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

**PRACTICES AND CHALLENGES OF INCLUSIVE EDUCATION IN TWO SELECTED
GOVERNMENT SECONDARY SCHOOLS OF SHEGER CITY
ADMINISTRATION SEBETA SUB-CITY**

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June 2023

Addis Ababa, Ethiopia

ADDIS ABABA UNIVERSITY

College Of Education and Behavioral Studies

Department of Special Needs Education

**Practices and Challenges of Inclusive Education in Two Selected
Government Secondary Schools of Sheger City Administration Sebeta
sub-city**

This Thesis is submitted to the Department of Special Needs and inclusive Education

in the Partial Fulfillment of the Requirements for MA Degree in Special Needs

Education

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DECLARATION

I, the undersigned, hereby declare that the following thesis entitled “Practices and Challenges of Inclusive Education in Two Selected Government Secondary Schools of Sheger City Administration Sebeta sub-city” is my original work, has not already received the degree award from another university, and that all sources of information utilized in the preparation of this thesis have been properly recognized.

Name: Gudetu Amanuel

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Date _____

This affirmation is for the thesis named “Practices and Challenges of Inclusive Education : the case of two selected secondary school of sheger city administration Sebbeta sub-city” is Gudetu Amanuel’s unique creation, completed under my personal supervision.

Name: Daniel Desta (PhD)

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ACRONYMS

CRPD	Convention on the Rights of Persons with Disabilities
CWD	Children with disability
ESDP VI	Education Sector Development Program VI
GER	Gross Enrolment Ratio
IDEA	Individuals with Disabilities Education Act
MoE	Ministry of Education
SEN	Special educational need
SNE	Special need education
UNESCO	United Nations Education Scientific and Cultural Organization
UN	United Nations
FGD	Focus group discussion

ABSTRACT

Inclusive education is a system of education that provides all learners, including those with disabilities the equitable opportunities to receive effective education with the required support services brought to them. The study aimed to investigate how inclusive education is practiced and its challenges in two selected secondary schools of Sebeta sub-city. To succeed in the objective of the study, it considered sixteen students from grade nine and grade elevens, two secondary schools principals, one secondary school supervisor, ten classroom teachers, and two special needs educators at Sheger city administration Sebeta sub-city in the academic year of 2022/23 were purposefully selected. The design for the study was a case study type guided by four research questions. Data was collected through interviews, focus group discussion, observation, and document review. Data obtained from different sources were analyzed using qualitative methods, and as needed the study showed, there was a good beginning in the practice of inclusive education. But, inadequate service given by stakeholders and a lack of attention to students with special educational needs were raised. Under school Strategies to support and promote inclusive education raised by respondents, making strong school administration, creating conducive learning surrounding, Capacity building training for school administration, teachers, and community. Make the classroom more inclusive and promote collaboration between students. Students with special educational needs were not given attention by their teachers and some teachers do not appreciate the differences. Lack of sufficient learning and assistive materials, disorganized and insufficient resource room needed attention. To solve the above problems recommendation were given. Oromia education bureau and schools need attention to consolidating sufficient budget to enhance the participation of SWD in the schools. School administration should provide strong leadership and need to fill the shortage of any important facilities. Oromia education bureau, Sebeta sub-city education office, and the schools need to give attention to the regular activity of mobilization programs about inclusive education practice campaigns. Most teachers and principals are not fully equipped to teach SWD and manage in schools. So, schools need to give a great emphasis giving on job training to enhance attitude and perception among SWD in the practice of inclusive.

CHAPTER ONE

1.Introduction

1.1. Background of the study

Learning is a basic human right and a key means of fostering both individual and societal growth. Producing essential and qualified human resources also benefits the general public and substantially advances the country. As a consequence productivity increased and apathy illness and poverty were eradicated in any society it is important (MoE, Special Needs/ Inclusive Education Strategy, 2012).

Before 1975, several countries maintained rules which specifically forbade some students with disabilities in accessing government schools. These regulations prohibited blind and deaf children as well as those who were classified as "emotionally disturbed" or "mentally retarded." These laws reflected society's perceptions, feelings, and beliefs, and had a direct effect on the culture of the school systems.

The enrolment rate for children with SENs is still quite low in Ethiopia, according to (MOE, Education statistics annual abstract, 2021/22). The GER in Pre-Primary is only 2.7%, but it is 10.4% in Primary and Middle and 3.6% at Secondary levels. This indicates that thousands of students with special needs are either not getting a formal education or their data is inaccurate. The year's ESDP VI goal could not be attained in any way.

In the 1970s disability-phobic culture was changed into a more accepting and supportive atmosphere for children who have impairments in government school systems in the passage of the improving education for all Students with disabilities act commonly referred to as individual with disability education act (IDEA). This change has had a tremendous

impact on academic policies and laws at the national level in order to guarantee that every child received a free and suitable education law were passed that established a set of guidelines that every government school must adhere to. Since these policies passed, schools had determined how they can implement the IDEA's policies (IDEA), 1997.

With the availability of essential help, everybody should have an equal opportunity to school whatever their special needs impairments, or skills. Expanding high-quality schooling to everyone has become an international issue. To put this idea into practice everybody ought to have access to learning alternatives and the chance to attend school. But the UN educational social and cultural organization indicates that nearly nine out of ten Ethiopian children who have disabilities are not in school (Sosango, 2021). Ethiopia is among the nations using inclusive education. In the year 2006, the "Special Needs Education Program Strategy" was developed. It was updated in 2012 to become the "Special Needs/Inclusive Education Strategy." According to this policy, the aim of inclusive and special needs education in Ethiopia is "to establish an inclusive education system which will deliver quality, important and fair education and training for all kids, teens, and adults with special educational needs (SEN) and eventually allow them to fully take part in the economic and social growth of the country"(TONEGAWA, 2019).

With inclusivity, all learners including those who have learning difficulties were acknowledged to have rights. The provision of assistance for kids with special needs in a public educational system that serves students from various backgrounds is often referred to as inclusion. Consequently, inclusion should be viewed as a process that attends to and satisfies the diverse needs of all children, adolescents, and adults by enhancing involvement in educational communities and cultures and minimizing or completely eliminating

exclusion throughout and within education. While preserving a shared vision for all students enrolled in the traditional education system, it incorporates alterations and adaptations to the subjects, methodologies, frameworks, and techniques employed (Mugambi, 2017).

The Salamanca Statement (1994) emphasizes the value of equitable educational opportunities and urges authorities to implement the rule as an aspect of regulation or guidelines, registering every student in mainstream schools until there are sufficient compelling motivations to do alternatively, and making it the greatest rule and financial priority that allows those to accommodate all students irrespective of their unique characteristics or challenges as well. This suggests that governments ought to have taken a commitment to ensuring that residents in their neighborhoods who are disabled have equitable access to inclusively, free elementary and secondary schooling.

To fairly benefit learners with disabilities in our education system building inclusive education practices is mandatory. According to (MoE, 2021) at the national level out of the 1,262,573 Populations with SNE (ages of 15-18), 30,935 (2.5%) of Students with SNE were enrolled to attend secondary school. In the same way, 555,133 of the Population with SNE of Oromia region 7,569 (1.4%) report Students with SNE enrollment in secondary education. The figure clearly indicates that thousands of people with disabilities at the national level mostly in Oromia region are not yet attending high-school education or are not intently enrolled.

The schools /two Sebeta Secondary Schools/ are given to this title because they are it was assumed to practice inclusive education in Sebeta sub-City and have experienced teachers who have taken special needs education training. In light of all this, these schools are supposed to work toward providing inclusive education practice in accordance with

agreements. Therefore, it would seem that these schools might be the ideal setting for demonstrating inclusive education's challenges and practices.

1.2. Statement of the Problem

According to the Ministry of Education's Education Statistics Annual Abstract of the year 2021, inclusive learning refers to a system for learning that's accessible to all students, irrespective of their socioeconomic status, gender, religion, ethnic background, language, disabilities, and impairments. Ethiopia now has educational initiatives that consider the range of kids with unique needs. According to the Ministry of Education's Special Needs/ Inclusive Education Strategy from 2012, Ethiopia has ratified and approved nearly all pertinent domestic and international legal texts concerning the rights of individuals with disabilities. The issue of students with disabilities has been addressed in numerous legal instruments on a national level.

In spite of these initiatives, inclusive education has not been effectively implemented, especially in regular school settings. The main difficulty of inclusive education is meeting the demands of the diverse collection that students in the educational setting. The diverse requirements for the pupils they serve should be acknowledged by schools that are inclusive, and these requirements should be met. More importantly, they should employ suitable curriculum, organizational configurations, teaching techniques, resource use, and collaborations with local communities to ensure excellent education for every student while also accommodating different kinds of learning (UNESCO, 1994).

There are still a lot of factors that affect and decide how inclusive education develops in Ethiopia. According to several specialists, the primary obstacles to equitable learning include a lack of understanding of the idea of impairment, bad attitudes toward individuals

who have impairments, and inflexible contrast to change (Gezahegne Beyene & Yinebeb Tizazu, 2010). In Ethiopia, poor educational materials for inclusive education, a lack of competent teachers, and poor school accessibility prevented students with disabilities from accessing education (UNESCO, 2010).

In our case, Sebeta is taken as a promising area of inclusive education for the following reasons. First two secondary schools in Sebeta have long years of experience in teaching children with disability learners with their counter peers in the same class. Second, Sebeta town residents have developed a practice of accommodating persons with disability, notably those who are visually and audibly challenged, starting with the founding of a school for the blind. Thirdly, there are educators and people who live alone who have received special needs education training or education. Additionally, since 2007–2008, Sebeta has worked to prepare instructors who can work with students who have a variety of disabilities and educational requirements in inclusive classrooms. These favorable conditions are helping those two secondary schools on their path to implementing inclusive education. To further support their achievement it is important to study the practices in place and the challenges being faced by these schools. Thus the researcher was initiated to study the practices and challenge of inclusive education practice in two secondary schools of Sebeta. The study attempted to seek answer to the following leading questions.

- 1) How do principals, teachers and SNE educators work to achieve the practice of inclusive education in these schools?
- 2) What are the most successful school strategies that help to support and promote inclusive education in the general education classroom?
- 3) How do you describe your success in terms of inclusive practices at your school?

- 4) What are the challenges faced in the practice of inclusive education in these schools?

1.3 Objectives of the study

1.3.1. General objective

The main objective of this study was to investigate how inclusive education is practiced and its challenges in two selected secondary schools of Sebeta sub-City administration.

1.3.2. Specific objectives

In order to accomplish the research to achieve the general objective the following specific objectives were formulated:

1. To identify the role of principals, teachers and SNE educators work to achieve the practice of inclusive education in two secondary schools of Sebeta sub-City Administration.
2. To analyze the successful school strategies that helps to support and promote inclusive education in the learning classroom.
3. To examine the success of inclusive practices at two selected secondary schools of Sebeta sub- City Administration.
4. To identify the challenges faced in the practice of inclusive education in two selected secondary schools of Sebeta Csub-ity Administration.
5. To suggest possible solutions to address the challenges.

1.4. The Significance of the Study

This study was carried out primarily for academic purposes; it gives all concerned groups a better understanding of the current inclusive education practices and on how to address the

difficulties that in two Secondary School faces in practicing inclusive education. Thus, the significance of the study specifically involved the following;-

- It makes it possible for the target schools to recognize and address the difficulties they have when practicing inclusive education.
- This study also assists in sparking all relevant bodies in the schools, which was essential for achieving significant progress toward implementing inclusive education or promoting the rights of persons with disabilities.
- By filling the gaps, the findings assist the schools in improving the quality of inclusive education.
- It selects appropriate to deal with the implementation issue and input for all stakeholders to be involved in the delivery of inclusive education for everyone.
- The study is useful in highlighting the duties placed on teachers, school leaders, and the regional education bureau to encourage inclusive practices within the school.

1.5. Delimitation /scope/ of the Study

The study took place at two secondary schools. And the research is conducted to identify practices and challenges of inclusive education in two secondary schools of Sebeta sub-city administration.

1.6. Definition of key terms

Inclusive education:- is a strategy for improving a system's ability to interact with all students. It is viewed as a process for addressing and meeting the variety of needs of all children, youth, and adults by enhancing engagement in learning, reducing exclusion from education, and taking into account cultures and communities.

Practices:-It refers to the actual application or use of inclusive education principles and strategies in the selected government secondary schools.

Challenges:- It stands for the elements that place heavy demands on educators, who are in charge of putting inclusive education into practice.

Disability: those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Visual impairment: involves an issue with sight which interferes with a student's academic pursuits.

Secondary schools:-It's school of four year duration consisting of general educations (9-12).

CHAPTER TWO

2. Review of literature

This chapter presents the concept of inclusive education, practice of inclusive education, policy related inclusive education, role of stakeholders in inclusive education, challenges of inclusive education, major challenges affecting practice of inclusive education and successful inclusive education.

2.1. Inclusive education

The concept of inclusion in education places a strong focus on how important it is for all students to teach together, whatever their differences or impairments. Every child has unique interests, abilities, and learning requirements, so students with special needs should have fair access to the mainstream education system and get individually tailored adjustments. This serves as the basis for inclusive education (UN, 2016).

Inclusive education, as originally defined by the Salamanca Statement (UNESCO 1994), refers to a system of education where all students, including those with significant disabilities, have access to conventional classes and receives the necessary support. Human rights, social justice concerns, a social model of disability, and a socio-political education model are all taken into account when discussing inclusive education, which is considered as a multifaceted concept that embraces the celebration and acceptance of differences and diversity (Tamirat Gibon Ginja & Xiaoduan Chen, 2021). The term "inclusion" refers to school-based policies that allow children with and without impairments to participate equally in general education classes. The growth of civil rights, educational equity and the

social integration of young people with disabilities have all benefited from inclusion (Baglieri, 2017).

Ethiopia's Ministry of Education (2017) defines inclusive education as a teaching method that accepts all pupils, regardless of their socioeconomic level, gender, ethnicity, language proficiency, and physical or mental disabilities. Inclusion places a strong emphasis on the fact that every child and student can learn. It is a method for accommodating all students' needs without engaging in any form of discrimination while also incorporating them into normal or general education (Tefera, 2005). In the world of education, the concept of inclusive education has become the most well-known. Additionally, it strives to adhere to international standards for educating all children (The Practice of Inclusive Education In The Government Schools of Batticaloa District, 2021).

Inclusion emphasizes the learning potential of all children and students. For inclusive education to take place, learning barriers must be identified and reduced or eliminated in schools, career centers, higher education, teacher training programs, and educational management. Additionally, it places a focus on learner groups who run the danger of being excluded, underachieved, or marginalized. All learners' requirements must be accommodated in the educational setting. (UNESCO,2005).

This means that inclusive education is predicated on the idea that all kids can learn if they are provided with the proper resources and assistance. In order to accommodate all students with diverse backgrounds and abilities, practical changes must be made to the school and its system, including the school community's attitude, the teaching method or instructional adaptation, educational provisions, curriculum modification, and physical

adaptation of the learning environment. Strategy for Special Needs/Inclusive Education (MoE, Education Statistics Annual Abstract , 2021).

Inclusive education is not an endpoint or even a particular destination. Members of educational communities that attempt to comprehend injustice in their local settings and make an effort to combat it pursue teaching and learning in this way (Baglieri, 2017).

2.2. Practice of Inclusive education

Special education practice and inclusion strategies have a long history in the United States. Providing assistance to all kids with impairments among their peers without disabilities in general education classes is challenging for any country. In the US, at least one out of every ten students has a handicap of some description ((IDEA), 2006). The education and instruction of all children with disabilities is recognized by the U.S. inclusiveness movement as a fundamental right. As a result of this movement, both general education and special education teachers are now accountable and responsible for teaching these pupils in classrooms alongside their peers. Collaboration between general and special educators makes ensuring that students with disabilities get the support and services they need to succeed in school and develop their social, interpersonal, and life skills (Hossain, 2014).

Since the emergence of Christianity throughout Ethiopia coincides historically with the development of special needs inclusive education church education assumed responsibility for developing visual physical in nature and brilliant and talented children of the ruling class the Ethiopian Orthodox Church played an unrivaled role in informing the government church officials at the time in this regard (Zelalem Temesgen, 2014). Ethiopia launched its first special education programme in its current form in 1925. Person with visual impaired

have previously received standard church instruction. Therefore, the advent of westernised education provided an alternative educational system to the nation and marked a significant development in Ethiopia's educational history (<http://etd.aau.edu.et>, 2020).

2.3.School Strategy to support and promote inclusive education

By removing obstacles to learning, an inclusive strategy offers chances for all young people to learn together. Additionally, it addresses the problems that affect everyone who is at risk of being denied access to education. This view is supported by (MOE, 2012) which is an inclusive strategy Promoting inclusive curriculum, establishing useful support systems, strengthening partnerships among stakeholders, and improving access to all children, youth, and adults with special educational needs at all levels of education and training. (Tichá, R., Abery, B., Johnstone, C., Poghosyan, A., & Hunt, P. , 2018) highlights the fact that there are methods and resources that may be used by a teacher to establish a friendly, inclusive classroom atmosphere. This involves leadership and administrative support for inclusion, individualised learning plans, multi-tiered systems of assistance, multi-disciplinary teams in co-teaching, and universal design for learning.

The adoption, creation, and implementation of measures that encourage inclusive education are mandated by educational frameworks in schools. In order to receive the required education, learners with disabilities must make accommodations; otherwise, they face dropping out. Therefore, the implementation of inclusive education in schools was hampered by poor educational strategies that did not help students overcome physical obstacles. To remove the physical obstacles to the implementation of inclusive education, schools must be transformed using a clear inclusive education vision, philosophy, policies, and inclusive practices (Bibiana Ruguru Ileri1*, Madrine King'endo2 Eric Wangila3 and Simon Thurania4, 2020).

2.4. International and domestic legislation

The majority of current disability legislation and regulations are rarely put into practice, are out-of-date, and lack the requisite priority. The United Nations Convention on the Rights of the Child, the African Charter on the Rights and Welfare of the Child, and the United Nations Convention on the Rights of Persons with Disabilities are just a few of the important child rights treaties that have been ratified by numerous nations (ACPF, 2011).

In Ethiopia the government has embraced legal and policy frameworks as well as other international frameworks for inclusive education. In order to implement and realize inclusive education in Ethiopia, various strategies and guidelines have been prepared, published and distributed to regions and city administrations (UNESCO, The Practice of inclusive education in Ethiopia, 2020). However, it appears that socio-cultural, economic, and practical obstacles limit Ethiopia's capacity to deliver special needs/inclusive education. Legal and policy frameworks require that all children deserve the same access to education as everyone else of the community they live in (European, 2003).

2.5. Successful inclusive education

Systemic transformation and educational reform are necessary for effective inclusive education. However, this adjustment places a strong emphasis on assets and design. It must be emphasized that inclusion education calls for keeping every student in regular classrooms for the most of the school day. This is considerably more efficient and successful than special schools and special classrooms and has proved favorable advantages on student achievement and social well-being - for all students. Occasionally, the term "inclusive education" is used to describe the inclusion of classes for students with impairments. Even though this may still be the main driver for inclusive education, effective techniques will

benefit all children regardless of their socioeconomic status, ethnicity, language, or any other characteristic (Schuelka,2018).

The obstacles to inclusive education are now well known and include deficiencies in policy and legal support, resources and facilities, specialized staff, teacher training, pedagogical methodologies, flexible curricula, supportive leadership, and cultural attitudes. However, current thinking suggests that it could be more advantageous to consider how successful inclusive education practices may be identified and scaled up than concentrating on shortcomings (Schuelka, Implementing inclusive education, 2018).

The use of teaching strategies, curriculum adaption, assessment, and teacher-student contact are all examples of strong inclusive education practices. Other examples include working with stakeholders, communicating with peers and students, assessing students' progress, assessing teachers' and principals' abilities, and utilizing teaching tactics (The Practice of Inclusive Education In The Government Schools of Batticaloa District, 2021). Education leaders at all levels, especially school management bodies, should endeavour to promote good connections between and among CWDS and their peers who are not impaired, teachers, administrative staff, and support staff by raising the school community's awareness (MOE, 2012).

2.6. Challenges of Inclusive education

The fundamental problem with integration/inclusion is that mainstreaming has not been accompanied by changes to the regular school's structure, curriculum, or instructional methods. Implementing inclusive policies has proven to be difficult because of this lack of organizational change. Education systems typically need to be changed in order to implement inclusive education as a guiding practice, and this transformation process is

frequently hampered by the issues mentioned above. The new obstacle for inclusive education is meeting the needs of all students disabled and not in a regular classroom. One needs to be really committed and hardworking in order to go over social and psychological hurdles. (Tefera, 2005) Asserts that a variety of factors, including attitudes, resistance to change, rigid school systems and learning environments, a lack of clear educational strategies, a lack of instructional and learning materials, and inadequate resources, can pose challenges to inclusive education.

Additionally to all of these absence of policy and legal backing inadequate school facilities and resources, insufficient specialized school personnel, inadequate training for teachers in inclusive methods and thinking methods used in didactic and passive pedagogy, rigid curriculum that doesn't allow for customization, alteration, or accommodation inadequate district and school leadership, Social and cultural perspectives on education and disability (Schuelka, Implementing inclusive education, 2018). All societies continue to experience attitudes and obstacles brought on by misguided ideas, which include those held by classmates, teachers, school administrators, and others. These barriers prevent people with disabilities from being included in education effectively. (UN, 2016).

The main obstacles to implementing inclusive education in Ethiopia are: attitude barriers, skill/knowledge barriers, rigid curriculum, policy barriers, economic barriers, and physical/infrastructural barriers (Sosango, 2021).

2.6.1. Attitude of teachers towards inclusive education

The inclusion of children with special needs is largely influenced by the attitudes of teachers and school administrators as well as the way they allocate resources to learning in an inclusive setting. Teachers' attitudes, availability of time, knowledge of teaching methods, and teaching materials and procedures all appear to be essential needs for inclusive practice in a mainstream environment. School administrations play a unique role in helping students, staff, and parents to think and act more inclusively. Their role is to guide and support the course of change, drawing together the resources and people necessary to be successful (Jaffer Lola Dano, Aminu Jibril Arfasa, 2020). The success of including pupils who have impairments in a normal education setting will mainly depend on how well the participating teachers collaborate. For the teachers to work together there must be a strong dedication and passion on their parts. Their joint efforts have the potential to change the school's environment and enhance both the performance of students with disabilities and that of their peers without disabilities to (Nnawulezi, 2018). Teachers had negative attitude towards the inclusion of children with special needs and they did not welcome them in many cases (Belay, Fantahun, Missaye, 2015).

2.6.2. Rigid curriculum

The diversity of culture, language, skills, and knowledge levels in the community as well as the education of children with special needs should be considered in the curriculum in order to overcome barriers to inclusive education. In Ethiopia, the curriculum is quite rigorous, which affects the teaching-learning process. The curriculum does not allow for local changes that would allow teachers to experiment and test out novel ideas. As a result,

it has grown to be exceedingly difficult for educators to welcome and accommodate all students according to their learning potential and rate of learning. Students who have specific educational needs in particular frequently lack adequate educational support (UNESCO,2020). Curricula should be modified to meet the demands of the child, not the other way around. Schools should continue to offer curricula opportunities to accommodate students with various skills and interests (UNESCO, 1994).

2.6.3. Teachers and administration' role

School leaders are essential to fostering and upholding change in classrooms. Without their efforts, schools cannot change or develop into places where all students are appreciated and where all students gain essential academic and non-academic skills to prepare them for life in the community. Teachers and school administrations are the key participants in the practice of inclusive education in schools. Therefore, it is essential that they acquire high-quality training because they bear the entire responsibility for implementing inclusive education. (Temesgen, 2021).

Jaffer Lola Dano, Aminu Jibril Arfasa (2020) without school leaders' efforts, schools cannot transform or advance into settings where all students are valued and where all students acquire crucial academic and non-academic skills in order to be prepared for life in the community. Principals act as motivators for the important stakeholders. They have a special responsibility for encouraging parents, teachers, and students to think and behave inclusively. Their job is to coordinate the people and resources needed to make the change successful while directing and encouraging it.

2.6.4. Accessibility of classroom and outdoor physical environment

For students with disabilities to take full advantage of what they have and to be integrated into school and advance, accessibility is a prerequisite. To fit each user's demands and preferences, variable facilities and circumstances, whether actual or genuine, can be supplied. For people with disabilities, this could be any space, object, or service that is simple to access, achieve enter, leave, interact with, understand, or other use.

2.6.4.1. Accessibility of Classroom setting

Schools need to make an accessible classroom setting to all learners. Hence the inclusive practice classroom needs to more convenient and conducive learning environment in terms of SWD. The European Agency for Development in Special Needs Education (2003) report stated that teaching pupils with special needs in the mainstream classroom no doubt implies adaptation of the standard curriculum. According to UNESCO 2020, in Ethiopia most schools have poor classroom arrangements; they are not staffed with professionals like special educators, sign language interpreters, and psychologists. Conversely, large class size is also one of the factors, especially in the majority of primary and secondary schools.

Teachers are confronted with the question of how to instruct these pupils. Pupils with special needs may require more instruction time or other learning methods and professional knowledge. In that case, teachers will feel the need for more time, materials and knowledge. Generally, this can be achieved in two ways: by an increase in resources (more time allocated to teachers) or by re-arranging available resources (alternative use of available time). Increasing available time (e.g. through the use of educational assistants) or enhancing teachers' professional knowledge (European, 2003).

2.6.4.2. *Accessibility of outside classroom physical environment*

Making the school system accessible is a must for inclusive schools so that students with and without disabilities can learn, play, and profit from their education and social lives. More and more emphasis is being placed on examining the physical settings of buildings and schools when evaluating the physical accessibility of students with disabilities, particularly for the victim groups like those with physical and visual impairments. As UNESCO 2020 stated most primary and secondary schools in Ethiopia are not well-equipped to satisfy the needs of all students and are not well-designed. Inconvenient building designs, a lack of accessible toilets and seats, a lack of space for wheelchairs, and a lack of accessible ramps, signage, water supplies, and playgrounds all have an impact on how successfully inclusive education is practiced in schools. Accessibility is a precondition for the full realization of the rights and inclusion of persons with disabilities in society and development. This can be provision of flexible facilities and environments, either virtual or physical to accommodate each user's needs and preferences (Sosango, 2021).

2.6.5. Availability of teaching learning materials

To help in the learning of the students, the teachers are expected to provide educational materials. They need to use real objects and models to help students with special educational needs to understand lessons. To fulfill the specific demands of students with special educational needs, however, a lot of effort is required to modify other teaching and learning materials (Nyavor, 2020). The use of teaching and learning materials in the classroom is intended to support the teacher in presenting and transmitting educational

content and achieving educational objectives, as well as to support the students in learning and developing their unique skills and values (Bjljeta, 2013).

In general making lessons interesting, facilitating learning, and enabling teachers to clearly communicate concepts are the main objectives of teaching and learning materials. By promoting learning, instructional materials can significantly improve students' achievement. The teaching and learning materials are greatly important for the enrollment and maintenance of education benefits all participants.

CHAPTER THREE

3. Research Method

This chapter presents the research design, data source, sampling, data collection instruments, data collection techniques, and data analysis.

3.1. Research Design

To meet the purpose, qualitative study approach was employed. Since the research approach is qualitative that takes place in natural settings and employs a combination of observations, interviews, focus group discussion, and document reviews enables the researcher to develop a level of fact with high involvement in the actual experiences. The research design for this study was a qualitative case study. In conducting a case study, a researcher develops an in-depth study of a case, which might be a recurrent program, event, activity, process, or one or more people. A common sort of study design is the use of case studies, particularly for evaluation purposes. Cases are limited by time and activity, and researchers gather comprehensive data over an extended period of time using a range of data collection techniques (Creswell, 2018). Therefore qualitative case study design is the appropriate approach to explore and obtain an in-depth understanding of existing inclusive education practices, challenges and implementation, and opportunities in two chosen secondary schools run by Sebata sub-city administration.

3.2. Description of the Research Site

The study schools, two selected secondary schools, are situated in Sebata sub-city in Oromia region. Sebata sub-city is at a distance of about 25 kilometers from Addis Ababa, along the Addis Ababa-Jimma road. The sub-city shares common boundaries with Furi

sub-city in the north and north east and south east with Galan guda sub-City and in the south west rural villages of Sebeta Awas district.

3.3. Sample and Sampling Technique

A sample design is a predetermined approach chosen before any information is actually gathered in order to select a sample from a specific population (C.R.Kothari, 2004). The researcher must decide the type of sample will use i.e., he/she must decide about the technique to be used in selecting the items for the sample (Creswell, 2018) In this study, therefore, deliberate/purposive sampling was used a selected by judgment of the researcher based on knowledge and experience of relevant participants. The researcher selected a sample from the total population of classroom teachers, principals, secondary school supervisor, SWD, non-disabled students, and special needs educators of two secondary schools in Sebeta sub-city administration. A total of thirty one participants were involved in the sample.

3.4. Data collection instruments

3.4.1. Primary data

The researcher obtained primary data through interviews, focus groups, and an observation checklist, taking into account the necessity to use a range of data gathering procedures in order to get pertinent and convincing data. After being examined by the adviser, the three data gathering tools were put to use.

Interview

The oral-verbal stimuli are presented as part of the interview method of data collection, and respondents respond orally and verbally (C.R.Kothari, 2004). Structured interviews focus on the accuracy of different responses due to which organized data can be collected. Different participants have different types of answers to the same of questions. Semi-structured interviews offer a considerable amount of leeway to the researcher to probe the respondents along with maintaining basic interview structure. The researcher were delighted to interview students with disabilities and non-disabled peers face-to-face in order to understand more about the challenges and actual inclusion practices in regular classrooms. Two interview groups consisting eight members conducted from SWD and non-disabled peers in both secondary schools, and teachers' interviewee consists (5 members in each group) in both secondary schools. Semi structured interviews were conducted with the principals and secondary school supervisor of the two schools. Classroom teachers, Students and special needs educators were conducted in both structured and semi-structured formats. The interviews covered practices of inclusive education, physical accessibility, challenges and strategies used to support and promote inclusive education. Interviews with all participants were involved in local language. Furthermore, participants' interviews helped the researcher to collect accurate and complete data with higher response rates and improved understanding of the issues.

Observation

The observation method is the most commonly used method in different studies. Under the observation method, the information is sought by way of the investigator's own direct

observation without asking the respondent. The observation process consists of a checklist that contains a detailed description of students with diverse needs in terms of presence, participation, achievement, activities, and indoor and outside classroom setting activities in the school environment. And also the engagement of students with diverse needs and teachers activities in the practice of inclusive education. The main advantage of this method is that subjective bias is eliminated if the observation is done accurately (C.R. Kothari, 2004). When other methods of data collection are ineffective, have limited value, or are difficult to confirm, observation is a strategy that can be employed. In general, the 9th and 11th grade classroom and school compound observations were conducted in terms of accessibility and instructional practices in both schools.

Focus Group Discussion (FGD)

In most cases focus groups discussions are used to find out how people experience and understand the issues raised by the research topic. FGD often consist of 5 - 13 or 8-12 participants plus a facilitator and often a recorder or note taker (Bob Matthews and Liz Ross, 2010). Teachers and students focus group discussion were conducted to gather in depth information on the issue of inclusive practice, challenges, accessibility, teaching materials. The data generated through a focus group discussions were relatively unstructured and in the form words and concepts of the participants. it was difficult to obtain detail information with the use of interview alone. For this reason, the researcher were prepared topic to discussion guide line and organizes focus group to explore the general impression towards the practice and to get additional information for un answered question under interview. Two FGD session consisting eight members from SWD and non-

disabled in both schools, two group of teachers (5 members in each group) in both secondary schools.

3.4.2. Secondary data

Document review

Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer based and internet-transmitted) material. The researcher examined documents such as annual reports of Oromia regional education bureau, the annual report of Sebeta sub-city administration education office, inclusive education strategic plan, the annual abstract of the Ministry of education, students' results and online information in order to triangulate the data gathered through different instruments.

3.5. Methods of data analysis

The data received through various data gathering instruments were analyzed using qualitative approaches, depending on the type of data gathered and the goals of the research. The qualitative information gathered through observation, focus groups, document reviews, and interviews was described in words. Based on the stated objectives, the outputs from various data collection instruments were coded and triangulated before being interpreted and analyses. Finally, conclusions were reached after the results were discussed and compiled.

3.6. Ethical consideration

The key informants gave their previous approval for them to take part in the study, and this was done by the researcher. During the data-gathering process, they have the right to revoke their involvement at any time. Their right to information about the study, as well as the guarantee of the privacy of the participants' names and responses.

CHAPTER FOUR

4. RESULTS AND DISCUSSION OF DATA

Introduction

There are five sections in this chapter. The first section contains information about the participant's demographics; the second section discusses the stakeholders' roles in the success of inclusive education; the third section outlines strategies to support inclusive education; the fourth section examines successful inclusive education; and the final section outlines the major challenges of inclusive education. On the basis of the responses to the main questions and the data obtained from the study participants, the results were discussed qualitatively. Each of the participants' responses was to put in the code: (SSV) refers to the school supervisor, and (T1-10) refers to the teachers involved in the study. (S1-6) indicates students without disability involved in the study. (SNED 1&2) refers to special needs educators' resource room coordinator, (P 1 and 2) indicates the principals of two secondary schools; and (SWD 1–10) indicates students with disabilities involved in the study.

4.1. Background characteristics of participants

To describe the practice and challenges of inclusive education in two selected secondary schools in the study area, the researcher gathered information from ten students with disabilities and six non-disabled students through interviews and a focus group discussion conducted with 10 members of the teaching staff. In addition, data were also collected through interviews with two school principals, one secondary school supervisor, and two special needs educators' resource room coordinators.

4.2. Age gender and impairment characteristics of students

There were sixteen students involved in the interviews and focus group discussions in both secondary schools. Of these, ten have disabilities, those are eight male and two female. two female and four male peers are without disabilities. All students ranged in age from 15 to 17.

4.3. Teachers' and principals' characteristics

The participants' gender distribution was seven male and three female teachers with teaching experience in the range of 18 and 25 years. Principals have 5 to 10 years of teaching experience. The two principals and seven teachers have MA degrees. The remaining three teachers presented with Degree and currently they are candidates in graduate programme.

4.4. Role of principals, teachers and SNE educators work to achieve the practice of inclusive education

To obtain the essential results, schools must involve a variety of stakeholders (parents, administration, support staff, teachers, and students) in a cooperative process.

4.4.1. Role of principals in practice of inclusive education

Two school principals, classroom teachers and students raised that to make inclusive education successful and practical, creating strong cooperation with administrations is mandatory and very important. However, they said that to ensure and to create conducive and accessible learning for all learners, some problems existed. Among these problems, lack of

awareness creation, inadequate services, insufficient attention are the major issues raised by those key informants.

Regarding the principal's explanation:

The main responsibility of principals is to give advice and providing leadership. Even if there is no enough time to support students with disability, we participate in certain ways as usual. But it's not enough (P1). We mostly visit and observe the process of learning in the classroom, evaluate teaching process, discuss with teachers on problems faced, and monitor on its practice. CWDS are high in number in my schools, as a matter of fact, SWD couldn't get appropriate support and service as they needed (P2).

As participants commented, students with disability in both schools were given good attention, but get a little support. Regarding principal's role, some teachers and students noted the following:

School principals follow how students with diverse needs attend in the classroom, and engaged in the school compound (T1). One student from Burka Sebeta Secondary School said that their principal followed up whether students with disability regularly attend the class and monitor them in the school compound. This is a good beginning but not enough in terms of their responsibility (S2).

Interviews conducted with special need educator resource room coordinator:

The role of principal in inclusive classroom practices is the best of all to adopt new attitude and practices. Most of the time, we discussed with principals regarding the importance of overall support including educational, emotional as well as counseling support that needs to change the school traditional way of teaching. But

the principal in one secondary school lacks awareness to work collaboratively to support stockholders in the teaching learning area (SNE T1). Having an expert in the field of special needs in the school, has a great opportunity for the school and for the school stakeholders. However, due to lack of awareness and less interest of the school principal, they could not sufficiently work with neighboring schools like Sebeta School for Blind and Sebeta Special Needs Teachers College (SNET2).

The results obtained from principals, teachers, and students indicated that there was insufficient attention, inadequate service, and a lack of awareness among principals. The researcher could observe that the school principal was indifferent and preferred to leave the issue of SWD to themselves. In addition, key informants said that there was less interest in working closely with Sebeta Special Needs Teachers College and Sebeta School for the Blind. However, (Brenna, Milon, 2015) suggest that principals focus on developing staff collaboration. In relation to this idea (MacFarlane, Woolfson, 2013), find out that school principals have a crucial role within their school to communicate their expectations regarding inclusive practices clearly to their teaching staff. This shows that principals have a great role in coordinating and cooperating to facilitate and support inclusive practices. But the result obtained from respondents was different from the above research findings. In general, the principal's role in inclusive practice is important and crucial to enhancing the participation of all students in the school.

4.4.2. Role of teachers in practicing inclusive education

As indicated by key informants, the time given for one session is not enough to support all learners in inclusive practice and the number of students is too large for a teacher to

manage. Regarding the teacher's role, the interview responses of three teachers from two schools confirmed the following:

We have done different duties cooperatively and friendly besides teaching in the classroom to identify their needs and gives appropriate support (T2). It is really a challenging task for teachers, to identify and support student with disabilities in the classroom. Some students lagged behind than other students. Besides, they have serious emotional problems and lacks focus during class lecture. This problem requires collaboration of all academic staff (T3). Attention should be given to the students who have a serious problem but our time is limited to 40 minute and students' number is large to manage (T1).

According to participants' comments, students with disabilities not only need education but also consistent support from their teachers. However, the consistent support is not given high attention. Some students with diverse needs have encountered severe problems in their education, and teachers could not do proper follow-up and take responsibility. Students with diverse needs mentioned the following:

Teachers who teach students with disabilities need to be more careful when SWD are included in the classroom (SWD 5). If classroom teachers take care of and take responsibility for all students, they may change and enhance the process of teaching for all learners (SWD 3). Students with disabilities in an inclusive classroom can learn well if they get cooperation and help from teachers. However, some teachers do not take responsibility to teach SWD, and this has created problems for us (SWD 1).

From participants' suggestions, Lack of special attention and less interest in helping students with diverse needs among teachers might be a big challenge. In group discussion, how do your regular teachers increase opportunities for group work and participation? Some students revealed this:-

In classroom discussions, some teachers give the students enough time to investigate the topic of discussion (S1). Few teachers gave us enough time to hear the process, and they will follow our participation in the teaching-learning process. They also arranged for the students to organize in such a method of teaching (SWD 1). Most teachers support us in everything, while few of them leave us alone to solve problems on our own (SWD 2).

From the researcher's observation, support for teachers' classroom participation in SWD was a good beginning, but it's not enough. Not all teachers support students with disabilities; from document analysis, the researcher confirmed that some students mark lists indicate that their results have less achievement.

The result obtained under the teacher's role showed that, few classroom teachers escaped or did not take responsibility for SWD, the school participation and performance of students with disabilities are relatively low when compared to students without disabilities, they were not given attention by few teachers, and few teachers do not appreciate the differences. The research conducted by (Belay, Fantahun, Missaye, 2015) indicated the result was the same as that obtained in the study. Teachers had a negative attitude towards the inclusion of children with special needs, and they did not welcome them in many cases. Contrary to this, (Nnawulezi, 2018) suggested that among children, the success of including pupils who have impairments in a normal education setting will mainly depend on how well the participating

teachers collaborate. For the teachers to work together there must be strong dedication and passion on their parts. Their joint efforts have the potential to change the school's environment and enhance both the performance of students with disabilities and that of their peers without disabilities. In general, teachers have a great role in enhancing the participation and performance of students with diverse needs. It must utilise various learning materials in the class to ensure learning for all students.

4.4.3. The role of SNE educators in the practice of inclusive education

As some participants commented, regarding the function of SNE educators, some instructors disclosed the following:

We believe that these professionals' in special needs are better equipped to serve students with a range of needs because they are knowledgeable about the laws that govern and improve the educational environment as well as the laws that apply to people with disabilities (T2). I believe that SNE educators should be tasked with monitoring SWDS' progress rather than classroom teachers. But those professionals aren't providing the right service, so it fails to achieve the expected goal in the right way (T3).

Regarding the role of SNE educators, the students with diverse needs responded as follows:

For professionals in special needs education, it's impossible to say that they have to take responsibility. They can only do certain supports for us (SWD 5). We communicate with special needs educators' such a time, they are not interested in

providing the support we need, and we are not getting enough service according to their responsibility (SWD 6).

Principals commented on the role of SNE educators as follows:

We are working closely with professionals at SNE; they are giving support as they get professional education. If special needs educators are more numerous, it's better, and we need them because they are closer to students with diverse needs and understand their problems (P2). Special needs educators help us identify problems we encounter in the inclusion of students with diverse needs. And to take the necessary steps (P1).

In an inclusive environment, SNE educators play a significant role in the practise of inclusive education. Supporting children who are deemed at risk is the job of special needs educators. The obtained result shows that professionals' roles in special needs education are minimal and insufficient in relation to the expected goals. Nnawulezi (2018) stated that collaboration tends to be the glue that binds special and general education. Teachers work together towards a common goal of implementing an inclusion model. The co-teaching model used in the school should be supported by the general and special education teachers in the inclusion programmes. The study's findings, obtained from students with diverse needs, however, indicated that professionals need to do more because they don't provide enough service in accordance with their professional qualifications. So SNE educator's roles are the most important in inclusive practice to enhance and promote the participation of all learners.

4.4.4. The school strategies to support and promote inclusive practice in the schools

According to participants' views, different strategies are needed to support inclusive education practices in general education classrooms. Accepting the diversity of students needs and helping according to their interests makes for strong and supportive administration and capacity-building training for school administration, teachers, and the community. Making the classroom more inclusive, promoting collaboration between students, consolidating budgets that are allocated from regional and city administrations, and creating an accessible and conducive learning and classroom environment are the main points that participants raised in interviews and discussions under the question, "What is the best strategy to support and promote inclusive practice in the school?".

As the key informant said, a strong and supportive administration is necessary to support and improve inclusive education. The school principals and school supervisor suggested the following:

Despite the fact that we hesitate to say it, we have provided effective leadership. We communicate with students, all staff members, and outside organizations to provide some support (P1). The school has a clear strategy or plan to achieve the inclusion of all learners and equal participation. So we solicited funds to address the challenge related to awareness, the provision of appropriate material, and essential facilities at different times (SSV). In collaboration with stakeholders, we have a clear direction for the development of schools and the inclusion of

students with diverse needs. We hope that this will be strengthened in the future (P2).

From teachers response, teachers who teaches SWD should have well-prepared to well coming of all learners and facilitate the learning environment of all students. Teachers are patient and accept the diversity of all learners. Teacher respondents revealed that:

We have been teaching students with different impairments with great tolerance and patience in these secondary schools (T2). Inclusion of students with disabilities requires great struggle and commitment. As much as we can perceive and respect students' diversity, but we cannot say there is no defect (T7). SWD feels low self-esteem and self-reliance; however, we provide equal importance as much as possible in the class room (T3).

From the key informant's response, allocating sufficient budget from the education bureau and school has a great role to play in improving inclusive education and fulfilling students' interests. With this in mind, some students and teachers revealed that:

Budget allocation and incentives for students with diverse needs were not getting attention. Most students with disabilities have an economic problem (T4). The allowance given of 800 BR per month is not sufficient in the current situation. They need enough money and materials (T6). There are no special learning materials, like assistive technology and a well-equipped resource room, to support the learner with diverse needs (S4). Learning and other supportive materials do not get special attention to achieve the desired goal of those students (SWD1).

Besides, students with diverse needs were asked if the city administration's education bureau and the regional education bureau provide sufficient support to ensure effective practise of inclusive education in their schools. They pointed this out:

The city administration's education office and regional education bureau did not give much attention to the inclusion of children with disabilities; they thought that just being in school and getting an education and some support were enough (SWD 6). There is an inadequate budget and an inability to assign trained teachers. A lot of students with disabilities in this secondary school are from poor families. We needed intensive economic support and paid special attention (SWD 10).

The finding under the best strategy to improve inclusive practice was that, although there are many obstacles to reaching the expected goal, there is a clear direction seen as the beginning of the development of schools and the inclusion of students with diverse needs. Learning and other supportive materials are not getting special attention to achieve the desired goal of SWD. Budget allocation, assigning trained teachers, and providing incentives for students with disabilities were not getting attention. Few classroom teachers want to accept students' diverse needs. Similarly (Bibiana Ruguru Ileri^{1*}, Madrine King'endo² Eric Wangila³ and Simon Thurania⁴, 2020) argue that the implementation of inclusive education in schools was hampered by poor educational strategies that did not help students overcome physical obstacles. To remove the physical obstacles to the implementation of inclusive education, schools must be transformed using a clear inclusive education vision, philosophy, policies, and inclusive practices. In contrast to this, much of the recent literature on inclusive education strategies suggests that there are tools and

methodologies that will help a teacher in a diverse classroom create an inclusive, learner-friendly environment. This includes universal design for learning, multi-disciplinary teams in co-teaching, a multi-tiered system of support, an individualized learning plan, and leadership and administrative support in inclusion. (Tichá, R., Abery, B., Johnstone, C., Poghosyan, A., & Hunt, P. , 2018).

4.4.5. Major challenges faced in the practice of inclusive education in these schools

For interview questions and discussion related to "Do you explain the main challenges that faced you in the inclusive practice classroom?" There were many responses forwarded from respondents and discussants under this question.

As key informants said, most teachers lacked knowledge of disabilities and skills on how to support students with diverse needs. There is a shortage of time to support learners with special education. Teachers don't allocate more time to help. Regarding the knowledge and attitude of teachers, some students mentioned the following:

Classroom teachers don't give extra time. We need more time according to our differences and abilities too, but most teachers need to finish their lesson in the given minute and leave the class as usual (SWD1).

Lack of adaptation and modification existing curriculum, the existing curriculum doesn't fit the needs of all students. From students:-

Pupils with unique educational needs are not taken into account in the school curriculum, which was created for other pupils. This has made it more difficult to study and teach in a way that meets our needs (S3).

As a key informant raised, the lack of adequate learning materials and the lack of adequate economic support are challenges for students with disabilities. Regarding these students, they commented as follows:

The lack of appropriate learning materials has made it difficult for us to attend classes properly. The learning materials provided by the school were not sufficient. Most of the time, we only learn without any instrument by listening and seeing, and due to the cost of learning material being expensive, we can't get an appropriate education (SWD2). The economic problems we faced made us not follow education properly. We don't have enough money, so we are forced to support ourselves, and this might be what draws us to our education (SWD 10).

As females with disabilities discussed, the big challenge regarding females with disabilities was that the Oromia Education Bureau didn't assign an adequate budget for students with disabilities. The money given monthly to those students as an allowance was insufficient. They learn to help themselves because the pocket money given to them is not enough for house rent and for various services, which are necessary expenses. As a result, they pay less attention to their education. Most of them come from poor families. Their families can't afford to send more money. Female students with visual impairment mentioned that:

We do not have the necessary materials that help with teaching and learning. We don't have the financial capacity to buy any materials. In our free time, like on weekends, we sell sewing and earn less money. Even so, we don't find anyone who buys sewing materials easily. Because there is a problem regarding society's acceptance of people with disabilities (SWD5). Society doesn't think we can do anything. From a female with a disability, one of the most emotional sentences hurt the researcher's feelings: "societies don't consider the disabled person as a human being." This saying indicates or shows the existence of isolation and discrimination (SWD7).

The results attained from participants under major challenges indicate a negative attitude towards students with disabilities from teachers and other community members and a lack of a friendly atmosphere in the classroom. Lack of awareness about inclusive education among teachers and principals, lack of on-the-job training for the school community, and others learning materials provided by the school were not sufficient due to the cost of learning materials being expensive, and they couldn't get an appropriate education. And also, the economic problems they faced made them not follow education properly. Especially female students with disabilities were encountering a big challenge in society's rejection of them as their children. (Tefera, 2005) asserts that a variety of factors, including attitudes, resistance to change, rigid school systems and learning environments, a lack of clear educational strategies, a lack of instructional and learning materials, and inadequate resources, can pose challenges to inclusiveness. Students with disabilities receive some support from their peers, who are sympathetic to their situation since there is no organised form of support to accommodate them at those secondary schools. Students with disabilities encounter several challenges in their pursuit of secondary school.

4.4.6. Practice of inclusive education in two secondary schools

4.4.6.1. Issues related to the teaching learning process in the classroom

As key informants listed below noted, there was a little benefit that had been practiced in two secondary schools. For the question and discussion, "Is your school practicing inclusive education? How?" No matter how the problem is being faced, the best practice is for the school to provide education equally for all learners. Students with disabilities placed in the regular classroom can get education and support in the regular classroom and also share social relationships with their non-disabled peers. From SWD participant respondents:

Firstly, it's a great opportunity for us to come to school because there are many who cannot leave the house or hide from their family and stay at home. But, after coming to school, we get different services like education, pocket money, a little stationary, and occasionally, personal hygiene equipment for female learners, which is a big chance in inclusive education. However, this indicates that not all needs are to be filled (SWD 2, 5).

Regarding inclusive practice, from group discussion and interviews, the schools have less practice accommodating learners with disabilities. Many barriers prevail. Lack of understanding of inclusive education, lack of skill in early identification and intervention, and lack of initiation among teachers to support students with diverse needs poor teaching and learning approaches and others affect the value of all learners. Regarding the inclusive education concept from the teacher's informants:

Basically, inclusive education means that all students are included in the regular classroom and can learn as others (T6). There is no special attention given to those students with diverse needs; they only receive support from some teachers and non-disabled peers, like reading notes, reading exam papers, and giving orientation for teachers lectures (T4). Students with diverse needs also interact with each other because "they have the same feeling; they only trust each other." This results in serious emotional and anti-social behavior that creates misbehavior. We will have to work hard to change this situation in the future (T1).

Two school principals and school supervisor commented concerning is your school practicing inclusive education? How?

I know and understand that all children with disabilities deserve an equal education. There is no special training given to me as a leader to practice appropriate inclusive education, and I do not have adequate knowledge to support students with special educational needs (P2). We know the policy and convention on the rights of people with disabilities under inclusive education, but we couldn't pay attention, especially since students with visual impairments are taught separately until the eighth grade. And their inclusion starts in the ninth grade. They have hard time learning when the local language is changed into English (P1). The position of principals' changing from time to time is the big problem faced in continuously increasing inclusive practice (SSV).

Some non-disabled informants recommended:-

The teaching methods of teachers are old and can't achieve all students' goals; it depends on chalk and talk. Teachers are dominated by this old method, and all

students are not included in this situation (SWD 5). While teachers give notes, students with disabilities don't consider them. They are forced to learn only by seeing and hearing. But the teachers teaching methods in these schools don't meet all students' needs. They have to change the teaching method (SWD2).

In the researcher's observation, it is shown that she is unable to identify students' interest during class participation. Some teachers don't consider students with disabilities when they teach, and they give them different tasks. Unarranged sitting and inadequate teaching and learning materials were seen in the classroom. The findings obtained show that although SWD comes to ordinary schools and takes education as an opportunity when compared to the rest, they couldn't get appropriate learning according to their needs. The teachers' teaching methods in these schools don't meet all students' needs. They have to change teaching methods; the position of principals' changing from time to time is the big problem faced in continuously increasing inclusive practise. Inconvenient sitting arrangements, insufficient learning material, and a lack of initiation among teachers were shown. There was some use of peer tutoring, and teachers provided limited support for self-regulated learning. There are fewer peer-to-peer interactions observed throughout the observations. So, to bring about actual inclusive education practice, it must fill the gap regarding the ideas raised.

4.4.6.2. Issues related availability of teaching materials and equipment's

According to key informants' views, it seems difficult to teach and learn SWD without appropriate learning materials. Those schools have a resource room and facilitator, but except for some necessary reading material and some equipment, they don't support students with

disabilities as needed. The books on the bookshelf are old and do not meet the needs of all students with diverse needs. The inaccessibility of adapted and assistive materials and technologies is one of the critical challenges for students with disabilities. The basic reason for the inaccessibility of adapted materials and assistive technologies was the scarcity of financial resources at the bureau. Principals, supervisors, and teachers revealed the following:

No matter how inclusive education requires adequate supplementary materials and technologies, regional and administrative education bureau supplied and delivered some braille and sign language books. They are currently learning with the help of these materials. But, this is not enough to fill the need of all learners. Books are old and can't update. Scarcity of financial resource is the big a challenge. It doesn't provide enough budgets (SSV).

The Inability to provide important learning material and lack of interest among teachers will see as the majority of Students with disability explained.

A small number of teachers had a negative attitude towards us; we had academic and social difficulties; they had no initiative to help us; most of the teachers were not willing to support us while they taught; and they did not have a good attitude towards us. They could not take responsibility for us (SWD 9). Teachers only gave notes for students without disabilities; we needed a brief note and assistive material, but we only participated orally. But female teachers have a great initiative to support SWD (SWD7).

Another Students with diverse needs commented;-

The support service that should be provided to us through inclusive education is not available. There is not enough well-organized teaching and learning material. Lack of using information technology that helps learners with special educational needs enhance their ability to see and hear (SWD) the special provision doesn't exist during the exam at all. For example, braille paper is not sufficient for students with visual impairments because reading and writing material are not sufficient. During class time, when we ask the school, they say the material price is expensive, so we can't offer it, and as a result, we only have to follow orally. This causes students to repeat the same class and drop out. Sufficient time is not allocated to support learners with disabilities. Classroom teachers are not willing to provide educational material in an alternative way, like a short note, because of their negative attitude towards us. This and other challenges may be the reason for getting a low result (SWD4).

Regarding availability of teaching materials teacher respondents commented this:

Specialized equipment and other teaching materials during the learning and teaching process are necessary, which is very important to improve the performance of students with disabilities (T5). To enhance those students' learning, the availability of different teaching materials is very low. We use only printed books for all students in the classroom, so providing enough assistive materials and supportive equipment is a big challenge. Appropriate materials are not available for the education of children with disabilities (T3).

The findings obtained through interview, discussion, and observation indicate that although there was a resource room and facilitators, except for some necessary reading material and some equipment, it didn't support students with disabilities as needed. Books on the bookshelf are old and do not meet the needs of all students with diverse needs. Inaccessibility of adapted and assistive materials and technologies is one of the critical challenges for students with disabilities. Researcher observation indicates a lack of well-organized structure to supply appropriate support to students with disabilities. Two students with hearing impairments do not have a sign language interpreter. They learn by using the lip-reading method. The resource room is filled with different computers, but they're not supported by Jaws software. This indicates that those students with visual impairments are not users. When it was ICT time, they stayed out of the classroom because it was considered that they couldn't be used, but they could learn if learning conditions were favorable. And the resource center is not equipped to give good service to students. (Bjlijeta, 2013) justified that the use of teaching and learning materials in the classroom is intended to support the teacher in presenting and transmitting educational content and achieving educational objectives, as well as to support the students in learning and developing their unique skills and values.

4.4.6.3. Accessibility and conduciveness of school and classroom

Under the classroom and school compound observation checklist, the main themes identified by the researcher were accessibility of the playground, toilet, school gate, classroom situation, and school compound.

Principals and school supervisors were asked concerning In terms of infrastructure, do you think all learners are accommodated to benefit from all school facilities (toilets, classrooms, playgrounds, etc.)? They pointed out this;-

Our schools are impossible to say comfortable learning environments to accommodate SWD; students with disabilities are helped more by their non-disabled peers to move around the school compound and also with each other. Especially students with visual impairments faced many problems because the accessibility and infrastructure of the school environment have many hindrances and holes in the compound (SSV). Burka Sebeta secondary school principal said that, as the school is new, we are working to solve the problems faced. We plan to fix it in consultation with the expert in the future, especially to separate the toilet room into two. And to remove the visible problem (P2).

For the question "How is your school and classroom setting accessible for all students? Regarding the presence of a comfortable school compound and classroom accessible to students, respondents:

We don't have an adjusted classroom and school environment to meet our needs. The school and classroom don't design for us, especially the toilet gate and seating, which is a serious problem that we always suffer from (SWD 2). From Burka Sebeta Secondary School, all student participants revealed that the school ignored them because they didn't want to be interested in paying attention. (SWD.....). During the rest time, because there is nothing too convenient to move and play, we will sit on the field and turn back to the class (Swd1). Regarding class size, the room is small. The number of students number were large.

. In terms of the stairs, there was a ramp in Burka Sebeta Secondary School for the classroom exit (S6).

For questions “In terms of infrastructure, do you think all learners are accommodated to benefit from all school facilities (toilets, classrooms, playground, etc.)? Explain. Classroom teachers stated:

The school compound doesn't make it comfortable to move according to students interests. Especially for students with visual impairments, it doesn't accommodate them. Besides, indoor things like classroom size, chalkboards, and desks aren't convenient (T6). From Sebeta Secondary School, one teacher says all arm chairs are difficult for students with disabilities to get up from, and it bothers them when they move in the classroom. In both schools, teachers said that toilets are not comfortable for all students and that it's also difficult to sit in terms of their problems (T3).

Appropriate indoor and outdoor setting is necessary for inclusive education in order to facilitate and carry out an efficient teaching and learning process.

The results from all respondents showed that indoor and outdoor school environments are not comfortable for SWD; it is not convenient to move as they need to and to play with peers in the playground. Indoor materials like chairs, chalkboards, tables, and others are not comfortable for students with disabilities. The observation result showed that the existing classroom in two secondary schools was not sufficient or convenient. Students with diverse needs used armchairs like non-disabled students. Teachers couldn't freely move and check students' activities because classroom arrangements were not structured to accommodate teachers and students with disabilities. In the same way, UNESCO (2020) stated that one of

the main obstacles to implementing inclusive education in Ethiopia is the lack of an accessible educational environment. Contrary to this, Sosango (2021) stated that accessibility is a precondition for the full realization of the rights and inclusion of persons with disabilities in society and development. This can be the provision of flexible facilities and environments, either virtual or physical, to accommodate each user's needs and preferences.

CHAPTER FIVE

5.SUMMARY CONCLUSIONS AND RECOMMENDATION

5.1. Summary

The objective of the study was to investigate how inclusive education is practiced and challenged in two selected secondary schools under Sheger City Administration Sebeta sub-city. The study involved 31 participants, including 2 school principals, one secondary school supervisor, 10 class room teachers, 10 students with diverse needs, 6 non-disabled students, and 2 special needs educators' resource room coordinators. Besides, class room observations and document analysis are included. All the participants were interviewed. The semi-structured interviews included some open-ended questions as well. To give participants the chance to express their views and opinions on the practice and difficulties of inclusive education. For the purpose of the investigation, the following research questions were formulated:

1. How do principals, teachers and professionals work to fulfill the practice of inclusive education in these schools?
2. What are the most successful strategies to support and promote inclusive education in the general education classroom?
3. How do you describe your success in terms of inclusive practices at your school?
4. What are the challenges faced in the practice of inclusive education in these schools?

In order to get the answer to the research question and to achieve the major objective of the study, qualitative data were gathered through a data collection instrument. like an in-depth interview, a focus group discussion, and an observation checklist.

In regards to the role of stakeholders like principals, teachers, and SNE educators, respondents agreed that for the successful practice of inclusive education, creating strong cooperation with all stakeholders is mandatory and very important. But this way is hindered by a lack of awareness creation, inadequate services, and insufficient attention.

In relation to the issues raised with regard to the availability of teaching materials and equipment, the majority of respondents replied that student textbooks (braille) and sign language books are old and not accessible for each of the students with disabilities, and the schools do not have a well-equipped and organized resource center to practice IE. They also responded that the schools are less accessible with specialized equipment like computers, but they're served without adding Jaws software.

The study also showed that assistive technology in the school, like hearing aids, white canes, and braille materials, is not well equipped. Moreover, the study indicates that the resource room service in the school for students with disabilities is less accessible.

The study also depicted that students with disabilities' less active participation in the classroom needs special attention. Moreover, the majority of respondents reported a lack of on-the-job training for subject teachers to support learners with disabilities. Similarly, the majority of the respondents' responses indicated that problem in relation to the lack of a friendly atmosphere and the lack of an accessible classroom and outdoor physical environment to accommodate all students. The majority of respondents revealed a lack of conducive play grounds and toilets according to students with special needs, especially for students with visual impairment.

The majority of respondents confirm that there is a lack of appropriate teaching and assistive materials and administrative support for learners with disabilities. Furthermore, the

respondents commented that a teacher uses old methods of teaching like chalk and talk. Teachers are less likely to treat learners with disabilities. This indicates that teachers don't have sufficient knowledge about learners with disabilities. Similarly, the majority of respondents commented that there is not enough time for classroom teachers to support learners with disabilities. The study also depicted a lack of interest in working with the nearest organization to build the performance of SWD.

Moreover, with respect to possible strategies to improve inclusive education practice, creating strong administration, creating a conducive environment, and respecting students' diversity should be given to teachers handling students with disabilities. Similarly, the majority of respondents agreed that the use of sufficient specialized equipment and other assistive teaching materials during the teaching process is very important to improve the performance of students with disabilities.

The study revealed that the majority of respondents confirmed that providing on-the-job training for teachers and the school leadership and allocating a sufficient budget need high attention. All respondents agreed that all stakeholders need to support learners with disabilities and give adequate support to improve inclusive practice. Similarly, all respondents suggested that professionals' with special needs, principals, and regular teachers work together to improve the problems faced during the implementation of inclusive education.

Conclusion

The researcher concludes in this study that inclusive education is practiced in two secondary schools of Sheger City Administration Sebeta sub-city. But, really, it's difficult to say that it was implemented appropriately. There are so many limitations and difficulties in implementing inclusive practice. Some of the difficulties are: lack of awareness creation; inadequate services; insufficient attention; lack of sufficient skilled manpower in the field of special needs; inability to pay attention to SWD among all stakeholders; escaping or avoidance of taking responsibility for classroom teachers is the most common problem that is being seen in the school. Even though there was an opportunity for teachers and individual dwellers educated or trained in the special needs education field to work together in the nearest college or school, they did not use the opportunity and work in collaboration with professionals in special needs and inclusive education.

SWD to get education and support, as well as social interaction between students, was a big chance when compared to those who were hiding by their families and kept at home. However, appropriate learning materials don't provide for students with diverse needs. Inclusive education requires a suitable indoor and outdoor environment to enable and carry out effective teaching and learning practices. Regarding the availability of learning material and accessibility of the school compound and class setting, where things like chairs and hair are challenging, there is no accessible and convenient learning environment. Furthermore, negative attitudes towards people with disabilities in schools and societies were a big problem.

Consolidating budgets, which are allocated from the regional education bureau, was another challenge to provide appropriate service and support for students with diverse needs. Most students come from poor families, and their families don't send additional money.

5.2. Recommendation

Based on the summary of the findings and conclusion drawn the following possible recommendations are forwarded to actual practice of inclusive education in order to benefits regional education bureau, sub-city administration and all stakeholders in general and students with diverse needs in particular.

- ☞ The regional education bureau, sub-city administration, and school need attention in consolidating sufficient budgets to enhance SWD participation in the school.
- ☞ Sebeta sub-City Education Office and the schools need to pay attention to the regular activities of the mobilization program about inclusive education practices.
- ☞ Bureaus and schools need to place great emphasis on job training to enhance attitudes and perceptions among SWD in inclusive practice.
- ☞ The regional education bureau and school should pay attention to the accessibility and conduciveness of the school compound and classroom setting.
- ☞ The resource center should also be expanded and well equipped with appropriate materials and SNE professionals.
- ☞ The school must work on the skill development of teachers to teach SWD.
- ☞ The school should work collaboratively with stakeholders for the success of inclusive education.

- ☞ The school should provide sufficient learning materials to enhance students' participation.
- ☞ The school principal should provide more support to SWD by allowing them to show their performance and talents.
- ☞ The school administration should provide strong leadership and fill the shortage of any important facilities.
- ☞ The school administration should provide strong leadership and fill the shortage of any important facilities.

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APPENDIX

A. Data collection instrument

Interview guideline for teachers and school principals about “Practices and challenges of Inclusive Education at two Selected secondary School in Sheger City Administration Sebeta sub-city

Introduction

I am Gudetu Amanuel, a Master of Education student in Addis Ababa University specializing in Special Needs and Inclusive Education. I would like to thank you for taking time to partake in this study titled: the practices and challenge of inclusive education in this school. I would like to assure you that the information you will share with me will be used for research purposes only and your identities will not be publicized. I further assure you that the information obtained from this study will be kept secret and private, unless to be used for the purposes of research only.

Instructions

- Please share your views on the subject to the best of your ability.
- There is no right or wrong answers to the questions that will be asked. All responses will be highly appreciated.

Interview guide for classroom teachers and resource room coordinator about the practice and challenge of inclusive education

School name: _____

School type: _____

Demographic information

Teaching experience in years:

Years Intervals	Indicate with (X)
0-5	
6-10	
11-20	
Above 20	

Teaching qualification:

Level	Indicate with (X)
Diploma in Education	
Degree in Education	
Master in Education	
Others (<i>specify</i>)	

Gender classification

Gender	Indicate with (X)
Male	
Female	

1. Is your school practicing inclusive education? How?

2. What are the role of principals, teachers and SNE educators in practice of inclusive education?

3. Do you explain the main challenges that faced you in the inclusive classroom?

4. In terms of infrastructure, do you think all learners are accommodated to benefit from all school facilities (toilets, classrooms, playground, etc.)? explain.

5. How is the success of inclusive practice in your school?interms of teaching and learning, availability of learning material,accessablity of classroom and compound

6. From your experience what are the most important strategy to improve the inclusive classroom?

7. Do you have any other suggestions regarding inclusive education?

Interview Guide For The School Principals

School name: _____

School type: _____

Section A

Demographic Information

Working experience as school principal in years:

Years Intervals	Indicate with (X)
0-5	
6-10	
11-20	
Above 20	

Qualification:

Level	Indicate with (X)
Diploma	
Degree	
Masters	
Others (<i>specify</i>)	

gender classification

Gender	Indicate with (X)
Male	
Female	

Section B. Achieving a Responsive Inclusive Education practice

1. Do you have an inclusive education policy in your school?

-

2. Is your school practicing inclusive education? How? In terms of accessability, learning material, teaching learning process.

3. What are the major challenges of inclusive education in your school? Please identify.

4. What kind of strategy use to help children with different impairment? Explain

5. Do you have a plan to improve the quality of inclusive education in your school? please tell me!

6. In terms of infrastructure, do you think all learners are accommodated to benefit from all school facilities (toilets, classrooms, playground, etc.)? explain.

7. Have teachers and other staff member's aware and supported classroom setting?

8. Do teachers have an opportunity to discuss about students need and have steps been taken to address them?

Interview for Students with Diverse Needs and non-disabled peers

1. Please tell the main point that is covered in the national Inclusive Education policy?

2. What kind of techniques do you use in order to accommodate the needs of learners with special/diverse needs at your school?

3. What kind of strategy use to help children with different impairment? Explain

4. Does Oromia Education bureau and Sebeta education city provide sufficient support to ensure that there is effective practice of Inclusive Education in your school?

5. You are most welcome to comment your, suggest or share with me anything regarding to Inclusive education practice and challenge in school.

6. What is the most challenge faced in your education?

Thank you

Interview guide for secondary school supervisor about the practice and challenge of inclusive education

School name: _____

School type: _____

Demographic information

Teaching experience in years:

Years Intervals	Indicate with (X)
0-5	
6-10	
11-20	
Above 20	

Teaching qualification:

Level	Indicate with (X)
Diploma in Education	
Degree in Education	
Master in Education	
Others (<i>specify</i>)	

Gender classification

Gender	Indicate with (X)
Male	
Female	

1. Is this school practicing inclusive education? How?

2. What are the role of principals, teachers and SNE educators in practice of inclusive education?

3. Do you explain the main challenges that faced you in the inclusive classroom?

4. In terms of infrastructure, do you think all learners are accommodated to benefit from all school facilities (toilets, classrooms, playground, etc.)? Explain.

5. How is the success of inclusive practice in your school?interms of teaching and learning, availability of learning material,accessablity of classroom and compound

6. From your experience what are the most important strategy to improve the inclusive classroom?

7. What are the professional supports to provide you in this secondary school?

Thank you

Observation Checklist

Tick the mark (X) in appropriate box.

Indicators	Good	Very good	poor	Very poor
Individual activities in the classroom				
Students are engaged in group during the lesson				
Use of pictorial and audio materials				
Motivating students by giving value and incentives				
Individual support				
Use of clear language of the students				
Use peer teaching				
support staff or resource person				
Use sign language interpreter				
Encourage peer support				
Support of teachers in collaboratively				
Teachers attending of students achievement				
Using of assistive technology				
Conducive school compound				
Accessibility of playground /toilet, school gate, ramp/				
Attitude towards students with disability				

Focus Group Discussion for teachers and students

- 1) What kind of teaching methods and materials used by classroom teachers help you to improve your academic performance?
- 2) How it was given support for students with disabilities in regular classroom?
- 3) How your school compound and classroom setting is accessible for all students?
- 4) Do your school principals, teachers and others professional are organized and function so as to address your specific needs? What are their roles in inclusive practice?
- 5) How your regular teachers Increased opportunity for group work and participation?
- 6) What difficulties faced in the school compound?
- 7).What you like and dislike about the school and what should be done to improve the quality of service.

AF GAAFFII (interview)

Qajeelfama (instruction)

- Gaaffilee dhiyaataniif yaada keetiin ibsa kenni.
- Yaadnni ati gaaffilee dhiyaataniif kennitu hundi fudhatama qaba.deebiin sirri ykn doggogora jedhamee yaadamu hin jiru.

Qajeelfama af-gaaffii barsiisaa dareefi ogeessa barnoota fedhii addaatiif dhiyaate

Maqaa mana barumsaa: _____

Gosa mana barumsaa: _____

Odeefannoo walii galaa

Muuxannoo barsiisummaa baraan:

Dheerina waggaa	agarsiistuu (X)
0-5	
6-10	
11-20	
Above 20	

Sadarkaa barnootaa:

Sadrkaa	Agarsiistuu (X)
Diipiloomaa barnootaan	
Degree barnootaan	
Maastersii barnootaan	
Kan biroo(<i>specify</i>)	

koorniyaa

Koorniyaa	Agarsiistuu (X)
Dhiira	
Dhalaa	

1. Mana barumsaa kanatti barumsi hunda hammatoo akkamiin kennama?

2. Hoggansi mana barumsaa, barsiisaa fi ogeessi fedhii addaa barnoota hunda hammatoo kesatti gahee maal qabu?

3. Barumsa hunda hammatoo keessatti rakkon guddaan maali?

4. Baroota hundaaf manni fincaanii, dallan mana barumsaa, dareen barnootaa mijataadhaa?

5. Milka'ina barnoota hunda hammatoo karaa baruu barsiisuu, meeshalee deggersa barnootaa fi mijachuu dareef naannoo mana barumsatiin akkamitti ilaalta?

6. Muuxannoo barsiisuu keetiin tooftaan ykn malli ittin barnoota hunda hammatoo cimsan maal jettee yaadda?

7. Yaada dabalataa barnoota hunda hammatoo ilaalchisee qabdu yoo jiraate?

Marii garee barsiisotaafi barattoota waliin taasifame.

MARII GAREE (Focus group)

- 1) Dandeetii barumsaa kee cimsuuf barsiisonni mala baruuf barsiisuu fi meeshaalee akkamii fayyadamu?
- 2) Barattoota miidhama qaamaa qabaniif mana barumsaa keessatti deggersa akkamitu kennama?
- 3) Dareen barnootaf dallaan mana barumsaa hammam barattota hundaaf mijataadha?
- 4) Gaheen oggansa mana barumsaa, barsiisaa fi ogessa barnoota fedhii addaa maal fakkaata?
- 5) Barrsiisaan daree keessatti hirmaanna hojii dareef ammam carraa kenna?
- 6) Rakkon mana barumsaa keessatti mul'atu inni guddaan maali?
- 7).Waan ati jibbituuf jaallattu akkasumas tajaajila barnoota hunda hammatoo foyyesuuf maaltu godhamuu qaba?