

**SOCIAL INTERACTIONS BETWEEN DEAF AND HEARING STUDENTS IN
INCLUSIVE PRIMARY SCHOOL: THE CASE OF MEKANISSA SCHOOL FOR
THE DEAF**

Genene Yilma

**A Thesis Submitted to
The Graduate School of Social Work**

**Presented in Partial Fulfilment of the Requirements for the
Degree of Master of Social Work (MSW)**

**Addis Ababa University
School of Graduate Studies**

June 26/2016

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**Addis Ababa University
School of Graduate Studies**

This is to certify that the thesis prepared by Genene Yilma, entitled: Social Interactions between Deaf and hearing students in inclusive primary school: the case of Mekanissa school for the Deaf, and submitted in partial fulfilment of the requirements for the Degree of Master of Social Work (MSW) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ACRONYMS

ACPF	: African Child Policy Forum
ANED	: Academic Network of European Disability Expert
CDREO	: Convention Concerning Discrimination in Respect of Employment and Occupation
CRPD	: Convention on the Rights of Person with Disability
DFID	: Department For International Development
EBC	: Ethiopian Broadcasting Corporation
EU	: European Union
FGD	: Focus Group Discussion
FSWD	: Female Students with Disability
GTP	: Growth and Transformation Plan
IAR	: International Annual Review
IDEA	: Individuals with Disabilities Education Act
ILO	: International Labour Organization
INGO	: International Non-Governmental Organization
KG	: Kindergarten
KII	: Key Informant Interview
LNGO	: Local Non-Governmental Organization
MDG	: Millennium Development Goal
MOLSA	: Ministry of Labour and Social Affairs
NGO	: Non-Governmental Organization
SNE	: Special Needs Education
TVET	: Technical and Vocational Education and Training
UN	: United Nations
UNESCO	: United Nations Education Social and Cultural Organization
WHO	: World Health Organization

ABSTRACT

Inclusive education program is one of the approaches in which various countries are implementing to provide social development opportunities and access to education for children with disability. Mekanissa School for the Deaf is one of the schools in Ethiopia in which number of Deaf and hearing students are learning together for many years. The social interaction between Deaf and hearing students is therefore the main components of activity in the school. Hence, this research is conducted to answer the following research questions: 1) How do hearing students perceive social interaction with deaf? 2) How do hearing and deaf students interact each other in the school? 3) What factors motivate and affect the social interactions between hearing and deaf children in the school? 4) How do the school teachers and principal perceive social interaction between deaf and hearing students?. The research applied qualitative research approach and used Key Informant Interview (KII), Focus Group Discussion (FGD), document review and observation to collect the data from the research subjects, 24 in total, who are purposely selected. The research finding shows that the Deaf and hearing students socially interact at break time, lunch time, free period, out of schooling time and on different event days. The major social interactions between Deaf and hearing in the school takes place through playing different games like valley ball, hand ball, football, basketball, organizing and conducting social events, preparing dramas and poems, participate in different club activities, support children who are in different social problems, practicing and exercising the sign language, forming social association, doing group assignments, study together, having lunch together and worshiping together and organizing and participating in different social trips. Limited knowledge and skills on sign languages, lack of motivation and bad attitude of some hearing students, weak orientation among teachers and their inefficiency in sign language, absence or weak school mechanisms for social interactions, and low awareness among some parents are some of the factors affecting the development of social interactions between Deaf and hearing students in the school. To strengthen the social interactions between Deaf and hearing students, the school has to work with students, parents, teachers, government and external supporters with strong orientation on the values of social interactions and put strong mechanisms in place that will be measured on regular bases.

CHAPTER ONE: BACKGROUND OF THE STUDY

1.1. Introduction

The World Health Organization's International Classification of Functioning disability and health in 2001 contributed to the conventional wisdom of the day in redefining disability by introducing a classification model with two parts: functioning and disability, which include components on body functions, structures, activities and participation, and contextual factors, which include components of environmental and personal factors (ACPF, 2009). If the environment is designed for the full range of human functioning and incorporates appropriate accommodations and supports, then people with functional limitations would be able to fully participate in society.

It is estimated that persons with disabilities make up roughly 15% of the world's population, but possibly 20% of the world's poorest citizens (DFID, 2000). One household in every four contains disabled members- which means that 2 billion people live with disability on a daily bases in the world (UN, 2007). There are 500-650 million persons with disabilities in the world, approximately 10 percent of the total population, of these about 150 million are children, of whom 80% of them live in developing countries (ACPF, 2011). It is estimated that 140 million of the world's children are out of school, of whom the majority are girls and children with disabilities eight percent of these live in Africa (ACPF 2011).

In Ethiopia the data on disability is not clearly known, however, as of the national housing and population census (CSA, 2007) it is estimated that people with disability accounts from 1.09%. However, this result is widely believed to significantly underestimate the true figure. And 95% of people with disabilities in Ethiopia are estimated to live in poverty- the vast of majority in rural areas, where basic services are limited and the chances of accessing rehabilitative or support services are remote (MOLSA, 2010). The world report on disability, published jointly by the World Bank and WHO in 2011, estimated that there were 15 million persons with disabilities in Ethiopia, representing 17.6% of the total population at the time.

Inclusion of children with special needs in regular school now is became a dominant policy and practice worldwide. This form of education provision is being championed with a view to meeting the diverse educational needs of all children (UNESCO, 1994). In spite of that development, in some countries, successful inclusion of children with disabilities is still

hindered by several factors such as resource limitations, negative attitudes and lack of interest from governments (ACPF, 2011).

The term inclusive education has attracted much attention in the recent years. An examination of the theory and practice has revealed that the term has come to mean different things to different people. According to UNESCO (2005) the term refers to the diversity of needs of all learners through increased curriculum content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

In Ethiopia, the movement towards inclusive education continues on the assumption that teachers are willing to admit students within the regular classes and be responsible for meeting their needs. However, negative attitudes and misconceptions have begun to be reflected in researches conducted in some schools (Gezahegn & Yinebeb, 2010).

Deaf people are one of the disabilities groups who are excluded from the dominant areas of social and cultural reproduction by the perpetuation of a phonocentric world-view (Ridell and Watson, 2002). It is considered to be a very isolating disability because of the typical language development and use associated with these individuals. Deaf persons do not generally participate in oral language practices, unless skilled in lip-reading. Many hearing impaired people use a specific sign language associated with their culture's native language. Hence, in recent times inclusive education became more familiar to meet the desire of deaf students so as to learn adoptive behaviour with hearing students (UNESCO, 2005).

Knoors & Wauters (2007) have reviewed empirical articles on social integration of deaf children in inclusive settings. They indicated that deaf children in mainstream education often have few friends, have less interaction with hearing peers, and are more often rejected or neglected than their hearing peers. The study also revealed that deaf students may feel isolated and lonely. Punch & Hyde (2011) have indicated that, social participation and emotional wellbeing become more problematic for some children as they reach adolescence and appeared to struggle with issues around being Deaf, feeling self-conscious about and fitting in with hearing peers.

Therefore, this study is aimed at examining the social interactions between the hearing and Deaf children in inclusive education program in one of the primary schools in Addis Ababa.

1.2. Statement of the Problem

Various studies have been conducted in the world on inclusive education, its relevance, access, methodology, achievement and challenges. Many of the studies were also reflected different contexts of the practices in different countries and specific places as a program.

Myers and Bagree (2011) studied on the placement of students with hearing impairment in elementary general education classes and came up with the result that the program has to be linked with either integration or inclusion, depending on factors such as level of supports. Adrienne (2012) studied on the placement, services, and teaching methods of students, who are deaf with additional disabilities and the result revealed that with hearing impaired children with multiple disabilities feel lonely and overwhelmed by the imposition factors associated with hearing children. Peter (2007) studied on the situation of children in mainstreamed program and the result showed placement of deaf students in classrooms with their hearing peers often may not be conducive to their social and academic development. Irene (1999) conducted a study on inclusive education and personal development which identified that positive perceptions apparently were based on supportive school environments, self-acceptance, and the ability to cope or assimilate, while negative perceptions were based on non-supportive school experiences and feelings of being singled out relative to the deafness dimension in ways that implied difference or deviance.

Similarly, there are also researches conducted on the approach and methodology part of inclusive education on different periods. Dymond (2006) studied on inclusive high school service learning programs about methods for and barriers to including students with disabilities. And this has come up with result that resources, staff knowledge and expertise, planning time and program organization and logistics are widely acknowledged as constraints on the implementation of effective inclusive education. Harpell and Andrews (2010) conducted research on administrative leadership in the age of inclusion, that focused on promoting best practices and teacher empowerment and the result shows that well-trained and knowledgeable leaders who are capable of empowering teachers to adopt new instructional methods can overcome the challenges of inclusive education. Peter and Bernard (2009) studied on promoting inclusion in secondary schools through appreciative inquiry

method and which resulted in that appreciative inquiry used in inclusive adolescent teaching and learning with the diverse group of participants would be a viable means of encouraging collaboration in teaching situation. Rebecca and Elizabeth (2006) studied on peer supports and inclusive education as an underutilized resource and the finding shows that cross age and same age peer-mediated strategies are as effective as or more effective than traditional teacher-mediated practices for students with or without disabilities across a variety of subject areas. Douglas and Kathleen(2000) conducted a research on the resilience of changes promoting inclusiveness in an urban elementary school and came up with that the inclusive education was sustained when the teachers shared the vision, resources were available, training was provided, and a culture of inclusion was created within the school. Ryndak and Alper (2010) conducted a research on long-term outcomes of services in inclusive and self-contained settings for siblings with comparable significant disabilities. The purpose of the study was to compare the long-term outcomes of services for two siblings with significant disabilities who had similar early diagnosis. And the result shows that a brother who received inclusive services in general education contexts demonstrated more skills that were critical both to interacting with peers and adults who did not have disabilities, and to functioning independently across the contexts, including at school, at home and in the community. Michael and Shirin (1999) studied on considerations in educating deaf and hard-of-hearing students in inclusive settings and came up with that individual differences, communication skills, proficiency in English, other academic skills and social behaviour have to be considered to provide quality services to disabilities and hard of hearing students in inclusive education program.

Some researchers also studied the implications of diversity among the students in the inclusive education programs. For instance, Amanda and Kathleen (2010) examined the intersections of difference among students identified as disabled and expanding conceptualizations of multicultural education and came up with an approach in which the cultural nature of disability, and the intersectional nature of cultural identity generally are recognized accounts for the multiplicity and the influence of socio-historical context in shaping individuals' identity and experiences, and acknowledges the role these forces play in shaping privilege and opportunity. Miller (2015) conducted research on the area of supporting deaf and hard of hearing college students and came up with that an individual's cultural identity is a product of his or her socialization: via interactions at school, with social agencies, with one's peer group, with the mass media, and primarily with one's family.

Wondwossen(2014) conducted a research on exploring the problems of inclusive education on the psychosocial development and academic achievement of deaf students and the finding shows that the communication barrier between deaf children and their hearing peers can cause deaf children to develop anxiety or low self-esteem.

Studies were also conducted on disability from the gender perspective. Meekosha (2000) has shown that while social action around disability issues has benefited both women and men, women with disabilities are less likely to be economically self-supporting, or to have spouses to care for them. These patterns together with conventional norms of femininity have hindered the quest for independence for women with disabilities. Franchis (2002) studied that women usually confront major obstacles not only in relation to overcoming disabling environments, but also in achieving equal outcomes as men. Gerschick (2000) has also researched that gender as a result of biology has been thought to determine all manner of social behaviours on the part of men and women. In a similar way disability as biology has been seen as determining disabled people's choices and behaviours.

Disability is another concern for different development plan and many researchers have studied this. Elwan (1999) studied that a thorough analysis of different experience from research, evaluation, and input from people with disabilities can build a sound understanding and development strategy. Research conducted by Ninomiya (1999) in six Asian countries provided key insights into the essential role of self-help organizations of people with disabilities in effecting change and promoting positive attitudes toward disability. Wiman (2000) studied that, community-based, integrated, accessible, and participatory principles and strategies for development, building on local capacity, need to replace the inadequacy of past exclusionary and specialized institution-based, paternalistic services. Edmonds (2002) also researched that strategic and results-oriented programming must be introduced and managed to address the issues affecting people with disabilities. This requires mainstreaming the issues affecting people with disabilities in both sector wide and specific programming.

In Ethiopia, limited researches have been conducted on disability and it is focussing mainly on approaches and methodological aspects in inclusive program. Even the evidence on disability groups in Ethiopia is very much limited and volatile in some time as it is mentioned by different non-governmental organizations (NGOs) and Central Statistics Agency report on various times. The social interaction part among the hearing and deaf

children in inclusive education program is seem neglected in the sector plan to measure its impacts against the development opportunities of deaf children.

Therefore, this research is motivated and designed to describe the social interactions between the deaf and hearing children in one of the inclusive primary schools in Addis Ababa among grade 7 and 8th students from its different perspectives that will further enrich some research findings and/or pave the way for new researchers to undertake researches on the different aspiring cases resulted from the research.

1.2.1 Main research questions

The following research questions are included to investigate the topic under study.

- How do hearing students perceive social interaction with Deaf?
- How do hearing and Deaf students interact each other in the school?
- What factors motivate and affect the social interactions between hearing and Deaf students in the school?
- How do the school teachers and principal perceive social interaction between Deaf and hearing students?

1.3. Significance of the Study

Disability is one of the development agendas for different development agencies and states. Access to education therefore is one of the basic services that disabled people are in need to improve their development opportunities and integrate them with the society. Deaf children are one of the disability groups who require a different media of communication to educate from the hearing and attain the intended objectives in their lives as others do. Now day inclusive education programs have been designed and are being implemented by different countries in the world. Ethiopia is also one of the countries which thrive to address the problem of Deaf students through strategizing inclusive education program.

Accessing inclusive education by itself does not mean to attain the social, emotional, spiritual and talent development of the Deaf students in the school. However, there have to be various components to be designed and integrated to bring the real and holistic development among Deaf students in tandem with the hearing students. The social interactions between deaf and hearing students is one of the determinant components that will highly contributes to the achievements of academic performance among Deaf and hearing students in the school. The result from interactions may directly or indirectly affect their learning behaviour.

Therefore, it is very much advisable to investigate how it is going on and monitor to learn new things for intervention so as to put the program on the right track.

Hence, this research finding might help the program designers, implementers and communities to further establish and apply different approaches in the program that will increase the growing development opportunities of Deaf students and hearing to reach at successful point in the future. In addition, this research finding may also help other researchers to trigger new ideas for further investigation in the area of inclusive education program.

1.4. Scope of the Study

This research is conducted only in one of the inclusive primary schools in Addis Ababa, Mekanissa School for the deaf, although other schools are implementing the program due to limited resources. The research also collected data only from grade 7 and 8 students in the school and did not include other grade levels. Hence, the finding may not represent the all grade level students' views and opinions. In addition, the focus was only pointed at looking and describing the social interactions between Deaf and hearing students in the school and did not include other groups.

1.5. Limitations of the Study

The social interactions between the Deaf and hearing students, as of the researcher observation and field level analysis, it has got also greater link with students' parent that had to be explored and investigated. However, I have lost some proposed contacts and is limited to the groups within in the school compound. Most of the deaf students in the school are residing in their distant family here in Addis Ababa to access the inclusive education program but originally they are from the rural Ethiopia which is now far away from their birth families and this had been also a good point for further investigation. From the deaf perspective, there are hard of hearing, early deaf, late deaf and born deaf students in the school but the researcher didn't investigate their aspects separately rather simply took it all groups in one category. Besides, I lack sign language skills and was not sure what exactly the Deaf students are responding to the questions I have asked except taking the note on what is saying from the translator.

1.6. Operational Definitions

- **Disability** : an evolving concept that results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others
- **Deaf student:** a hearing impairment so severe that a student is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.
- **Hearing student:** a student who has no hearing impairment and can process linguistic information through hearing.
- **Sign language:** a system of communication using visual gestures and signs, as used by Deaf people.
- **Inclusion:** The term inclusion has different interpretations in various countries. It is sometimes associated with those students living in marginalized or poor contexts, but frequently it is related to the participation of the disabled or those with special educational needs in mainstream schools. In this way inclusion is considered to be almost the same as integration, when they are in fact two different approaches with different visions and perspectives. As a consequence of this misconception, inclusive policies are regarded as a responsibility of special education, restricting the analysis of all the common forms of exclusion and discrimination that take place within education systems.
- **Inclusive education:** a process intended to respond to students' diversity by increasing their participation and reducing exclusion within and from education. It is related to the attendance, participation and achievement of all students, especially those who, due to different reasons, are excluded or at risk of being marginalized.
- **Social interactions:** refer to particular forms of externalities, in which the actions of a reference group affect an individual's preferences. The reference group depends on the context and is typically an individual's family, neighbours, friends or peers.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Understanding of Disability

The world report on disability describes disability as complex, dynamic, multidimensional and contested (WHO & World Bank, 2011). The Convention on the Rights of Persons with Disabilities (CRPD) goes further, and does not give a definition of disability; instead it views disability as ‘an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others’ (CRPD, 2008, p.10).

In any book on disability, especially one with a global perspective, definitions are hugely problematic. For a start, there is the inevitable tension between the need for internationally shared meanings that enable cross-cultural information exchange and, on the other hand, the need to recognize cultural differences. There are also tensions between those who fight for the power to define what disability is (Barnes & Mercer 1996). Historically, the power to define disability has been held by professionals mostly western, mostly medical, educational or administrative. But recent decades have seen new and challenging definitions coming from disabled people themselves - albeit mostly western, white and educated disabled people (Barnes & Mercer 1996). Abberley (1991) define disability as an interaction between an individual with impairment and an environment that lacks adaptations. This means that a person with impairment only finds him/herself in a disabling situation when the surroundings are inaccessible.

Using a functional limitation approach, disability is highly correlated with age. Older people are more likely to have disabilities than are younger people. However, using an administrative definition, which often limits disability support to those under the age of 65, the age distribution takes on a reverse pattern (Roberts, 2004). In general, people defined as disabled according to administrative definitions are more likely to have a lower education, lower income and lower participation rate on the labor market than are those defined by the functional and the subjective definition (Roberts, 2004).

Disability was traditionally regarded as a problem of the person; directly caused by disease, trauma, or other medical conditions; and a deviation from the normal, resulting in blindness, deafness, intellectual delay, physical difficulty, or mental conditions (Seigel,

2008). But the above mentioned traditional understanding of disability failed to consider challenges that people with disabilities face; barriers which block and exclude people with disabilities from the activities and services enjoyed by non-disabled people.

2.1.1. Categories of Disability

The Individuals with Disabilities Education Act (IDEA) in its research report (2012) with long years' experience and research on disabilities has categorized disabilities in the following forms:

- A) Autism:** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term *autism* does not apply if the child's educational performance is adversely affected primarily because the child has an emotional disturbance.
- B) Deaf-blindness:** means concomitant [simultaneous] hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- C) Deafness:** means a hearing impairment so severe that a child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.
- D) Emotional disturbance:** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - (i) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - (ii) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - (iii) Inappropriate types of behaviour or feelings under normal circumstances.
 - (iiii) A general pervasive mood of unhappiness or depression.

(v) A tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

- E) Intellectual disability:** means significantly sub average general intellectual functioning, existing concurrently [at the same time] with deficits in adaptive behaviour and manifested during the developmental period, that adversely affects a child's educational performance.
- F) Multiple disabilities:** means concomitant [simultaneous] impairments (Such as intellectual disability-blindness, intellectual disability-orthopaedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.
- G) Orthopaedic impairment:** means a severe orthopaedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
- H) Speech or language impairment:** means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.
- I) Traumatic brain injury:** means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behaviour; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.
- J) Specific learning disability:** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read,

write, spell, or to do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of intellectual disability; of emotional disturbance; or of environmental, cultural, or economic disadvantage.

K) Visual impairment including blindness: means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

2.1.2. Approaches to view Disabilities

Just as there are many differences there are different models of disability in the world. Swain & French (2000) put in the simplest terms these can be summarised as two main approaches: the individual approach which sees the definitions of disability there are person as having a problem; and the social which sees society as having the problem not being able to accommodate all people. Based on this, the four main models of disability can be defined as: the charity model; the medical model; the social model and the human rights model (CBM, 2010). The first three focus on the source of the problem, whilst the last, focuses on finding solutions and creating an enabling environment for all.

2.1.2.1. The charity model: focuses on the individual and tends to view people with disabilities as victims, or objects of pity, their impairment being their main identifier. They are seen as recipients and beneficiaries of services. This approach sees disabled people as passive, tragic or suffering and requiring care. It assumes that it is the community and society's responsibility to arrange all services for these vulnerable people.

2.1.2.2. The medical model: also focuses on the individual and sees disability as a health condition, an impairment located in the individual. It assumes that by addressing the medical ailment this will resolve the problem. In this approach a person with disability is primarily defined as a patient, in terms of their diagnosis requiring medical intervention. Disability is seen as a disease or defect that is at odds with the norm and that needs to be fixed or cured.

2.1.2.3. The social model: developed as a reaction against the individualistic approaches of the charitable and medical models. It focuses on society and considers

that the problem lies with society, that due to barriers be they social, institutional, economic or political people with disabilities are excluded. This approach focuses on reforming society, removing barriers to participation, raising awareness and changing attitudes, practice and policies.

2.1.2.4. The rights based model: is based on the social model and shares the same premise that it is society that needs to change. This approach focuses on equity and rights and looks to include all people equally within society: women and men, girls and boys regardless of background or any type of characteristic. It is founded on the principle that human rights for all human beings is an inalienable right and that all rights are applicable and indivisible. It takes the CRPD as its main reference point and prioritises ensuring that duty bearers at all levels meet their responsibilities. This approach sees people with disabilities as the central actors in their own lives as decision makers, citizens and rights holders. As with the social model, it seeks to transform unjust systems and practice.

2.2. Gender and Disability

Young women with disabilities are regularly deprived of the skills and opportunities they need to recognize and address violence, including adequate opportunities to learn about sexuality or culturally appropriate sexual behaviour and mores (Rousso, 2001). As the UN report (2009) observes they are often poor and/or face various other challenges unknown to most people. Wherever discrimination occurs, they often experience further prejudice, based on common assumptions and widely held beliefs about their status and capacity both as females and as people with disabilities.

The evidence drawn on by Stubbs and Tawake (2009) revealed that, despite some helpful laws, policies and systems of practice in some countries, compared to their male with disabilities or able bodied female peers, women with disabilities: are less educated; experience higher rates of unemployment; are more likely to be abused; are poorer; are more isolated; experience worse health outcomes and generally have lower social status. In addition, they experience violence within the family, institutions and community at higher rates than their nondisabled counterparts.

Physical and sexual abuse and other forms of violence, including sexual harassment, disrupt the lives of most female students and young women with disabilities. Similarly, despite the growing interest nationally and internationally in the physical and sexual abuse of people with disabilities, most of the research has not been gender-specific or age specific (Rousso, 2001).

While many women and female students with disability (FSWD) derive enormous strength, resilience and creativity from their multiple identities, they also face the consequence of discrimination such as low rate of employment, low wages, low educational levels, high rates sexual and physical violence and limited access to health service, including reproductive health care (Waxman and Wolfe, 1999).

According to UNESCO (2010) lack of opportunity rather than lack of interest is an important reason for their later and more limited experiences; indeed, FSWD face architectural, transportation and attitudinal, pedagogical and policy barriers as they attempt to take on their social and educational scene.

2.3. Development and Disability

Disable people are one of the population segments in the world in which any development plan should consider them. The UN Convention on the Rights of Persons with Disabilities which came into force in 2008, states that persons with disabilities have the right to participate in all development programmes. In retrospect, the UN General Assembly in 2009 passed a resolution recognizing the importance of including disability in all Millennium Development Goal (MDG) programmes as an important step for inclusive development (Norad, 2012). In a sense these activities brought the much needed focus on persons with disabilities.

The International Annual Review (IAR) (2009-2010) indicates that for people with disabilities, earning a living and education are top priorities, however, 90% of persons with disabilities in sub-Saharan Africa are unemployed, in India people with disabilities are employed 60% less than non-disabled people while in Thailand, 70% of persons with disabilities are unemployed. On the other hand, women with disabilities are less likely to participate in the labor force, the employment rate of non-disabled men as 85 per cent compared with 75 per cent for non-disabled women. The employment rate for disabled men is 52 per cent and disabled women 48 per cent in the world.

Indeed, women with disabilities are more marginalized, as they live at the corner of disability and womanhood, with two “minority” identities, a double dose of discrimination and stereotyping and multiple barriers to achieve their life goals. Their struggles remain on the margins of social justice movements that should represent them (Waxman and Wolfe, 1999). They experience double discrimination, which places them at higher risk of gender-based violence, sexual abuse, neglect, maltreatment and exploitation (UN, 2010). They often are perceived as sick, helpless, incompetent and asexual - and as powerless.

Although there is increased access to higher education globally, traditionally disadvantaged groups including FSWD have been continually neglected as their educational needs has been unnoticed, for instance, a global study by National Disability Authority (2004) indicated that only 1% of undergraduate students in higher education had a disability. Groce and Bakshi (2009) research revealed that literacy rates for adults with disabilities in developing countries are possibly as low as 3% overall, and for women with disabilities at only 1%.

In the world’s affluent countries, segregated institutional systems have evolved over time, initially to care for people with disabilities, then to rehabilitate and educate them. In due course, these systems have raised the functional capabilities of people with disabilities to levels where significant numbers have become capable of mainstream social and economic participation. However, the compartmentalization of disabled people in segregated institutional systems, together with the limited expectations on which these systems are based, have worked against the social and economic inclusion of people with disabilities by perpetuating their isolation and reinforcing longstanding negative stereotypes that to this day significantly impair their ability to make social and economic contributions (Percy, 1989).

These types of expensive disability systems have tended to be beyond the reach of developing countries because of their limited resources for social programs. As a result, most people with disabilities in developing countries have tended to either die, care for themselves, or be cared for by their families and friends. A select few have become clients of charity-based versions of the expensive, segregated institutions developed in the economically advantaged countries but, due to the limited resources typically available through such

charities, none have ever achieved the coverage required to have a significant impact (Miles, 1996).

The most frequently made connection between disability and development (and the connection has been made many times) is actually the link between poverty and impairment in the majority world (Coleridge 1993).

People with impairments in the majority world are more likely to be poor for two reasons. First, because the root causes of impairment in majority world countries - malnutrition, poverty, landmines, lack of services, etc. - hit the poorest people hardest (Chambers, 1983).

Disability, in complete contrast, is social disadvantage and discrimination. The social model message is simple and strong: if you want to make a difference to the lives of disabled people, you must change society and the way society treats people who have impairments. That change must begin with full recognition of disabled people's civil rights, the full involvement of disabled people themselves in planning and policy that is about their lives, and a commitment to removing disabling barriers that prevent disabled people's participation in society (Finkelstein, 1998).

Priestley (1998) has identified a number of approaches in childhood disability research which produce different types of understanding of what is central to the experience of young disabled people and their families. A predominant approach to Disability has been that which places impairment related concerns at the centre. Historically, and particularly in relation to children, this has constructed the issues in terms of biological vulnerability and 'developmental delay'. The disabled child therefore becomes primarily understood as exceptionally dependent (rather than active and social).

The underestimation of the abilities of people with disabilities is a major obstacle to their inclusion and to the provision of equal opportunities. Dismissive attitudes exist throughout society – from professionals, politicians and other decision makers to families and peers as well as people with disabilities themselves, who in the absence of evidence that they are valued and supported will often underestimate their own abilities (UNICEF, 2005).

2.4. Disability in Ethiopia

The 2007 census estimates that the prevalence of disability in Ethiopia is 1.09%. However, this result is widely believed to significantly underestimate the true figure. The

census excluded homeless people (an estimated one-in three street children have a disability), while social stigmas and ignorance often prevent disabled people and their families from self-identifying (Mont, 2007). In contrast to the 1994 census (which estimated a prevalence of 1.95%), the 2007 census excluded short-term difficulties due to temporary conditions, so persons with limited vision or hearing who were considered to perform activities 'within the range considered normal for a human being' were not classified as disabled. Leprosy, epilepsy and intellectual or learning disabilities (with the exception of severe mental impairment) were also excluded.

Poverty, ignorance, war and drought were cited in the 1994 census as the major causes of disability in Ethiopia, aggravated by inadequate nutrition, limited access to health care and educational services and the high prevalence of harmful traditional practices such as child marriage and female genital mutilation (MoLSA, 1996).

Handicap International describes discrimination against disabled people as being influenced by three factors: attitude (including culture and religion); environment (physical inaccessibility); and institutional (legal) discrimination. Arguably, disabled children in Ethiopia face all three sub-discriminations, with disability linked to social and familial rejection, lack of education and employment opportunities and feelings of shame. Children with disabilities are seen as unproductive burdens on the family, and traditional beliefs prevail that disability is the consequence of a curse or wrong-doing committed by the family.

As a consequence of these stigmas, children with disabilities are often hidden at home and due to a lack of official birth registration and negative perceptions, may remain hidden from society or social workers for years. Disabled children are frequently exploited and denied their rights to education, participation in the family and community, employment and independence. Tirussew (2006) states that this lack of acceptance and interaction from family and society puts disabled children at a higher risk of psycho-social malfunctioning; it also has critical impact on their emotional wellbeing and capacity to succeed in educational and occupational environments.

The Ministry of Education puts the school-age population of Ethiopia approximately 15 million, of which 1.5 to 3 million have special needs (Ministry of Education, 2005). It is also estimated that less than 1% of children with special needs in Ethiopia currently have access to

primary education (Asrat, 2010). Tirussew (2006) states that children with disabilities have always been included in the traditional, verbal, Orthodox priest-taught, Ethiopian education system, and that the marginalisation of disabled children rose in recent years as a consequence of modern, written education techniques. However, despite a lack of quality data, anecdotal evidence suggests that a low percentage of children with disabilities have had access to any education, traditional or modern.

A background report on inclusive education in Ethiopia prepared for the Education for all global monitoring report 2010 stressed that a lack of sign language skills and special needs training among teachers, and inadequate accessibility of schools and teaching materials prevented disabled children from accessing education. The report also points to the severe lack of early childhood development programmes for preventing the early diagnosis of disabilities. Although adequate figures do not exist, the report suggests that this may be instrumental in the high numbers of disabled children repeating or dropping out of school (Lewis 2009).

2.5. Legal and Policy frame work on disability in the world

Various efforts have been made across the world to formulate and implement legal and policy frame work to provide development opportunities and create protective environment for disabled people. Some of the formulated and ratified laws and policies are; International Labour Organization (ILO) Convention concerning Discrimination in Respect of Employment and Occupation (CDREO, 1958), No. 111, ratified on 11 June 1966. ILO Convention concerning Vocational Rehabilitation and Employment (Disabled Persons), 1983, (No. 159), which is ratified on 28 January 1991. United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2008) and the Optional Protocol is ratified, 7 July 2010.

The Millennium Development Goals (MDGs) provided the global development community with a clear, coherent and time bound set of targets which have enabled governments and civil society to work systematically towards progress. This work has resulted in significant advances and improvements around the world with reductions in extreme poverty (down from 2 billion to less than 1.4 billion), increases in primary school enrolment rates (from 58% to 76% in sub-Saharan Africa) and achievement of the target to halve the proportion of people without sustainable access to safe drinking water (UNDESA,2012).

Academic Network of European Disability experts (ANED) was established by the European Commission (EU) in 2008. Its purpose is to provide scientific support and advice to the Commission's Disability Policy Unit; in particular, to support the future development of the Disability Action Plan and practical implementation of the United Nations Convention on the Rights of Disabled People.² The European Community and its Member States jointly ratified the Convention in 2007, thus confirming their view that disability was a 'broad human rights issue' (embracing civil, political, economic, social and environmental rights) and a matter of law.

ANED's focus is on research and policy to support equal opportunities for all disabled people and their full participation in every aspect of life. The Network is co-ordinated by an European Consultancy (Netherlands) and the Centre for Disability Studies at the University of Leeds (United Kingdom), with national experts in 29 countries and an international pool of experts in specific fields. A key activity for the Network is to contribute to the evaluation and monitoring of policy and practice in European countries. Specific policy issues of interest to the Commission are selected for review by ANED country experts, and synthesised by an expert rapporteur.

Bilateral donors are also increasingly developing strategies, plans and position papers on disability inclusive development. At the forefront of this work currently is AusAID, which has a specific strategy Development for All: Towards a disability inclusive Australian aid program' (2009---2014) and includes 'enhancing the lives of people with a disability' as one of its strategic goals in its new Comprehensive Aid Policy Framework (AusAID, 2012). This program is leading the way in demonstrating how disability inclusive development can be built into an aid program with a good mix of appropriate strategies, budgets, targets and activities.

Legal and Policy Framework on Disability in Ethiopia

The Government of Ethiopia has adopted and implemented a number of laws, policies and standards pertaining to people with disabilities, including their right to productive and decent work.

The main ones are:

Constitution of the Federal Democratic Republic of Ethiopia: adopted in 1995. Article

Proclamation concerning the Rights to Employment for Persons with Disabilities, No. 568/2008: makes null and void any law, practice, custom, attitude and other discriminatory situations that limit equal opportunities for persons with disabilities. It also requires employers to provide appropriate working and training conditions; take all reasonable accommodation measures and affirm active actions, particularly when employing women with disabilities; and assign an assistant to enable a person with disability to perform their work or follow training.

The Federal Civil Servant Proclamation No. 515/2007: provides for special preference in the recruitment, promotion, and deployment, among others, of qualified candidates with disabilities. This provision is applicable to government offices only.

Labour Proclamation, No. 377/2003, amended by Labour Proclamation No. 494/2006: makes it unlawful for an employer to discriminate against workers on the basis of nationality, sex, religion, political outlook or on any other conditions.

Proclamation on Definition of Powers of Duties of the Executive Organs of the Federal Democratic Republic of Ethiopia, No. 691/2010: provides for conditions of equal opportunities and full participation of persons with disabilities and those living with HIV/AIDS.

Building Proclamation, No. 624/2009: provides for accessibility in the design and construction of any building to ensure suitability for physically impaired persons.

Proclamation No. 676/2010 on the Ratification of the “UN Convention on the Rights of Persons with Disabilities” (UNCRPD) by Ethiopia: it ensures the ratification of the convention and its application within the country and the state commitment to monitor the progress.

Framework Document 2009: this is a frame work document that provides for Special Needs Education (SNE) in Technical and Vocational Education and Training (TVET).

Growth and Transformation Plan (GTP) 2010-2015: establishes disability as a cross cutting sector of development where focus is given to preventing disability and to providing education and training, rehabilitation and equal access and opportunities to persons with disabilities. This is also incorporated in the second GTP.

National Plan of Action of Persons with Disabilities (2012-2021): aims at making Ethiopia an inclusive society. It addresses the needs of persons with disabilities in Ethiopia for comprehensive rehabilitation services, equal opportunities for education, skills training and work, as well as full participation in the life of their families, communities and the nation.

2.7. Inclusive Education for disabilities

2.7.1. Understanding of Inclusive Education

Every child in the world has the right to a primary education: this lies at the heart of the Millennium Development Goals (MDGs) agreed by every country in 2000. Although disability was not originally included in the MDGs, this was rectified in September 2010 when disability was officially acknowledged with regard to the MDGs (UN General Assembly, 2010).

Inclusive education as an approach seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalisation and exclusion. The principle of inclusive education was adopted at the Salamanca world conference on special needs education (UNESCO, 1994) and was restated at the Dakar World Education Forum (2000).

Inclusion is defined as ‘not a place or a placement. Inclusion is a philosophy regarding the manner in which a free, appropriate, public education is to be provided to children with disabilities’ (Sydoriak, 1996). He further explained that inclusion is the idea that students are entitled to an appropriate education in the least restrictive environment that will provide them with the best opportunity to learn and socialize with their peers.

There have been efforts internationally to include children with disabilities in the educational mainstream. Lindsay (2007) suggests that ‘inclusive education/mainstreaming is the key policy objective for education of children and young people with disabilities’. Inclusive education entails ‘increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools’ (Booth and Ainscow, 1998). The Salamanca statement and framework for action on special needs education (1994) adopted by the world conference on special needs education paved the way for inclusive education.

A succinct definition of inclusive education is provided by (Lipsky & Gartner 1996, 1999 as cited in Mitchell, 2010) who described it as students with disabilities having full membership in age-appropriate classes in their neighborhood schools, with appropriate supplementary aids and support services. Inclusion entails students receiving all support services within the regular class-room and, at least in theory, deaf children being fully included in all aspects of classroom and school life (Marschark & Albertini, 2002).

Serious government involvement in, and commitment to the development of Special Education in Africa began in Nigeria, Kenya and Zimbabwe in 1960, 1963 and 1980 respectively (UNISE, 1993) when Universal Primary Education (UPE) was introduced in those countries. Even though UPE is a global educational pronouncement, it has nonetheless since then helped to direct an all-inclusive education development.

2.7.5. Inclusive Education and Personal Development

Identity is basically the representation of the self (Baumeister, 1997). It is increasingly apparent that the self is in many ways a complex social construction, evolving out of various interactions with other in multiple social contexts (Baumeister, 1997). This evolution is a multi-dimensional, reflexive process involving psychological motivation, cultural knowledge, and the ability to perform appropriate roles (Fitzgerald, 1993). These roles have been shaped by the individual's social positions, but at the same time they are significantly influenced by the mediated environments in which most of us live today. Woodward (1997) argues that identities are forged through perceptions of difference and are frequently constructed in terms of oppositions. This leads to the establishment of classificatory structures that incorporate fundamental distinctions between "us" and "them." For the purpose of this research, one is either hearing or not hearing, and inherent in the meaning of "not hearing" labels, whether deaf, hearing-impaired, or hard of hearing, is the assumption of difference/opposition to a standard of normalcy as represented by the majority group, in this case the hearing group the time they are significantly influenced by the mediated environments in which most of us live today (Davis, 1995).

For the deaf student in the mainstream setting, the extent of participation within interpersonal contexts is very much contingent on a multiplicity of factors, including, but not limited to, communication skills, personality and level of assertiveness, acceptance by peers, academic achievement, and the like. The philosophy of inclusion presupposes that increasing the extent to which deaf students are mainstreamed increases the likelihood that they will identify with hearing peers. This leads to the implication that the definition of social success is contingent upon "making it with hearing peers." "If one does not have hearing friends," "not making it" with hearing peers will affect personal development.

2.7.6. Inclusive Education in Ethiopia

The modern education for disabled persons was started in Ethiopia by voluntary and religious missionary organizations in 1944 at the time the first school for the blind was established in western Ethiopia, *Dambidolloo*. These educational services offered to visually impaired, hearing-impaired, and mentally retarded children of the country. (Dagne,2001).

Pockets of successful inclusive education in Ethiopia trails with children having visual impairment and mental retardation in Kokebe Tseba primary school and German Church Primary school (Gezahegne & Yinebeb 2010) in Addis Ababa reported respectively. Furthermore, a study conducted on blind students integrated in Sebeta School showed positive experience on the part of the teachers, sighted students as well as blind students. However, shortage of adapted material, inconvenient school environment and lack of back-up support were considered as obstacles encountered in the course of their education (Tirussew, 1999).

Many factors continue to affect and regulate the development of inclusive education in Ethiopia. One of the determinant factors refers to the attitude of the community toward persons with disabilities and inclusive education. Among others, a limited understanding of the concept disability, negative attitude towards persons with disabilities and a hardened resistance to change are the major barrier impeding inclusive education in Ethiopia (Tirussew, 1999).

2.7.7. Challenges of Inclusive Education

Cultural attitudes about the importance of educating children with disabilities can affect whether or not parents decide to send them to school. Groce (2004) found that in various developing countries around the world children with disabilities often do not attend school because it is thought that they cannot learn or will be disruptive to other learners. Classroom size and the ratio of teachers to children is one of the challenges of inclusive education (World Bank, 2007). It states that large class sizes and a low student-teacher ratio are problems for all children and teachers in some countries, and can reduce enthusiasm for teaching what may be seen as even more diverse ability ranges in a class. This can be

particularly true when class sizes are very large in some countries they can include up to 100 children. Negative attitudes among teachers may then translate into negative teaching methods and frustration at the pace at which some children work.

Wider accessibility issues are also another challenge to inclusive education. Many children walk long distances to attend school, and a combination of a lack of adequate transportation, difficult terrain, poor quality roads and the associated cost to families make many schools inaccessible to girls and boys with disabilities. Girls in particular may be at more risk of exclusion if their parents keep them at home because of fears for their safety and security when travelling to and from school (UNESCO, 2010).

Another point here is considered that children need understanding by education and community health staff. The lack of educational psychologists or even the regular use of simple assessment tools means that many teachers are unaware of the potential or needs of the young people in their classrooms. This gap also makes it hard to understand what progress a programme might or should achieve, and how to measure whether the education service is providing quality and having the best possible impact (UNESCO, 2010). Moreover, in Post-conflict countries, the inclusive education program is totally affected. After a conflict or emergency, education is often disrupted for all children. If the system is being rebuilt during this period, it is often a good opportunity to 'build back better' and make it inclusive from the start (UNESCO, 2010).

The literature sources available indicate a multiplicity of factors at play namely socio-cultural which include socio-cultural factors manifested by negative attitude from peers, teachers, parents and religious influence. The economic factors include inability of government to fairly allocate funds to Special Needs, high educational costs, household poverty and poor feeding habits. Whereas the policy factors include, political factors, like civil wars and inability to implement the policies (Helen, 2004).

The physical environment (classroom layout and appearance, classroom arrangement, furniture arrangement etc) contribute a lot to promote active-learning method. According to Davis (2002) the physical environment in a classroom can challenge active-learning. The manner in which the classroom teacher responds to the needs of the special child may be a far

more potent variable in ultimately determining the success of mainstreaming than any administrative or curricular strategy (Larrivee, 1981).

Siegel and lausovic (1994) stated that the teachers' attitudes are a major concern in exploring the teachers' effects upon the integrated, main streamed or inclusive situations, and that inclusion may indeed be defeated if teachers do not hold positive attitudes toward this practice.

Inclusive education is more than the physical presence of a student in a normal classroom; it requires engaging students both socially and educationally. There are a few difficulties that make inclusion of hearing impaired students more challenging. Perhaps the most obvious difficulty is the communication barrier between hearing impaired students and their non-impaired peers and teachers (Thomson, 2009 as cited in Kyle, 2013).

2.7.8. Methods of educating Disable students in inclusive schools

Credible sources perceive inclusion in education as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education (UNESCO, 2005). It therefore involves a range of changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children with special educational needs and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 2005). In this context, an inclusive school must put flexibility and variety at its core. This should be evident in the structure of the school, the content of the curriculum, the attitudes and beliefs of staff, parents, and pupils, and the goal should be, 'to offer every individual a relevant education and optimal opportunities for development' (UNESCO, 2005). Parents and pupils themselves have important contributions to make to shape the implementation of inclusion (Lindsay, 2007).

Curriculum objectives are well understood by learners if they are delivered in the respective learner's first language (Enns, 2007). The teacher's ability to communicate clearly in sign language has been characterized as being unique to deaf students and as being the most favored characteristic of effective teaching (Anderson, Dowaliby, & Lang, 1994). The fluent use of sign language in explaining scientific concepts, for example, has led to active learner classroom engagement, participation in continuous exploration, and innovativeness

naturalistic approaches described in the literature and includes a conceptual framework and detailed organizational structure.

A problem-solving method (Zurilla & Goldfried,1971) may offer an alternative way to promote the generalization of social skills. For example, McFall (1982) and Trower (1984) have proposed a "process" approach to social skills training that relies on the person's understanding and acting upon the rules of a social situation. The present investigation adapted McFall's model into four steps for the training process: decoding, decision, performance, and evaluation. Participants first interpret or decode the meaning of a social situation. Next, they describe possible alternative ways and select one of these choices to cope successfully with the social situation. After emitting the behaviour, they evaluate their performance. It is possible that the problem-solving, rule-based, and contextual nature of process training may lead to superior generalization. That is, learning more general rules of social conduct may promote transfer from setting to setting, in spite of the disparate and distracting stimuli across employment contexts. The present study attempted to evaluate the efficacy of a process training package in producing such effects.

2.8. The Development of Human Interactions

The opportunity for social interactions with others is very important for the development of all children. Through social interactions, children begin to establish a sense of “self” and to learn what others expect of them. Although social interactions for very young children primarily occur within the family, as children grow and develop, they become more and more interested in playing and interacting with other children. When playing with others, children learn appropriate social behaviours, such as sharing, cooperating, and respecting the property of others. In addition, while interacting with their peers, young children learn communication, cognitive, and motor skills (Brown and Sharan, 2011).

Most opportunities for social interactions among young children occur during play. This opportunity to play with others is critical if a child is to develop appropriate social skills. Therefore, encouraging children with disabilities and nondisabled children to play together is an extremely important part of instruction in integrated preschools. The children must have the opportunity to play together if they are to become friends. These friendships will help the nondisabled child form positive, accepting attitudes toward persons who are disabled. In

addition, the child who is disabled will have the opportunity to learn age-appropriate social skills (Minde and Jeffrey, 2011).

Children who learn appropriate social skills often have a higher self-esteem and show a greater willingness to interact with their environment as they grow. Opportunities for social interaction not only enhance development in the early years, but also may be important for the future of the young child who is disabled. The ability to interact competently with is a skill that is required throughout life and may affect future educational and vocational opportunities. Assisting young children who are disabled to learn through positive social interaction with nondisabled children may help them acquire skills from which they will benefit throughout their life (Minde and Jeffrey, 2011).

The systematic study of interpersonal relationships and their impact on human behaviour and development was hindered for many years by neglect of the conceptual challenges and complexities posed by the concept of relationship. These ambiguities led to declare that relationship science was ‘a conceptual jungle that chokes the unwary’ (Hinde, 1979, P.6). Theoretical models suggest that social networks influence the evolution of cooperation, but to date there have been few experimental studies. Observational data suggest that a wide variety of behaviours may spread in human social networks, but subjects in such studies can choose to befriend people with similar behaviours, posing difficulty for causal inference. Here, we exploit a seminal set of laboratory experiments that originally showed that voluntary costly punishment can help sustain cooperation (James, 2015).

2.9. The silence world interaction

There has been a surging interest in recognizing human hand gestures lately. Sign language is the most structured set of gestures and it is the primary means of communication among hard of hearing people. The strong rule of context and grammars make sign language powerful enough to fulfil the needs of the Deaf people in their day to day life. Sign language (SL) is a subset of gestural communication used in deaf-muted community, in which postures and gestures have assigned meanings with a proper grammar (Mehdi and Khan, 2002). Like any other verbal language, its discourse comprises of well-structured rendering and reception of non-verbal signals according to the context rules of the complex grammar. Postures are the basic units of a sign language, and when collected together over a time axis and arranged

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according to the grammar rules, they reflect a concrete meaning. From deaf-to-normal communication needs gestures, facial expressions and body language recognition techniques (Mehdi and Khan, 2002).

2.10. The Sign Language and Technology

Linguistic proficiency has been called a central requirement for human life (Magnuson, 2000). Parents and professionals have rightly given great importance to the various discussions and studies concerning methods most likely to further children's language development. Educators and parents have long debated whether access to visual language (American Sign Language, for instance) enhances or hampers the efforts of Deaf and hard of hearing children who are learning to develop spoken language and literacy skills. In more recent times, the discussion has broadened to include the relative merits of signed languages when used with children who have no auditory impairments.

The most critical language learning occurs in a very short window of time, and research has shown repeatedly that lack of full exposure to language (spoken or otherwise) in this critical period can have devastating and permanent effects. Gleason (2000, p. 44) reports that 'babies begin to communicate intentionally before the end of their first year', usually at around nine or ten months, when they first realize that they can make a vocalization or gesture, and expect their caregiver(s) to respond. After that milestone, most children's language development proceeds at an amazing pace. "By the time they get to kindergarten, children have amassed a vocabulary of about 8,000 words and almost all of the basic grammatical forms of their language (p. 7)."

The controversies over available technologies and over the cultural and political implications of choosing a communication mode or educational philosophy need not be a barrier to parents as they choose what is best for their children (Brubaker and Szakowski, 2000). While the information presented here strongly supports the use of sign language with all children, the primary purpose of this paper is to provide information that will allow parents to make informed decisions based on their own values and needs. The philosophical, political and educational stand that will best serve our children is one that supports well-informed parents and teachers, and takes into account the individual goals and circumstances of each family as it strives to meet the early language needs of its children (Connor, 2002).

CHAPTER THREE: METHODS OF THE STUDY

This chapter describes the detail aspects of study area, study design, study participants, sample size, criteria used for the sample size, sampling techniques, data collection instruments, and data analysis techniques. Under each topic detail explanation has been given to make the methods of study more clear for the reader.

3.1. Study Area

The study has been conducted in Addis Ababa Administrative Region, in one of the inclusive primary schools, namely Mekanissa. Mekanissa School for the Deaf was established in 1963 by volunteer American missionaries at a rented private house. The program was started by few hearing impaired students. In 1975, the school introduced inclusive education program to the community by three hearing students from the staff. And gradually it has got momentum and enrolled hearing students who were living around the school. A school is located in Addis Ababa city administration, Nifassilk Lafto sub-city and situated in 13,250 Square KM area. It has 1st cycle (grade 1 to 4) and 2nd cycle (grade 7 to 8) levels of primary education structure. Currently, the school has 177 deaf children (87 girls) and 117 hearing children (61 girls) attending the primary education program. The school has 3 building blocks with 10 class rooms. The learning and teaching process in the school is facilitating by a total of 16 teachers, 6 are BA holders (2 females), 6 Diploma holders (4 females), 2 certificates (1 female) and 2 assistants (secondary school complete and 1 female). Among all teachers, three of them are deaf (2 females). Currently, the school is providing different services besides facilitating the teaching and learning process. It provides sign language training to parents and children, provide hearing aids for free to children, provide counselling services to children in need by the social worker, conduct audio metric (ear test) on regular bases, provide basic computer skills training to both students and conduct home to home visit to support parents on deaf children management. The study site is selected purposely for its long years' experience in implementing the inclusive education program, and has increased number of deaf children in the school coupled with the presence of number of trained teachers in sign language.

discussion with the principal, we agreed the date for data collection that will be done on two different days. Before the actual data collection and departure, the researcher also discussed on the tool with the assistant data collector how to manage the overall process. Copies of the tool were prepared and notebooks were also used. Pocket money was also secured as we stayed the whole day in the compound and need to have some expenditure at lunch time for the group. Hence, following the arrangements the data was collected successfully as per the plan on two different days, April 28 and 5 May 2016.

The data collected was analysed using the qualitative data analysis techniques. The data collected from different groups by different instruments and written on the note books was transcribed first one by one depending on the sources of information. Then the transcribed data was translated in to meaningful themes to obtain a general sense of the information and to reflect on its overall meaning. Following this, the researcher has applied coding to identify themes with its detail analysis and triangulated so as to ensure its content validity.

3.3. Study Participants

The target population for the study was the school community from different groups who have directly or indirectly have attachments with the Deaf students besides the hearing. Therefore, the study subjects of this research were Deaf students who are attending grade 7 and 8, above the age of 12 and who have at least been in the school for two years and above. In addition, the hearing students with the same grade levels and age were also the group informants for the research. The school teacher, social worker and school principal who are facilitating the learning and teaching process in inclusive primary school were the key informants for the research.

3.4. Sample Size

Six Deaf female students, 3 from grade 7 and 3 from grade 8 were the respondents and similarly 3 Deaf male students from grade 7 and 3 from grade 8 were another group for the discussion. Besides, six hearing students, in composition from both grades, 6 males and 6 females have been contacted separately for the research. The school principal, the school social worker and one of the facilitating teachers were also the key informants for the research. Hence, 24 students, 1 school principal, 1 social worker and 1 teacher in total were the sample size selected for the research. The following table shows the number of study participants by their characteristics.

Table. 1. Number of students participated in the research

Grade	Boys	Girls	Total	Remark
7	3	3	6	Hearing
8	3	3	6	Hearing
7	3	3	6	Deaf
8	3	3	6	Deaf
Total	12	12	24	

Table. 2. Number of school teachers and social worker participated in the research

Name	Male	Female	Total	Remark
Teacher	1	-	1	Hearing
Social worker	-	1	1	Hearing
School principal	1	-	1	Hearing
Total	2	1	3	Hearing

3.4.1. Criteria used for the sample size

This research, as it follows a qualitative approach, cannot be achieved through superficial knowledge about a large, representative sample of individuals. Rather it needs to reach people within the study area who can share their unique slice of reality, so that all slices together illustrate the range of variation within the study area. Both grade levels student assumed that they will have similar age ranges, characteristics and similar school experiences on the practice of social interactions. Therefore, the researcher believed that enlarging the number of participants will not bring any new things to the research but considering the sex difference, age ranges and grade levels will have a paramount importance to the research topic. The three persons from each grade level can represent the class and explain the required information on the topic as the class size is also minimal in the school, 20-30 students. It is also deemed that the higher grades are selected as they have stable relationship and cumulative experiences on social interaction in the school. However, the research didn't include students who stayed in the school for less than two years.

3.5. Sampling Techniques

The researcher has applied the following sampling techniques so as to obtain the required and thick qualitative data from the target population:

3.5.1. Purposive Sampling: it is also known as judgmental, selective or subjective sampling. Purposive sampling relies on the judgement of the researcher when it comes to selecting the units (e.g., people, cases/organisations, events, pieces of data) that are to be studied. Usually, the sample being investigated is quite small, especially when compared with probability sampling techniques (Creswell, 2003). The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable the researcher also to answer his/her research questions. There are a wide range of purposive sampling techniques that the researchers can use. Homogeneous sampling is one of a purposive sampling techniques that aims to achieve a homogeneous sample; that is, a sample whose units (e.g., people, cases, etc.) share the same (or very similar) characteristics or traits (e.g., a group of people that are similar in terms of age, gender, background, occupation, etc.). From this perspective, the researcher has selected this technique believing that the target unit for this research share the same characteristics or traits.

3.6. Data collection Instruments

The research has applied the following data collection instruments to collect the required research information from the target population that has been accompanied by probing for interviews. The instrument has been fully developed by the researcher and the introduction part on the instruments was also adopted from other scholars.

3.6.1. Key Informant Interview (KII): key informant interviews are qualitative in-depth interviews with people who know what is going on in the community. The purpose of key informant interviews is to collect information from a wide range of people including community leaders, professionals, or residents who have first-hand knowledge about the community. These community experts, with their particular knowledge and understanding, can provide insight on the nature of problems and give recommendations for solutions (Ryan, 2001). The researcher conducts face-to-face interviews with participants. Hence, facilitator teacher, school principal and social worker were the key informants interviewed by the tool developed. The researcher has also prepared himself with the main components of introduction, drafting key questions, probing questions, closing questions and summary. The

interview was conducted in the school compound and the interviewer has also managed the note taking process up on responses on formulated questions.

3.6.2. Focus Group Discussion (FGD): focus group discussion is a type of in-depth interview accomplished in a group, whose meetings present characteristics defined with respect to the proposal, size, composition, and interview procedures. The focus or object of analysis is the interaction inside the group. The participants influence each other through their answers to the ideas and contributions during the discussion. The moderator stimulates discussion with comments or subjects. The fundamental data produced by this technique are the transcripts of the group discussions and the moderator's reflections and annotations (Morgan, 1988). The general characteristics of the focus group are people's involvement, a series of meetings, the homogeneity of participants with respect to research interests, the generation of qualitative data, and discussion focused on a topic, which is determined by the purpose of the research. The application of the FGD technique, allows us to collect an appropriate amount of data in a short period of time, although we cannot argue with full conviction about the spontaneity of the contributions from the participants.

FGD permits richness and flexibility in the collection of data that are not usually achieved when applying an instrument individually; at the same time permitting spontaneity of interaction among the participants. On the other hand, FGD demands a better preparation of the place itself (where it will happen) (Frietas, 1996). Hence, the researcher has applied this data collection method to the student groups, comprised of grade 7 and 8, the Deaf and hearing students separately, through developing FGD guide. The discussions were conducted in the school compound and the members were arranged in a circle form for equal participation and visibility. Prior to the actual discussion, brief introduction on the purpose of the study was given to the participants and agreed on ground rules. In all of our discussion the translator who has excellent skills on sign language has helped me to translate what the students are responding and obtain the accurate information.

3.6.3 Observation: on this method, the researcher has to take field notes on the behaviour and activities of individuals/students at the research site. In these field notes, the researcher records, in an unstructured or semi structured (using some prior questions that the inquirer wants to know) way, activities at the research site (Creswell, 2003). Hence, the researcher has developed observation checklist and applied in the research to observe the live situation what

and how the student from groups, Deaf and hearing, in school are doing. Besides, observation of class rooms and administration rooms was undertaken to see any visible messages or drawings related to the research.

3.6.4. Document review: this method enables a researcher to obtain the language and words of participants, can be accessed at a time convenient to the researcher- an unobtrusive source of information, represents data that are thoughtful in that participants have given attention to compiling, as written evidence, it saves a researcher the time and expense of transcribing (Creswell,2003). Therefore, the researcher has reviewed student registration books, club files, brochures and annual report made to the government. The document review was focus on; what is the document about, who is the author, what is the purpose, what evidence does it have, what are the important data to the research topic and when did the document produced. Ahead of the actual document review, the check list was prepared and used for referring.

3.6.5. Audio and visual materials: the audio and visual materials are creative in that it captures attention visually, provides an opportunity for participants to directly share their 'reality' (Creswell, 2003). In this study the researcher has captured photographs on different school documents, activities and historical photographs posted in the school. In addition, copied videos related to the research topic for presentation.

3.7. Data Analysis

The researcher has applied the following qualitative data analysis steps to describe the findings on the research topic under study.

3.7.1. Transcribe: the interview data has been transcribed thoroughly and many of the field notes was typed. The data was sorted and arranged in to different categories depending on the sources of information from different research participants.

3.7.2. Translate: after the data has been transcribed and arranged in a different categories, based on its sources, has been translated in to information and knowledge in order to obtain a general sense of information and to reflect on its overall meaning. Moreover, the researcher examined what the participants was said and measuring the tone of the ideas from the informants' perspective. This has been done to view the general impression of the overall depth, credibility and use of the information.

3.7.3. Coding: coding is the process of organizing the materials into 'chunks' before bringing meaning to those 'chunks' (Creswell, 2003). A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. The data can consist of interview transcripts, participant observation field notes, journals, documents, literature, artefacts, photographs, video, email correspondence and so on (Johnny, 2009). Hence, the researcher has made a cluster of ideas on different themes and coded accordingly for further analysis and triangulation.

3.7.4. Thematic Analysis: following coding, the researcher has undertaken thematic analysis which is categorized ahead under different themes. The themes that have different perspective or different ideas on the research questions were discussed and analysed further so as to reach at the final conclusion and triangulation.

3.7.5. Triangulation: in addition to the above steps, triangulation is also one of the qualitative data analysis techniques in which it is applied to analyse the data in the research. Different data sources of information have been examined based on the evidence from the sources and used to build a coherent justification for themes. The data from different groups that has been collected using different data collection instruments have been triangulated to ensure its content validity. The findings from different groups on similar questions or theme has been analysed and checked if there are deviations, variations and or consolidations in the information so as to make the findings to be more valuable facts on evidences.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. General information about the school for the Deaf

4.1.1. Historical Back ground of the school

In 1961, the church of Christ Missionaries from America came to Ethiopia, making the necessary survey, assessment, and strategic planning and then as per the assessment result they were initiated to establish school for the deaf in Addis Ababa. As the result, Mekanissa School for the deaf was founded by two church of Christ members, Carl Tompson and Gerry Blake, in 1963. At that time since there was no education provisions for the deaf, Mekanissa School for the deaf became the pioneer of its kind in country of Ethiopia.

4.1.2. Number of students in Mekanissa School for the Deaf

The school initially started to receive Deaf children but gradually registration allowed for those hearing children as well for free, children who were from economically weak back ground and from those parents who enrolled their Deaf children in the school. The following Table shows the number of students currently that the school has.

Table 3. Number of students in Mekanissa School for the Deaf

Levels	Deaf students			Hearing students			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
KG 1	9	7	16	4	3	7	13	10	23
KG 2	9	6	15	4	5	9	13	11	24
Grade 1	10	6	16	4	6	10	14	12	26
Grade 2	6	11	17	7	8	15	13	19	32
Grade 3	13	10	23	6	6	12	19	16	35
Grade 4	6	9	15	5	6	11	11	15	26
Grade 5	9	12	21	3	5	8	12	17	29
Grade 6	9	7	16	8	7	15	17	14	31
Grade 7	9	12	21	6	5	11	15	17	32
Grade 8	10	7	17	9	10	19	19	17	36
Total	90	87	177	56	61	117	146	148	294

3.2. Study Design

This research is expected to describe the existing social interactions between the deaf and hearing students in inclusive primary school from different perspectives. Therefore, the researcher has applied qualitative research approach, specifically, cross-sectional study design. Cross-sectional study design is one of the most common and well-known study designs (Chris, 2004). In this type of research design, either the entire population or a subset thereof is selected, and from these individuals, data are collected to help answer research questions of interest. It is called cross-sectional because the information about X and Y that is gathered represents what is going on at only one point in time (Chris, 2004). This approach is selected as the purpose of the research is also designed to examine and understand how the social interaction between deaf and hearing children is practiced. That means describing the existing perception and practices among the children and school teachers on social interactions between deaf and hearing children.

The researcher has applied purposive sampling technique to select the research participants. This type of sampling technique is extremely useful when the researcher want to construct a historical reality, describe a phenomenon or develop something about which only a little is known (Creswell, 2003). Therefore, this sampling technique is selected as it is also judged by the researcher that this will enable to obtain relevant informants who can provide thick data on the topic to achieve the objectives of the study.

Key informant interview, focus group discussion, observation, document review and audio and visual materials were also the data collection instruments to gather the required qualitative data on the research topic. A total of 24 research participants were participated in the research including students, teachers, principal and social worker.

The following data collection procedures were also followed to conduct the research. Initially, the school was communicated ahead of the research time on telephone and took an appointment to discuss on the overall plan. Following this, one hour discussion with the school principal was conducted in the school on the date of appointment and the questions were also piloted on similar day to see if it requires any amendments. Hearing boys and deaf girls were selected from grade 7 and 8 to pilot and test the questions and each group had 5 members to discuss. As a result minor changes were made on the questions to make it simpler and avoided questions that seem repetitive. And following the pilot test, as per the

4.1.3. Number of teachers in Mekanissa School for the deaf

Currently, during the research time, the school has a total of 16 teachers who are facilitating the learning and teaching processes. The teachers have also shared different responsibilities in addition to their specific subjects to educate the students. The following table shows the number of teachers by their qualifications, gender and knowledge on Sign language.

Table 4. Number of Teachers in Mekanissa School for the deaf

Qualifications	Gender			Knowledge on sign language (X= No, Y= yes)	
	Male	Female	Total	X	Y
BA Degree	4	2	6	1	5
Diploma	2	4	6	1	5
Certificate	1	1	2		2
12 complete	1	1	2		2
Total	8	8	16	2	14

4.1.4. Number of established clubs in the school

The Mekanissa School for the Deaf has established seven different clubs in which many of the Deaf and hearing students interact and participate together on club activities supported by the school teachers. Each club has assigned teacher who facilitate the planning and implementation of club activities by supporting the club leaders. However, it is not as such functional and strong as expected. The following table shows the number of established clubs in the school corresponding to its members.

Table 5: number of established clubs by their members

Name of the club	Members of the club			Member Students by character		
	Male	Female	Total	Deaf	Hearing	Total
Drama and literature	63	74	137	80	57	137
Girls club	26	82	108	68	50	108
Spoken	75	86	161	63	98	161
Environmental science	38	26	64	34	30	64
Peace club	70	70	140	84	56	140
Sport	80	46	126	66	60	126
Civics club	43	40	83	42	41	83

4.2. Demographic characteristics of participants

As of the research plan, the researcher has contacted different research participants in the school to gather the required data for the study. The following table shows some demographic variables of research participants.

Table 6: Number of Students participated in the research by characteristics (total number – N=24)

Variables	Categories	Number	Percent
Age	13 - 15	18	75
	15 - 20	6	15
Gender	Male	12	50
	Female	12	50
Education	Grade 7	12	50
	Grade 8	12	50
Religion	Orthodox	18	75
	Protestant	3	12.5
	Catholic	-	
	Islam	3	12.5
Marital status	Single	24	100
	Married	-	-
	Divorced	-	-
	Widowed	-	-
Ethnicity	Amhara	12	50
	Tigrie	-	
	Oromo	8	33.33
	Wolaita	4	16.66

Table 7. Number of teachers and school principal participated in the research by their characteristics (N = 3)

Variables	Categories	Number	Percent
Age	25 - 30	1	33.33
	30 - 35	1	33.33
	35 - 40		
	40 -50		
	50 - 55	1	33.33
Gender	Male	2	66.66
	Female	1	33.33
Education	Diploma	1	3.7
	BA	2	7.4
Religion	Orthodox	-	-
	Protestant	3	100
	Catholic	-	-
	Islam	-	-
Marital status	Single	1	33.33
	Married	2	66.66
	Divorced	-	
	Widowed	-	
Ethnicity	Amhara	2	66.66
	Tigrie	-	
	Oromo	-	
	Wolaita		
	Guragie	-	-

4.3. Major findings of the study

4.3.1. Means of communication between Deaf and hearing students

One of the services of Mekanissa School for the Deaf is providing the sign language training to the students and parents. In some cases it also provides to other community groups like police to assist the Deaf in any of their social problems in the community. In the school, many of the students, particularly the second cycle students, grade 5 to 8, know the sign language although the perfection varies from individual to individual. Therefore, most of the communications between deaf and hearing children in the school is using the sign languages, simply body language for those beginners in which they understand each other like through lip movement, and in writing on piece of paper. As of the discussions made with girls and boys FGD groups, they have also created their ways of communication using different signs resulted from their regular contact in which both groups understand each other. It is a kind of body language. The school has also special class for spoken period on sign language to further introduce the sign language to all students in school.

4.3.2. Areas of social interaction between Deaf and hearing students

In Mekanissa School for the Deaf, the Deaf and hearing students have different social interaction areas in which they enjoy, share experiences, learn each another, support one another and execute different plans in the school and out of school time. The major interaction areas have been discussed in the following paragraphs.

4.3.2.1. Organize and conduct different social events

The Deaf and hearing students in the school prepare different social events that are celebrated at national level. The most common events which are organized and conducted by the group are; Ethiopian nation and nationalities day, national Flag Day and religion holidays like Christmas. On these different events, Deaf and hearing students prepare drama appropriate to these events based on their discussions. Initially both the Deaf and hearing students in a group reach consensus on what and how to prepare and present dramas before they come to actual exercise. Usually, the Deaf take part on the drama specifically that does not require vocal actions. However, they also take part in the vocal actions using their sign language. While the drama is presented to the school community there must be a translator for some part which is not delivered in sign language. As of the information from the FGD groups, Deaf students are very smart at drawings and bring different drawings to the group and the hearing students comment on it before it is displayed to the school community at large. In addition, poems are prepared by the Deaf and they usually receive comment or advice from the hearing to present on the event's ceremony. The data collected from the social worker in the school indicates that the social interaction between the Deaf and hearing students is much higher than other activities in the school. The group discussion on the type of drama and poem to be prepared and presented on these different social events gave both the hearing and Deaf students to create bondages for the rest of their school life.

4.3.2.2. Playing different games

Deaf and hearing students have different outdoor games they play together and entertaining their time. In light of the discussion made with the hearing and Deaf students, the most dominant games that used to play are valley ball, football, wrestling, and 'Abarush' which means chasing one another. During the research time, the researcher has observed how the Deaf and hearing students are playing football and valley ball in the compound

together. The Deaf students are simply laughing and showing their smile face while the hearings are focusing on the ball dribbling during their game. And no one can differentiate who is the Deaf and hearing while they are playing the game until they display the sign language/action at some time. At some point interval they are also using sign language until the ball comes back to the floor. As of the researcher observation during the school break time, all grade levels including the KG, the Deaf and hearing students together, play different games in the compound. And some one can simply read happiness on their face. The school has valley ball, basketball and football game areas in its small premises in which students are spending their leisure time. Laughing is the most dominant feeling expression method for the Deaf while playing the games. On the other hand, the hearings are using this feeling for further encouragement and motivation in playing the games.

4.3.2.3. Get together for lunch

Deaf and hearing students call one another and get together to have their lunch in a specific area or hall which is prepared by the school to accommodate the students during their lunch break. Evidences from FGD discussion both girls and boys, Deaf have friends of hearing who regularly eat their lunch together in the school. During the research time, the researcher has observed how the Deaf and hearing are eating together, one of their dishes first together and have the other one next. On the other way, it is seen that they merge their dishes together and eat at the same time. One of the girls from the FGD group informed the researcher that in some cases, those friends discuss the type of food in which one has to bring for the next day based on their capacity as usual. They also used '*Gursha*', means mouthful meal, to give to one another to disclose their closest friendship feelings. As of the discussion made with the group students, at lunch time the Deaf and hearing students also discuss about the draught situation in Ethiopia as a joke not to eat too much and develop saving culture. Some of the hearing students deliberately support the deaf students who are from poor economic background or abused by the distant family at home. From the group discussion with Deaf boys, said '*I am very happy when the lunch time reach to us as it is a good opportunity for me to enjoy together*'.

4.3.2.4. Worshipping together

The school students have different religions including Orthodox, Protestant, Islam and Johava witness. However, the school has common worshipping program for all students together disregard to their respective religion in the morning session before they start the

together. The Deaf students are simply laughing and showing their smile face while the hearings are focusing on the ball dribbling during their game. And no one can differentiate who is the Deaf and hearing while they are playing the game until they display the sign language/action at some time. At some point interval they are also using sign language until the ball comes back to the floor. As of the researcher observation during the school break time, all grade levels including the KG, the Deaf and hearing students together, play different games in the compound. And some one can simply read happiness on their face. The school has valley ball, basketball and football game areas in its small premises in which students are spending their leisure time. Laughing is the most dominant feeling expression method for the Deaf while playing the games. On the other hand, the hearings are using this feeling for further encouragement and motivation in playing the games.

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learning and teaching process in the class. They have their own hall for this and it is mandatory for all students to be there and listen to the gospel preaches on the bible which is mainly focused on ethics. The information from the school principal, the preaching is mainly focused on the general ethical rules in which different religion followers also comply with. In worshipping hall the Deaf students get further explanation from the hearing students alongside their seat and discuss on the issues raised by the preacher. In the girls' group discussion, they informed the researcher that they have discussion on the way back to the class on those holly words raised by the preacher and how they practiced in the school. Some of the Deaf further ask their hearing friends to understand it better what the preachers said. It is understood by the researcher that this has helped them to respect one another while they are playing different games.

4.3.2.5. Exercising sign language

As of the information from both hearing and deaf students, during their break time and playing games they used to train the hearing children how to speak with the sign languages. They practice by moving lips and the hands including fingers. The research participants also informed the researcher that most of the hearing students are eager to learn the sign language to further communicate with Deaf students. On the other hand, the hearing students who are excellent at sign language train the new comer Deaf and those behind perfection to enhance their social interaction with others. Gradually, as of the school principal, some students, hearing and Deaf, created their own separate sign language because of their frequent exercises and interaction. The students also use the spoken club to exercise the sign language. However, there are also hearing students who are reluctant and hate to have training on the sign language as others do.

4.3.2.6. Study together

In light of the discussion from the school teachers and hearing students, in most cases the Deaf students are excellent in the subject of mathematics than on the other subjects. Therefore, some hearing students who are weak on this are getting support from the Deaf. The hearing girls from the research participants informed the researcher that they are also supporting the Deaf in English and Amharic subjects which are the most difficult subjects to them. As of the FGD groups, there are Amharic words which have two meanings but with similar letters and difficult to translate it in to sign language, in this case, the hearing students support the Deaf translating in different ways what it mean in the book. Besides, the Deaf and

hearing students do assignment together which is given by their teachers and club facilitators. They do their assignments during their break time and the time where the teachers are not in the class. Commonly the Deaf seek support from the hearing on subject mentioned above and the hearing also seek support on the subject in which the Deaf are good at. In addition, on regular bases, the school provide group assignment to Deaf and hearing students to carry out together and present to the classes. They find a separate place in the compound to discuss it in group and work on the assignment correctly. Even those hearing students who do not know the sign language they write on a piece of paper and communicate with the Deaf and pursue their discussions with the group. Group works among hearing and Deaf students is very common in the school. Moreover, the Deaf and hearing students also have study time at home in the village, the students who are from similar areas.

4.3.2.7. Forming social associations

Those Deaf and hearing students who have graduated from the primary school have also established social associations and meet on yearly bases to celebrate and share their different experiences in life. The social association has its own leader (social committee) from both the hearing and Deaf students. When they come together they plan to have small amount of preparation for a ceremony but with different programs and conduct in a specific place to enjoy together. They subscribe small amount of money to maintain their social association on annual bases. This is initiated and run by the students themselves but not supported by the school or other external bodies.

4.3.2.8. Organize and conduct Social trips

The school has regular program on tour visits to different historical and social places in Addis Ababa and the surrounding. Temporary committee comprising of Deaf and hearing students is established to facilitate the tour and discuss on the detail programs. The school give the students on different options to select and conduct the trip as per their interest. As of the school teacher, this is also another important occasions in which the Deaf and hearing students interact each other and enjoy more with different games on their voyage. The Deaf asks the hearing on the historical place to visit to get more information on its background. Discussions on the way back to their school is also undertaking between them. The group has also reflection session at the school back after the visit. The school teacher informed the researcher that the Deaf are very much happy when this kind of event is organized by the school.

4.3.2. 9. Facilitate supports for needy children

The Deaf and hearing students also come together to support students who are in social problems. They form a committee from the Deaf and hearing to inform the whole school community about the problem of a given student and mobilize supports to overcome the problem faced by this student. They form a kind of group with the hearing students and visit all classes turn by turn to persuade students to contribute small amount of money as per their capacity and interest to support those students who have family problems and unable to cover stationery materials, uniform and other needy materials at school and home. This is totally initiated by the two groups in consultation with the school administration.

4.3.2.10. Chatting on the way to and from the school

The neighbouring hearing and Deaf students on regular bases come to and from the school together. On their way back and forth to the school the hearing translate to the other people around if something is happened and forced to communicate. They discuss on the school activities and assignments given by the teachers and they share their experiences about how they did their home works and the problems faced at home. They discuss on different social incidents on the street and share their judgments. The translation support also given to the Deaf during their rest time in their village to those people who are in need of playing together or listening to their views.

4.3.2.11. Serve as traffic police

The Mekanissa School for the Deaf is situated right away on the road side in which numbers of vehicles are moving throughout the day. Therefore, the school has organized student group from Deaf and hearing and train by the traffic police to facilitate students' safe voyage to home. As per the training the deaf and hearing students facilitate on the zebra line to maintain turns for vehicle and students.

4.3.3. Gender and social interactions between deaf and hearing students

During the research time, the researcher observed that Deaf girls were playing football with hearing boys. The data from the FGD groups indicates that there is no gender difference in terms of interactions between Deaf and hearing students in the school. The school principal also mentioned that it is very difficult to differentiate the social interactions between Deaf

and hearing students in terms of sex. Only one case was reported to the school in terms of harassment on Deaf girl from a hearing boy and it is instantly solved by the school. Deaf girls are very much free to interact with both sexes of hearing students in the school as of the school teacher and principal. As of the information from the Deaf girls, Deaf girls are mostly interact with the Deaf boys than the hearing boys as they communicate perfectly each other with their sign language. However, they have also mentioned that the deaf boys are strongly interacting with the hearing girls as they are very smart in sign language.

4.3.4. School mechanisms to enhance social interactions

The school has established number of clubs believing that this enhances the social interaction between Deaf and hearing students. The school has Drama and literature, sport, girls club, environmental science, civic and peace clubs in which the Deaf and hearing students interact each other and implement different activities together. Through this they share their practices, skills and knowledge. The clubs have different presentations/displays on different topics to the school community. In all clubs, the Deaf students have full participation in planning and executing different activities. In addition, the social worker who is employed for the school is fully engaged in facilitating the social interactions between Deaf and hearing students and solving the social problems through building their problem solving capacity. The social worker also conduct home to home visit to further integrate the Deaf students with the hearing children in the area. The school also established spoken class in which those Deaf and hearing students exercise the sign language to create more bondage among them. However, the established clubs are not strongly functional as planned except the spoken club for sign language. Even in the discussion with the Deaf boys, they said that they don't have any clubs established in the school except the year before that they had limited involvement. As of the observation in the school compound, the school has no any signboards or posters that support the Deaf and hearing students to interact and support together and use as a learning signs.

4.3.5. Support from outside

The school is totally supported by the church of Christ Missionaries from America with the mission of; provision of basic education freely, providing hearing aids for partial Deaf students, promoting basic right of the Deaf students and opportunities for equal development and participation and train parents of the Deaf with sign language. Therefore, the support is very general and mainly focussed on Deaf students and only comes from this charity. And

this charity has no special support to build strong social interactions between Deaf and hearing students. Otherwise, there is no any other support from outside given to the school community in terms of training or sharing experiences to facilitate the social interactions between these two groups.

4.3. 6. Available time for Social interaction between Deaf and hearing students

The Deaf and hearing students in the school engage in social interactions at different times in different areas in the premise. Some of them are mentioned below:

- **At lunch time:** both groups of students have specific lunch hall in the compound and interact on the way to the hall and while eating their lunch. As of the research participants, they also use the remaining lunch time for other different games and discussions on life mater.
- **At break time:** they use the break time to discuss on the class programs, doing assignments and preparation for different club activities. Besides, they also used to engage in different games.
- **Free period:** where there is no teacher in his/her subject period, they discuss together either to do their assignments or nominate one student to facilitate different exercises on different subjects.
- **On different event days:** the Deaf and hearing students interact each other much at event days organized by the school, days like culture, national flag, Ethiopian nation and nationalities and other international event days. On those days, as of the discussion with FGD groups and school principals, the Deaf and hearing students together share responsibilities to carry out different tasks planned by the groups for the ceremony.
- **Out of school time in the village:** some of the Deaf and hearing students who are dwelling in the same village engaged in different social interactions. The hearing students, who have good sign language help the Deaf to translate while they are communicating with the hearing neighbour children. In addition, they used to study together on different subjects.

4.3.7. Factors motivating social interactions between Deaf and hearing students

In light of the discussion with the research participants and my observation, there are different motivational factors for the Deaf and hearing students to socially interact. The following are some of the major factors mentioned by the research participants:

- The bible lesson in the school compound on different social ethics motivate the children to be more positive thinker towards social supports
- The regular technical advice from the social worker on the flag ceremony and different social gatherings helped the students to create strong social interaction
- The hearing parents advice and consultation with their children helped them to interact further and provide supports
- Because of growing together since their KG level age in the school helped them to create strong social interactions
- The discrimination and neglect of deaf children inside the community pushed the hearing students to provide more support and create social interaction at school.
- The regular support from the missionaries to Deaf students instilled humanity among the hearing students and initiate their motivation to create strong interaction with Deaf students.

4.3.8. Values students benefited from the social interactions

As there are regular interaction between the Deaf and hearing students through different activities implemented in and out of the school, as of the school principals and discussions made with the groups, they have developed deep rooted affection which is manifested by supportive behaviour to one another, thriving to know sign language more among hearing students and promote for the wellbeing and development of deaf students publicly by hearing students. Many of the hearing children around the school request for registration simply as they are interested in having skills and knowledge on sign language. The information from the FGD groups shows that the interest of many hearing students is increasing from time to time to internalize and master the sign language in order to support the Deaf in any of their social matters. One of the girls in the school has participated in the Ethiopian Idol show competition using her vocal with the sign language to sing a song purposely and promote the

wellbeing/protection of Deaf in the social community and won Birr 10,000 reward. Similarly one of the hearing girls in grade 8 who has got sign language skills in the school, used as a translator for children program on Ethiopian Broadcasting Corporation (EBC) with free. The bondage between the Deaf and hearing students in the school is very much manifested by their eagerness to help one another. As of the school social worker and teachers, the Deaf students stay at school after the schooling time together with their hearing peers to play different games instead of going to their home. This is because the bondage between these groups is very much strong and in addition the Deaf students believe that they do not get any person at home who can entertain them and knows sign language. Among some of the groups, they have also established social committee for their future interactions and friendship. The hearing students have also developed humanity elements in which they strongly explained to the researcher about the weak attention given by the community to the Deaf children and the problem of those graduated students in accessing social services and job opportunity. They mentioned like hospitals, public or private do not have trained person in sign language to translate the pain of deaf while they are sick and look for treatment. And also mentioned that usually the Deaf student prefer to learn in TVET college to have technical skills to be self-employed as they do not get other job opportunities like hearing do. Most of positive things are resulted from the motivation of students as of the observation by the researcher.

4.3.9. Factors affecting social interactions

The research participants mentioned that the main factor that affects their social interaction is lack of skills on sign language among some students which limited their daily interaction to share their feelings. Some of hearing students lack patience and are annoyed when the Deaf continuously asking them to understand about something going on around. The hearing girls group informed the researcher that there are some community members who influence those parents who registered their hearing children in the Deaf school believing that their children will be affected by the Deaf bad behaviours. Moreover, this group also informed that some parents also refuse to accept the partnership between their Deaf children and hearing students in school in fear of any form of violence that will happen on their children. There are also some students who ridicule Deaf students by mocking that they lost important messages on discussions that they didn't listen and this can affect their regular interaction. Some teachers in class scold the hearing students when they score less mark than the Deaf by saying that *'this deaf scored better than you in this subject'* and the informants believe that this alienate

who is Deaf and hearing, both are very fast in using the sign language and freely interact and play different games by showing smiling faces in any of their discussions.

During the discussion time, most of the hearing students criticize some teachers who have no motivation to support the Deaf and know the sign language and also the government who didn't give any support or attention to the school to further expand the use of sign language in the community at large. This is also suggested by Jordan and Stanovich (2003) that positive teacher attitudes towards inclusion are the most important factor governing the success of inclusive education. They were expressing their deep feelings and wishes with strong words. This shows that how the hearing students are closely attached with the Deaf students and enveloped by their affection. One of the hearing girls in the FGD group said that *'I learned the sign language because of my courageous and motivation inside to interact with the Deaf and provide support in any of their needs'*. This idea were also strengthened by the research of Rebecca & Elizabet (2006) that peer students are usually provide support to the Deaf students in various ways, including help in locating classes, taking notes, reading materials aloud, and providing basic curricular modifications and this has resulted from their regular interaction. Almost all the school co-curricular activities are implemented by both the hearing and Deaf students without any discrimination and separation. The social interaction between Deaf and hearing is not new and strange thing for the hearing students, but it is parts of their life which they want also to maintain and develop further. But this needs strong support from the school in various ways. It seems this is resulted because of their daily interaction on different social matters and strong motivation from the hearing. The attitude among hearing students is much better than teachers on the social interaction between Deaf and hearing as of the group informants. The readiness of hearing students to integrate in the life of Deaf students is very much surprising as of the researcher observervation. This is also supported by the findings of Mastropieri & Scruggs (2004) that students without disabilities will become more tolerant and respectful of differences. Thus, they will be establishing social skills that make them better members of society. This requires little things to put in place to make it more formal and part of the school. Even some of the students started to publicize the sign language on different Mass Medias. One of the hearing girls used the Ethiopian Idol to compute with her vocal using the sign language and the other girl in grade 8 also used as a translator for EBC children program. However, there are some hearing students who do not want to talk with the sign language and interact with the deaf, as of the discussion with the boys group. But the school has to work on this.

Research question 2: How do hearing and Deaf students interact each other in the school?

The hearing and Deaf students have various social activities that bring them together on regular bases. Students are very much happy when they organize and conduct different social events. As of the informants, Deaf students have excellent skill on drawings and they prepare special drawings for the social event and the hearing students discuss on it to provide comment or appreciate their work before it is posted on the actual event days. Those event days like, Ethiopian Nation and Nationality days, culture day, National Flag day, and other international event days are the most common events in which both the Deaf and hearing students fully engaged in different preparations and presentations. Off course the school provide the required supports to attain the intended objective on events. Therefore, event days are the special moment for the Deaf and hearing students in the school to socially interact and share their feelings. And this has supported the learning and teaching process in the school. Shuell (1996) also described about the three theoretical perspectives regarding teaching and learning practice in inclusive school: behavioural, cognitive and social constructivists. The social constructivist perspective encompasses much of the newest thinking, gives the most attention to the role of social interaction in learning of the three perspectives. And he mentioned that the social constructivist perspective holds that social interaction between Deaf and hearing contributes to learning. It emphasises that students construct much of their knowledge directly from there social experiences. Therefore, it is important that the students develop skills to participate and learn as a member of a community while interacting in these different social games.

The school has small compound but has mini football, valley ball and basketball spaces for the students to play. As of my observation, I have seen many of the Deaf and hearing students occupied the game spaces and play different games as per their interest. All are the mixed groups, Deaf and hearing, girls and boys, and entertaining each other. I didn't see any difference between them. Even from my observation, I have seen some of the Deaf girls playing football with hearing boys. The school had different competition with other school in different sport games and got different cup which are shelved and displayed in the principal office. The team was established from the Deaf and hearing students and was successful as of the school teacher. This will further enhance the social interaction of Deaf students with other community groups and needs to be maintained. However, the school has land shortage and is

not adequate for different outdoor games to accommodate all children and some may not get a chance to play.

The worshipping program before the class is another event for the Deaf and hearing students to interact. All religion followers come together and learn the bible in the preaching hall mainly on ethical rules or discipline. As far as they are from different religion, I don't think they have healthier interaction at the moment which actually needs further investigation on this. Some of the Deaf and hearing students who have left the school also established a social committee to maintain their social interaction within the community. This may also inspire other students currently at school to join and enhance their bond for further actions. However, this has to be supported by the community, the school or any other institutions to make it more sustainable and have strategic direction. The Deaf and hearing students also involved in different club activities established in the school but it is not as such strong and with defined action plans. Mostly the students like the spoken club in order to meet their interest and master the sign language so as to freely interact with the Deaf. The interest of the hearing students to master the sign language is a very important point that has to be encouraged by the school. Visiting different historical places is also another event which increase the children curiosity and interaction. But there are some students who do not afford the contribution for the trip, as of the information from the hearing girls in school.

Research question 3: what factors motivate and affect the social interaction between hearing and Deaf students in the school?

I have seen the interest of hearing students in mastering the sign language and interaction with Deaf students in the school. They are in a strong position to further support the Deaf students in every walk of their life as of the discussion made with the hearing groups and school teacher. The research finding shows that the main things that motivate both group of students for social interaction are, most of the students were grown together from the KG to the second cycle levels. This has injected values on friendship through time and brought them to this affection level. This shows that if Deaf and hearing students are kept together for longer time, they will develop strong interaction with intrinsic values that will not be vanished simply and can be a model for the outside community. In addition, the social workers and the preaching have also their own contribution for their social interaction as of the informants. However, I didn't get any plan in the units designed for this purpose. It requires purposely designed action plan to maintain the social interactions between the Deaf

and hearing students in the school. The hearing students also explained that the community neglect on the Deaf also motivated them to know the sign language and interact with the deaf. This has created a sort of motive to promote the wellbeing of Deaf with in the community using different social events. If the school has special regular contact program with the community around, this motives of the hearing students might be changed in to real action plan and be successful in attaining the intended objective. There are also some hearing student's parents who motivate and propel their children to socially interact with the Deaf and provide the required support. This has to be further encouraged. And if the school also involves parent in different planning programs they may get new ideas to further consolidate the social interactions between Deaf and hearing students inside and out of the school.

Although, there are motivating factors that enhance the social interactions between Deaf and hearing students, there are also factors that affect their social interactions on daily bases in the school. In light of the discussion with the student groups, there are some teachers who do not want to know the sign language and interest to support the Deaf students. They are knowingly or unknowingly alienate the Deaf students from the hearing through various activities like staying longer time with the hearing than the Deaf, ridiculing the work of Deaf with unwanted words and the like. This will instil further hatred among the hearing students on Deaf and decline the interest they have for social interactions. It needs further follow up by the school and put mechanisms to overcome. The other factor is lack of sign language among hearing students. This has limited their social interactions with the Deaf and the school has to strengthen specially the spoken club so as to make the students master the sign language. There are also on the reverse some parents who advice their hearing children not to establish partnership with the Deaf for un known reason. WHO (2011) also reported that a person's environment has a huge impact on the experience and extent of disability. Inaccessible environments create disability by creating barriers to participation and inclusion. This might be resulted from culturally inherited fear or hearted. Franzen (1990) observed in his research that in some communities in Kenya and Zimbabwe, a child with a disability is a symbol of a curse befalling the whole family. Such a child is a shame to the whole family, hence their rejection by the family or the community. And he further emphasises that children who are met by those beliefs and attitudes can hardly develop to their full potential. They get less attention, less stimulation, less education, less medical care, less upbringing and sometimes less nourishment than other children. Jaffee (1978) in his research also noted that societal attitudes are significant since they largely determine the extent to which the personal,

social, educational and psychological needs of persons with disabilities will be realized. Similarly the trend of parents in this school will have impact on Deaf students' regular interaction and this might be mitigated if the school has regular contact with the parents aiming at changing their attitude. It is also advisable if the hearing students have too much conversation without the sign language with their peers while they are with the Deaf students, they have to convince the Deaf and develop openness further. This, as the informants, annoys the Deaf students. If the social worker provides frequent consultation on this the children can also compromise to keep on healthier interactions.

Research question 4: How do the school teachers and principal perceive social interaction between Deaf and hearing students?

Although the data is collected only from the school principal, one teacher and social worker with purposive sampling technique, it may not incorporate the majority views. However, the discussion with the student groups triangulated with these school teachers, that there are some points to conclude what perception they have in the school.

The perception of school teachers on social interactions between Deaf and hearing is vary from individual to individual as of the discussion made with student groups and school principal. In the school there are some teachers who know the sign language and others who do not. Usually orientation or induction is given to the new teachers coming to the school on the overall situation of the school that they are also obliged to comply with. However, as of the discussion made with the hearing girls and boys, there are some teachers who ridicule the capacity of Deaf through encouraging the hearing that directly or indirectly affects the interaction between Deaf and hearing students. They also mentioned that, some teachers also want to stay longer time with hearing students than Deaf and which will annoy the Deaf and inevitably force them to hate the hearing as well. The reciprocal is also true; the hearing might follow the teacher behaviour and develop hatred. This is also strengthen by Scruggs & Mastropieri (1996) as cited in Evangeline (2006) general education teachers' attitudes and beliefs about instructing students with disabilities are learned and appear to be influenced by the amount of knowledge they have with regard to a particular individual or group. Similarly, Cook (2001) revealed that teacher attitudes about inclusion in their classrooms stemmed from their lack of confidence and perceived lack of proper training in that area. The roles of teachers are very limited in strengthening the social interactions between these two groups of students and no evidence is found if they have any contributions in the school. The data from

the FGD school hearing girls indicates that some teachers have hatred on Deaf students and have no motivation to equally treat as hearing and do not want to know sign language even. The Deaf FGD boys group mentioned that the hearing students have much contribution on their social interaction rather than school teachers in the compound. However, there are some teachers who spent longer time in the school and have strong bondage with the Deaf and supporting them for their social interaction in the school. Even if this requires further investigation, the trend and practice in the school, as of the group informants, does not reflect that the school has designed actions and has adequate mechanisms in place.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

Inclusive education is a recent phenomena in the world in which various countries are designing and applying to create access to disable children and provide an opportunity for the children to develop social interactions that ultimately alleviate the problem of discrimination among the communities. Ethiopia is one of the countries in which inclusive education program is undertaking in different regions and is growing from time to time. The main purpose of this program is to make children to grow and interact together so as to have integrated social values.

Mekanissa School for the Deaf is the pioneer school in Ethiopia providing education for the Deaf. And gradually the school has started to receive hearing students from the community around and reached at today's level in which number of hearing and Deaf students are attending the inclusive education program. The interaction between the Deaf and hearing students in the inclusive education program is an important component in which various aspects can be seen. Therefore, this research is conducted in Mekanissa school for the Deaf to examine the social interactions between the Deaf and hearing students in the school besides other education activities.

Qualitative research approach with cross-sectional design was the research design applied by the researcher. The research was designed to answer the following research questions; 1) How do hearing students perceive social interaction with the Deaf? 2) How do hearing and Deaf students interact each other in the school? 3) What factors motivate and affect the social interactions between hearing and Deaf students in the school? And 4) how do the school teachers and principal perceives social interaction between Deaf and hearing students?. Qualitative data collection instruments, interviews, FGD, document review and observation were applied to collect the required data from the informants and site. Purposive sampling technique has been used to select the research participants. And a total of 24 research subjects were participated in the research.

The research findings show that the social interaction between Deaf and hearing student in the school has different experiences and practices. The Deaf and hearing students socially

interact at break time, lunch time, free period, out of schooling time and on different event days. The main social interactions between deaf and hearing in the school are playing different games like valley ball, football, basketball, organize and conduct social events, prepare dramas and poems, involve in different club activities, support children who are in different social problems, practicing and exercising the sign language, forming social association, doing group assignments, study together, having lunch together and worshipping together and organizing and participating in different social trips. As a result the students have developed supportive behaviour, social skills, communication skills and team spirit.

Although there are some motivational factors that enhance the social interaction between the Deaf and hearing students, Limited knowledge and skills on sign languages, lack of motivation and hatred among some hearing students, weak orientation among teachers and their lack on sign language, absence or weak school mechanisms for social interactions, and low awareness among some parents are some of the factors affecting the development of social interaction between Deaf and hearing students in the school.

5.2. Conclusions

Sign language and its practices

Sign language is the most important and dominant means for the children to communicate each other in any of their social activities. Many of the hearing students are very eager to know the sign language and many of them are reached at perfection level. And they are enjoying it through interacting with the Deaf students. The social interactions can be best performed among the Deaf and hearing if they have adequate skills and knowledge on the sign language. The school has training program including for the parents especially at weekend time, however the interest among the parents is not strong as expected. The interest among some school community on having the sign language as of the research participants is also weak and need to create awareness and work on this. Strong follow up is required on training and exercising of sign language program by the school administration. It is not only knowing the sign language that motivate the teachers, as the girls group said, as there are some teachers who do not have interest to use it although they have skills on this. The school has to strengthen the spoken club in the school for the students to learn the sign language.

Hearing students and their motivation

The researcher observed that there is strong motivation among hearing students to master the sign language and frequently interact with the Deaf students. These hearing students also have agendas beyond their social interaction and stand for the rights of Deaf people within the community. The interest and motivation of hearing students is a good opportunity for the school and to further plan new mechanisms and expand the experiences outside the school to obtain more social interaction between the Deaf children and hearing community. The hearing students usually take the initiation by themselves to support the Deaf and ameliorate their social interactions. But if this is supported by the planned mechanisms, the children may show or bring the school another best practices that will be replicated, documented and expanded to another areas.

Limited school mechanisms

The social interaction between Deaf and hearing in the inclusive school is a pillar to progress and move forward in the learning and teaching process and improve academic performance of the students. The Deaf and hearing students play different games with the hearing but the school has no adequate space for different games. Outdoor games are very limited and are not comfortable ground as of the observation. School clubs are established to bring the Deaf and hearing students together but are not functional except one as of the discussion with all FGD groups. If the school clubs are well organized and functional we can see more strong social interaction between Deaf and hearing students in the school. The data from the teachers and principal shows that there is no specific plan on creating social interaction between Deaf and hearing students in the school except some formal activities. If the school has specific plan on how to maintain the social interactions between these two groups, greater achievements might be recorded on integration works and academic performance. The social interaction between Deaf and hearing has to be seen differently and has to have separate plan with strong attention. There might be some customary ways of interaction in the school which is brought up by the students but it needs conscious plan on this and measure the results on regular bases.

Teachers' commitment and motivation

As of the discussion with FGD groups, there are some teachers who do not want to know the sign language and have motivation to support the Deaf students. Instead they ridicule and

deliberately scold with humiliating words. In addition, they want to stay longer time with hearing students than Deaf inside and outside the class. This approach will separate the Deaf students from the hearing by injecting negative attitude among the hearing students. It is good if the school has strong orientation to the school teachers on this and plan consecutive training on sign language for the teachers who do not know it. In addition, the orientation working with children is another point to consider in implementing the next plan together. The first entry point for a teacher to interact with the student is his body language with internal feelings. It is not only orientation on the sing language to be given to the teacher but also social skills training in which gradually the hearing students can also learn to make it their own values.

Weak parent orientation

Some of the hearing children parents are not willing or happy to see their children friends with the Deaf children. They perceive that, the Deaf do not have capacity in achieving academic performance and so that they can weaken their children as well. From this perspective they warn their children not do so. In addition, those parents who have Deaf children in the school do not give much attention to their children but rather spend more time to those hearing children at home. So that the Deaf children develop a sense that he/she do not want to go to their home after the schooling time immediately and stay at school playing with hearing children on different games. And this has affected the degree of social interactions that the Deaf has with the hearing and will also limit the experiences that the Deaf have to get on this. Therefore, more works have to be done by the school on parents to change their attitudes and support the social interactions between the Deaf and hearing students in the school and out of the school areas.

Perceptions on the values of social interactions

The social interactions between the Deaf and hearing students in the school have been made by the natural ways of life that the students have and facilitated by limited school mechanisms. Someone can read from outside the results and the gaps from these two groups but it is not read by the group themselves and the school. And moreover, is not recognized well. The school did not use or change this result or experience in to plan to facilitate other learning and teaching processes. Attention must be given to this value and put mechanisms in place for further enhancement.

Potential area for replication

The Mekanissa School for the Deaf is a model school for other inclusive schools although it has various gaps in it. It has long years' cumulative experience than any other schools in managing the Deaf and hearing students in one class together in Ethiopia. The social interaction between the Deaf and hearing students in the school is very much appreciated and has to be shared to others. Particularly, the motivation and commitment of the hearing students that they have to master the sign language and spending more time with the Deaf and also promoting at public places are among other best practices that have to be replicated to other schools and areas. Therefore, the school would be a potential area to share experiences on social interactions between the Deaf and hearing students for those schools which are running similar program.

Implication to the social work

The interaction between Deaf and hearing students in the school are naturally constructed by the students themselves and lack some intervention to develop their confidence and further narrow the gaps seen as a problem that affect their relationship. The Deaf students have fear that when the hearing students discuss without the sign language while they are inside the Deaf group. The Deaf usually pissed off and leave the area soon. As it is informed by the hearing students and social worker, the deaf students feel that as if they are back bitten by the hearing students or else an act of humiliation. This shows that the Deaf students are not psychologically ready and have little confidence on the behaviour of the hearing students against their disability. Therefore, social work intervention here is very critical. The psychological makeup of the Deaf students has to be shaped through consecutive training and orientation by the social worker in the school and also mechanisms have to be established for regular follow up and corrections. In addition, some of the teachers also need social work education to influence their attitude and improve their practices in handling the case of Deaf students in the school compound and support the social interaction between Deaf and hearing students in the school. The perception of some hearing students and parents is still it is at its lower level position in which it is affecting the position of children to interact each other and work for mutual social development. Hence, the social worker has a greater role to plan and implement on the social work education on regular bases in the school compound and also work on parents of the students on different social gatherings or events in the school in which parents are also invited.

5.3. Suggestions

Based on the above discussions and conclusions, the researcher would like to recommend the following courses of actions or suggestions to apply in the future programs.

Regarding the values of social interactions

1. It seems given no attention that the social interaction between the Deaf and hearing students in the school has a paramount importance in the development opportunities of Deaf and hearing students. It has to be planned and measured by the school on regular bases to have new intervention plan based on results and to document achievements for further replication. Much attention must be given by the school and even by the government to follow and learn new things from the interactions.
2. Orientation on the importance of social interactions and ways of engagement must be given to the students on regular bases. In some cases absence of social skills among the students of both groups seen that some problems were created and this will affect their future readiness for interaction in the group.

Regarding school mechanisms

1. There are some established clubs in which students are hardly participating. However, to improve the social interactions between the Deaf and hearing students in the school, the school has to have appropriate plan on each established clubs and strong follow up on its implementation. There are many opportunities in the school to strengthen the social interactions between these two groups but need to explore and have appropriate design that will be measured pace by pace. In addition, the school should give strong orientation to the school teachers to have similar attention and goals on implementing the plans on social interaction.
2. Participation of students, Deaf and hearing, in any plans is unquestionable. It is good if the school organize and conduct consultation meeting on designing different social interaction plans that have to be implemented in the school. There are a lot of experiences and new ideas among the students that can be changed in to a new intervention so as to strengthen the capacity of students in their academic performance.

Regarding parents involvement

1. The discussion result from the students show that parents have strong influence on their social interactions at the back. But there are other model parents who push their hearing children to interact with Deaf and support much. Hence, it is advisable to bring all parents to be on the same page with regard to the social interactions between the Deaf and hearing students. They have to be aware on the importance of their social interactions and the benefit they acquire. Therefore, the school has to have contacts on regular bases, it could be on quarterly or biannual bases to create awareness on this and ensure their involvement.
2. Parents also discriminating the Deaf child at home and give much attention to the hearing siblings. This is, because of the lack of skills on sign language as of the FGD groups. Even some parents go to the baby birth ceremony with the hearing child usually than with the Deaf. Therefore, the school has to persuade the parents of Deaf to learn the sign language that is organized by the school on weekend days. If the interaction between parents and their Deaf child increases the competence of a child to interact with hearing students in the school will also increases.

Regarding external supports and policy implementation

1. The government of Federal Democratic Republic of Ethiopia has formulated and ratified different proclamations, laws, conventions and action plans to protect Disable people from different forms of discrimination and violations and ensure their participation in all spheres of development in Ethiopia. However, the implementation has still some challenges in which it is not visible at grass root level. From the research finding perspective the application of UN convention on disable people, National Plan of Action of People with disability and Proclamation concerning the Rights to Employment for Persons with Disabilities deemed very important to create convenient environment for social interaction between Deaf and hearing students and improve positive perception towards Deaf students in inclusive schools.
2. As of the discussion with all the research participants, the school didn't get any support form external bodies including government except one local Non-Governmental Organization (NGO) working on sign language. From the researcher perspective, this school is very important for the government to replicate the

experiences and practices to other similar schools which run inclusive program. In addition, the government is accountable for those disable children attending the inclusive program that must be monitored and documented for further action on achievements. However, as of the information from the school administration, they are simply engaged in collecting quantitative data on regular bases and very much weak and remote to technical supports. This has to be improved by the concerned government body and has to work closely with the school and support the social interactions between Deaf and hearing students and measure results.

3. In Ethiopia there are different NGOs, Local Non-Governmental Organizations (LNGOs) and International Non-Governmental Organizations (INGOs) which are working on disable children. But no one is working with the school to upgrade the social skills of Deaf and hearing students so as to strengthen their social interactions in the school. These organizations have different experiences working on children. Therefore, it is important if different NGOs support the school social interactions through providing different trainings on methodologies and skills. And it is good if the school also approaches these NGOs with sound proposals.

Regarding researcher knowledge and skills

1. Any researcher who is interested to conduct research regarding Deaf students in inclusive school is advisable and it is found important to have the sign language skills. If the researcher is well acquainted with the sign language skills and capable enough to communicate with Deaf students he/she can explore additional various information including reading the messages from their feelings on the topic under discussion. Otherwise, it is very difficult to obtain clean data through the translators that will require exhaustive works and some valuable data might be escaped.

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Appendixes

Appendix 1: Focus Group Discussion (FGD) guide for deaf and hearing students

Addis Ababa University

School of Social Work

Focus Group Discussion (FGD) guide for deaf and hearing students

Back ground of group interviewed

- a) Name _____ Sex ____ Age ____ Grade ____
- b) Religion _____
- c) Ethnicity _____
- d) Marital status _____
- e) School _____ Number of years in the school _____
- f) Time discussion started _____ Time ended _____

Introduce facilitator and note taker

I am interested in learning and increasing my understanding about the social interactions between the deaf and hearing students in the school. I am especially interested to know about how deaf and hearing children interact each other and what are their main interaction areas in the school. And also would like to see the associated factors that motivate and affect the social interactions between deaf and hearing children. I hope that your answers to my questions will contribute to the efforts of different researchers involved in understanding and working on inclusive education program. I expect our discussion to last about 45 minutes.

Agree on Group Norms, consent and confidentiality.

Interview guiding questions

1. What interactions do you have with deaf or hearing children in the school?
2. How do you interact with deaf or hearing children in the school?
3. Can you tell me the most important activities that you do with deaf or hearing children in the school?
4. Tell me the reason why you are motivated to interact with deaf or hearing children?
5. Which time is the most appropriate one for your interaction in the school and why?

6. Would you explain to me the main factors that affect your interaction with deaf or hearing children in the school?
7. Which group is the most affected or weak in social interaction among deaf and why?
8. Did you get any support from outside to enhance your social interaction with deaf or hearing children? What are those and by whom?
9. Do you have anything to suggest for the future so as to improve your social interactions with your deaf or hearing peers?

Close the interview:

Thank you all for your time and ideas. This is extremely helpful.

Appendix 2 : Interview guide for school principal and teachers

**Addis Ababa University
School of Social Work
Interview guide for school principal and teachers**

Back ground of group interviewed

- a) Name _____ Sex ___ Age _____
- b) Position _____
- c) Religion _____
- d) Ethnicity _____
- e) Education Back ground _____
- f) Marital status _____
- g) School _____ Number of years in the school _____
- h) Time discussion started _____ Time ended _____

Introduce facilitator and note taker

I am interested in learning and increasing my understanding about the social interactions between the deaf and hearing students in the school. I am especially interested to know about how deaf and hearing children interact each other and what are their main interaction areas in the school. And also would like to see the associated factors that motivate and affect the social interactions between deaf and hearing children. I hope that your answers to my questions will contribute to the efforts of different researchers involved in understanding and working on inclusive education program. I expect our discussion to last about 45 minutes.

Agree on Group Norms, consent and confidentiality.

Guiding questions

1. How do you see the social interactions between deaf and hearing children in the school?
2. On what type of activities do hearing and deaf children inter-act each other in the school?
3. Can you tell me please the main means of communication for both children to interact each other in the school?

4. Would you explain what activities or mechanisms you have in place to enhance the social interactions between deaf and hearing children in the school?
5. Can you tell me the effect of any age or gender differences among students that affect their social interactions?
6. What are the major factors that affect the social interaction between deaf and hearing children in the school?
7. Which time is the most appropriate time for their social interaction in the school and why?
8. Did you get any external support to strengthen the social interactions between deaf and hearing children in the school? What are those and by whom?
9. How do you see the social interaction among multiple disabled children and hearing in the school?
10. What do you suggest for the future to improve?

Appendix 3: Observation Checklist

1. Available and convenient space for interaction in the school
 - Space for outdoor games in the school compound
 - Available room or café for their lunch time
 - Convenience space for those who have also multiple disability
 - Availability of outdoor games
2. Activities undertaking by teachers/principal in their social interaction
 - Counselling/advice to children
 - Facilitating games of children during their break time or regular time
 - Body language and ways of communication with deaf children
3. Activities undertaking among deaf and hearing children
 - Playing games
 - Conversation in pair or in group
 - Types of activities they are sharing
 - Supporting one another
 - Communication styles
4. Activity plan, available documents and posters/billboards that show the involvement and promotion of deaf and hearing children in the school
 - Established clubs and their members
 - Plans and minutes of clubs that also shows deaf children participation
 - School plan on social interaction between deaf and hearing children
 - Available bill boards and posters that enhance social interaction among children and awareness on disability
 - Posted pictures, data or evidences in the principal and teachers rooms on deaf and hearing children
 - Mottos or slogans in the school
 - News letters or annual reports
 - Brochures or leaflets

Appendix 4 : Consent form for deaf and hearing children

A consent form Prepared for deaf and hearing FGD groups

I, who put my signature below fully, agree to be part of the research of Genene Yilma Beyene by giving information through interviews and discussions with others.

Name	School	Signature	Date

Appendix 5: Consent form for School principal and teachers

A consent form Prepared for School principal and teachers

I, who put my signature below fully, agree to be part of the research of Genene Yilma Beyene by giving information through interviews.

1. Name: _____
2. Position: _____
3. Signature: _____
4. Date: _____

Appendix 6: Photographs

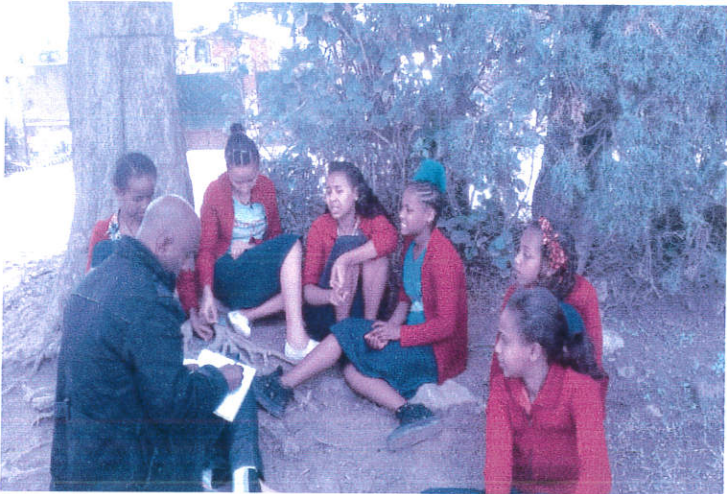
6.1. Historical photo – Emperor Hailesilassie visiting the School in 1963



6.2. Focus Group Discussion with Deaf boys



6.3. Focus Group Discussion with Hearing Girls



6.4. Focus Group Discussion with Deaf girls



6.5 Focus Group Discussion with Hearing boys



6.6. Interview with school Teacher



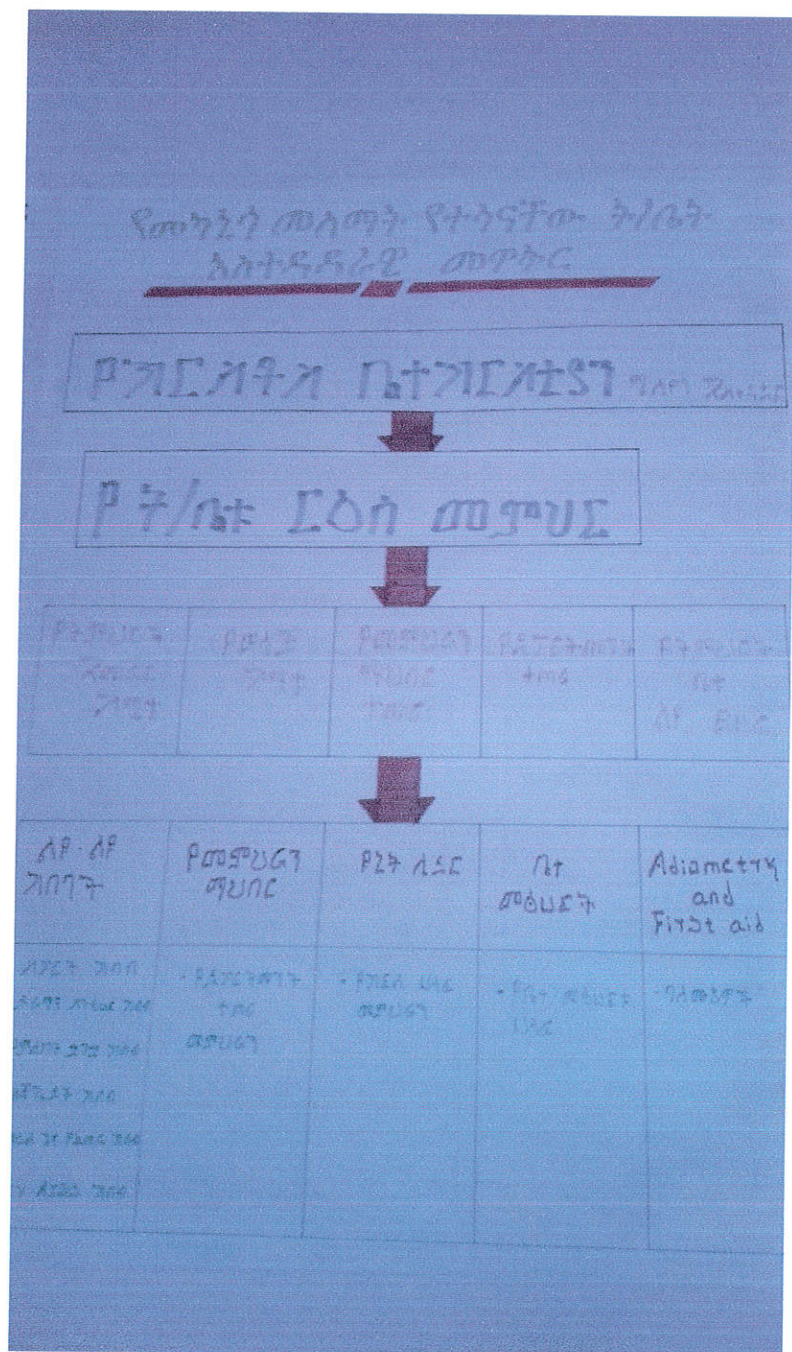
6.7. Interview with school principal



6.8. Interview with the social worker



Appendix 7: Administration structure of the school



Appendix 8 - List of inclusive and Deaf schools in Addis Ababa

S/N	Name of the school	Remark
1	Eyerusalem Primary School	Inclusive school
2	Yekatit Primary School	Inclusive school
3	Mekanissa school for the deaf	Inclusive school
4	Minilik Primary school	Inclusive school
5	Minilik Preparatory school	Inclusive school
6	Dilber Primary school	Inclusive school
7	Alpha Special needs Primary school	Deaf school
8	Black lion Secondary school (9-10)	Deaf unit
9	Victory Special needs primary school	Deaf school

DECLARATION

I, the under signed, declare, that this thesis is my original work and all sources of material used for the thesis have been duly acknowledged.

Name: Genene Yilma

Signature: 

Date: June / 2016

