retardation and Developmental Disability Research Review 9: 243-251. New York. Retrieved from [http://www.s/usu.edu/files/Gravel-communication hearing children language learning](http://www.s/usu.edu/files/Gravel-communication%20hearing%20children%20language%20learning). In M. Marschark & M. D. Clark (Eds.), Psychological
- Gallagher, K. (1983). Educating Exceptional Children. USA: (7th Ed). Boston Houghton Mifflin company
- Gearheart, B. and Weishahn, M.W. (1992). The exceptional students in regular classroom (4th Ed.). Ohio: Merrill Pub.
- Gezahegn B. (2013). Attitudes of teachers towards inclusive education in Ethiopia. The Ethiopian Herald.
- Hallahan, D.P. & Kauffman, J.M. (1991). Exceptional Children. Introduction to special Education (5th Ed.). USA: Allyn and Bacon
- Hear-it. Hearing children have to deal with extra challenges in school. Retrieved on December 17, 2017, from <http://www.hear-it.org/Hearing-impaired-children-have-to-deal-with-extra-challenges-in-school>.
- Honigsfeld, A. (2009). ELL programs: Not "one size fits all." Kappa Delta Pi Record.
- Hope, B. (2001). A bilingual bulletin published annually by the Ethiopian federation of persons with disabilities. Addis Ababa: Commercial Printing presses
- Horne, M.D. (1985). Attitudes towards handicapped students; Professional and parents reactions. Hillsdale, NJ: Lawrence Erlbaum Associates.

- Individuals with Disabilities Education Act (IDEA) Part B Final Supplemental Regulations Issued, (2008 and Effective, 2008 – Non-Regulatory Guidance, 2009)
- Jennifer C. & Linda G. (2003). Changing student teachers' attitudes towards disability and inclusion: Queensland: Journal of Intellectual & Developmental Disability, Vol. 28,4, pp.369-379.
- Jitka S. (2003). Disabled People and Equal Opportunities: Integrating Deaf Children and Adults With Special Regards to Education and Job Opportunities. Prague: Charles University.
- Kamal M, Bener A., Oman Med J. (2009) Factors contributing to school failure among school children in very fast developing Arabian society
- Kennedy,(2015). Kennedy CR, McCann DC, Campbell MJ, Law CM, Mullee M, Petrou S, et al.
Language ability after early detection of permanent childhood hearing impairment.
- Kochung, E. J. (2011). Role of Higher Education in Promoting Inclusive Education: Kenyan Perspective. Journal of Emerging Trends in Educational Research and Policy Studies.
- Komesaroff, L. (2005). Category politics: deaf students' inclusion in the 'hearing university'. International Journal of Inclusive Education, 9: 389-403.
- KSDC, (2001). Published by CORE Scholar, 2007
- Lipsky, D. K., and Gartner, A. (2006).Inclusion, school restructuring, and the remaking of the American society.Harvard Education Review, 66, 762.
- Loreman, T. (2003).Secondary school inclusion for students with moderate and severe disabilities. Retrieved:from:<http://www.wholeschooling.net/WS/WSPress/Loreman%20HS%20Incl%20Sev%20Dis.pdf>.
- Loreman, T., andDeppeler, J. (2001). Inclusive education in Victoria: The UNESCO education for all 2000 assessment. National Council on Intellectual Disability.14 (2), 13.
- Luckner J. L. Sebal A. M. Cooney J. Young J. ,& Muir S. G . (2005). an examination of the evidence-based literacy research in deaf education. American Annals of the Deaf, 150, 443 – 456.

- M a r g r e t A. (2006). Confronting difference: an excursion through the history of special education
- Marshall, C., & Gretchen B. R. (1999). *Designing qualitative research*: (3rd ed.) London: Sage Publications.
- Mayberry R. I., & Lock E. (2003). Age constraints on first versus second language acquisition: Evidence for linguistic plasticity and epigenesis
- McLean, P. (1999). Optimizing the Learning experience for deaf and hearing impaired students. University of Melbourne. Melbourne.
- Minnie Mae Wilding-Diaz (2012) ASL Translator for the Book of Mormon.” Mormon Channel & Everything Creative: Episode
- Mischel, W. (1968). *Personality and assessment*. Hoboken, NJ US: John Wiley & Sons Consortium. Inc.
- Moore, D. (2001). *Educating the deaf: Psychology, principles, and* Nelson, K. E., Loncke, F., Camarata, Implications of research on deaf and
- Moore, D.F. (1996). *Educating the Deaf: Psychology, Principles and Practices* (4th Edition). Boston:
- Neuman, W. (2007). *Basics of social research: qualitative and quantitative Approaches* (2nd Ed.) Boston: Allyn and Bacon.
- Padgett, D. K. (2008). *Qualitative methods in social work research*: Thousand Oaks, CA: Sage.
- Rainer, John D., K. Altschuler, and F. J. Kallman. (1963). *Family and Mental Health Problems in a Deaf Population*. New York: Columbia University Press. Reality in Finland. Finland: European Journal of Special Needs Education. European Journal of Special Needs Education.
- Rangita, S. (2008). *Disability Right, Gender and Development: A resource tool for action*: Wellesley center for women.
- Robert, K. Y. (2011). *Qualitative research from start to finish*: New York: The Guilford Press.
- SALAMANCA. (1994). *The Salamanca Statement And Framework For Action On Special Needs Education*: Salamanca: United Nations Educational, Scientific and Cultural Organization & Ministry of Education of Spain.

Sara Ipatenco, (2017) Making Inclusion Work: Effective Practices for All Teachers; John Beattie, et al.

Savolainen, H and Kokkali (2000). Meeting Special and Diverse Educational Needs: Making Inclusive

Schein, J. D., & Delk, M. T., Jr. (1974). The deaf population of the United States. Silver Spring, MD:

National Association of the Deaf

Schulz, J. B, and Carpenter C.D et al (1991). Mainstreaming Exceptional Students. USA: Allyn and Bacon.

Schulze, C. and Trunbull, A. (1991). Mainstreaming exceptional students. A guide for classroom teachers (3rd Ed.). Boston: Allyn & Bacon

Shiv, K. (2006). Education of students with special needs. New Delhi: National Council of Educational Research and Training.

Smith, T.E., Ronly, E.A., Polloway, J.R., Patton, and C.A. Dowdy, (1998). Teaching Students with special needs in inclusive settings. Allyn and Bacon, Massachusetts.

Smith, D, and Luckasson, R. (1995). Introduction of special education. Teaching in an age of challenge. Boston: Allyn & Bacon

Stubbs (2008). Inclusive Education Where there are few resources Available. URL: [http://www.eenet.org.uk/resources/docs/IE%20few%20resources%](http://www.eenet.org.uk/resources/docs/IE%20few%20resources%20)

[org.uk/resources/docs/IE%20few%20resources%](http://www.eenet.org.uk/resources/docs/IE%20few%20resources%20)

Tirusew, Teferra (2005) Disability in Ethiopia: Issues, Insights, and Implications. Addis Ababa University Printing Press: Addis Ababa

Tirussew T. (2005). Inclusion of Children with Disabilities: Challenges and Opportunities, The Ethiopian Journal of Education: Vol. XIX No. 1. P. 29-56.

Transitional Government of Ethiopia Ministry of Education. (1994). Education and training policy. Addis Ababa: Author.

Tufekcioglu, U. (2000). Quality versus Inclusion, Paper presented at the International Special Education Congress 2000, Available on: http://www.isec2000.org.uk/abstracts/papers_t/tufekcioglu_1.htm. Retrieved on: January 6/2018.

UNCRC (1989).Convention of the Rights of Children.Retrieved from:
http://www.unicef.org.uk/Documents/Publication-dfs/UNCRC_PRESS200910web.pdf.on:
14October 2017.

UNESCO,(2005).Bettereducationforall.Retrievedfrom:http://www.unesco.org/education/EFAWG2009/BetterEFA_GlobalReportoct09.pdf.Retrieved on: 24 February 2018.

UNESCO. (1994). World Conference on Special Needs Education: Access and quality. Available on
:www.unesco.org.uk. Retrieved on: 6 October 2017.

United Nations system', desk study prepared for UNESCO, 2005.

Van Hemel, S., and Dobie, R. A. (Eds.) (2004).Hearing Loss: Determining eligibility for social security
benefits. National Academies Press. London.

Webster, H. and Wood,R. (1995).Children with hearing difficulties. London: Cassel Educational Ltd

Yin, R.K.,(2003). Case study: Design and methods (3rded). London: sage publication.

Appendix

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

Department of Special Needs Education

Table 4:-Respondent's variable information

Sex of school principals		Age of school principals	Education level of school principals
Male	2	From 28 up to 35	Degree both of them
Female	-	-	-
Total	2		Two degree holders
Sex of special need teachers		Age of special need teachers	Education level of special need teachers
Male	4	From 28 up to 35	2 Diploma&2 Degree
Female	1	26	1 Diploma
Total	5		3 Diplomas& 2 Degrees
Sex of Deaf students		Age of Deaf students	Grad level of Deaf students
Male	7	From 16 up to 22	Grade 5 th -6 th =3,7 th -8 th =4
Female	5	From 14 up to 27	Grade 5 th -6 th =3,7 th -8 th =2
Total	12		Five female& Seven male students

Appendix-A

The objective of this discussion is to get reliable and trustful information from the concerned bodies of the research participants and the partial fulfillment of Master's Degree in Art on the title of Educational challenges and Opportunities of Deaf students at *Ras Gobena* primary school of *Gambella* town.

Thank you for devoting your time to participate in this focus group discussion, you will remain anonymous.

Part I: Personal Profile.

Sex _____ Age _____ Educational level/ grade _____

Part II: Focus Group Discussion guide

1. How many of you came from Deaf parents/hearing parents and faced educational challenges?
2. How do your special need teachers provide you with learning opportunities in the classrooms?
3. How do your teachers teach you with cooperative learning shares with your hearing classmates?
4. Do your special needs teachers provide you with technological devices to support you with appropriate learning strategies?
5. What kinds of incentive support does your school provided to you, and for how long?
6. What do you think as educational challenge you felt as risk factors in the classroom?
7. How many of you repeated the class because of absence of technical supports (Challenges) from school?
8. What social and psychological challenges encountered up on your life experience in school?
9. What solutions do you suggest to minimize those educational challenges that you faced in your school experience?

Appendix-B

The objective of this interview is to get reliable and trustful information from the concerned bodies of the research participants and the partial fulfillment of Master's Degree in Art on the title of Educational challenges and Opportunities of Deaf students at *Ras Gobena* primary school of *Gambella* town.

Thank you for devoting your time to participate in this interview, you will remain anonymous.

Part I: Personal Profile.

Sex _____ Age _____ Educational level/ grade _____

Part II: Interview points for Special needs Educators

1. At which age do you believe is right time for children with hearing impairment to be included in to the learning programs?
2. Do your Deaf students have ability to communicate with Ethiopian sign language?
3. How many of your students repeated the class because of lack of technical supports from subject teachers?

4. What strategies do you use to identify Deaf students in this school?
5. In which way do you teach the Deaf students being placed together with their hearing peers and share the common adequate knowledge?
6. Have you an experience about Ethiopian sign language instruction and pedagogical approach from your previous life, and for which teaching approach do you delivered it to your students with hearing loss?
7. Did you take training in national sign language program, if yes when and for how long?
8. What are the technological materials available in your school for inclusive teaching strategies, if they are available from where did you get them?
9. What types of teaching and learning challenges that you and your students faced?
10. Are there any conditions which minimize the active participation of students with hearing impairment in your class rooms?
11. Did your school have any plan to minimize educational challenges of Deaf students and replace it with reachable learning opportunities?
12. What Solutions do you suggest to minimize the educational challenges of Deaf students in your school?

Appendix-C

The objective of this interview is to get reliable and trustful information from the concerned bodies of the research participants and the partial fulfillment of Master's Degree in Art on the title of Educational challenges and Opportunities of Deaf students at *Ras Gobena* primary school of *Gambella* town.

Thank you for devoting your time to participate in this interview, you will remain anonymous.

Part I: Personal Profile.

Sex _____ Age _____ Educational level/ grade _____

Part II: Face to Face Interview for School Principals.

1. How does the school perceived the Deaf student in inclusive system?

2. Do the government and parents of Deaf children have some supports regarding the educational challenges?
3. When did your school begin enrolment of Deaf students?
4. What type of methodology does your special need teacher use to teach Deaf students? .
5. What cultural diverse influences contribute to educational challenges of Deaf student in your school?
6. What are the major educational challenges encountered the learning of students with disabilities in school compound?
7. Do your school have plan to train special need teachers with national sign language, if yes when, where and by whom?
8. Describe your solution oriented suggestions to minimize educational challenges of Deaf students and increase their active participation?

Declaration

I Yiey Chuol Hoth hereby declare that this thesis is my original work and it hasn't been submitted anywhere in any college or University; neither it has been presented for any degree in other University nor research conferences. All sources of material used for the study have been recognized and acknowledged.

Yiey Chuol Hoth ----- -----
Signature Date

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

Name of advisor: Dr Sewalem Tsega ----- -----
Signature Date