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**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF
EDUCATIONAL PLANNING AND MANAGEMENT**

**THE PRACTICE OF SCHOOL COMMUNITY IN DEVELOPING AN INCLUSIVE
EDUCATION ENVIRONMENT IN PRIMARY SCHOOL OF ARADA SUB CITY**

*A Thesis Submitted to the Department of EdPM in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in School Leadership*

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I certify that **Tsige Amare's** thesis, "the role of school community in developing an inclusive education culture in primary school of Arada Sub City," complies with university rules and standards for originality and quality. It was submitted in partial fulfillment of the requirements for MA degree in School Leadership.

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DECLARATION

I, **Tsige Amare**, thus confirm that this thesis is wholly original with me and that all references used in the research paper have been properly cited. To the best of my knowledge and belief, the material included in this study has never been presented for the award of a master's degree.

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ABBREVIATIONS AND ACRONYMS

EASNIE: European Agency for Special Needs and Inclusive Education

EFA: Education for All

EHCA: Education for Handicapped Children Act

EMIS: Education Management Information System

ESDP: Education Sector Development Program

ETP: Education and Training Policy

HEI: Higher Education Institution

IDEA: Individuals with Disabilities Education Act

LRE: Least Restrictive Environment

LSEN: Learners with Special Educational Needs

MDGs: Millennium Development Goals

MOE: Ministry of Education

NPA: National Plan of Action

PTA: Parents- Teachers Associations

SEN: Special Education Need

UN: United Nation

UNDP: United Nations Development Program

UNCRPD: United Nations Convention on the Rights of person with Disabilities

UNESCO: United Nations Education Scientific and Cultural Organization

UNICEF: United Nations international Children Emergency Fund

UPE: Universal Primary Education

ABSTRACT

The objective of this study was to assess the role of the school community in developing an inclusive education culture in government primary schools of Arada Sub-City in Addis Ababa city administration. In order to meet the objective of the study, majorly a qualitative data added to quantitative data to fill the gap that may occur due to qualitative case study were applied ascertain the prominence role of stakeholders of each school in developing an Inclusive Education culture. A purposive sampling technique was used by the researcher for the sake convenience. Data was collected from 130 teachers, 5 principals, 25 students with disabilities 10 PTA members. Different data collection tools such as interview with school principals and PTA members, focus Group Discussion with students with disabilities, observation checklist, and questionnaire for teachers were employed. In addition to these primary sources of data, secondary sources like the prevalence of disability, types of disabilities across schools were employed. A descriptive research design was applied and the collected data were analyzed in the form of frequency distribution, percentage , mean score and standard deviation The major finding of the study are a better attitude towards an inclusive education by the teaching staff, a major gap in developing an inclusive education culture, less proportion of teachers have a knowledge and skill to teach students with special need, less attention by principals to incorporate inclusive education concern in strategic and annual plan, weak relationship between PTA members and the school community to practice an inclusive education, lack of facilities for students with special need. It is suggest that while teachers recognize the importance of inclusive education, there are concerns regarding its practical implementation, availability of resources, and adequacy of training.

Key Words: Inclusive Education, Inclusive Practice, Disability

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CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Inclusive education has its roots in the "Salamanca Statement," which was accepted at the "World Conference on Special Educational Needs: Access and Quality." The statement urged all countries to make it a law or policy (UNESCO, 1994). All children should be enrolled in regular schools for inclusive education, unless there are strong grounds to do differently.

Education is a fundamental human right and is an indispensable instrument to bring economic growth and human development. It is also public good and has an immense contribution to national development through the production of critical and qualified human resources. This, in turn, stimulates productivity and eliminates poverty, disease, and ignorance. In this regard, it plays a pivotal role in eradicating poverty and promoting socio-economic development in any society (MOE, 2012).

As a result, education is a human right, as demonstrated by Ethiopia's commitment to the principles of universal primary education and education for all. The United Nations Convention on the Rights of Persons with Disabilities, which acknowledges the right of people with disabilities to inclusive education at all educational levels, was adopted by Ethiopia in 2006. This improves the quality of life for those who receive assistance, empowering them to become self-sufficient, contributing members of society who feel valued and respected. Thus, inclusive education can be defined as allowing all students, including those without disabilities, to join the school community (Cologon, 2013). In summary, inclusive education means that all students with disabilities will no longer be prohibited from attending regular classes and that full-time arrangements will be made for them to receive appropriate education in regular classrooms.

Additionally, inclusive education entails spending the most of the school day in a mainstream classroom alongside peers who have impairments. Special units or special classrooms (segregation) or placing students with disabilities in mainstream settings as long as they can adapt (integration) are not included in the majority of experts' definitions of "inclusive education." The foundation of inclusive education is the belief that every kid has a right to attend the same school (Cobley, 2018). International consensus has recognized basic education as a human right. Human rights advocates, non-profits, governmental groups, governments, and

international agencies are all strongly supporting inclusive education as the best kind of education for individuals of all skill levels (Jha, 2012).

All pupils, with or without disabilities or other disadvantages, benefit from inclusive education. According to Black-Hawkins and Rouse (2017), the European Agency for Special Needs and Inclusive Education (EASNIE) (2018), for instance, there is copious evidence that inclusive education improves academic and social opportunities for students with and without disabilities. It also significantly increases the likelihood that students with disabilities will enroll in higher education and have better employment and life outcomes.

An estimated 93 million children under the age of 14 have a moderate or severe disability, and over a billion people worldwide live with some form of disability. Even though there are a lot of PWDs, many have not been given the chance to participate fully in a range of social activities (WRD, 2011). Among other things, the right to an education is one among these forbidden rights. The complete enjoyment of all other rights is contingent upon the right to education, which is a fundamental human right.

This universal right has been further developed by a variety of international agreements, including the Convention on the Rights of the Child (CRC) and, more recently, the Convention on the Rights of Persons with Disabilities. This right was initially described in the 1948 United Nations Universal Declaration of Human Rights. Tefera, Admas, and Mulatie (2008) examined various Ethiopian legal documents and publications, including the Constitution, Education and Training Policy, Education Sector Development Programs, Special Needs/Inclusive Education Strategies, National Growth and Transformation Plan, Statistical Publications of Ministry of Education primarily from 2008/9-2012/13, local empirical investigations, and student dissertations up until 2014/15, in order to examine the rhetoric of "Education For All" and the reality on the ground in Ethiopia.

In addition to reviewing specific educational policies and programs in connection to disabilities, the paper, which was commissioned for the 2010 Education for All Global Monitoring Report, evaluated the extent and causes of the educational marginalization of individuals with disabilities in Ethiopia and Rwanda. In places like Ethiopia, where social, political, and academic discourses are just starting to make sense, where resources (human, material, and financial) are scarce, and where the culture is still largely stereotyped, one can only imagine how difficult such practices can be (Abate, 2010).

Furthermore, according to the Education Sector and Development Program (ESDP IV), "less than 3% of Ethiopians have access to primary education, despite the WHO's international estimate of an average 10% prevalence of persons with disabilities in any population" (ESDP IV, 2010). As a result, the nation continues to face significant obstacles in providing SNE for all students with disabilities, including issues of fairness, quality (efficiency), and access to educational opportunities. Therefore, the goal of this thesis is to examine how the school community contributes to the creation of an inclusive education culture in Arada Sub City primary schools.

1.2. Statement of the Problem

Inclusive education holds that educators and school administrators should be knowledgeable about the unique requirements of every child and possess information that extends beyond rudimentary beginning courses (UNICEF, 2014).

According to (Tirussew, 2005), even though outlooks toward individuals with disabilities have been improving globally, destructive and unfavorable attitudes remain a significant obstacle to inclusive education in Ethiopia. Most studies confirm that the ill-conceived views imposed by regular teachers, school leaders, parents, students without impairments, and the community at large constrain students with disabilities from fully participating in the educational system. This implies that skill and knowledge gap is one of the largest factors in implementing inclusive education.

As cited by Belay, Fantahun, and Missaye (2015), Students with exceptional educational needs cannot attend government schools if there are not enough properly trained and accredited teachers. However, researchers boldly stated that one of the main challenges to implementing inclusive education in Ethiopia is a lack of knowledge to develop a pedagogy that is responsive for all children. It is also widely accepted that schools should find ways to educate all children (Mitiku, Alemu & Mengsitu, 2014; Tirussew, 2005; and Zelalem, 2018).

According to a study by (Yoshiko, 2019), although there are possibilities for teachers to obtain training on inclusive education, Ethiopia's teacher training program mostly emphasizes theory rather than practice. Additionally, after completing their training, the professors either become businessmen or teach other subjects instead of working in their specialty.

Even if children with disabilities are already attending school, one obstacle is that the school community does not have the skills to support them. Yoshiko (2019) et. al found that instructors

in Ethiopia are more comfortable with traditional school culture and that traditional curricula are the most recognized among them. Lack of ability to screen and recognize kids' needs for tailored education programs.

Adugna et al (2016) confirmed that, pointing out that one of the obstacles to inclusive education in their field of study was teachers' inability to instruct students from diverse backgrounds. Although the second new special needs education strategy addressed issues despite the education system's rapid expansion, the sector still faces a number of significant obstacles that are pertinent to special education (Ministry of Education, 2012).

Canteach.ca. (2011) pointed out that school leaders are characterized by inadequate ability to plan, oversee, and low awareness and ability to address special education in schools a lack of trained support staff; an unsafe and inaccessible built environment; a lack of materials; a lack of interpreters for deaf students; graduates from special education programs lacking in practical skills; and so forth. Furthermore, Students suffer from inadequate support, teachers lack the resources to connect students with their specific needs, and teaching and learning are haphazard and traditional. Due to this and other factors, students with disability or special need do not be beneficial academically. Different empirical witness from the selected schools showed that there are constraints in developing an inclusive education culture. Therefore, a researcher is intended to identify the prevalence of different types of disabilities, the attitude of teachers towards inclusive education, perception of stakeholders about inclusive education and fill the gap regarding the role of the school community in developing an inclusive education culture in the study area.

1.3. Research questions

- 1) To what extent teachers attitude towards inclusive education play a role in improving the participation of students with disabilities in the selected government primary schools?
- 2) What types of disability mostly prevalent in the selected government primary schools?
- 3) What are factors that hinder the development of inclusive education environment in selected government primary schools?
- 4) What are achievable strategies that promote development of an inclusive education environment in the selected government primary schools?

1.4. Objective of the Study

1.4.1. The General Objectives

The main objective of this study is to assess the practice of the school community in developing an inclusive education environment in a regular classroom in selected government primary schools in Addis Ababa city administration of Arada Sub-City.

1.4.2. Specific objectives

- 1) To examine the teachers' regarding inclusive education in the selected government primary schools.
- 2) To analyze the prevalence of different type of disabilities in the selected government primary schools.
- 3) To investigate factors that hinder development of an inclusive education environment in selected government primary schools.
- 4) To forward the achievable strategies that promotes development of an inclusive education environment in the selected government primary schools.

1.5. Significance of the study

This study will have the following significances

Based on the prevalence of different types of disability, an appropriate intervention can be suggested for the school community.

- the finding of this study would help students with disability as suggested remedial measures are in practice
- it would add know how regarding which type disability requires priority in order to improve the practice of inclusive education.
- it would contribute for researchers having an interest in the same problem

1.6. Delimitation of the study

This study is limited to assess the practice of the school community in developing an inclusive education environment at Arada sub city in 2025G.C. It is limited to five government primary schools. Therefore, the finding of this study may or may not represent other primary schools somewhere and higher grade levels.

1.7. Limitations of the Study

Time constraint is the major challenge to collect data. School leaders were so busy to give response. Personal life challenges that deteriorate stability to analyze using more advance statistical tools.

1.8. Organization of the study

This research will be divided into five chapters. In the first chapter, which serves as an introduction, background of the study, statement of the problem, objective, research questions, and scope of the study, limitations, and significance are incorporated. The review of related literature is summarized in the second chapter. The third chapter is about the study's methodological techniques, including the research design, participant selection and data collection tools, primary procedures, ethical considerations, and data analysis methods. In the fourth chapter, the analysis and discussion of the key findings, and the researcher's ideas under the topics, are covered. Finally, in the fifth chapter, summary, conclusion and recommendation are included.

CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

The theoretical framework and definition of inclusive education, its history, and the worldwide policy framework on inclusive education are only a few of the subjects covered in this chapter's overview of the theoretical literature. Recognizing the benefits of inclusive education, its implementation, Methods for advancing inclusive education in general education classes, obstacles and possibilities for inclusive education, the attitudes of regular teachers and school officials toward putting inclusive education into practice, and empirical data on inclusive education until the study concludes with a summary of the literature review and research gap.

2.1. Theoretical review of literature

2.1.1. Definition of inclusive education

Every child has a fundamental right to education and must be given the chance to reach and sustain a satisfactory level of learning, according to the Salamanca Statement (1994). The vast range of these traits and requirements should be taken into consideration when designing educational systems and implementing educational initiatives. Regular schools must provide special education needs students with access to a child-centered pedagogy that can satisfy their requirements (United Nations Educational, Scientific Cultural Organization [UNESCO], 1994). According to Smyth et al. (2014), the UN Convention on the Rights of the Child (1989) and the UNESCO Salamanca Declaration (1994) are two examples of international conventions and treaties that have significantly influenced the growth of inclusive education.

According to Barton Liasidou (2012), the radical human rights approach to inclusive education focuses on addressing power imbalances, discriminatory behaviors against students with disabilities, and other types of societal inequalities. In order to ensure that children's rights are upheld through the delivery of high-quality education, educational systems must equally recognize and support their rights.

Consequently, there has been tremendous pressure on policymakers to develop inclusive education policies. As a result, numerous nations have drafted or put into effect laws that encourage the inclusion of students with special or varied needs in mainstream classrooms (Avramidis & Kallyva, 2007). Florian and Linklater (2010) pointed out that throughout the previous ten years, there has been a significant shift in the way that students with disabilities are taught. Teachers must be dedicated to making inclusive education a reality since they have a difficult job teaching students with different skill levels. According to Johansson (2014),

different governments have policies pertaining to inclusive education, but they are unable to develop suitable inclusive practices in different schools.

Ferguson (2008) maintained that inclusive education practices, not policymaking, are the challenging aspect. If the instructors who are essential to the success of inclusive education receive adequate resources and support, inclusive education may be achieved. For inclusive education to be successful, there need also be supporting and cogent inclusive policies in place. According to academics, the creation of inclusive school practices must be a dynamic and evolving process, much like all other best educational practices (Winter & Raw, 2010). According to Pijl, Meljer, and Hegarty (2010), there has been a widespread perception for many years that children with impairments cannot receive an education in a conventional school.

Because of this, the educational systems were divided into two parallel systems: ordinary schools and special schools for students who were believed to have learning disabilities. However, teaching all children together, regardless of their talents and impairments, is the focus of the emerging paradigm shift and transformative views on education for all. According to Johansson (2014), in order to successfully implement inclusive education, policies must concentrate on going beyond track-systems and adopting realistic, context-sensitive techniques.

Selvaraj (2015) also made the case that a thorough examination of the integration of inclusive education policies and practices is necessary. Implementing government laws that promote inclusion and making sure schools have enough funding to improve their ability to handle diversity are essential to the successful implementation of inclusive education. The motivation offered by the Framework for Action on Special Needs and the Salamanca Statement Ethiopia's goals of inclusive education and education for all are shaped by education. In order to create literature that clearly bridges the gap between education and human rights, this study needs a conceptual framework.

The groundbreaking 1994 Salamanca Conference served as the basis for UNESCO's definitions of inclusion, which highlight the fact that it is a movement that is closely related to advancements in the educational system overall: By boosting involvement in learning, cultures, and communities and decreasing exclusion from and within education, inclusion is viewed as a process that addresses and responds to the diversity of needs of all students. With a shared vision that encompasses all children of the proper age range and a belief that the regular system should

be in charge of educating all children, it entails adjustments and revisions to content, techniques, structures, and strategies.

Although the concepts are generally valid, both of these descriptions speak of children's education rather than students of all ages. Certain definitions, like those included in the Index for Inclusion, make explicit reference to schools. Once more, this definition's guiding ideas and methods may be applied to education in a far wider context. Additionally, according to Polat (2011), inclusive education is a process of altering beliefs, practices, policies, and attitudes. As a result, inclusive education involves more than just providing classroom environments for all students; it also entails delivering high-quality, child-centered instruction that addresses each student's unique needs and, in the end, transforms society.

Practically speaking, no one inclusive education paradigm works well in every nation. Different countries have different inclusive education policies and practices. There are one-track, two-track, and multi-track systems for inclusive education for kids with impairments (Göransson, Claes, & Karlsson 2011; Ochiai & Shimada 2016). Every youngster in the one-track system attends regular lessons and receives a comprehensive, inclusive education. Special schools and normal schools coexist under the two-track system. Multi-track systems, which fall in between one-track and two-track systems, are diverse and wide. The one-track approach has been proposed, as noted in the UN Convention on the Rights of Persons with Disabilities and the Salamanca Statement. Nonetheless, multi-track systems are present in even the majority of affluent nations.

2.1.2. History of inclusive education

A number of social and political movements that have arisen since the mid-1900s have given rise to inclusive education. The American Civil Rights Movement of the 1950s and 1960s raised awareness that many people were still denied access to social institutions, such as schools, even in liberal democracies. In order to fight against other types of exclusion, such as those based on gender, race, sexual orientation, or disability, movements like second-wave feminism, homosexual rights, and person with disability rights emerged by the late 1960s and early 1970s.

The adoption and execution of laws and policies intended to guarantee citizenship rights and opportunities of all types, including access to education, was a noteworthy result of these movements in the US and many other nations. Federal and state legislation were created in the United States requiring the government and its schools to actively provide opportunities for

public education to children with disabilities. The Education for Handicapped Children Act (EHA), passed in 1975, was the first federal statute of this type.

According to legal scholar Martha Minow, most children with disabilities who did attend school were taught in separate classrooms or even separated in special schools, and many of them did not have access to formal education until the 1970s. Due to the EHA's passage and other state laws, a greater proportion of children with disabilities received support and educational opportunities in the 1970s and 1980s. A large portion of this assistance still came from special education programs or schools. The Individuals with Disabilities Education Act (IDEA), another federal statute, took the place of the EHA in 1990. Three preexisting tendencies were mirrored and expanded upon by the IDEA. First, instead of putting kids in different schools or even different classrooms, there was an increasing push for communities to be in charge of their education at the local schools. The second was the associated need for the "least restrictive environment" for children's education. In order to create lesson plans that could meet the unique needs of every kid, there was a shift toward more specialized child assessments. Since it was first passed, the IDEA has been expanded and revised numerous times.

Laws and policies promoting inclusiveness have been passed in numerous nations worldwide. International and non-governmental organizations have also enforced inclusive education. For instance, the UNESCO Dakar "World Declaration on Education for All" (2000) and the United Nations' Salamanca statement (1994) both emphasize the value of inclusive education as a way to guarantee that all children have access to educational opportunities, as well as a way to counteract discriminatory attitudes and teach the next generation to be more tolerant of diversity in all its forms. There is another element influencing the current focus on inclusive education in addition to these social, political, and legal advancements. The number of children with disabilities, particularly neurological and psychological conditions, has increased.

It's probable that the number of kids with autism, ADHD, and other neurological disorders has increased over time. Nonetheless, the growth in these diagnoses also seems to be due to a greater emphasis on early identification and assessment, as well as a decrease in diagnostic thresholds, an increase in the number of diagnostic categories, and the introduction of new assessment technologies. Due to all of these factors, a large number of kids worldwide, particularly in the US, are currently getting services and qualify for adjustments and accommodations in educational settings.

2.1.3. International Policy Frame work on Inclusive Education

Ethiopia was among the nations that accepted a set of Sustainable Development Goals (SDGs) and endorsed the 2030 agenda for sustainable development in September 2015, according to UNESCO. Over the next 15 years, each of the 17 goals has particular objectives to meet. "Ensure inclusive education and equitable quality education and promotion lifelong learning opportunities for all" is the goal of target four. Ethiopia is committed to achieving the EFA goals by 2015, which are expressed in the Special Needs/Inclusive Education Strategy, which was published in 2012 and recognized education as a human right as reflected in the UPE concept. The 2012–2021 National Plan of Action for People with Disabilities Ethiopia wants to create a society that is inclusive.

In order to promote equality of opportunity and the full involvement of individuals with disabilities, NPA is based on the UNCRPD as the framework for all actions. In 2006, MoE enrolled the SNEPS in order to meet the EFA and UPEC Goals, which emphasize education as a basic human right and one of the primary means of lowering poverty and enhancing socioeconomic circumstances. According to the plan, all children and students can learn, but many of them require assistance in order to learn and participate actively. It aspired to create an educational system that is accessible to all learners. According to Article 9 of FDRE (1995), all international agreements that Ethiopia has ratified are considered to be a fundamental component of national law.

It has also clarified that it is the duty of all legislative, executive, and judicial branches to uphold and enforce the provisions included in that section, and that this should be done while taking human rights concerns into account. Article 9:4. This indicates that all international accords that the nation has accepted must to be carried out, with the conservation organizations playing a significant part in this process.

The Proclamation on Higher Education Article 40 of Higher Education Proclamation No.650/2009 mandates that educational institutions make their programs and facilities as accessible as feasible to individuals with physical disabilities. Additionally, it is explicitly mentioned that students with disabilities must receive specific help to effectively continue their studies while they are enrolled in higher education institutions. In addition to these, other policy papers pertaining to education, like the Special Needs Education Strategy Program and the Education Sector Development Program (ESDP IV), support the adoption of inclusive education.

2.1.4. Practices of inclusive education

Governments' willingness and ability to implement pro-poor policies, address issues of equity in public spending on education, create inter-sectoral connections, and view inclusive education as a component of lifelong learning are essential to the practice of inclusion and its successes (UNESCO, 2000). It is impossible to ignore the fact that everyone has an equal fundamental right to education, which means that being inclusive in the classroom is not a personal preference but rather a declaration of one's commitment to human rights. This is because inclusive education can promote social justice by ending the cycle of poverty and disability. Additionally, according to Save the Children, poverty and disability are linked because low-income families are typically unable to provide their children with the proper education of the children with disabilities (World Health Organization, 2013).

Families that are dealing with impairments are also more likely to spend all of their money trying to support their impaired members. Education can provide the information and abilities needed to end this cycle. Furthermore, inclusive education can help students with disabilities overcome discrimination, speak up in the community, and acquire the skills and self-assurance they need to assume their proper role in society.

2.1.5. Benefits of Inclusive Education

Students with and without disabilities may benefit from inclusive education, which also advances the larger objective of an inclusive society, even though no research has found any negative effects from inclusion done properly with the supports and services required for students to actively participate and achieve IEP goals. According to Peters (2009), students can introduce this equitable environment in the school microsystem into the community by involving all students in the general curriculum and all school-related activities. Since inclusive education is based on the ideas of equality, it opposes behaviors that permit marginalization and exclusion and can be seen as a powerful tool in the fight against social irresponsibility, ignorance, and apathy. The overwhelming weight of research points to inclusive education. There are advantages for learning outcomes as well as for the social, behavioral, and physical development of kids and teens with and without disabilities, in addition to favorable effects on social justice and a feeling of community and belonging.

2.1.5.1. Benefits for students who experience disability

Superior academic and professional results compared to their peers in non-inclusive environments, More opportunity to form and sustain friendships due to increased social interaction improved speech and language development as well as independent communication, which promotes increased inclusion and active engagement, A feeling of inclusion, a belief in oneself that one is not only a help recipient but also a help provider, and access to a wider variety of learning and play activities that might improve children's experiences and promote physical development.

Benefits for all students

Increased freedom and a more positive view of oneself improved communication and language development, as well as increased social growth and the chance to make friends they might not have otherwise thought of or experienced.

Benefits for teachers and educators

Professional growth, higher quality of engagement with students, increased personal satisfaction and Greater confidence in their ability as an educator.

Benefits for families and the community

Increased parental economic and psychological well-being, A more inclusive school community, increased community cohesiveness, the dismantling of discriminatory attitudes and practices, and parents feeling more supported and confidence to go back to work are all possible outcomes.

2.1.6. Strategies to promote inclusive education in the general education classroom

The nation's Special Needs Education (SNE) program has been implemented by different providers for a number of years, but it was carried out in an arbitrary and disjointed way. This was mostly because the program lacked a nationally governing plan. Based on the nation's Constitution and Education and Training Policy (ETP), the Ministry of Education (MoE) created the first SNE Program Strategy in 2006 to address this issue. The strategy's overarching goal is to create an inclusive educational system that will offer all children, youth, and adults with SEN high-quality, pertinent, and equitable education and training, eventually enabling them to fully engage in the socioeconomic development of the nation.

2.1.6.1. Strengthening Educational Management Administration and Allotting Sufficient Budget

Within the current framework for education and training, SNE/IE services are provided. As a result, the various levels of the educational hierarchy from the Federal Ministry to each educational institution will bear full responsibility and accountability for guaranteeing that the education system serves all children, youth, and adults. SNE/IE experts should be assigned at all educational levels, including Higher Education, VET, Regional, Zone (if required), and Woreda levels, to handle inclusive education issues (i.e., providing professional assistance to schools, organizing trainings, aggregating data on LSEN, making sure that NE/IE activities are mainstreamed in planning, budgeting, monitoring, evaluating, and reporting, etc.) in their respective locations.

The Federal MoE will provide a sufficient budget for activities to be carried out at the federal level for the progressive realization of the SNE/IE strategy; regional governments and city administrations should make sure that a sufficient budget is provided and appropriately spent for the progressive realization of the SNE/IE strategy; the Federal MoE will seek additional funding from donors and other development partners to strengthen SNE/IE practices nationwide; and TVET and higher education institutions should make sure that trainees and students with special needs receive the services they need by providing a sufficient budget. Likewise, it is anticipated that WEOs, schools, and Regional/City Administration Education Bureaus will develop a method for requesting more resources to carry out the SNE/IE strategy within their respective jurisdictions.

2.1.6.2. Preparing Implementation Guidelines and Data Collection Instruments

The necessary guidelines for the implementation of the SNE/IE strategy will be prepared by MoE in consultation with stakeholders, and REBs, HEIs, and TVETs will modify the guidelines according to the specific context of their respective regions and institutions. Additionally, MoE will prepare suitable instruments to collect data on various aspects of LSEN, especially on CwDs, in collaboration with REBs, City Administrations, and HEIs. The task of methodically collecting and transmitting pertinent data to the MoE's Educational Management Information System (EMIS) will fall to each educational institution, region, and local administration.

2.1.6.3. Creating Friendly School Environment

By increasing knowledge among the school community, education leaders at all levels, especially school management bodies, should work to foster positive relationships between

students with disabilities and their peers who are not disabled, as well as between them and their instructors, support staff, and administrative staff.

2.1.7. Opportunities of Inclusive Education

The task of implementing inclusive education effectively is difficult. To overcome all implementation obstacles, primarily sociocultural and attitudinal ones, a clear vision and dedication are necessary. Numerous functional factors are necessary to establish the perfect educational system (Johnson et al., 2014), and the successful implementation of inclusive education necessitates major adjustments to the structure, policies, and methods of instruction for all students (Sharma et al., 2013).

The majority of research on inclusive education came to the conclusion that comprehensive systemic changes are necessary for the successful implementation of education. For example, Oliver (2006) recommended creating an educational system that embraced diversity, was morally dedicated to integrating all students into a single system, encouraged schools to collaborate with students, and implemented a flexible curriculum in order to put the philosophy of inclusive education into practice. Therefore, the main goal to guide the successful implementation of inclusive education is to create an educational system that respects and accommodates variety. Current teaching methods must be reevaluated in order to create such an educational system.

Successful inclusion necessitates a fundamental shift in school culture and its roles and responsibilities in addition to educational system transformation. When a school has a complicated organizational structure and culture, implementing inclusive education becomes challenging (Clark et al., 1999). Every school today must embrace greater diversity in order to meet this challenge.

According to Mittler (2000), every school should abandon the "deficit model," which held that the problem primarily lay with the person, and adopt a "social model," which holds that social institutions are the source of disability through oppressive, discriminatory, and incapacitating behaviors. It implies that for inclusive education to be implemented successfully, schools must be changed in a way that improves their ability to serve all students, not just those with special education needs (Biklen, 2000). Schools must identify and address the varied needs of their students, accommodate various teaching philosophies, and guarantee high-quality education for all through appropriate curricula, organizational structures, instructional strategies, resource

utilization, and community partnerships in order to increase the effectiveness of inclusion (UNESCO, 2005).

Most importantly, effective instructors are essential to the successful implementation of inclusive education because they play a crucial role in creating an inclusive school culture. Effective implementation of inclusive education is greatly influenced by the attitude, abilities, and willingness of the instructor. A sufficient number of instructors and their professional development are essential for the successful implementation of inclusion (Sharma et al., 2013). There is a good chance that teachers will implement effective inclusive education practices in their classrooms when they are properly prepared, have access to the right tools and assistance, and have a positive outlook on include students with disabilities. Their educators, referred to as "high-impact teachers," have a beneficial influence on pupils since they talked about the home and community life of the kids and tried to make connections between their experiences and the classroom curriculum (Boyle et al., 2011).

Additionally, as part of the broader cultural transformation of their schools, instructors are encouraged to acquire and adopt new ways of teaching and interacting with children in order to develop a positive attitude and reaction toward diversity and disability (Ainscow, 2007).

To deal with the diversity and disabilities in the classroom, teachers and educators must also have a thorough understanding of inclusive education's viewpoint, policies, and techniques. It has helped instructors and educators think more broadly and cultivate a positive outlook (Schadock et al., 2007). Teachers' technical proficiency and ability to manage diversity and differences in the classroom are also necessary for successful inclusion, and this can be accomplished through teacher training programs.

For children with disabilities, inclusive education creates chances and fulfills their entitlement to get an education in conventional schools (Kuyini, 2010). Many opportunities are created by inclusive education, such as forcing the government to construct or supply additional facilities that will benefit parents, teachers, students with and without disabilities, and society at large. The Nevada Partnership for Inclusive Education (2016) defines inclusion as an educational philosophy and practice that gives all students increased chances for academic and social involvement and achievement as well as community citizenship.

2.1.7.1. Building and Providing Facilities

Building more schools and providing more facilities will help the government adopt and practice inclusive education, benefiting not only impaired children but also those in their immediate vicinity. Since a shortage of facilities becomes a barrier for many children who end up not attending school, building more facilities promotes more kids to attend (Singal, 2010). When there are insufficient facilities to accommodate them, this shortage has caused many children to drop out of school (Miles and Nidhi, 2010). More facilities help students to remain in school, which in turn encourages educators to adopt a more accepting stance toward students with disabilities.

Building extra facilities allows teachers to spend more time with each student by reducing the number of students in a classroom. Teachers are able to encourage their kids to support one another in the classroom when they have more time for all of the students. Furthermore, because it is more cost-effective to construct facilities that benefit and accommodate all children rather than separate facilities for children with disabilities, the government effectively lowers costs when it builds or provides more facilities (Bines and Philippa, 2011).

The leftover funds can be used to train more teachers and build the skills needed to help them manage and instruct a diverse student body in schools, as the government lowers costs by providing facilities that benefit everyone. Teachers who receive training are equipped with creative teaching methods, approaches, and styles to work with pupils who have disabilities. Teachers become more inventive and creative in their teaching methods as a result of this (Macartney, 2010). The implementation and practice of inclusive education are encouraged to become more effective as more facilities are made available and instructors are trained. Children's needs and interests are then met as a result of the provision of suitable educational aids and equipment to facilitate all children's learning. Additionally, it encourages teachers to be more flexible in their approaches and techniques of instruction (Tsegaye, 2014). Additionally, this results in the development of a good attitude in both teachers and students. Therefore, in order to assist its implementation and practice, inclusive education pushes the government to give additional facilities and resources.

2.1.7.2. Developing Positive Attitudes

Putting children with and without disabilities in the same school and classroom with teaching methods that work for everyone is what we mean when we talk about inclusive education. The surroundings are secure and unrestricted. Everyone is encouraged to adopt good attitudes toward

children with impairments because there are facilities to accommodate all children. Positive attitudes and behaviors toward children with disabilities are fostered when educators get inclusive practice training, education, and support (Macartney, 2010). This motivates educators to instruct and prepare their pupils to follow suit.

Children play, work, study, and support one another when they are struggling or do not grasp the material being covered in class because they are encouraged to respect one another, according to Gadagbui (2010). As they study together, collaborative learning occurs. Children with impairments feel more accepted by their peers as a result, and they are inspired to defend one another against prejudice. They grow to respect one another. Additionally, when families and society are informed about inclusive education, positive attitudes are also developed. It encourages a partnership between the school and parents, requiring parents and teachers to support one another in schools for students with disabilities of school (Macartney, 2010). As stated by Slee (2011), everyone should be able to understand the importance of inclusive education, which promotes acceptance and support for all children with disabilities in communities and schools. In response, neighbors volunteer to help them with their assignments and other chores (UNESCO, 1994). Supported and encouraged children develop stronger social ties, which makes it easier for us all to treat them with kindness and positivity (Agbenyega, 2007). This also encourages the kids to be involved in society. Positive attitudes toward individuals with disabilities are adopted by those who obtain inclusive education (Bines and Philippa, 2011).

2.1.7.3. Children with Disabilities developing themselves and the Society

Children with impairments are encouraged to participate in school when they are treated with respect. It aids in their self-development by providing them with a high-quality education. For children with disabilities, inclusive education fosters social development and high-quality education (Lei and Juliette, 2011). Their personal growth motivates them to engage in endeavors and contribute to the advancement of the country and society. People start to accept, value, and respect them as they better position themselves in society. Because it motivates them to do more for their country, this promotes national growth.

Children with disabilities were given the opportunity to participate in life skills activities like weaving baskets for national trade, which helps them and the government make money, which is then used to advance the country. It benefits society's development, the labor market, the ability

to earn more money from their labor, and the ability of other youngsters to advance the nation. Additionally, when children with impairments grow, they get respect, acceptance, and admiration from others around them, which promote tolerance and harmony within the nation.

By improving the future for both the current and future generations and, to a larger extent, allowing everyone, disabled or not, to coexist in society, this contributes to the development of the nation (UNESCO, 2010). It prepares everyone for an inclusive life and society in the future by promoting social inclusion, fostering relationships, promoting networking, and providing opportunities for people to communicate with one another as well as with other communities and countries (Gadagbui, 2010). For the sake of their own and their nation's development, inclusive education for disabled children must be implemented and practiced. Every individual's contributions aid in the nation's progress (Lewis, 2009).

2.1.8. Challenges of implementing Inclusive Education

2.1.8.1. Lack of Finance

Resource limitations are the primary obstacle to an inclusive education program's successful implementation. According to reports, the majority of developing nations struggle with a shortage of funding to execute inclusive education, even if it has been introduced in every country. Because of this issue, the practice of inclusive education is primarily impacted by inadequate supplies and equipment, a lack of programs for training teachers, and a shortage of support personnel (Dagnew, 2013). The implementation of inclusive education is also impacted by elements of the educational system in addition to resource issues. The school's physical surroundings, curriculum, language and communication, parental socioeconomic level, educational policies, and organizational structures are some of these influences.

The most significant issues include a lack of money, limited support from educational authorities, and insufficient training and professional development for teachers and specialized support workers (UNESCO, 2010). According to Simui and Waliuya (2008), a significant number of children with disabilities were unable to receive an education in schools due to inaccessible infrastructure, unfavorable attitudes of regular teachers toward students with disabilities, the inability of regular teachers to communicate with students who have hearing or vision impairments due to their lack of proficiency in sign language and Braille, and the unsuitability of teaching and learning materials for children with disabilities (Peters, 2009).

2.1.8.2. Lack of Facilities and Infrastructures

Teachers must first get knowledge, training, and support if they are to adopt a favorable outlook on inclusive education. The resources and tools needed to support the practice and execution of this program must be supplied by the government to the various schools. To inspire and motivate educators to work with students who have disabilities, schools must have the right infrastructure and facilities (Teklemariam and Temesgen, 2011).

Agbenyega (2007) went on to say that it's critical to have the facilities and resources necessary to give impaired children opportunity. This is a component of the appropriate organization to assist in integrating students with disabilities into mainstream schools and ensure that the school has the resources required to enhance their learning (Peters, 2009). According to the Ministry of Education's (2006) report on Ghana's inclusive education standards and principles, the government would supply the infrastructure required to encourage inclusive practices. According to Teklemariam and Temesgen (2011), Kuyini (2010) is in favor of providing the facilities required for the successful implementation and practice of inclusive education.

2.1.8.3. Lack of resources

However, the resources needed to successfully execute inclusive education are not as costly and extensive as those needed for parallel education systems, such special education. However, many poor nations are facing a severe lack of resources to undertake inclusive education because of socioeconomic challenges. In many Sub-Saharan African nations, the poor implementation of inclusive education is mostly caused by a general lack of resources and support (Dagneu, 2013). This is frequently caused by conflict between educational reforms like early childhood development (ECD) and basic adult education for scarce educational resources.

2.1.8.4. Structural barriers

Many mainstream schools that were constructed prior to the Persons with Disability Act (1992 revised 2001) lacked rails for blind students, ramps and wide doors for wheelchair users, and soundproof classrooms for students with hearing impairments. For instance, some schools had two or three-story buildings that were inaccessible to wheelchair users. Another significant obstacle to inclusive education, especially in rural regions, was the lack of access to sanitary and ablution facilities (Bines and Philippa, 2011). Many youngsters with impairments had difficulty accessing even places like libraries. The implementation of inclusive education was hindered by these institutional impediments, and the situation was exacerbated by the persistence of negative

attitudes about disabilities and cultural barriers in the educational system environment (Peters, 2009).

2.1.9. Teachers and School Administrators Attitude towards Inclusive Education

Teachers are essential to providing high-quality education, but many experience difficulties implementing the necessary instruction in emergency situations or after a disaster because they lack the necessary training and confidence (Peters, 2009). Teachers' experiences with students who are viewed as "challenging" have a significant impact on their positive attitudes toward inclusion. Teachers' attitudes are influenced by a number of factors, including their total workload, class size, teacher education, and the availability of support in the classroom. Children with disabilities have more possibilities and are able to receive an education in regular schools thanks to inclusive education (Bines and Philippa, 2011).

Therefore, it is important that educators and school administrators understand inclusive education, which calls for educating them about the idea. The inclusive education ideology is not well understood by educators and teachers. One of the obstacles to inclusion itself is a lack of awareness and a lack of shared understanding of inclusive education practices. According to research, instructors and educators frequently mistakenly believe that inclusive education necessitates that the kid being included fit in with the classroom. This idea is more about absorption than it is about inclusion (World Health Organization, 2013).

In a similar vein, attitude is another issue that is commonly mentioned (Westwood, 2013). Children with impairments were generally seen negatively by educators and teachers. The majority of educators voiced concerns regarding the viability and effectiveness of trying to instruct a growing number of students with disabilities in a single classroom (Kangwa and Grazyna, 2003).

Since teachers play a key role in inclusive education, their attitude directly affects how well it is implemented. It has been discovered that teachers' attitudes toward inclusion differ depending on the type of handicap that the pupils have. Similar to attitude, the instructor is likewise suspected of having a number of issues. According to research, teachers lack the necessary knowledge and abilities to successfully integrate inclusive education and instruct students with special needs (Macartney, 2010). Teachers in normal schools are the most important component in the effective execution of educational decisions at the school level.

Therefore, according to Pijl et al. (2011), their attitudes play a significant role in the implementation process (Mac Arthur, Purdue & Ballard, 2003). According to research, educators who have more unfavorable views about inclusion are less likely to acquire and implement effective teaching methods for students with disabilities (Macartney, 2010). According to Thomson (2013), teachers must be willing and able to use the interventional tactics in their classrooms for inclusion to be successful (World Health Organization, 2013).

Clough & Corbett (2000) also firmly believe that educators must be trained to improve the welfare of children with disabilities; they must be teachers who love and respect children, who can recognize children's abilities, and who are prepared to encourage them to use their creativity and knowledge (Macartney, 2010).

As they assist their schools in implementing inclusive policies, school principals and other leaders must take into account a number of factors. According to Mac Arthur, Purdue, and Ballard (2003), this guide offers a broad overview of the role that principals play in fostering a collaborative culture and supporting the evolving roles of educators.

Lack of training, resources, expertise, and firsthand experiences with kids with disabilities were the main causes of the school staff's generally negative views toward inclusion. Although the principals supported the inclusive education theory, the researchers discovered that they had several concerns about how it would be really implemented (Kangwa and Grazyna, 2003).

2.2. Empirical literature review

Research on inclusive education has largely focused on early interventions and teacher practices in order to identify high-quality and successful education for students with disabilities (Johnstone and David, 2009). Children's learning outcomes have frequently been used in this technique to demonstrate the impact of preschool education alone on kids' social skills and academic achievement, but not primary school advancement. Nonetheless, research on children's engagement showed how important it is to take into the child's voice and participation in social settings account. Children can actively participate in the process of creating knowledge, as demonstrated by Souza (2010) (Teklemariam and Temesgen, 2011).

In their discussion of children's citizenship and involvement in terms of daily experiences, Lúcio and L'Anson (2015) illustrated the variety of roles that children play in the community. Researchers have demonstrated how children actively contribute to the development of their peers and shape culture, drawing on the sociology of childhood (UNESCO, 2015).

The importance of creating settings and practices that encourage child interaction (Müller & Carvalho, 2009; Rutanen, Amorim, Colus, & Piattoeva, 2014) and the value of free play as an opportunity for children to create culture (Lucena, 2010) in a welcoming environment (Kangwa and Grazyna, 2003) have also been examined in studies. In recent years, scholars have examined how children's involvement affects the design of school activities and architecture, demonstrating how children view themselves as self-assured learners and highlighting the necessity of integrating children's viewpoints into institutional management planning (Jansson, 2015; Nah & Lee, 2016; Sandseter & Seland, 2016).

The difficulties encountered in fostering the participation and success of students with disabilities in inclusive settings, however, suggest that more research is necessary despite a strong body of evidence showing the competency and agency of students with disabilities in creating culture and participating in learning situations, as well as prior knowledge on teachers' instructional practices and child interaction. The difficulties faced by students with visual or intellectual impairments were emphasized in earlier research, but the advantages of inclusive education for students with various disabilities and those without disabilities, as well as the development of inclusive school environments and an inclusive society, were not.

2.3 CHAPTER SUMMARY

Every child has a fundamental right to education and must be given the chance to reach and sustain a satisfactory level of learning, according to the Salamanca Statement (1994). The vast range of these traits and requirements should be taken into consideration when designing educational systems and implementing educational initiatives. Regular schools must provide special education needs students with access to a child-centered pedagogy that can satisfy their requirements (United Nations Educational, Scientific Cultural Organization). A number of social and political movements that have arisen since the mid-1900s have given rise to inclusive education. . In order to fight against other types of exclusion, such as those based on gender, race, sexual orientation, or disability, movements like second-wave feminism, homosexual rights, and person with disability rights emerged by the late 1960s and early 1970s.

Governments' willingness and ability to implement pro-poor policies, address issues of equity in public spending on education, create inter-sectoral connections, and view inclusive education as Families that are dealing with impairments are also more likely to spend all of their money trying to support their impaired members. Education can provide the information and abilities needed to

end this cycle. Furthermore, inclusive education can help students with disabilities overcome discrimination, speak up in the community, and acquire the skills and self-assurance they need to assume their proper role in society component of lifelong learning are essential to the practice of inclusion and its successes.

The empirical research focuses on early interventions and teaching practices but less on primary school outcomes. Studies show those children’s voices and active participation are important. They help create learning environments and shape school culture. There is strong evidence that child with disabilities can be active contributors to classroom learning and peer development. In general there are still gaps like how students with different types of disabilities experience inclusion, and how inclusive education benefits all students and contributes to building an inclusive community.

2.4 CONCEPTUAL FRAMEWORK

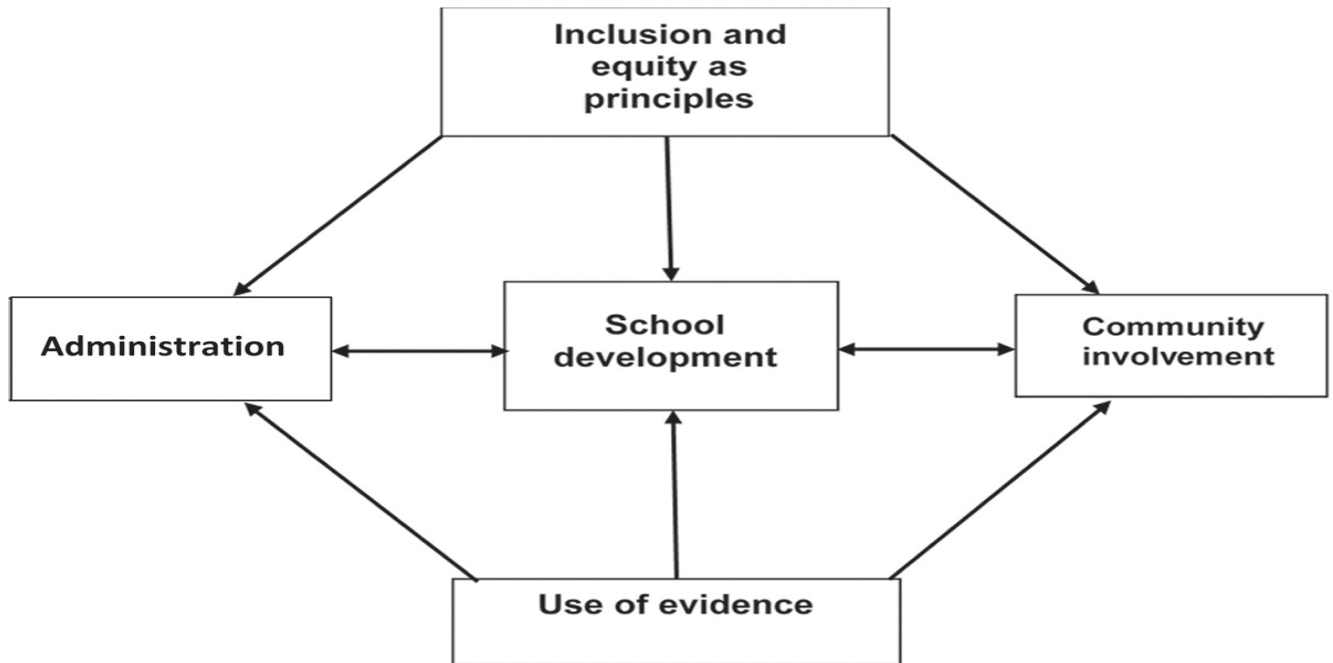


Fig 1; conceptual frame work (source: <https://doi.org/10.1080/20020317.2020.1729587>)

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

In the preceding chapter the review of related literature on meaning of inclusive education, history of inclusive education, international policy frame work of inclusive education, practices of inclusive education, benefits of an inclusive education, the empirical studies and their respective findings are presented. This Chapter presents the methodology that provides a detailed direction about the methods that the researcher used in conducting this study. Hence, the research design, description of the study area, data type and source, methods of data collection, sampling techniques, methods of data analysis and definition variable, measurement and description of variables are discussed.

3.1. Description of the Study Area

The study will be conducted in Addis Ababa City Administration Arada Sub city selected government primary schools. Analysis of the role of school community in developing an inclusive education culture with relation to key determinants was presented.

3.2. Research Design

According to Kothari (2004) the two basic approaches to research are quantitative approach and qualitative approach. Quantitative approach contains the generation of data in quantitative form which can be subjected to difficult quantitative analysis in a formal and rigid fashion. Qualitative approach on the other way is concerned with subjective assessment of attitudes, feelings and behaviour. For this study a mixed approach was followed to assess the practice of the school community in developing an inclusive environment.

Research design is an outline aimed at answering specific research questions or testing specific hypotheses (Anol Bhattacharjee, 2012). It guides the researchers in the process of collecting, analyzing and interpreting the data. Therefore, the nature of problem and objective of any study usually determine the type of research design adopted by researcher. A choice of research design reflects the priority of a researcher about the dimensions of the research process and methods. The focus area of this study is to assess the role of the school community in an inclusive education and how it is implemented in regular class room in selected government primary

schools in Addis Ababa at Arada Sub-City. In order to realize this objective a descriptive research design is applied.

3.3 Data Type and Source

The data planned to employ in this study are both primary and secondary data. Accordingly, the primary data was collected through questionnaire, Focus Group Discussion, observation, and interviews from the sample population. A structured and semi structured questionnaire with open ended and closed ended type was distributed and collected from respondents.

3.3.1 Primary sources of data

The primary data was collected from teachers through questionnaire. The primary data was collected through semistructured questionnaire distributed to the teachers and interviews was conducted to both students and school leaders. The questionnaire was included both close and open-ended questions. The close-ended questions cover the personal information, institutional, external factors, and inclusive education related questions. The open-ended questions dealt with the perception of teachers, leaders and students towards an inclusive education culture. All questionnaires was translated into Amharic. The questionnaire was pre-tested and reviewed.

3.3.2 Secondary data

Secondary data was used to strengthen the primary sources of data. The main sources are reports from the department of special need in collaboration with guidance and counseling, action researches conducted on similar title in the sub city and others publications regarding an inclusive education was used.

3.4. Instruments of Data Collection

The Primary data is collected through primary data collection techniques mainly using observation, Focus Group Discussion, semi structured interviews to school principals and PTA members, questionnaire filled by teachers. Secondary data is directly be gathered from documents available in the selected schools.

3.4.1 Focused group discussion

Five students from each school and 25 students in aggregate were selected for Focus Group Discussion (FGD).It is highly intended to have in depth discussion on the problem under study.

The procedure was based on the willingness of participants for a genuine discussion. A researcher took main ideals on note book.

3.4.2 Interview

In order to get valid information, Semi-structured interview the encourages a two-way communication both the interviewer and the participant can ask questions that allows for a broad discussion of relevant topics was conducted with 5 school principals and 10 PTA members. The procedure of interview was based on the will of participants that means they are requested to participate and they are told the purpose of the study. Due to this they feel free to be responsive on each question raised. A researcher took a short note during interview conducted this helps to obtain sufficient information on the problem to be examined. Questions were translated from English language into local language, Amharic to make it easily understandable by participants.

3.4.3 Observation

In order to check the school facilities are comfortable or not for students with disability, Observation was used. Because observation an important tool to enable learn about the activities done in the study area. A checklist was developed and used to collect a valid data that help to arrive at real conclusion

3.5. Population and Sampling Method and Sample Size

Determining type and method of sampling mainly depends on the types of population that the study covers. According to (Kothari, 2004), if the population from which a sample is to be drawn does not constitute a homogeneous group, then stratified sampling technique is applied to obtain a representative sample. For this study, the target population is students with special need in five selected primary schools. In order get sufficient data teachers, school leaders (principals), PTAs were incorporated in to this study. In this study, from 315 teachers 130 of them were selected using systematic random sampling method, 5 school principals and 10 PTA members were also selected. Furthermore, in collaboration with special need teachers 25 students with disability were systematically selected and participated in the FGD and the researcher made observation using a checklist. A researcher believed that Purposive sampling and systematic random sampling method are suitable for this study because selecting teachers should not be exposed to systematic biasedness.

Table 1: number of students and sample taken from selected primary schools.

Name of the school	Total number of students (grade 5 –8)		
	Male	Female	Total
Atse Fasil primary school	254	413	667
Tibeb Ediget primary School	291	366	657
Africa Andinet NO.2	222	208	430
Meskerem primary school	96	105	201
Dagmawi Minilik Primary School	204	226	430
Total	1067	1318	2385

Source: school report, 2025

The data shows a demographic breakdown of student enrollment across five specific primary schools, focusing on the upper primary levels (Grades 5–8).

Table 2: Number of children with disabilities in the selected 5 government primary schools

Name of the school	Students with hearing difficulties			Students with physical impairment			Student with visual impairment			Student with intellectual impairment			Student with learning difficulties			Student with multiple impairment		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Atse Fasil primary school	2	2	4	4	3	7	15	10	25	4	2	6	4	2	6	2	-	2
Tibeb Ediget primary School	3	2	5	5	4	9	11	3	14	5	3	8	5	3	8	-	-	-
Africa Andinet NO.2	2	2	4	3	2	5	6	5	11	3	3	6	3	2	5	2	1	3
Meskerem primary school	1	1	2	1	1	2	3	4	7	2	1	3	2	1	3	5	3	8
Dagmawi Minilik Primary School	3	4	7	2	1	3	8	9	17	6	3	9	10	3	13	6	12	18
Total	6	15	21	7	9	16	59	46	105	15	12	27	17	14	31	15	16	31

3.6. Method of Data Analysis

A descriptive analysis was employed to analyze the characteristics of respondents and the prevalence of an inclusive education culture among the selected sample government primary schools. Quantitative data was analyzed by descriptive statistical tools such as frequency and percentage. In addition to frequency distribution a researcher analyze mean score, standard deviation and frequency distribution.

3.7 Ethical Consideration

The researcher tell the respondents the purpose of the study and ask their permission. The collected data was used only for the purpose of this study. To ensure that the trust of all parties, respondents were informed about the objective of the interview prior to each interview. The

school leaders were asked by a legal letter to give permission. Respondents were informed that no personal information is required and recorded rather simply for the sake of understanding how an inclusive education is being practiced in their school.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

INTRODUCTION

The main purpose of the study was to assess the role of the school community in developing an inclusive education culture in government primary schools in Addis Ababa city administration of Arada sub city. In order to meet the objective of the study, both primary and secondary sources of data was employed. In this chapter demographic information of the teachers, students with different type's disabilities, analysis of interview, analysis of FGD is presented. Thus, to assess the practice of the school community in developing inclusive school environment, questioners were designed and distributed for teachers to give their perception and feedback on practices to be strengthened. Focus group discussion, observation check list and interview was held in order to triangulate findings. Data were collected from five selected government primary schools in Arada sub city.

4.1. Social Demographic Data of the Respondents

The first part of the questionnaire consists of the demographic information of the teachers. This aspect of the data analysis deals with the personal information of respondents based on questionnaires to them. Accordingly, the socio-demographic characteristics: gender, age, education level, work experience were summarized and described in the subsequent tables. The second part is analysis of demographic characteristics students with disability type in the study area (selected sample schools).

4.2.1 Socio Demographic Information of Teachers

Table 3: Demographic information of respondents (teachers)

Category	Frequency	Percentage
Gender distribution		
Male	46	36.8
Female	79	63.2
Total	125	100
Age Distribution		
	Frequency	Percentage
20-29 years	25	20
30-39 years	69	55.2
40+years	31	24.8
Total	125	100
Educational background		
	Frequency	Percentage
Certificate	-	-
Diploma	75	60
Degree	50	40
Total	125	100
Teaching experience		
	Frequency	Percentage
< 1year	43	34.4
1-3 years	72	57.6
3-5 years	10	8
>5 years	-	-
Total	125	100

Source: Own survey 2025

From the gender profile of the respondents as indicted in the above table, 79(63.2 %) of the respondents were female while male respondents accounted the remaining 46 (36.8%). The survey findings showed that the proportion of females working in the study area is greater than that of male.

The second demographic variable which is explained in the above table is age. In terms of age

grouping the survey revealed that, the majority of the respondents are fall under the age group of 30-39 years which covers about 69 (55.2%) of the respondents. The next age group is under the range of above 40 years which is about 31(24.8%) of the total respondents. From the total 125 respondents the age group of below 30 years accounted for 25(20%).

The respondent's educational qualification was composed of 50(40 %) degree holders, and 75 (60%) of respondent are diploma holders , This shows that majority of the employees are diploma holders.

Table 3 reveals that experience of teachers to teach students with special need is majorly fall between 1 year and 3 Years of Experience which 72(57.6%). The next majority of respondents 43 (34.4%) fall within below 1years experience category in teaching students with special need. The least share in teaching students with special need is above 3 years that is 10(8%). This is indicating that those with more extensive experience in teaching students with special need are very limited in number. This is may be due to high rate of retirement substituted by fresh labor force. Furthermore this demographic composition indicates a relatively young and predominantly female teaching work force with a significant proportion holding diplomas and possessing limited teaching experience in inclusive educational practices.

4.2.2. Demographic information of students with disability

Table 4: Demographic characteristics of Students with Disability Type and Gender of the selected schools

Disability Type	Gender	Atse Fasi 1	Tibeb Ediget	Africa andinet No 2	Meskere m	Dagmawi minilik	Total	Percentage
Hearing Difficulties	Male	2	3	2	1	3	11	50%
	Female	2	2	2	1	4	11	50%
	Total	4	5	4	2	7	22	100%
Physical Impairments	Male	4	5	3	1	8	21	61.7%
	Female	3	4	2	1	3	13	38.3%
	Total	7	9	5	2	11	34	100%
Visual impairments	Male	15	11	6	3	8	43	58.1%
	Female	10	3	5	4	9	31	41.9%
	Total	25	14	11	7	17	74	100%
Intellectual Impairments	Male	4	5	3	2	10	24	63.1%
	Female	2	5	3	1	3	14	36.9%
	Total	6	10	6	3	13	38	100%
Learning difficulties	Male	2	5	3	2	10	22	73.3%
	female	0	3	1	1	3	8	26.7%
	Total	2	8	4	3	13	30	100%
Multiple Impairments	Male	2	0	2	5	6	15	48.4%
	Female	0	0	1	3	12	16	51.6%
	Total	2	0	3	8	18	31	100%
Grand total	Male	29	29	20	13	44	135	58.4%
	Female	17	17	13	10	31	88	41.6%
	Total	46	46	33	23	75	231	100%

Source: Own survey 2025

Table 4 reveals that 58.4% of disable students are male while 41.6% Of them are female students. This distribution is consistent with national trends, where males are more often reported to have a higher prevalence of disabilities than males. Regarding the disability type prevalence, visual impairments comprising 72(32%), physical impairment 34(14.7%), multiple Impairments 12(5.19%), learning difficulties comprises 30(12.9%). From this result it can be concluded that the most prevalent disability type across all schools is visual impairment and the second most common is physical impairments. Learning difficulty is predominantly male students so it is suggested as a gender –specific trend in this category. From the specific schools points of view, highest number of students with visual impairment is predominantly male students were recorded in Atse Fasil primary school. There is a balanced gender distribution across all disability types in Tibeb Ediget School. Africa Andinet No 2 School is characterized by a higher number of students with learning difficulties, Meskerem is represented by a higher proportion of multiple impairments. Dagmawi minilik primary school is characterized by highest number of students with disabilities with significant number of female students having multiple impairments.

4.3. The Role of Teachers in Developing an Inclusive School Culture

It is obvious that teachers have a fundamental role to ensure fairness and quality education but how to implement inclusive education requires knowledge and skills. According to (Peters, 2009), teachers attitude towards inclusion depend strongly on their experience with learners who are perceived as challenging. The availability of support within the class room, class size and over all work load are the major factors that influence teachers' attitude. (Bines and Philippa, 2011) boldly underlined that inclusive education opens opportunities for disable children and realizes their right to educated in regular schools. Therefore, it is significant for teachers and school leaders to be aware of what inclusive education is all about, which means they need to be introduced to the concept.

Table 5: Frequency Distribution of Responses From teachers regarding inclusive education

Items/Statements		S.Disagr	Disagree	Neutral	Agree	S.Agree	Total	Mean	S. D
All children should be educated in regular class.	F	16	9	-	27	73	125	4.06	1.43
	P	12.8	7.2	-	21.6	58.4	100		
students with and without disabilities can get academic improvement	F	-	5	9	31	80	125	4.49	0.799
	P	-	4	7.2	24.8	64	100		
Inclusive education has a positive effect on the social and emotional development of students with disabilities.	F	-	-	-	93	32	125	4.26	0.438
	P	-	-	-	74.4	25.6	100		
The need Can be best served in special, separate settings	F	-	-	-	50	75	125	4.6	0.491
	P	-	-	-	40	60	100		
Inclusive education Provide different opportunities to students	F	-	-	-	65	60	125	4.48	0.502
	P	-	-	-	52	48	100		
Children with severe disabilities should be educated separately	F	24	-	-	23	78	125	4.05	1.539
	P	19.2	-	-	18.4	62.4	100		
Special need teachers are trained to use different teaching method	F	50	35	-	40	-	125	2.24	1.278
	P	40	28	-	32	-	100		
Children using sign language should be educated in separate class	F	-	-	-	30	95	125	4.75	0.433
	P	-	-	-	24	76	100		

Source: own survey 2025

The descriptive statistics was used to examine the mean and standard deviation of the responses of respondents on the 13 items prepared for survey. Questions were about respondents' perception regarding inclusive education.

The researcher summarized the perception of teachers towards inclusive education using mean and standard deviation using a 5-point Likert scale in order to see the general perception of the respondents. i.e 1: Strongly disagree; 2: Disagree; 3: Neither Agree nor Disagree, 4: Agree, and 5: Strongly Agree were the 5-point scale with their associated numeric values:

As a result, the mean reflects how much the sample group agrees or disagrees with the various claims on average. According to Marczyk et al., (2005), the lower the mean, the more people disagree with the assertions. The greater the mean, the more agreeable the statement is to the respondents. Thus, a mean score between 1 and 2.33 indicates low agreement, a mean score between 2.34 and 3.67 suggests moderate (medium) agreement, and a mean score of 3.68 or higher shows good agreement in this study's descriptive analysis (Zaidatol et al., 2012).

Based on these, from the mean score of 4.06 it can be inferred that the majority of respondents (58.4%) tend to strongly agree that children, regardless of disabilities, should be educated in regular classes. However, the standard deviation of 1.43 suggests there is some variability in opinions. Regarding academic improvement for students with and without disabilities, there is a strong agreement (mean=4.49) that inclusive education helps both students with and without disabilities achieve academic improvement, with a relatively low standard deviation (0.799), showing a strong consensus. 77.4% of respondent agree that inclusive education has a positive effect on the social and emotional development of students with disabilities. The mean score and the standard deviation are 4.26 and 0.438 respectively. This lower standard deviation implies that there is high level of agreement.

52% of respondents agree that inclusive education offers diverse opportunities to students. The mean score is 4.48 while the standard deviation is 0.502 indicating a strong agreement.

62.4% of respondents agree that children with severe disabilities may need separate education, with mean score of 4.05 and standard deviation =1.539. This higher standard deviation implies that there is more variation in opinions regarding this statement. Regarding training provided to teachers on special need the mean score is 2.24, the standard deviation is 1.278. This implies that respondents generally disagree that special need teachers are adequately trained to use various teaching methods, which is a concerning finding. The value of standard variation shows a fair amount of disagreement on this issue.

76% of respondents strongly agree that children using sign language should be educated in a separate class. The mean score is 4.75 and the standard deviation is 0.433 indicating a broad agreement on this issue. 83.2% of respondents strongly disagree they have skill and knowledge to teach students with disabilities with mean score of 1.64 and standard deviation of 1.117. all respondents strongly disagree that there are sufficient resources and professional support for inclusive education. Regarding the instructional effectiveness, 71.6% of respondents agree with mean score of 3.28 and standard deviation of 1.663 implying moderate belief in the instructional effectiveness of inclusion. Majority of respondents strongly agree that inclusion does not work well in practice. The mean score is 4.68 and standard deviation is 0.465 showing a strong consensus on ineffectiveness.

Table 6: Frequency Distribution of Responses From teachers towards inclusive education

Items/Statements		S.Disagree	Disagree	Neutral	Agree	S.Agree	Total	Mean	S. D
There are sufficient supportive resources and professional pedagogues to support inclusive education	F	125					125	1.00	0.00
	P	100					100		
I have corresponding knowledge and skills to educate students with disabilities	F	104			21			1.64	1.117
	P	83.2			16.8				
Regular education teachers' instructional effectiveness will be enhanced by having students with disabilities in regular class	F	35	13		37	40	125	3.28	1.663
	P	28	10.4		29.6	32	100		
I feel comfortable working with students with disabilities their parents	F	97	10		18		125	1.512	1.059
	P	77.6	8		14.4		100		
Inclusion does not work well in practice	F	-	-	-	39	86	125	4.68	0.465
	P	-	-	-	31.2	68.8	100		

Source: Own survey 2025

There is a strong consensus among teachers, they agree that all children should be educated in regular class. A majority of them believes that both students with and without disability can achieve academic improvement through inclusive education culture. Furthermore, they acknowledge the positive effects of inclusive education on social and emotional development of students with disabilities. This is also confirmed by special need teachers by saying understanding inclusive education program can promote mutual communication and acceptance of individual diversity among students.

A significant number of teachers i.e (80%) agree that children with severe disabilities should be educated in special, separate settings. A majority of teachers believe that children who communicate in special way should be treated in special, separate settings. There is a consensus that inclusive education culture sounds good in theory but not work well in practice. Teachers express concerns about the sufficiency of supportive resource and professional pedagogues to strengthen inclusive education. 104 (83.2%) of teachers feels that they have no the corresponding knowledge and skills to educate students with disabilities while 21(16.8%) of them agree that they have knowledge and skills to educate students with disabilities. 97(77.6%) of teachers do not feel comfortable working with students with disabilities and their parents due to lack of skills and knowledge while the remaining 18 (14.4%) teachers feel comfortable working with students with disabilities and their parents.

Teachers suggest that they shall have a sufficient knowledge and skill about methods to teach students with different disabilities. The physical impairment is already observable but other types of disabilities are very challenging to assist students. Additionally, attention has to be given to the methodological support and training of teachers in order to shift from the usual teaching approach towards inclusion. This will help realize the current curriculum make students competent as much as possible. Moreover, the school staff can be effective and efficient. Teachers showed that the success of inclusive education requires an effort, not only of teachers and school staff, but also of peers, parents, families and volunteers. Since the inclusive school demands much more cooperation from parents and peers than special or mainstream school education, the issue of peer relations and the role of parents of children with disabilities should not be ignored. From this it can be concluded that teachers, parents, PTA members, the

community at large, and school principals can serve as a vital assets in developing an inclusive school culture.

4.4. The Prevalence of Disability and the Role of PTA Members to Improve Inclusive Education Culture

Table 6: Summary of Disability prevalence in the selected government primary schools of Arada Sub city

S.No	Disability type	Total number of students	Proportion
1	Hearing Difficulties	21	9.1%
2	Physical Impairment	16	6.9%
3	Visual Impairment	105	45.5%
4	Intellectual Impairment	27	11.7%
5	Learning Difficulties	31	13.4%
6	Multiple Impairment	31	13.4%
7	Overall Total	231	100%

Source: own survey 2025

Table 6 reveals that the prevalence of hearing difficulties is 21(9.1%), that of physical impairment is 16(6.9%) while visual impairment, intellectual impairment, learning difficulties and multiple impairment are 45.5%, 11.7%,134%, and 13.4 % respectively. This indicates that visual impairment is the most prevalent disability among students followed by learning difficulties and multiple impairments in the selected government primary schools. Having this empirical witness the contribution of PTA members is Vital curve the challenges that may face student with disability? The perception of PTA members is presented in the subsequent paragraphs.

All participant PTA members asked that what roles they have in order to improve inclusive education culture. “We have a basic understanding of inclusive education, recognizing it as an approach that accommodates all students, including those with disabilities, within mainstream classrooms but we have limited knowledge regarding specific needs of students with various disabilities and the pedagogical strategies required to support them effectively”

On the type of class rooms and their safety to students' with disabilities, they said "We are aware that the school facilities play a crucial in the practice of inclusive education and that the way we approach our job negatively affects the needs of students."

Regarding awareness on creating enabling environment for students with special need, improving the school culture they respond that "we have no training concerning inclusive education. In addition, we have not received formal training on inclusive education practices, this leads to limited knowledge about the necessary accommodations and support mechanisms for students with disabilities. As a result it hampers our ability to advocate effectively for inclusive practices and support the implementation and development of inclusive education program and culture."

Regarding attitudes towards inclusive education, they respond that "we believe that the principles of inclusive education must be in practice."

All PTA members were given a chance to share their experience regarding inclusive school culture and treating students with different types of disabilities in order to foster relationship with families of students with special need, "we perceive that schools are inclusive because of accepting disable students during registration time in the beginning of an academic year but regarding the suitability of the school environment, further effort is required to fulfill the basic infrastructure for disable students. In addition to this the school administration in collaboration with us is the best way to create enabling environment for students with special need. But the role parents in realizing inclusive school culture is not significant simply they perceive the issue without financial support and internalizing the problem.so that we PTA members have good relationship with families of students with disabilities but it cannot be a warranty to develop an inclusive school culture propagating this concern during general meeting with parents is required."

4.5. The Status of Access to Schools Facilities for Disable Students

From data collected using observation checklist and interview with school principals, on average the sample schools lack organizational collaboration and inclusive culture. Shared responsibility for school issue is not fully established which may limit problem solving approach in a day to day teaching and learning activities. School staff attention and treatment toward students with special needs are not sufficient. This can affect their emotional and academic development.

Equal opportunities, fairness in addressing student issues and creating space for diversity need further reinforcement. The signs for inclusive education on floors and walls are not sufficient which may reduce awareness and guidance within school. Furthermore, data from the focus group discussion with disable students has shown that the school infrastructure makes difficult for students with mobility impairments to cross one place and move to the other place. In addition, there is a substantial shortage of sign language interpreters which has an effect on students' ability to access the curriculum effectively. This result has confirmation with a study by (Ackah-Jnr and Danso, 2019) which indicate that the school environment influences inclusive education. Quality physical environment impacts student learning and success, as well as the affective, behavioral, and cognitive functions of learners and teachers and their health. Also as Gyimah (2021) noted that the physical environment of schools impacts inclusive education in terms of accessibility, learning, and participation of students with disability especially those with physical, mobility, and sensory disability. If inappropriate, the physical environment can cause stress, mobility difficulty, limit the use of functional areas, and pose danger to students with disability. Unsafe school environment increases the likelihood of learners to sustain injuries. Safety issues, therefore there should be high priority for the development of an inclusive education culture in schools.

4.6. Finding from FGD with Students with Disabilities

There was a focus group discussion with disable students in the sample primary schools as mention table 6 above accordingly responses from students is presented as follows:

Majority of students in the sample schools indicate that school facilities are not sufficiently supplied. For instance the school infrastructure makes difficult for students with mobility impairments to cross one place and move to the other place. In addition, there is a substantial shortage of sign language interpreters which has an effect on students' ability to access the set of courses effectively.

Regarding how their teachers give an appropriate feedback on lessons delivered, most students express that often teachers lack the necessary training to support them. On the other hand they perceived that they gain individualized consideration and encouragement from very limited teachers. This is implied that teachers have no sufficient knowledge about differentiated teaching strategies to support students with disabilities.

Most students respond that there is no significant negative attitude from their classmates, they do not perceive as inferior, receiving less attention, being neglected from group activities. But special need teachers confirm that when their age increased they become emotional and develop a new behavior so that we have to be proactive or aware of such changes. More over the schools shall create awareness and preparing platforms to educate students and staff about the importance of inclusion and raise a development of more supportive school culture.

Majority of students report that lack of assistive technologies which are very important for their learning considerably hinders their ability to participate in educational activities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of the Study

The major objective of the study is to assess the role of the school community in developing an inclusive education in government primary schools specifically of Arada Sub city. The study was to answer the following key questions typically teachers' attitude, prevalence of disability and challenges in developing an inclusive education. Data was collected from teachers, school principals, PTA members, students with disability. Data gathering tools were questionnaire, interview, observation and Focus group discussion. The major findings of the study is presented in the proceeding paragraphs.

The study indicated that the attitude towards inclusive education is not a significant challenge in practicing an inclusive education. The teaching staff have a common consensus on separate class of students with disability, recognizing both students with disability and without disabilities can get academic improvement because of inclusive education, the positive effect of inclusive education on both social and emotional development, the needs of students with disabilities can be served in special separate setting, practice of inclusive education requires consideration beyond policy framework.

The study has shown that most teachers perceive special need teachers use different teaching methods to teach students with disabilities more effectively than other teachers who have no training. Furthermore, teachers confirm that there is no sufficient supportive resources and professional pedagogues to support inclusive education and do not feel comfortable working with students with disabilities and their parents.

The finding from the focus group discussion with disable students has shown that the school infrastructure makes difficult for students with mobility impairments to cross one place and move to the other place. In addition, there is a substantial shortage of sign language interpreters which has an effect on students' ability to access the curriculum effectively.

The finding from observation checklist and interview with school principals have shown that on average the sample schools lack organizational collaboration and inclusive culture. Shared responsibility for school issue is not fully established which may limit problem solving approach

in a day to day teaching and learning activities. School staff attention and treatment toward students with special needs are not sufficient. This can affect their emotional and academic development. Equal opportunities, fairness in addressing student issues and creating space for diversity need further reinforcement. The signs for inclusive education on floors and walls are not sufficient which may reduce awareness and guidance within school.

From the PTA members it is indicated that practicing an inclusive education is not sufficient because they are representative of students' parent.

5.2. Conclusion

The teaching staff has a common consensus on separate class of students with disability, recognizing both students with disability and without disabilities can get academic improvement

The needs of students with disabilities can be served in special separate setting; practice of inclusive education requires consideration beyond policy framework.

Teachers confirm that there is no sufficient supportive resources and professional pedagogues to support inclusive education and do not feel comfortable working with students with disabilities and their parents

The school infrastructure makes difficult for students with mobility impairments to cross one place and move to the other place.

School principals have shown that on average the sample schools lack organizational collaboration and inclusive culture. Shared responsibility for school issue is not fully established which may limit problem solving approach in a day to day teaching and learning activities.

The role PTA members is not satisfactory s compared to less development of an inclusive education culture. These findings suggest that while teachers recognize the importance of inclusive education, there are concerns regarding its practical implementation, availability of resources, and adequacy of training.

5.3 Recommendation

Based on the above conclusion the following recommendation are forwarded

- Providing comprehensive pre- service and in service training on inclusive education in order to equip teachers with the necessary knowledge and skills to work with students with disability and their parents
- Ensuring the availability of adequate teaching materials and supportive resources that facilitate inclusive education in practice
- Involving parents and the school community in the inclusive education process to foster a supportive environment for students with disabilities.
- Implement specialized programs in schools with high number of students with specific disabilities, such as visual impairment at Atse Fasil primary school and multiple impairments at Dagmawi Minilik primary school.
- Develop and implement strategies to ensure that both male and female students with disabilities receive equal support and opportunities. This includes addressing any gender-specific barriers to education and participation.
- Provide ongoing professional development for teachers to equip them with the skills and knowledge necessary to support students with disabilities effectively.
- Conduct awareness campaign to promote inclusive and supportive educational environment.
- Establish mechanism to regularly monitor and evaluate the implementation of inclusive education programs, ensuring that they meet the needs of all students with disabilities.
- By implementing the above mentioned recommendations, the selected schools can create a more inclusive and supportive environment for students with disabilities, ensuring that all students have the opportunity to succeed.
- Conduct awareness campaigns to educate the community about the benefits of inclusive education and to challenge negative stereotypes and stigma associated with disabilities.
- Conduct a training session/workshop to ensure all staff members are equipped to support student with disabilities.
- Enhance awareness by installing better signage and educating students on diversity and inclusivity.
- Encourage teamwork, shared responsibility, and fair treatment for all students.

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Annex 1

Addis Ababa University College of Education and Behavioral Studies Department of Educational Planning and management.

Dear teachers

I am conducting a study entitled as “The practice Of school community in development of inclusive education environment in selected governmental primary schools in Arada sub city for the fulfillment of MA degree in Special needs and Inclusive Education. The main objective of the study is to assess the role of the school community in developing an inclusive education culture.

The information you provide will be helpful for me to understand primary school teachers’ attitudes toward inclusive education and practical difficulties implementing inclusive education policies, and beneficial for providing more effective support system of inclusive education for all children in future. Please help me by completing and returning the questionnaire. Just **tick out** the responses with ‘×’ or write down your answers according to your situation. **These individual questionnaires will be kept confidential and anonymous.** Thank you for your cooperation!

Part 1: Background information

Please tick out the responses with ‘×’ or write down your information.

The Name Of The School-----

1. Gender Male Female
2. Age: 20-29 years 30-39years 40+years
3. Do you have appropriate education background in inclusive education? Yes No
4. I have taught students with disabilities in regular class for :
 - A. Less than 1 year
 - B. 1-3 years
 - C. 3-5 years
 - D. more than 5 years
5. I am teaching in Grade 5 Grade 6 Grade 7 Grade 8
6. I have taken part in the special education training:
 - A. Never
 - B. Pre-service
 - C. Aperiodicity & in-service
 - D. Periodicity & in-service
7. If you have experienced some in-service training of special education, the accumulative time is:
Less than one week 1 week 1 month 2-6 months more than 6 months

8. I had done or I am doing some school-based researches for inclusive education:

A. Yes B. No

Please tick out the responses with ‘×’

Part 2: This part is to Assess Teacher’s attitude towards inclusive education.

1=Strongly Disagree, 2=Disagree, 3=Not Decided, 4=Agree, 5=Strongly Agree

s.no	Indicators	1	2	3	4	5
1	All children should be educated in regular class.					
2	Both students with and without disabilities can get Academic improvement because of inclusive education.					
3	Inclusive education is likely to have a positive effect on the social And emotional development of students with disabilities.					
4	The needs of students with disabilities can be best served In special, separate settings.					
5	Inclusive education programs provide different students with opportunities for mutual communication, thus promote students To understand and accept individual diversity.					
6	Children with severe disabilities should be educated in Special, separate settings.					
7	Special education teachers are trained to use different teaching methods To teach students with disabilities more effectively.					
8	Children who communicate in special ways (e.g., sign language) Should be educated is special, separate settings.					
9	Inclusion sounds good in theory but does not work well in practice.					
10	There are sufficient supportive resources and professional Pedagogues to support inclusive education in my school.					
11	I have parallel knowledge and skills To educate students with disabilities.					
12	Regular education teachers’ instructional effectiveness will be Enhanced by having students with disabilities in regular class.					
13	I feel comfortable working with students with disabilities And their parents.					

Please tick out the responses with ‘×’

Part 3: This part is to Assess school leaders strategy to promote inclusive education culture

1= never 2=rarely(once a year) 3= occasionally(twice to three times a year) 4= often(once a month) 5= very often (more than once a month)

	How often did you encouraged to attend professional development activities on the following topics	1	2	3	4	5
S.No	Indicators					
1	Approaches to individualized learning					
2	How to Teach students with special need					
3	Learn about students diversity					

4	Adapt your teaching to all students					
5	Reduce stereotyping among students with special need					
6	Detect students who need learning support					
7	Detect students who need emotional support					
8	Detect students who need financial support					
9	Providing students with learning support					
10	Providing students with emotional support					
11	Encourage students to use school counselor and guidance services					
12	Creating a safe space for students to confide their problems					

Part 4: Other comments

14. Please list three of the most difficult things you are facing during implementing inclusive education in your regular class:

1).....

.....

2).....

.....

3).....

Thank you for your cooperation!

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and management.

Interview Guide for PTA members about the practices of inclusive education culture

Dear Interviewee

I am conducting a study entitled as “The practice Of school community in development of inclusive education environment in selected governmental primary schools in Arada sub city for the fulfillment of MA degree in School leadership. The main objective of the study is to assess the role of the school community in developing an inclusive education culture.

The information you provide will be helpful for me to understand the PTAs’ attitudes toward inclusive education and practical difficulties implementing inclusive education policies, and beneficial for providing more effective support system of inclusive education for all children in future. Please help me by responding genuinely .**These individual questionnaires will be kept confidential and anonymous.** Thank you for your cooperation!

School name ----- Date of interview -----

Name of interviewer-----

1. Educational background -----
2. What does inclusive education mean for you?
3. Do you think your school is inclusive?
4. How the class rooms are conducive for students with special need?
5. How unsafe do your students feel at this school?
6. How much respect do you think the staff has for students with special need?
7. How well do the school administration create enabling environment for students with special need?
8. To what extent do you think that students with special need are enjoying going to the school you are represented?
9. What role do parents play in shaping and improving the school culture that realize inclusive education?
10. What roles do PTA plays in order to foster positive relationship with families of students with special need?

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and management.

Focus Group Discussion Question guide for student with disabilities on the practices of inclusive education culture in their school.

Dear participants,

I am conducting a study entitled as “The practice Of school community in development of inclusive education environment in selected governmental primary schools in Arada sub city for the fulfillment of MA degree in School leadership. The main objective of the study is to assess the role of the school community in developing an inclusive education culture. The information you provide will be helpful for me to understand the PTAs’ attitudes toward inclusive education and practical difficulties implementing inclusive education policies, and beneficial for providing more effective support system of inclusive education for all children in future. Please help me by participating genuinely.

School name: ----- date of interview-----

Participants’ Group Code/Name----- Name of interviewer /chair person

1. How often does your teacher give you feedback that helps you learn?
2. Is the school community is interactive with students like you? Give some implications please?
3. How much does the behavior of other students hurt of help your learning?
4. How fair or unfair are the rules for the students at your school?
5. How often are the school community accept and respect your identity?
6. How positive or negative is the environment of the school?

An observation checklist-2 (Questionnaire For A special need Focal Person /counseling and guidance)
 1=yes 0= No

Does your school provide support for teachers in the following areas			
S.No	Indicators	Yes	No
1	Dealing with students with special need		
2	Dealing with diversity		
3	Collaboration with parents of students with special need		
4	Collaboration with the school counseling and guidance		
Are the following support initiatives for students available at your school?			
S.No	Indicators	Yes	No
1	Peer facilitation		
2	Services to support students' psychological wellbeing		
3	Services to support students' physical health		
4	Services to support students' economic status		
5	Measures to support new students		
6	Support for students with disabilities and special needs		
7	Interpreters for students who do not understand the language of instruction		

መጠይቅ

ውድ መምህራን፤

እኔ "በአራዳ ክፍለ ከተማ በተመረጡ የመንግስት አንደኛ ደረጃ ትምህርት ቤቶች የአጠቃላይ ትምህርት ባህልን በማዳበር ረገድ የትምህርት ቤት ማህበረሰብ ሚና" በሚል ርዕስ በልዩ ፍላጎት እና አካታች ትምህርት የሁለተኛ (MA) ዲግሪን ለማግኘት ጥናት እያካሄድኩ ነው። የጥናቱ ዋና ዓላማ የትምህርት ቤት ማህበረሰብ አካታች የትምህርት ባህልን በማዳበር ረገድ ያለውን ሚና መገምገም ነው።

የምትሰጡት መረጃ የአንደኛ ደረጃ ትምህርት ቤት መምህራን ለአጠቃላይ ትምህርት ያላቸውን አመለካከት እና አካታች የትምህርት ፖሊሲዎችን በመተግበር ረገድ የሚያጋጥሟቸውን ተግባራዊ ችግሮች ለመረዳት ይጠቅመኛል ፤ እንዲሁም ለወደፊቱ ለሁሉም ህጻናት ይበልጥ ውጤታማ የሆነ የአጠቃላይ ትምህርት ድጋፍ ስርዓት ለመስጠት ጠቃሚ ይሆናል።

እባክዎን መጠይቁን በመሙላት እና በመመለስ ያግዙኝ። እንደ ሁኔታዎ ምልክት 'x' በማድረግ ወይም መልሶችዎን በመጻፍ ብቻ ይመልሱልኝ። እነዚህ የግል መጠይቆች በሚስጥር የሚጠበቁ እና ስም-አልባ ይሆናሉ። ለትብብርዎ እና መሰጠትዎ ጥሩ!

ክፍል 1: የጀርባ መረጃ

እባክዎን መልሶቹን 'x' ምልክት ያድርጉ ወይም መረጃዎን ይጻፉ።

የትምህርት ቤቱ ስም-----

1. ጾታ ወንድ ሴት
2. ዕድሜ: 20-29 ዓመታት 30-39 ዓመታት 40+ ዓመታት
3. በአጠቃላይ ትምህርት ላይ ተገቢው ስልጠና አለዎት? አዎ የለም
4. መደበኛ ክፍል ውስጥ የአካል ጉዳት ያለባቸውን ተማሪዎች ያስተማርኩት ለ: A. ከ 1 ዓመት በታች B. ከ1-3 ዓመታት C. ከ3-5 ዓመታት D. ከ 5 ዓመታት በላይ
5. እኔ የማስተምረው በ 5ኛ ክፍል 6ኛ ክፍል 7ኛ ክፍል 8ኛ ክፍል
6. በልዩ ትምህርት ስልጠና ውስጥ ተሳትፎያለሁ: A. በጭራሽ B. ከሥራ በፊት C. አልፎ አልፎ እና በሥራ ላይ D. በየጊዜው እና በሥራ ላይ
7. በልዩ ትምህርት የሥራ ላይ ሥልጠና አግኝተው ከሆነ፣ ያጠራቀሙት ጊዜ:- ከአንድ ሳምንት በታች ከ1 ሳምንት እስከ 1 ወር ከ2-6 ወራት ከ 6 ወራት በላይ
8. ለአጠቃላይ ትምህርት አንዳንድ በትምህርት ቤት ላይ የተመሰረቱ ጥናቶችን አድርጌያለሁ ወይም እየሰራሁ ነው: A. አዎ B. የለም

እባክዎን መልሶቹን 'x' ምልክት ያድርጉ ክፍል 2፡ ይህ ክፍል የመምህራንን ለአጠቃላይ ትምህርት ያላቸውን አመለካከት ለመገምገም ያለመ ነው። 1=በጣም አልስማማም፣ 2=አልስማማም፣ 3=አልወሰንኩም፣ 4=እስማማለሁ፣ 5=በጣም እስማማለሁ

ተ.ቁ	አመልካቾች	1	2	3	4	5
1	ሁሉም ልጆች በመደበኛ ክፍል ውስጥ መማር አለባቸው።					
2	የአካል ጉዳት ያለባቸው እና የሌላቸው ተማሪዎች በአጠቃላይ ትምህርት ምክንያት የትምህርት እድገት ሊያገኙ ይችላሉ።					
3	አካታች ትምህርት የአካል ጉዳት ያለባቸው ተማሪዎች በማህበራዊ እና ስሜታዊ እድገት ላይ አዎንታዊ ተጽእኖ ይኖረዋል ተብሎ ይታሰባል።					
4	የአካል ጉዳት ያለባቸው ተማሪዎች ፍላጎት በተሻለ ሁኔታ በልዩ፣ በተለይ በታዎች ሊሟላ ይችላል።					
5	አካታች የትምህርት ፕሮግራሞች ለተለያዩ ተማሪዎች የጋራ ግንኙነት እድሎችን ይሰጣሉ፣ በዚህም ተማሪዎች የግል ልዩነቶችን እንዲረዱ እና እንዲቀበሉ ያበረታታሉ።					
6	ከባድ የአካል ጉዳት ያለባቸው ልጆች በልዩ፣ በተለይ በታዎች መማር አለባቸው።					
7	የልዩ ትምህርት መምህራን የአካል ጉዳት ያለባቸውን ተማሪዎች ይበልጥ ውጤታማ በሆነ መንገድ ለማስተማር የተለያዩ የማስተማሪያ ዘዴዎችን ለመጠቀም የሰለጠኑ ናቸው።					
8	በልዩ መንገዶች (ለምሳሌ የምልክት ቋንቋ) የሚግባቡ ልጆች በልዩ፣ በተለይ በታዎች መማር አለባቸው።					
9	አካታችነት በንድፈ ሀሳብ ጥሩ ይመስላል ነገር ግን በተግባር በደንብ አይሰራም።					
10	በትምህርት ቤቱ አካታች ትምህርትን ለመደገፍ በቂ የድጋፍ ሀብቶች እና ሙያዊ አስተማሪዎች አሉ።					
11	የአካል ጉዳት ያለባቸውን ተማሪዎች ለማስተማር ትይዩ እውቀት እና ክህሎት አሉ።					
12	የአካል ጉዳት ያለባቸው ተማሪዎች በመደበኛ ክፍል ውስጥ በመኖራቸው የመደበኛ ትምህርት መምህራን የማስተማር ውጤታማነት ይጨምራል።					
13	ከአካል ጉዳት ካለባቸው ተማሪዎች እና ከወላጆቻቸው ጋር አብሮ ለመስራት ምችት ይሰማኛል።					

እባክዎን መልሶቹን 'x' ምልክት ያድርጉ ክፍል 3፡ ይህ ክፍል የትምህርት ቤት መሪዎች አካታች የትምህርት ባህልን ለማሳደግ የሚያደርጉትን ስትራቴጂ ለመገምገም ያለመ ነው። 1=በፍጹም 2=አልፎ አልፎ (በዓመት አንድ ጊዜ) 3=አንዳንድ ጊዜ (በዓመት ከሁለት እስከ ሶስት ጊዜ) 4=ብዙ ጊዜ (በወር አንድ ጊዜ) 5=በጣም ብዙ ጊዜ (በወር ከአንድ ጊዜ በላይ)

ተ.ቁ	በሚከተሉት ርዕሰ ጉዳዮች ላይ በሙያዊ እድገት እንቅስቃሴዎች ላይ እንድትሳተፉ ምን ያህል ጊዜ ተበረታተዋል?	1	2	3	4	5
1	ለግል ትምህርት የሚረዱ መንገዶች					
2	ልዩ ፍላጎት ያላቸውን ተማሪዎች እንዴት ማስተማር እንደሚቻል					
3	ስለ ተማሪዎች ልዩነት መማር					
4	የማስተማሪያ ዘዴዎን ለሁሉም ተማሪዎች ማስተካከል					
5	በልዩ ፍላጎት ተማሪዎች መካከል ያለውን አመለካከት መቀነስ					
6	የትምህርት ድጋፍ የሚያስፈልጋቸውን ተማሪዎች መለየት					
7	የስሜት ድጋፍ የሚያስፈልጋቸውን ተማሪዎች መለየት					
8	የገንዘብ ድጋፍ የሚያስፈልጋቸውን ተማሪዎች መለየት					
9	ለተማሪዎች የትምህርት ድጋፍ መስጠት					
10	ለተማሪዎች የስሜት ድጋፍ መስጠት					
11	ተማሪዎች የትምህርት ቤት አማካሪ እና የሙያ መመሪያ አገልግሎቶችን እንዲጠቀሙ ማበረታታት					
12	ተማሪዎች ችግሮቻቸውን በልቦ ሙሉነት የሚናገሩበት ደህንነቱ የተጠበቀ ቦታ መፍጠር					

ክፍል IV፡ ሌሎች አስተያየቶች 14. በትምህርት ቤትዎ አካታች የትምህርት ባህልን ለማሳደግ የሚያጋጥሙዎትን ቢያንስ ሁለት ተግዳሮቶች እባክዎን ይዘርዝሩ።

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ስለትብብሮዎ እመሰግናለሁ!!

Annex 2

የወላጅና መምህራን ማህበር (PTA) አባላት የቃለ መጠይቅ መመሪያ ስለ አካታች ትምህርት ባህል አተገባበር

የትምህርት ዝግጅት-----

1. አካታች ትምህርት ለእርስዎ ምን ማለት ነው?-----

2. ትምህርት ቤትዎ አካታች ነው ብለው ያስባሉ?

3. የመማሪያ ክፍሎች ለልዩ ፍላጎት ላላቸው ተማሪዎች ምን ያህል ምቹ ናቸው?

4. ተማሪዎችዎ በዚህ ትምህርት ቤት ምን ያህል እንደሚይጠቡ ይሰማቸዋል?

5. ሰራተኞቹ ለልዩ ፍላጎት ላላቸው ተማሪዎች ምን ያህል ክብር አላቸው ብለው ያስባሉ?

6. የትምህርት ቤቱ አስተዳደር ለልዩ ፍላጎት ላላቸው ተማሪዎች ምቹ ሁኔታዎችን በመፍጠር ምን ያህል የተሳካ ነው?

7. ልዩ ፍላጎት ያላቸው ተማሪዎች እርስዎ በሚወክሉት ትምህርት ቤት መሄድን ምን ያህል ይደሰቱበታል ብለው ያስባሉ?

8. ወላጆች አካታች ትምህርትን በሚገነዘብ የትምህርት ቤት ባህልን በመቅረጽ እና በማሻሻል ምን ሚና ይጫወታሉ?

9. PTA ከልዩ ፍላጎት ካላቸው ተማሪዎች ቤተሰቦች ጋር አዎንታዊ ግንኙነትን ለማዳበር ምን ሚና ይጫወታል?

10. የትኩረት ቡድን ውይይት መመሪያ ለልዩ ፍላጎት ላላቸው ተማሪዎች በትምህርት ቤታቸው ስላለው አካታች ትምህርት ባህል አተገባበር

እይታ ዝርዝር ፎርም-2 (ለልዩ እና ልዩ እንክብካቤ ባለሙያ / ምክርና መምሪያ ጥያቄ ዝርዝር)
 ይህን መለያ ከድ ይጠቀሙ 1 = አዎ 0 = አይደለም

ትምህርት ቤታችሁ አባል መምህራንን በሚከተሉት ዘርፎች ድጋፍ ያቀርባል?				
ተ.ቁ	መጠን መለኪያዎች	አዎ	አይደለም	
1	ከልዩ እና ልዩ ፍላጎት ያላቸው ተማሪዎች ጋር የመስራት ባህል ዳብሯል			
2	በተለያዩ ቋንቋና ባህል ውስጥ ያሉ ተማሪዎች ጋር አብሮ መስራት			
3	ከልዩ ፍላጎት ያላቸው ተማሪዎች ወላጆች ጋር መተባበር			
4	ከትምህርት ቤቱ የምክርና መመሪያ ክፍል ጋር መተባበር			
ትምህርት ቤታችሁ ለተማሪዎች የሚከተሉት የድጋፍ እርምጃዎች አሉ?				
ተ.ቁ	መጠን መለኪያዎች	አዎ	አይደለም	
1	የእርስ በእርስ እርዳታ ድጋፍ (Peer facilitation)			
2	የሰውነት ጤና ማበረታቻ አገልግሎቶች			
3	የአእምሮ ጤናን የሚደግፉ አገልግሎቶች			
4	የኢኮኖሚያዊ ሁኔታን የሚደግፉ እርምጃዎች			
5	አዲስ ተማሪዎችን የሚደግፉ እርምጃዎች			
6	ለልዩ ፍላጎት ያላቸው ተማሪዎች የሚሰጥ ድጋፍ			
7	የትምህርት ቋንቋን ማስተዋል የማይችሉ ተማሪዎችን ለማገዝ ተርጓሚዎች			