



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

**THE PRACTICE OF INCLUSION, ATTITUDES, CHALLENGES AND
OPPORTUNITIES IN PRESCHOOLS IN MEKELLE CITY**

BY

BERHANE TEKLU TESHAMARIAM

JUNE, 2020

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**THESIS SUBMITTED TO THE DEPARTMENT OF SPECIAL NEEDS EDUCATION IN
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Declaration

I, Berhane Teklu Tesfamariam declare that this research is the result of my original independent work and dedication under the support of my advisor. This research result had not been submitted earlier by others for any degree and/or any other purpose. All the sources of materials used in this research have been properly acknowledged.

Name: _____

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Place: Addis Ababa University, Ethiopia

Urkund report (plagiarism check report)

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Abstract

The main objective of this study is investigation of teachers' and principals attitude towards inclusive education and the challenges and opportunities of the practice of inclusion in preschools of Mekelle city administration. A mixed type research design both quantitative and qualitative approaches was used to analyze the data collected from 203 teachers through questionnaire, 29 preschools through observation checklist, 12 preschool principals through interview, 3 parents of children with disabilities who are attending in preschools and a parent of a child with disability who is out of school. Descriptive statistics (frequency, percentage), crosstabs and chi-square test were used to quantitatively analyze the data collected through questionnaire and observation to examine the attitude of teachers, school accessibility and practice of inclusion. The opportunities, challenges and practices of inclusion was qualitatively analyzed from the data collected through interview from school principals, parents and from open ended questionnaire. The study reveals that negative attitude of teachers that children with disabilities should learn in special schools separately and preschool principals believes that children with disabilities are obstacles to quality education, preschools physical inaccessibility and absence of learning facilities are the main barriers of inclusion of children with disabilities with their peers in preschools of Mekelle. On the other hand good treatment of children, some positive attitudes and presence of some children with disabilities in some preschools are the opportunities of inclusive education of children with disabilities in Mekelle preschools.

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CHAPTER ONE

1. Introduction

1.1. Background of the study

Early childhood is the foundation for successful progress through later life; it is the start of journey from the immature childhood to the economically productive adulthood (Dahlberg & Moss, 2008). This tells us that for a nation to have productive and well literate citizens it should be devoted in early childhood education which is considered as the foundation of the later adulthood. Professionals have recognized the importance of early years for the child's later social, emotional and cognitive growth and development. This is why early child education is considered as the main global as well as professional issue of the world's nations.

Pre-primary education is essential for all children particularly for students with disabilities. In preprimary education they learn different skills which are important for their primary education and future life such as social skills, communication skills, cognitive skills and motor skills, skills which all children attending preprimary education acquire (*Education Statistics Annual Abstract, 2009 E.C. (2016/17), 2016*)

Pre-school programs, known as pre-primary education, are delivered through three modalities in Ethiopia. The first, kindergarten, are predominantly operated by non-governmental organizations (NGOs), communities, private institutions, and faith-based organizations. The second, non-formal pre-school service is being delivered mainly through child to child initiatives. The third is the most widespread response of local governments is O-Class which is a one-year (nine-month program) based in government primary schools for children aged 6 years, before formal schooling starts at age 7 (*Education Statistics Annual Abstract, 2009 E.C. (2016/17), 2016*). All children have legal right to access quality educational based on their need. This is nationally and internationally recognized right of every child.

A number of universal documents guarantee that early child education as a fundamental right of every child. The United Nations convention on the right of the child (1989) Articles 28 and 29 States; the child has the right to education, on the basis of equal opportunity to the development

of the child's personality, talents and mental and physical abilities to their fullest potential. Education is a universally recognized human right (Un, 2009). The universal declaration on the right of persons with disabilities 1972 (Addy, 2013) also states children with disabilities has the right to all human rights at equal basis with other children and their best interest shall be primary consideration. Besides this the sustainable development goal of agenda 2030 Johnston, (2016) says ensure that all girls and boys access to quality early childhood development care and preprimary education so that they are ready for primary education. On the basis of these declarations and conventions every child should access quality education that addresses the needs of the child for its better development.

Early childhood special education is relatively a young field; its history of identity is shaped by earlier philosophers, social reformers and educational theorists today's theories, principles and concepts of early childhood special education are borrowed from its parent fields (Gargiulo & Kilgo, 2005). In today's world there is a paradigm shift from special education to inclusive education. It is about opening the doors of regular schools to all children without any discrimination and making them accessible for all children with diversity of needs.

Inclusive education is a multidimensional approach that accepts and values diversity, difference, consideration of human rights, social justice and equity issues, social model of disability and sociopolitical model of education. It also encompasses school transformation and focus on children's entitlement and access to education. (Kozleski et al. 2011; Loreman et al. 2011; Mitchell 2005; Topping 2012; Slee 2011; Smith 2010; sighted in Hornby 2014). Inclusive education has a key role in the educational as well as the social development of children with disabilities. According to Hornby (2014) inclusive education has four key principles through which the philosophy of inclusion is put into practice. These are, firstly providing all learners with challenging, engaging, and flexible general education curricula; secondly, diversity and responsiveness to individual strengths and challenges; thirdly, using reflective practices and differentiated instruction; and fourthly, establishing a community based on collaboration among students, teachers, families, other professionals, and community agencies.

Inclusion pays special attention to children and students that everyone can learn. It also emphasizes on searching out challenges that restrict learning and reducing or removing these challenges from the learning environment of all learners.

The educational provisions for children with special needs education is a key area just not for those who involved in it, students, parents and professionals but for those who are interested in the area of education and for the whole society (Riddle,(2002) sighted in Lorella terzi, 2010).

According to Avissar, Reiter, & Leyser, (2003); Parasuram, (2006); Gal, Schreur & Engel-Yeger, (2010) as cited in Lee, Tracey, Barker, Fan, & Yeung, (2014) teachers attitude towards inclusive education can be influenced by a number of factors like; type and severity of disability, teachers' knowledge and training, availability of physical and human resources and government policies these can be categorized as child related variables, teacher related variables and education-environment related variables. Inclusive education is realized by the collaborative work of all concerned bodies. Many teachers in schools work with little collaboration with their colleagues. They are isolated to respond to the many demands that teaching makes them as professionals. This denies them the possibility of sharing knowledge, skills and understanding which help them to overcome challenges in their classrooms and school as well. Professional isolation results in treat of engaging in problem solving and the adoption of survival strategies which are not necessarily aligned with pedagogic intentions (Daniels & Hadegaard, 2011).

Successful inclusion really requires an attitude of motivation and acceptance. Teachers should have interest to support children with special educational needs and to steer them towards reaching their own potential. Inclusion is a word that is very much in fashion in education and a great deal has been written about it in recent years. It is about inclusive schools and eventually an inclusive society. However it is more than a word, document or an idea. It needs to be a way of life, something that eventually we do not have to consciously think about but that just is (Addy, 2013).

According to the ministry of education; education sector development program (ESDP) V (FME, 2015) the education sector development program (ESDP) IV evaluation result of causes for failure in supporting children with special educational needs mentioned the following points:

- Lack of awareness, limited capacity of knowledge and skills and dedication to practice and provide necessary provisions to children with special needs and lack of poor coordination from federal to school level.

- Lack of reliable data about children with special needs and target suitable interventions absence of a financing mechanism to support special needs education and inclusive education
- Poor school infrastructure, facilities and adapted teaching and learning materials – along with the absence of standards and guidelines are some of the main drawbacks in special needs education and inclusive education.

These points are the general evaluation about the education of children with special educational needs at all levels all over the country. So the practical constraints in practicing inclusion of children with special educational needs in preschools needs to be specifically researched.

The Index for Inclusion is a widely used tool and defines inclusive education as having components like: Valuing all students and staff equally; increasing participation and reduces inclusion, restructuring to respond for diversity, reducing barriers, learning from practice to benefit learners, accepting difference as a resource acknowledging students local enrollment, improving schools for all, building values and increasing achievement, Fostering relationship between schools and communities, considering inclusive education as one aspect of inclusive society (Mittler, 2009).

Inclusive education at early childhood education has great importance for creating an inclusive society and effectively using the potential of children with different types of abilities. Inclusive education can be realized by the active participation of all stakeholders because the primary issue of implementing inclusive education is dependent on the attitudes of teachers, principals, students the society at large and the government. Beyond this the practice of inclusive education is surrounded with various challenges besides the opportunities within them; these challenges need to be clearly identified, studied and come up with solutions to overcome them. Therefore teachers and principals attitudes, the ground level challenges, good opportunities and what supports are available for children with diversified educational needs are the main concern of the study and finally the better way of striving towards the implementation of inclusive education from its current practice are conducted with emphasis. This paper will examine what is going on in the ground of preschools in including children with special needs. The challenges opportunities and attitudes will be searched.

1.2. Statement of the problem

Early childhood education and care is one of the priorities for the education sector because it has a key importance for the improvement of quality of education and may lead to the reduction of drop out and repetition rates in primary grades (*Education Statistics Annual Abstract, 2009 E.C. (2016/17)*, 2016). This opportunity should also benefit children with special educational needs.

Teachers who trained in special needs education had to support children with disabilities in an inclusive setting but practically they are doing other teaching activities similar to other regular teachers and they shift their profession to other disciplines because they are not getting an academic rank and upgrading their level of education in their field of study. On the other hand parents of children with disabilities are crying for the absence of preschools that accept their children by providing them all the necessary supports. For this reason a number of children with different types of disabilities are locked at home.

The ministry of education has developed a master plane for an inclusive education in order to bring all children with different educational needs to their nearby regular school without any discrimination provided that all their needs are addressed. In the ground it is hard to get children with special educational needs getting their educational service with provision of supports in the regular schools. Professionals of the field also complains about their profession by relating with the ground level practices of including children with varied learning needs and the absence of the children with special needs in the regular schools.

According to the ministry of education (*Education Statistics Annual Abstract, 2009 E.C. (2016/17)*, 2016)) the national gross enrollment rate of children with special needs is 0.7%; this shows that there are hundreds of thousands of children with special needs who are not attending pre- primary school. This alarming enrollment rate indicates that children with special needs are still lagging behind. They are not benefiting from their right to education and this is observable in the preschools. If this situation continues as it is, it will have short and long social, economic and moral negative impact on children with disabilities themselves and on the whole society as well. For this reason the grass root level status of practice of including children with disabilities in preschools, regarding the attitude of teachers and the principals in the preschools, good practices, opportunities and challenges within it and accessibility of the preschools for all children was studied.

1.3. Purpose of the study

The main purpose of this research is investigating the attitude of teachers and principals, ground level good practices, challenges and opportunities of practicing inclusive education in the preschools of Mekelle city administration.

1.4. Research questions

This research has tried to answer the following research questions:

- How do preschools in Mekelle receive and support children with special needs in their school?
- What is the attitude of preschool teachers and principals in Mekelle towards the implementation of inclusive education in preschools?
- What are the good practices in the inclusion of children with disabilities in preschools in Mekelle?
- What are the challenges/internal and external/ and opportunities of including children with special educational needs in preschools of Mekelle city administration?
- What should be done to improve the practice of inclusive education in Mekelle preschools?

1.5. Significance of the study

The result of this research can be used as an input for researchers in the area of special needs education and early child education as well. It will also be useful for practitioners of the area and for education bureau officials of special needs education and early child education which can help them to have an insight towards the area and can take considerable measures for the betterment of its practice.

1.6. Scope of the study

This study was delimited to preschools in Mekelle city administration. Since preschools includes kindergarten, child to child and 'O'-class; it only focuses on kindergartens in the city administration of Mekelle. The investigation of opportunities, challenges, physical accessibility of the preschools and attitude of teachers and principals in the schools is the scope of the study.

CHAPTER TWO

2. Review of Related Literature

2.1. Overview of the History of Education of Children with Disabilities

History tells us that the education of persons with disabilities comes across lots of ups and downs to its current educational philosophy. Starting from the ancient civilization of the world, people with disabilities were not considered as human beings. Their right to life was on the will of the governing bodies and on the group of elders who ruled the society. They were killed and used as entertaining for other people by classifying them as weak, unfit and other unnecessary classifications. Later as a result of the expansion of Christianity people start to show concern for others and specially for people with disabilities. But education for people with disabilities was unthinkable during this time. Due to low awareness level; stigma, discrimination, segregation, denial of rights to social interaction and social institutions including restriction for educational service in an integrated setting with their non-disabled peers was common experience for many children with disabilities and their parents for many reasons through countries (Ermias & Belay 2019; Marimuthu & Cheong, 2015; Nigmatov, 2014; Tiwari, Das, & Sharma, 2015). This practice was opposed by different philosophers and human rights proponents of that time followed by universal social movements that result for the endorsement of several national and international documents and policies that guarantees equitable access to various services specially education all over the world.

The challenges of getting community services for people with disabilities makes it easy to predict that small children with disabilities at preschool level have not getting the opportunity of accessing educational service like the same age of their peers without disabilities than other young children with disabilities.

According to (Thomas & Loxley, 2001) the 20th century was shown a great expansion in special education, specially after the second world war there were high expansion of special schools and many learn during this time. The concept of special needs education was developed in the 1944 to focus on addressing children's developmental and educational aspects than on medical ones (British dictionary of education, 2003; Rose & Howley 2007).

Special schools have played a vital role in addressing the complex learning needs of students with disabilities with their better access of resources specially for those with severe types of disabilities. Now it is widely agreed that students should be assigned in special schools only when their need could not be addressed in mainstream schools (Rose & Howley 2007; Ermias & Belay 2019; Westwood, 2007; Chappell, 2010).

Special schools are challenged by scholars because of the services they provide for students and their impact on the students later life. Inclusive education that was originated from special education is currently highly advisable educational philosophy for children with disabilities, for the effectiveness of their overall development.

The education of people with disabilities in Ethiopia has similar historical background with the world history. After passing through various harmful traditional practices on persons with disabilities it has reached its current stage of development.

Parallel to the history of Ethiopian modern education the educational service of people with disabilities has long roots in the church education. People with physical impairment and blind people were benefiting from the religious education and they were also getting equal opportunities of nomination for administration hierarchies including an appointment to promotions (Ermias & Belay 2019). Besides the religious education a number of special schools for students with different types of disabilities was started to be constructed by the help of missionaries throughout the country with various accommodations to access their modern education based on their learning needs (Tefera, Admas, & Mulatie, 2016). In the special schools preprimary/preparatory class for primary education/ were provided focusing on the basic skills like braille and sign language. The term special educational need has been subject to debate, some-times it is considered as special separate school or unit or other times it is the removal of students from classrooms for special supports (Rose & Howley 2007). Most of the special day time and boarding schools that were in the country are now deconstructed and became regular inclusive schools except some.

Inclusion is coming with all its challenges to teachers and policy makers. Even-though the term inclusion was introduced in the previous decades it still remains incomplete in making learning environments inclusive for all learners (Westwood, 2007).

2.2. The Concept of Inclusive Education

As a result of inequalities isolation, exclusion and denial of opportunities to use their potential students with special needs were considered as different and inferior in the past which took so many years to struggle it, even though it is not fully won and due to emerging new educational philosophies today's education system widely uses the term inclusion (Rose & Howley 2007; Westwood, 2007). The origin of the concept inclusion is the field special needs education and disability (UNESCO 2005; Winter & Raw, 2010). Inclusive education is a means for the aspired educational development, but it is not only for students with disabilities but for everyone (Doménech & Moliner, 2014). Inclusion plays a vital role in the educational social, cognitive and moral developments of children with disabilities that provide them the feeling that they are secured, loved, accepted and develop the sense of confidence. (Tiwari et al., 2015) states that when students with disabilities participate in general education classroom activities students will be active in social and academic aspects.

2.2.1. Definition of inclusive education

Different scholars define incisive education in different ways. According to the (Global Partnership for Education, 2018) there is no universally agreed definition of inclusive education the definitions given from different directions are guided by some key elements. Inclusive education is a transformational change of improvements in schools and the education system to make it welcoming and participatory to all children. The central idea of inclusion lays on the education of all children with their peers based on their needs to fully use their potential without any discrimination and with the provision of necessary supports to foster the overall development of the children and better inclusive life of their adulthood. Some of the definitions given by some scholars and organizations include:

Inclusion is the process of responding to diversities by increasing participation and decreasing exclusion (UNESCO 2005). The practice of inclusive education is to address the varied learning needs of students specifically students with disabilities and those who are at risk by participating them to the maximum level in every social activities and services.

In the words of (Marimuthu & Cheong, 2015) “Inclusive education is preparation of students to become members of society (p.319).” If students develop the sense of learning together there will be no doubt to live together. So today's inclusive education is for tomorrow's inclusive life.

(Borodkina, 2014) Inclusive education is a key means for creating inclusive society and for minimizing exclusion of persons with disabilities.

(Doménech & Moliner, 2014) Inclusive education means a radical change in the way we think about education for everyone. It is making complex changes in the entire system which involves teachers, parents and pedagogies for the conducive educational atmosphere of all children without any precondition (Nigmatov, 2014). Inclusion is the full participation of all students including students with disabilities by providing them necessary services to address their needs along-side with their peers (Tiwari et al., 2015; Westwood, 2007)

2.2.2. Elements of inclusive education

The basic motto of an inclusive education is that every child should learn together with all other children in its nearby regular school regardless of any difficulties or differences with peers (Westwood, 2007; Winter & Raw, 2010).

UNESCO (2005) outlined four key elements of inclusion. 1. *Inclusion is a process*. It is never ending it searches better ways of responding to diversity. Today's inclusive education is better than it was yesterday and believing that tomorrow's will also be better than it is today because lessons are taken from today's practices for the betterment of tomorrow. 2. *Inclusion mainly focuses on searching out and avoiding of barriers*. The main obstacles of the practice are clearly recognized and practical solution is proposed in implemented to overcome them. 3. *Inclusion is about the attendance, active involvement and success of all learners*. It focuses on the attendance of every child, its interaction with the curriculum and peers and the learning outcomes of the students. 4. *Inclusion involves a specific focus on those learners who may be at risk of marginalization, exclusion or underachievement (p.16)*.

Inclusion is a continuous process that works for the improvement of the services provided for children with disabilities and for all children. Through researches and practical experiences it deals with the improvement of service deliveries. Improvements are observed through time. Early education is a base for all, so dedicating for the better service provisions to all children in inclusive preschools will put its positive impact on the practice of inclusion at all levels.

According to S Stubbs, (2008) key elements of inclusive education ***Inclusion***: all children should have the opportunity to learn together in the regular schools with accommodation, and

adaptations based on their individual needs. **Accessibility:** all educational institutions and programs should be easily accessible to all children. **Non-discrimination:** education should be accessible by all children include children with disabilities specially those children who are at risk with all the possible accommodations without any discrimination. **Reasonable accommodation:** ensuring persons with disabilities with proportionate accommodation and equitable access with others of all humans. **Physical accessibility:** schools should be safe and physically accessible getting in to school and within the school while moving inside including all facilities within the school. **Availability:** students with disabilities should not travel long distances to get their educational services in urban areas schools should be available for all children in their neighborhood. **Acceptability:** curricula and teaching approaches should be provided in the need basis of the individual students like language used materials required for learning. **Adaptability:** is about flexibility to meet the learning needs of individual students which may include recruitment of teachers with disabilities (p.5).

2.3. Importance of Inclusive Education

The importance of inclusive education makes it an international issue various conferences like in Thailand, Salamanca, Dakar have been conducted to realize inclusion. As a result documents have been developed. As a continuation of it from the sustainable development goals the fourth goal is about equitable and quality education. The targets of this goal include the importance of inclusive early child preprimary education. Target 4.2 by 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. Target 4.a by 2030 build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all (UNESCO, 2016). Nations of the world guarantees free basic education is the constitutional right of all children so it is the duty of nations to ensure children with disabilities equitable quality education in an inclusive environment (Global Partnership for Education, 2018).

Inclusive education is not a choice for sake of modernity only it is a mandatory to meet the needs of citizens who exist in the school system. It is not a onetime process, it is long lasting (Dimov, Iliev, & Atanasoska, 2014). Early childhood education is the most effective time to develop the full potential of children by strengthening their practices and preventing them from negative

impacts to be more skillful and effective in their latter life. Investing at early times on children is most beneficiary in preparing children for better school performance, higher cognitive development. High performing early child education programs have shown improvements in academic achievements, reducing grade repetition and drop out. These effects are larger on children from disadvantaged backgrounds (Rossiter, 2016).

The society we are living in diverse in so many aspects and our preschools should also be the reflection of the society (Dukes & Smith 2006). Children learn best from the early times to appreciate, accept and live with diversity, so preschools are key institutions for appreciating and respecting of one another that can be realized through inclusion. Dukes & Smith (2006) inclusion has a benefit for parents, teachers and practitioners in feeling being part of the community and less isolated, feeling that every child is accepted, valued and appreciated, sharing of experiences, skills, knowledge and mutual understandings among practitioners, parents, wide view of community, acceptance of everyone is unique including themselves

Students with disabilities get good opportunity to interact with their peers in inclusive learning environment. Comprehensive preschools have shown positive changes in all aspects of children's developmental mile-stones (Lam et al., 2019).

2.4. Challenges of Inclusive Education in Preschools

According to Rose & Howley (2007) Inclusion remains far from complete even a lot have been done for decades it continues to be challenging for schools, teachers and policy makers. Due to varied settings and stakeholders like teachers, parents, students and community members the way and transformation to an inclusive education is complex (Doménech & Moliner, 2014). In Some teachers and parents believe that will disturb the learning of other students in the class. (Doménech & Moliner, 2014) studies on the beliefs of children with disabilities indicates that; even though some parents are not interested their children to learn in an inclusive setting, because they think that in special school their children would be more protected. On the contrary more parents support their children to learn inclusively and get social acceptance and other related positive results.

Barriers to inclusive education makes students not to be included in regular schools which include; parents of students with disabilities take their children out of school, some individuals

are not voluntary to collaborate with students who have disabilities and some teachers do not provide supports to students with disabilities (Ametepee & Anastasiou, 2015).

Ermias and Belay (2019) Inclusion should consider teaching learning materials, teacher preparation, the physical environment and community norms. The Ethiopian inclusive education is surrounded by various challenge and opportunities. Some of the promising opportunities include policy documents, proclamations, strategies and plans to improve the education of children with special needs education. Regarding the challenges gaps in awareness, knowledge and skill about special needs and inclusive education, budget and school infrastructure are the main. According to Alemayehu (2018) the main challenges in implementing inclusive education includes negative social attitude; considering disability as the source of all their limitation; exam /test oriented teaching method; social and physical environment inaccessibility; absence of support based on individual needs; and low participation of parents and policy issues; are basic barriers for inclusion. Beyond this poor pedagogical skill of teachers to deal with diverse learners is another issue of concern. (Tiwari et al., 2015) states that lack of institutional supports on classroom level implementation. Only few teachers believe that teachers have limited knowledge of inclusive education policies and ignore the policies due to their perception as inclusion is the best option for students with disabilities only.

According to UNESCO (2005) inclusion starts with small scales and requires overcoming some obstacles like existing attitude, lack of necessary skills and limited resources. In some instances children with disabilities are not permitted to attend school due to barriers of negative attitude and harmful beliefs (S Stubbs, 2008).

In some cases inclusive practices focus on including children with specific types of disabilities and on specific groups of children in to the preschools which lowers the number of participant children in the inclusive education practices. (Ametepee & Anastasiou, 2015) the number of students receiving educational services in inclusive setting is low. Students other than three types of disabilities (deafness, blindness and intellectual disability) are not considered as students with special educational needs and the service for students with special needs education emphasizes on these three types of disabilities.

2.4.1. Attitudinal challenges

Attitudes are the greatest primary obstacles, or the most important properties, to the development of inclusion in education (Winter & Raw, 2010). More than the availability of resources and school accessibility inclusive education highly relies on the attitude of teachers' specially school heads play a key role in its practice by creating positive attitude for the school staff to play their role (Westwood, 2007). All effective teaching begins from positive attitude and a desire to achieve what is best for all students in a class (Rose & Howley, 2007 p. 13). Teachers' positive attitudes towards inclusion of children with disabilities depend strongly on their experience with learners who are perceived as "challenging" Teacher education, the availability of support with in the classroom and class size are factors which influence teachers' attitudes (UNESCO 2005 p.22).

(Yada & Savolainen, 2017) Teachers have great concern about including children with disabilities in their classrooms. Teachers' attitude is the one key point for inclusive practice. The attitude of teachers towards inclusion is not as desired. Because of poor awareness in schools, teachers and community for inclusion of children with disabilities in regular schools make children not to access their right to education with their peers (Ermias and Belay 2019). According to Wearmouth, (2009) Special needs provision in schools is a major source of anxiety for parents, teachers and school governors. In some instances Parents often think education is not important for children with disabilities (Global Partnership for Education, 2018).

According to the Ethiopian Education Development Road Map 2018-2030 (MoE, 2018) Early child education is surrounded by various challenges like teachers' qualification, location, facilities and budget which are resulted from governance and curriculum but there are also promising opportunities. Moreover the qualification of the teachers' has critical impact on the quality service of the program "Unqualified teachers seriously jeopardize the preschool program."(p.9). Successful inclusion is realized by the positive attitude of teachers and all stakeholders and providing comfortable outside and inside classroom accesses.

According to Westwood, (2007) "Teachers attitude towards inclusion and towards students with disabilities is a powerful influence on the success or failure of inclusion" (p.3). Teachers who have more contact with students with special educational need have positive attitude towards including children in their classroom. Moreover teachers work experience influences their attitude towards inclusion. Researches show that in some countries teachers with low work

experience have positive attitude towards inclusion than those with long work experience and in some other countries the reverse is true (Yada, Tolvanen, & Savolainen, 2018).

2.5. The Environment of Inclusive Preschools

In order for all children participate in their nearby school in an inclusive setting, physical accessibility of the school environment by every child is primarily important. School environments including their furniture are expected to be easily accessible and comfortable for all children. Children with disabilities are either tackling with the physical inaccessibility of the schools physical environment or they are staying at home. Westwood, (2007) Students with special educational needs have difficulties in accessing the services within the school due to physical inaccessibility of the schools. In addition it is believed that any student have additional educational needs.

According to many researchers the physical environment of Ethiopian preschools are challenging for the children in most of their features. (MoE, 2018) the preschools are not favorable for children their way/outdoor and indoor environments/ their play grounds do not consider the development stage of the children. Most preschools are inappropriate for young children with developmental needs because they are unsafe and lack facilities and most schools' buildings and facilities like toilets are not accessible for children with mobility problems which are reasons for students with disabilities not to enroll in preschools (MoE 2017; Global Partnership for Education, 2018; Mulugeta, 2015).

2.6. Support Provision for Children in Inclusive Preschools

Effective supports like providing priority access to preprimary education for children with special educational needs should start as early as possible (european commission, 2013). The fundamental principle of an inclusive school is that all children should learn together, regardless of any difficulties or differences. For schools to be an inclusive school, providing supports based on the needs of all learners and opening doors to welcome diversity is a way to enrich learning for all (Winter & Raw, 2010).

Teachers should use specific teaching approaches to address the learning needs of students with special needs and they should become more familiar with the approaches (Westwood, 2007). According to Ministry of education (*Education Statistics Annual Abstract, 2009 E.C. (2016/17)*),

2016) in the absence of early intervention at the crucial developmental time of children it is harder for children to achieve their maximum potential and become successful in their education which affects their adult livelihood.

2.7. Strategies of Teaching Children in Inclusive Preschool

Teachers are a key factors in opening the future changes of children's life by making them to become problem solvers and bearing good behaviors by implementing inclusive education (Wearmouth 2009; Dimov et al., 2014). Inclusive education system requires well trained skilled, knowledgeable and committed teachers (Marimuthu & Cheong, 2015; Winter & Raw, 2010). Teachers training of teaching preschool children, their level of education, their practical experience, the skills they have, their relationship with children and parents, their attitude and skills play an important role in the education of preschool children (Rossiter, 2016).

Students with disabilities are not getting the intended supports from teachers in regular schools. Besides this there are some teachers who did their best for the wellbeing of students with disabilities by creating favorable and welcoming school environment. These are key teachers to take out students with disabilities from the muddy truck to the "normal" developmental trajectory (Mu, Hu, & Wang, 2017).

Rose & Howley (2007) it is known that students learn in various ways and teachers need to understand these varied learning styles of their students in inclusive classrooms which are expected to have diversified learning needs than regular classrooms which requires the teaching skill of teachers to address the needs of all the learners. Teaching strategies and learning needs are expected to be equally diverse. Effective teachers plan best approaches to address the learning needs of students with special educational learning needs and this have benefits to all the learners in the class. One way of addressing the learning needs of individual learners is an individualized educational plane (IEP) which contains short term targets, teaching strategies, provisions, time of plan review, exit criteria and the outcomes of individual children with special educational needs. In order to address the learning needs of students with special educational needs and all other students, teachers should work in collaboration with; other teachers, students, volunteers, professionals from education, health and social care, parents, students' peers and others. Schools will be inclusive only when teachers feel that they are equipped to meet the needs of all students in their classes.

Many teachers consider that students with disabilities are special and are ignored from participation in class activities and others believe that they cannot cope with their non-disabled peers so they are eligible for other fields. As a result teachers do not support them. Teachers are main barriers for inclusion. Study conducted in India shows that teachers' knowledge about inclusion is limited besides this their perception is contradicting with inclusion. More over teachers ignore to practice the policy of inclusion at classroom levels. Only few teachers understand that inclusion is good option for students with disabilities (Tiwari et al., 2015).

S Stubbs, (2008) put that teachers are the key actors of education quality that a child receives. In many cases teachers are under resourced and lack the capacity to address needs of the learners. Teachers should receive trainings on policies, utilization of resources and to enhance the experience of children with disabilities ensuring that children with disabilities to have bright futures. Teachers in preprimary schools should be accurate and purposeful in identifying and assessing children and providing them with appropriate supports. teachers of preprimary schools in Ethiopia are poorly equipped to identify the needs of children with disabilities and to address these needs. As a result children with special educational needs do not get the opportunity to attend the preprimary education and those who attend do not get the necessary supports (MoE, 2016). Since inclusive education is evolving in developing countries teachers have not the opportunity to experience inclusive education or see the practice at schools. Lack of teacher capacity to address the learning needs of children with disabilities can lead to demotivation and drop out from schools for children (Global Partnership for Education, 2018).

Teachers are expected to be competent in understanding the needs of children with special needs education and addressing the needs of individual learners by making the school access more comfortable for all of them than struggling to make them suitable for the education or school system. According to Sue Stubbs, (2008) in the practice of inclusive education emphasis should be given to adapting the education system to the child than adapting the child to the education system.

2.8. Teaching and Learning Materials

Teaching and learning materials play a vital role in making the curriculum tangible and easily achieved by students by helping them to use their full potential. The necessities of learning materials become more critical to students with varied types of disabilities because the materials

serve as a supportive or in some cases a substitution for the missed part of sense organs in their learning. For instance audio aids, braille materials, are important for children with visual impairment and hearing aids, visual materials are necessary for children with hearing impairments and children with other type of disabilities require other materials based on their type and severity level of disability for accessing and facilitating their learning. Providing children with disabilities the basic learning materials in the regular inclusive classrooms support students to feel included with their peers. (Tiwari et al., 2015) Inclusive education guaranteed students with disabilities to be active participants in the general school by providing them all the necessary materials and supports to reach their full potential.

Shortage of educational materials leads children with disabilities to depend on other students without disabilities. Schools low awareness level results for lack of resources and shortage of professional teachers to accommodate children with disabilities (Ermias and Belay 2019). According to (Rossiter, 2016) the main barrier in accessing early child education in Ethiopia has been lack of infrastructure (p. 16).

Rose & Howley, (2007); Global Partnership for Education, (2018) access to resources is important feature of the physical environment. Resources should be available and positioned at places where all students can easily access them at all times. An introduction of new teaching approach requires resources to successfully implement it unless it is adequately resourced the success of learning process is in question. Equipping teachers with better materials in inclusive education is a strategy for improving quality of teaching to respond to diversity. The classroom environment of students with special educational needs should consider some important features like; different furniture, seating arrangements, displays and reduction of destruction which have an impact on students participation and inclusion. Lack of learning materials is a barrier for children to access educational service by facilitating decreased motivation, participation and school drop outs.

CHAPTER THREE

3. Methodology

3.1. Research design

In this research a quasi-mixed design (both quantitative and qualitative approaches) was used to better understand the practice of inclusion, the attitudes, challenges and opportunities at grass root level in including children with disabilities in preschools. A survey method is used to answer the research questions quantitatively and interpretive method qualitatively. Mixed method research creates comprehensive understanding to answer complex research questions than single method approach (Cohen, Manion and Morrison, 2018, p.33; Creswell, 2012, p.535). According to Mertens and Maclaughlin (2004) Using more than one method in a research enables to obtain a complete picture of human behavior and experience and able to achieve research goals more quickly (p. 113). Data have been both quantitatively and qualitatively analyzed and presented. The number of children with disabilities and teachers in the preschools, attitude of teachers, accessibility of the preschools, services in these schools the good practices, Opportunities and internal and external challenges regarding the practice have quantitatively presented. Data collected through interview and open ended questions about the practice of inclusion is qualitatively described.

3.2. Study area

This study was conducted in the capital city of Tigray/Mekelle city administration/ which is located 780 kilometers to the north from Addis Ababa. The total number of preschools in Mekelle is 104 with 1119 teachers/misses/ providing service to 17,901 children. From the total preschools two preschools are government owned special preschools which provide services for children with special educational needs. One is for children with hearing impairment and for children with intellectual disabilities and the other for children with visual impairment. The rest preschools are owned by private investors, none governmental organizations and faith based. The preschools are found in seven sub-cities of the city administration. These are Hawelti, Hadinet, Smien, Adi-haki, Ayder, Quiha, and Kedamay weyane with 26,23,19,16,11,6 and 3 preschools respectively.

3.3. Data sources and sampling

From all the seven sub-cities three sub-cities with the highest number of preschools, and teachers which accounts above 65% of the total preschools and 64% of the teachers in the city administration was purposively selected. This is important to have sufficient sample size and to get a representative data for all the preschools in the city administration. These sub-cities are Hawelti which have 26 preschools and 284 teachers, Hadinet with 23 preschools and 237 teachers and Semien with 19 preschools and 199 teachers respectively; totally 68 preschools and 720 teachers. More over the two special preschools are also found in Semien sub-city administration which was included in the study.

3.3.1. Participants

In this research teachers from the selected preschools (three teachers from each preschool by random sampling) in case the number of teachers is only three (from KG 1-3 only one section for each level, availability sampling was applied). In order to triangulate the data obtained from the teachers; it was planned to observe thirty schools. But because of the unwillingness of some preschools to be observed observation was held on twenty nine preschools. Principals of twelve preschools was also purposively included; four preschools from each sub-city (which was selected randomly). Three parents of children with disabilities from the preschools was selected (convenient sampling). And three parents of children with disabilities who were denied service to their child in preschool was proposed in the proposal but due to various current issues and challenges, it was unsuccessful to interview three, as a result only one parent was included using a snow ball technique.

Participants of this research are 203 teachers, 12 principals and four parents (three parents of children with disabilities in preschools and one parent of a child with disability out of school).

3.4. Instruments

Questionnaire: a questionnaire was prepared for the teachers of preschools to collect data about the practice of inclusion in preschools of Mekelle city administration. It contains back ground information of the respondents' and its main body focus on, acceptance of children with disabilities (seven questions), teachers' attitude towards the implementation of inclusive education (nine questions) and treatment of children with special educational needs (seven questions). Totally twenty three questions with five likert scale and two open ended questions

that focus on the challenges and future directions of inclusive education were prepared. The questionnaire was translated in to their mother tongue (Tigrigna).

Interview: interview was prepared for the preschool principals to collect detail information about what the preschools are doing in the education of children with disabilities in preschools. Thirteen guiding questions were prepared.

Five guiding questions were prepared for Parents of children with disabilities in which their children attending in preschools. The questions were about the educational service of their children.

Six guiding questions were also prepared for Parent of a child with disability who was denied service to her child. The questions focus on the reason and situation of denial of educational service to her child.

All the interview guide questions were translated in to Tigrigna language which is the mother-tongue of the interviewees.

Observation checklist: Forty four Yes/No check list was prepared by the researcher to get data about the practice of inclusion in the selected preschools. Fourteen checklists focus on school physical accessibility, seven checklists focus on children's social interaction among themselves, thirteen checklists focus on teachers' interaction with children or implementation of inclusive pedagogy and the rest ten checklists are about facility/availability of materials/ in the school.

Document analysis: documents in the preschools and in the sub-city education offices was tried to be analyzed to see the number of children with special educational needs who are attending in the preschools but there is no well documented information at preschool level and at sub-city level as well.

3.5. Operational definition of terms

Attitude: teachers feeling or not feeling towards inclusion of children with disabilities in preschools, to be measured by a five likert scale measurement.

Preschool: schools that provide nursery and preprimary educational services for children aged four up to six from KG1-3 respective to their age.

Inclusion: engagement of all children in the same learning environment in the access of necessary supports, which is the attendance of children with and without disabilities

Child with disability: a child who have physical or mental impairment that substantially limits major life activities; that can be measured in terms of type of disability these include (visual impairment, hearing impairment, physical impairment, intellectual disability).

Good practice: efforts made to implement inclusive education with all the skill, knowledge and materials to address the learning needs of children with special needs.

Poor practice: the practice of teaching and learning that ignores to provide support for children with special educational needs.

3.6. Data collection procedure

After developing all the instruments the questionnaire and the interview guides were translated in to Tigrigna and they were evaluated their content by the researches friend who is a lecturer in Axum University. Firstly the researcher took letter of cooperation for data collection from Addis Ababa university department of special needs education. The researcher went to the selected three sub-city education offices of Mekelle to ask their cooperation and to have information about the number of preschools, number of children with disabilities in the preschools and location of all the preschools. The researcher went to all the preschools and distributed the questionnaire papers to the principals and in some cases directly to the teachers themselves by briefing them and taking time schedule for interview with the principals and parents of children with disabilities and for collection of the papers. The most challenging one was getting parents of children with disabilities their children out of school. Only one voluntary parent was interviewed but two parents were not voluntary. The data collection was done from December 04/2019- January 10/2020 but efforts to get parent of a child with disability continue until beginning of March even though it was not successful.

3.7. Data analysis

The data that was collected through the instruments was both quantitatively and qualitatively analyzed. Data collected through questionnaire and observation was analyzed using the statistical package for social sciences (SPSS) version 20. A descriptive statistics was used. Frequency, percentage, crosstabs and chi-square test was used to describe the information collected from the participants and from observation about attitude of teachers, treatment of children/inclusive practice of teachers/, the provision of services and physical accessibility of the preschools was quantitatively presented.

A qualitative approach was also used to analyze the data collected from the interviewees and from the open ended items of the questionnaire regarding barriers and challenges of the inclusive practice in the preschools.

3.8. Ethical considerations

In this study all participants in the questionnaire and interview are included as participants based on their voluntary and willingness to participate in the study. Oral consent was obtained before the administration of the tools. They were assured that nothing will be done against their will. The participants were informed about the purpose of the research and their response will remain confidential and be used for the research/educational purpose only. Their name is not needed and personal information was/will be kept secured.

CHAPTER FOUR

4. Results

4.1. Demographic Characteristics of the Study Samples

Demographic characteristics of the samples who participated in the questionnaire (sex, age, work experience, level of education, educational qualification, experience in teaching students with disabilities and other related issues) is given below in the table in frequency and percentage:

Table 1:

Demographic characteristics of respondents (questionnaire participants)

<i>Demographic characteristics</i>		<i>Number (N)</i>	<i>Percentage (%)</i>
Sex	Male	1	0.5
	Female	202	99.5
	Missed	0	0
	Total	203	100
Age	18-25 years	119	58.5
	26-30 years	50	24.6
	>30 years	19	9.4
	Missed	15	7.4
	Total	203	100
Level of education	Grade 10	29	14.3
	Grade 12	3	1.5
	Certificate	79	38.9
	Diploma	71	35
	Degree	19	9.4
	Missed	2	1
	Total	203	100

Training duration in teaching at preschool children	No training	24	11.8
	Less than one week	11	5.4
	One week-one month	7	3.4
	Two - six months	1	0.5
	Seven months-one year	146	71.9
	Above one year	3	1.5
	Missed	11	5.4
	Total	203	100
Training in special needs education	Yes	51	25.1
	No experience	148	72.9
	Missed	4	2
	Total	203	100
Other training	Yes	158	77.8
	No experience	43	21.2
	Missed	2	1
	Total	203	100
Experience in preschool	1-5 years	124	61.1
	6-10 years	60	29.6
	>10 years	18	8.9
	Missed	1	0.5
	Total	203	100
Experience in other profession	Yes	31	15.3
	No	171	84.2
	Missed	1	0.5
	Total	203	100
Have experience in teaching children with disabilities	Yes	64	31.5
	No	139	68.5
	Missed	0	0
	Total	203	100
Currently have children with disabilities in class	Yes	43	21.2
	No	157	77.3
	Missed	3	1.5
	Total	203	100

Gathered from questionnaire

As table 1, shows that most of the participants 202 (99.5%) are females and only 1(0.5%) participant is male. In regard to their age 119(58.5%) participants are between 18-25 years, 50(24.6%) are between 26-30 years and 19(9.4%) are above 30 years of age where as 15(7.4%) participants do not mention their age.

The level of qualification, area of training, work experience and their exposure to the treatment of children with disability was also given by the respondents. Education level of the preschool teachers shows that 29(14.3%) are grade ten, 3(1.5%) are grade twelve complete, 79(38.9%) are qualified at certificate level, 71(35%) are diploma holders and 19(9.4%) are degree graduates but one participant do not express its level of education. In relation to their training duration as preschool teachers the respondents mention that 24(11.8%) of them do not get training about how to teach preschool children, 11(5.4%) teachers take a training of less than one week (one hour up to one week), 7(3.4%) of them trained for two up to six months, more teachers 146(71.9%) have trained for seven months up to one year, 3(1.5%) trained for more than one year, but 11(5.4%) did not explain their training. In relation to the trainings in special needs education 51(25.1%) have taken some kind of training about special needs education whereas the majority 148(72.9%) do not have any type of training and 4(2%) teachers are missed to tell their training experience. In the case of any other type of training 158(77.8%) teachers have other training (profession) and 43(21.9%) have not any other additional skill but 2(1%) did not declare their additional trainings.

When we see experience of the teachers more of them 124(61.1%) have an experience of one up to five years in teaching in preschools, 60(29.6%) have thought for six up to ten years and 18(8.9%) have an experience of greater than ten years as preschool teacher but 1(0.5%) have missed to mention its work experience. In relation to their experience in other profession 31(15.3%) have served in other field of work but more of the teachers 171(84.2%) have not any other experience other than teaching preschool children and 1(0.5%) did not explain it.

In regard to their experience in teaching children with disabilities 64(31.5%) teachers had children with disabilities in their previous year classes whereas 139(68.2%) have not any previous experience of teaching children with disabilities in their classes. Currently 43 (21.2%) of the teachers have children with disabilities in their classes but 157(77.3%) have not any child

with disability in their class and 3(1.5%) did not mention either they have a child with disability in their class or not.

Table 2:

Demographic characteristics of respondents (interview participants)

	<i>Sex</i>	<i>Number (N)</i>	<i>Percentage (%)</i>
Principals of preschools	Male	3	25
	Female	9	75
	Total	12	100
Parents of children with disabilities their children attending preschools	Male	-	-
	Female	3	100
	Total	3	100
Parents of children with disabilities their children not attending preschools	Male	-	-
	Female	1	100
	Total	1	100

As shown in the table 2, 3(25%) males and 9(75%) females totally 12 preschool principals were interviewed about their attitude towards the inclusion of children with disabilities in their preschools and its practice. Three parents(mothers) of children with disabilities in which their children attending in preschools were asked about the education of their children; and one mother whose child with disability is out of school was also interviewed why and how her child is out of school and her feeling about her child being out of school was communicated.

4.2. Acceptance and Support Provision to Children with Disabilities in Preschools

To register a child as their KG-1 student the preschools in Mekelle have some requirement criteria of acceptance. Children with disabilities should also fulfill the pre-requisites to access education with their peers in these preschools. Some of the preschools are more or less closed in advance for children with disabilities.

4.2.1. The Requirements of Accepting Children in to Preschools

In accepting children to attend their KG-1 most of the kindergartens have almost similar criteria of enrollment. According to the preschools principal interviewees children are expected to have the following documents or materials at hand for registration.

- *A child should be at the age four years/birth certificate is needed*
- *It should have vaccination card*
- *The child's and either parents photograph are almost mandatory for all preschools.*

In addition to the above mentioned pre-requisites other/few/ preschools request the child to have: *a medical certificate that shows the child's physical and health status and the child is free from transmitting diseases.*

In case of the boarding school for the blind and special class for the deaf and intellectual disability the criteria is different. The criteria for registration are:

- *Their age should be 7-12 years; priority is given to females, those who came from far areas, those who are totally blind and to age 7(seven) if there is space the priority continues sequentially based on their age if there is space (boarding school for blind)*
- *The number of students is determined by the availability of space in the school dormitory (because it is boarding school) probably 16-20 students yearly (boarding school for blind)*
- *Children with multiple disabilities (additional disability to blindness) are not accepted (boarding school for blind)*
- *Children with intellectual disability with medical certificate from referral hospital that indicate the level of severity (special classes for the deaf and for intellectual disability).*

4.2.2. Supports Provided in the Preschools

As the information from the preschools principals and parents of children with disabilities who are attending in preschools indicates that; some preschools principals believe their school is doing its best for children with disabilities and others accept children with disabilities are not getting access to attend in preschools and support based on their need provided that some of them declare their reason. Most of the interviewee principals raised the points below:

- *“In our school we are trying our best to support children with mild type disabilities who are attending in our school but they spent more years in the preschool than their peers.”*
- *“We have two teachers in a class, they work in collaboration when one teaches the other fellows and treats the children. When the teachers recognize any kind of problem in a child we made him/her to repeat class/level/.”*
- *“If we get children with disabilities we have special treatment, we separate their seat and we follow them specially by paying them special attention.”*

As the ideas of the preschool principals they thought that they are supporting children with disabilities in their preschools but in reality we can understand that they are psychologically damaging them by making them to repeat levels and providing them separate seat. This practice has its own negative impact on the child’s social, moral and cognitive development of the child. Beyond this the practice paves a way for other children to think that those children have some kind of weakness and consider them as negatively unique person.

Interviewee from parents of children with disabilities who are attending preschool believes that her child is not getting the right educational provision for the reason that her child is not getting changed as expected being spending more time in the preschool.

“I believe that going to school is good for my child than staying at home while his peers are learning and this makes me happy even though my child has no change. I have doubt with what the school is doing; the way they are teaching may be inappropriate for the need and potential of the child. Why I said this is that, while spending more time in the school my child has no change at all and I am not happy with this.”

On the other hand some preschool principals believe that children with disabilities require more investment for getting special materials, special teachers and special classes. Their assumption is children with disabilities should learn in separate class with special attention and they get it difficult to get all this.

“Children with disabilities require special materials special treatment because they need frequent support and in our school we do not have those special materials and special

needs education teacher who can specially treat them separately in their own class. For this reason we do not accept children with disabilities to our school.”

There are also preschools that provide support for children with disabilities with what they have. These preschools are doing their best in treating children with disabilities with their peers in the same setting by the teachers, materials, skill and knowledge they have for the overall developmental wellbeing of the children.

“We spent more time with children with disabilities specially during play time for the sack of the children’s social wellbeing. There are also support provider teachers that follow children at their play, toilet, sleep and other activities considering the behavior and type of disability of the child for their safety. Moreover we also have a health professional.”

Besides this parents of children with disabilities have also assured that their children are getting changed in many aspects of their development and they are happy with the changes they are observing on their children.

“I am very happy with the treatment and educational provision provided to children in the school because that is the reason my son has a lot of changes on all his activities like wearing clothes, self-hygiene, play and others than he had before school.”

Another mother of a child with disability attending in preschool has also added similar idea with the above expression of the mother.

“My son has a lot of changes after he start learning; he expresses his feelings in his language (sign language) and I understand him because I spent more time in the school with him and that is why I can understand the sign language even I have difficulties to use it because of this I am very happy.”

Other preschools accept children with disabilities and treat them with their peers without disabilities but they do not want this practice to be known by parents of children without disabilities because they believe that if parents knew their child is learning with a child with disability they will take out their child from the school.

“We have children with disabilities in our preschool but we think that parents of children without disabilities are not willing to learn their children with children who have disabilities so we do not disclose this to the parents.”

In regard to the teachers practice of children treatment the data collected through observation check list and questionnaire has provided the following results shown in the tables presented below.

Observation was took place in the preschools to see how teachers interact and support their children in the class during their lessons or activities. The classroom observation results is interpreted as “Good” when the checklist is “Yes” or if it focuses on addressing the need of children and “Poor” if it is “No” or if children’s needs are ignored.

Table 3:
Teachers’ intervention practice/ implementation of inclusive pedagogy

Variables	Yes		No		Total	
	<i>f(N)</i>	%	<i>f(N)</i>	%	<i>f(N)</i>	%
Teacher adapts the instruction based on children’s needs	21	72.4	8	27.6	29	100
The teacher applies possible intervention techniques based on child’s need	21	72.4	8	27.6	29	100
Teacher knows which children have difficulty and gives extra attention with enough help to support their participation and success (scaffolding)	19	65.5	10	34.5	29	100
Teacher occasionally shows awareness of individual needs of children by checking for understanding of concepts and providing minimal support.	27	93.1	2	6.9	29	100
Teacher inspires and motivates children with and without disabilities to engage in a lesson	23	79.3	6	20.7	29	100
Individualized educational plan /IEP/ is prepared for children with disabilities	0	0	29	100	29	100
Teachers know how to teach children with and without disabilities in the same classroom	4	13.8	25	86.2	29	100
The pedagogy used by teachers addresses the learning needs of all children with and without disabilities	5	17.2	24	82.8	29	100
Children with disabilities acquire the basic skill and knowledge in preschools	9	31	20	69	29	100
Teachers clearly know how to support a child with disability	2	6.9	27	93.1	29	100
Teacher gives children opportunities to expand learning/lesson to their daily lives and their experiences.	10	34.5	19	65.5	29	100

Teacher notices when some children are having difficulty and gives help to some children (with or without specific requests for help) or notices when some children are bored, and need more or other activities to keep them engaged	22	75.9	7	24.1	29	100
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Obtained from observation data

As shown in the table 3, totally 29 preschools were observed from the observed preschools teachers' instructional adaptation based on children's need is good in 21(72.4%) preschools and poor in 8(27.6%) preschools. 21(72.4%) preschools applies intervention practices to address children's needs but 8(27.6%) are poor in doing so. In paying attention and providing sufficient support to children who have difficulties 19(65.5%) preschools have good practice whereas the rest 10(34.5%) are poor. In case of showing awareness to individual needs of children by checking for understanding of concepts and minimal support provision 27(93.1%) preschools are good and 2(6.9%) are poor. 23(79.3%) preschools are good at inspiring and motivating children to engage in lessons whereas 6(20.7%) preschools are poor. All the 29(100%) preschools have not the individualized educational plan/IEP/. Teachers' knowledge how to teach children with and without disabilities in the same classroom is good in 4(13.8%) preschools and poor in 25(86.2%) preschools. The pedagogy used by teachers addresses the learning needs of children with and without disabilities in 5(17.2%) preschools but not in 24(82.8%) preschools. Children with disabilities in 9(31%) preschools acquire the basic skill and knowledge but not in 20(69%) preschools. Teachers in 2(6.9%) preschools clearly know how to support a child with disability but not in 27(93.1%) preschools. 10(34.5%) preschools provide opportunities to children to expand learning to their daily experiences but not in 19(65.5%) preschools. Teachers in 22(75.9%) preschools notices when some children are having difficulty and give support to some children (with or without specific request for help) or notices when some children are bored, and need more other activities to keep them engaged whereas 7(24.1%) preschools are poor in doing so.

The above observation checklist items was transformed in to one using the SPSS software to see the general image of the observed preschools in implementation of inclusive pedagogy

Table 4:

Frequency and percentage of teachers' interaction with children/Implementation of inclusive pedagogy in selected preschools

	Frequency(<i>f</i>)	Percent (%)
teachers have poor interaction and treatment with/to children	14	48.3
teachers have good interaction and treatment with/to children	15	51.7
Total	29	100.0

Obtained from field observation check list

As shown in table 4, from the totally observed 29 preschools; 14(48.3%) of the teachers in these preschools have poor interaction and treatment of children in their preschools. On the contrary teachers in 15(51.7%) preschools have good interaction and treatment practices to children in their preschools.

The data gathered from the questionnaire to see teachers intervention practice is also presented in the next tables.

The data collected from a questionnaire as indicated in table 5, from a total of 203 teachers who were participated to fill the questionnaire. On the item that says there are children with disabilities in our preschool but they do not get any kind of special intervention, from the total participants 45(22.2%) teachers strongly disagree, 64(31.5%) teachers disagree whereas 24(11.8%) teachers cannot decide and 57(28.1%) teachers agree and 13(6.4%) teachers strongly agree on the raised idea. In the case that their preschool is providing necessary interventions for children with disabilities based on their need 37(18.2%) teachers strongly disagree, 67(33%) teachers disagree, 23(11.3%) teachers cannot decide, 45(22.2%) teachers agree and 31(15.3%) teachers strongly agree. In regard to the involvement of preschool leaders in supporting teachers to provide intervention for children with disabilities 24(11.8%), 59(29.1%), 14(6.9%), 74(36.5%) and 32(15.8%) teachers strongly disagree, disagree, cannot decide agree and strongly agree respectively. For the item the teachers in their preschool have the training how to intervene children with disabilities, 49(24.1%), 60(29.6%), 32(15.8%), 47(20.7%), and 20(9.9%) teachers strongly disagree, disagree, cannot decide, agree and strongly agree on the idea respectively. In relation to play time that children with disabilities should sit at a specific place while others are playing, 54(26.6%), 67(33%), 13(6.4%), 36(17.7%) and 33(16.3%) teachers strongly disagree,

disagree, cannot decide, agree and strongly agree respectively. On the idea that children with disabilities should play together and children without disabilities to play together, 44(21.7%), 53(26.1%), 15(7.4%), 47(23.2%) and 44(21.7%) teachers strongly disagree, disagree, cannot decide, agree and strongly agree respectively. The point that preschools need individualized educational programs (IEP) for children to meet their specific needs, 17(8.4%), 16(7.9%), 22(10.8%), 67(33%) and 81(39.9%) teachers strongly disagree, disagree, cannot decide, agree and strongly agree respectively.

Table 5:
Teachers' intervention practices

Variables	strongly disagree		disagree		cannot decide		Agree		strongly agree		Total	
	<i>f(N)</i>	%	<i>f(N)</i>	%	<i>f(N)</i>	%	<i>f(N)</i>	%	<i>f(N)</i>	%	<i>f(N)</i>	%
There are children with disabilities in our preschool but they do not get any kind of special intervention.	45	22.2	64	31.5	24	11.8	57	28.1	13	6.4	203	100
Our preschool is providing necessary interventions for children with different types of disabilities based on their need.	37	18.2	67	33	23	11.3	45	22.2	31	15.3	203	100
Leaders of the preschool are involved in supporting teachers to provide intervention for children with disabilities.	24	11.8	59	29.1	14	6.9	74	36.5	32	15.8	203	100
The teachers in our preschool have the training how to intervene children with disabilities.	49	24.1	60	29.6	32	15.8	42	20.7	20	9.9	203	100
During play time children with disabilities should sit in a specific place while others are playing.	54	26.6	67	33	13	6.4	36	17.7	33	16.3	203	100
At play time children with disabilities should play together and children without disabilities to play together.	44	21.7	53	26.1	15	7.4	47	23.2	44	21.7	203	100

Preschools need individualized educational programs (IEPs) for children to meet their specific needs. 17 8.4 16 7.9 22 10.8 67 33 81 39.9 203 100

Obtained from questionnaire data

The above items are merged /transformed/ in to the following table to see the general practice of teachers' intervention activities.

Table 6:
Frequency and percentage of teachers' intervention practices/implementation of inclusive pedagogy/

	Frequency (<i>f</i>)	Percent (%)
there is poor intervention practice	116	57.1
there is good intervention practice	87	42.9
Total	203	100.0

Obtained from questionnaire

As can be seen in table 6, it shows that from the total participants 203(100%) selected preschool teachers of Mekelle who filled the questionnaire; 116(57.1%) of the teachers implements poor intervention practices and 87(42.9%) of them implements good intervention practices.

The intervention practice of teachers' in terms of their demographic characteristics was also tried to be seen as represented in the table below

Table 7:
Frequency and percentage of teachers' intervention practice/implementation of inclusive pedagogy/ in terms of experience, level of education, training duration, experience with disability and awareness about special needs education

Variables	Groups	Teachers' intervention practice				Total (<i>f</i>)
		poor practice		good practice		
		(<i>f</i>)	(%)	(<i>f</i>)	(%)	
Work experience in teaching preschool children	1-5 years	61	49.59	62	50.41	123
	6-10 years	40	66.67	20	33.33	60
	>10 years	15	83.33	3	16.67	18

	Total	116	57.71	85	42.29	201
Level of education	Grade 10	14	48.26	15	51.74	29
	Grade 12	3	100	0	0	3
	Certificate	42	53.16	37	46.84	79
	Diploma	44	61.97	27	38.03	71
	Degree	12	63.16	7	36.84	19
	Total	115	57.21	86	42.79	201
Training duration as preschool teacher	No training	12	50	12	50	24
	less than one week	6	54.55	5	45.45	11
	1 week-1 months	3	42.86	4	57.14	7
	1-6 months	0	0	1	100	1
	7 months-1 year	86	58.90	60	41.10	146
	>1 year	2	66.67	1	33.33	3
	Total	109	56.78	83	43.22	192
Experience in teaching children with disability	Yes	78	57.78	57	42.22	135
	No	37	56.92	28	43.08	65
	Total	115	57.5	85	42.5	200
Take training in special needs education	Yes	87	58.78	61	41.22	148
	No	26	50.98	25	49.02	51
	Total	113	56.78	86	43.22	199

Gathered from questionnaire

As shown in table 7, teachers' inclusive practice in terms of their background characteristics is given. From this we can see that the practice of teachers in terms of their experience is; 123 teachers who work for 1-5 years as preschool teachers, 61(49.59%) have poor practice and 62(50.41%) of them have good practice of inclusion. From 60 teachers who worked for 6-10 years, 40(66.67%) of them have poor practice and 20(33.33%) teachers have good practice. 18 teachers that work for above 10 years 15(83.33%) have poor practice and 3(16.67%) have good practices. Form this we understand that as the work experience of teachers' increases their

inclusive practice decreases. In the case of their education those teachers with higher educational level poorly implements inclusive practices and the practice of those with lower level of educational qualification is good. This is from 29 grade ten graduate teachers 14(48.26%) teachers have poor practice of inclusion and 15(51.74%) of them have good practice. Three grade twelve teachers all have poor performance. From 79 certificate level graduates 42(53.16%) are poor practitioners and 37(46.84%) are good practitioners. And from 71 diploma and 19 degree graduates 44(61.97%) and 12(63.16%) perform poorly respectively and 27(38.03%) and 7(36.84%) have good practice respectively. In regard to their training duration there is almost proportional number of poor and good practices for those who take less than seven months training and those without any training. From 146 teachers who trained for seven months up to one year 86(58.90%) are with poor practice and 60(41.10%) are good practitioners. In relation to their experience in teaching children with disabilities 135 teachers have an exposure to a child with disability from these 78(57.78%) are poor practitioners and 57(42.22) are good practitioners. In terms of training in special needs education from 148 who have training 87(58.78%) are poor in practicing inclusion and 61(41.22%) have good practice. And from 51 teachers without training 26(50.98%) and 25(49.02%) are poor and good practitioners respectively.

Besides this a chi-square test was also used to see the relationship between participants' demographic characteristics and their practice of inclusion and the result is displayed in the next table.

Table 8:

Chi-square test of teachers' demographic characteristics and their intervention practice/implementation of inclusive pedagogy/

Variables	Group	Teachers' intervention practice				Pearson chi-square test		
		poor practice		good practice		value	df	p
		(f)	(%)	(f)	(%)			
Work experience in teaching preschool children	1-5 years	61	49.59	62	50.41	11.472	3	0.009
	6-10 years	40	66.67	20	33.33			
	>10 years	15	83.33	3	16.67			

	Total	116	57.71	85	42.29			
Level of education	Grade 10	14	48.26	15	51.74	5.971	5	0.309
	Grade 12	3	100	0	0			
	Certificate	42	53.16	37	46.84			
	Diploma	44	61.97	27	38.03			
	degree	12	63.16	7	36.84			
	Total	115	57.21	86	42.79			
Training duration as preschool teacher	No training	12	50	12	50	2.932	6	0.817
	less than one week	6	54.55	5	45.45			
	1 week-1 months	3	42.86	4	57.14			
	1-6 months	0	0	1	100			
	7 months-1 year	86	58.9	60	41.1			
	>1 year	2	66.67	1	33.33			
	Total	109	56.78	83	43.22			
	Total	115	57.5	85	42.5			
Experience in teaching children with disability	Yes	78	57.78	57	42.22	0.013	1	0.909
	No	37	56.92	28	43.08			
	Total	115	57.5	85	42.5			
Take training in special needs education	Yes	87	58.78	61	41.22	0.941	1	0.332
	No	26	50.98	25	49.02			
	Total	113	56.78	86	43.22			

Gathered from questionnaire

As can be seen from table 8, concerning the work experience of preschool teachers and their intervention practice the chi-square=11.472, df=3, p=.009, there is statistically significant association between teachers work experience and their intervention practice ($X^2=11.472$, df=3, $p<.05$). In other words teachers work experience has a relationship with their practice of inclusion. In terms of education level chi-square=5.971, df=5, p=.309, teachers level of education has not significance association with their practice of inclusion ($X^2=5.971$, df=5, $p>.05$) this indicates that teachers education level and their practice of inclusion are not interrelated. In regard to their training duration as preschool teachers chi-square value=2.932, df=6, p=.817 this also shows there is no significance association between preschool teachers training duration as preschool teachers and their practice of intervention ($X^2=2.932$, df=6, $p>.05$). The experience of teachers in teaching children with disabilities chi-square value=.013, df=1, p=.909 there is no significance association between teachers experience in teaching

children with disabilities and their intervention practices ($X^2=.013$, $df=.909$, $p>.05$). In regard to teachers training in special needs education chi-square=.941, $df=1$ $p=.332$ there is no significance association between teachers training in special needs education and their inclusive practice ($X^2=.941$, $df=1$, $p>.05$). In other words there is no relationship between training in special needs education with the inclusive practice of teachers.

4.3. Preschool Principals and Teachers Attitude towards Inclusive Education in Preschools

How do preschool teachers in Mekelle perceive the inclusion of children with disabilities in preschools?

The attitudes of preschool teachers and principals were analyzed by questionnaire and interview respectively. These are presented quantitatively and qualitatively.

4.3.1. Teachers' attitude towards inclusion of children with disabilities in preschools

The teachers' attitude is measured by various questions that focus on the views of the teachers to the way how and where children with disabilities should learn. If their response is against the learning of children with and without disabilities in the same setting/learning classroom environment/ in the presence of necessary supports it is referred as negative attitude and if they support learning together with provision of supports based on the needs of children it is considered as positive attitude.

To determine teachers' attitude towards inclusion the questionnaire that was distributed to participants has bring the data displayed in table 9, from 203 participant teachers. From the attitude items for the item that says children with different types of disabilities should learn with children without disabilities in the same preschool, 43(21.2%), 80(39.4%), 15(7.4%), 36(17.7%) and 29(14.3%) teachers strongly disagree, disagree, cannot decide agree and strongly agree respectively. in the point that the teacher is interested to teach/treat children with and without disabilities in the same school/class, 34(16.7%), 75(36.9%), 11(5.4%), 57(28.1%) and 26(12.8%) teachers strongly disagree, disagree, cannot decide agree and strongly agree respectively. For the point that children with disabilities should learn in special preschools separately, 48(23.6%), 63(31%), 11(5.4%), 60(29.6%) and 21(10.3%) teachers strongly disagree, disagree, cannot decide agree and strongly agree respectively. In the case of the item I am trained to teach children with and without disabilities in the same classroom, 34(16.7%), 72(35.5%), 9(4.4%),

73(36.5%) and 14(6.9%) teachers strongly disagree, disagree, cannot decide agree and strongly agree respectively. on the item inclusive preschools are better than special preschools for children with disabilities to learn, 42(23.6%), 66(32.5%), 21(10.3%) 42(20.7%)and 26(12.8%) teachers strongly disagree, disagree, cannot decide agree and strongly agree respectively. In regard the item it is impossible to teach children with disabilities with children without disabilities in the same preschool, 59(29.1%), 66(32.5%), 18(8.9%), 44(21.7%), and 16(7.9%) teachers strongly disagree, disagree, cannot decide agree and strongly agree respectively. In the case I am interested to teach children with disabilities in an inclusive preschool but I do not know how to do that, 25(12.3%), 60(29.6%), 28(13.8%), 61(30%), and 29(14.3%) teachers strongly disagree, disagree, cannot decide agree and strongly agree respectively. for the item inclusive education is good in primary schools but not in preschools, 51(25.1%), 65(32%), 28(13.8%) 41(20.2%) and 18(8.9%) teachers strongly disagree, disagree, cannot decide agree and strongly agree respectively. In the final item that teaching children with disabilities along with those without disabilities have positive social and emotional benefit, 24(11.8%), 48(23.65), 12(5.9%), 79(38.9%), 40(19.7%) teachers strongly disagree, disagree, cannot decide agree and strongly agree respectively.

Table9:
Teachers' attitude towards inclusion

Items	strongly disagree		Disagree		cannot decide		agree		strongly agree		Total	
	f(N)	%	f(N)	%	f(N)	%	f(N)	%	f(N)	%	f(N)	%
Children with different types of disabilities should learn together with children without disabilities in the same preschool	43	21.2	80	39.4	15	7.4	36	17.7	29	14.3	203	100
I am interested to teach/treat children with and without disabilities in the same school/class.	34	16.7	75	36.9	11	5.4	57	28.1	26	12.8	203	100
Children with disabilities should learn in special preschools separately.	48	23.6	63	31	11	5.4	60	29.6	21	10.3	203	100

I am not trained to teach children with and without disabilities in the same classroom.	34	16.7	72	35.5	9	4.4	74	36.5	14	6.9	203	100
Inclusive preschools are better than special preschools for children with disabilities to learn.	48	23.6	66	32.5	21	10.3	42	20.7	26	12.8	203	100
It is impossible to teach children with disabilities together with children without disabilities in the same preschool.	59	29.1	66	32.5	18	8.9	44	21.7	16	7.9	203	100
I am interested to teach children with disabilities in an inclusive preschool but I do not know how to do that.	25	12.3	60	29.6	28	13.8	61	30	29	14.3	203	100
Inclusive education is good but not in preschools (it should be in primary school and above).	51	25.1	65	32	28	13.8	41	20.2	18	8.9	203	100
Teaching children with disabilities along with those without disabilities have positive social and emotional benefit.	24	11.8	48	23.6	12	5.9	79	38.9	40	19.7	203	100

Obtained from questionnaire data

The general attitude of teachers towards the inclusion of children with disabilities with their peers without disabilities based on the above data was summarized in the following table.

Table 10:

Frequency and percentage of teachers' attitude towards inclusion

	Frequency (<i>f</i>)	Percent (%)
teachers have negative attitude towards inclusion	114	56.2
teachers have positive attitude towards inclusion	89	43.8
Total	203	100.0

Gathered from questionnaire

As displayed in table 10, the attitude of teachers towards inclusive education is from the total participants of 203(100%) teachers, 114(56.2%) teachers have negative attitude towards inclusion of children with disabilities in preschools and 89(43.8%) of them have positive attitude.

Table 11:

Frequency and percentage of teachers' attitude towards inclusion in terms of experience, level of education, training duration, experience with disability and awareness about special needs education

Variables	Group	Teachers' attitude towards inclusion				Total (f)
		have negative attitude		have positive attitude		
		(f)	(%)	(f)	(%)	
Work experience	1-5 years	63	51.22	60	48.78	123
	6-10 years	39	65	21	35	60
	>10 years	12	66.67	6	33.33	18
	Total	114	56.72	87	43.28	201
Level of education	Grade 10	16	55.17	13	44.83	29
	Grade 12	2	66.67	1	33.33	3
	Certificate	41	51.90	38	48.10	79
	Diploma	45	63.38	26	36.62	71
	Degree	9	47.37	10	52.63	19
	Total	113	56.22	88	43.78	201
Training duration	No training	13	54.17	11	45.83	24
	less than one week	7	63.64	4	36.36	11
	1week-1 months	3	42.86	4	57.14	7
	1-6 months	0	0	1	100	1
	7 months-1 year	82	56.16	64	43.84	146
	>1 year	2	66.67	1	33.33	3
	Total	107	55.73	85	44.27	192

Experience in teaching children with disability	Yes	75	55.56	60	44.44	135
	No	38	58.46	27	41.54	65
	Total	113	56.5	87	43.5	200
Take training in special needs education	Yes	79	53.38	69	46.62	148
	No	32	62.75	19	37.25	51
	Total	111	55.78	88	44.22	199

Gathered from questionnaire

Table 11, reveals, the attitude of teachers towards the inclusion of children with disabilities in relation to their work experience is, from 123 teachers who serve for 1-5 years as preschool teachers 63(51.22%) have negative attitude and 60(48.78%) of them have positive attitude. From 60 teachers with 6-10 years of work experience as preschool teachers 39(65%) teachers are with negative attitude and 21(35%) are with positive attitude towards inclusion. From 18 teachers with above 10 years work experience 12(66.67%) have negative attitude and 6(33.33%) have positive attitude. This indicates that more number of teachers with more work experience have negative attitude and those with less work experience have positive attitude towards inclusion of children with disabilities in preschools. In terms of the teachers education level, and training duration there is no clear relationship among level of education and teachers attitude towards inclusion. The teachers level of education grade ten, twelve, certificate, diploma and degree with 16(55.17%), 2(66.67%), 41(63.64%), 45(63.38%) and 9(47.37%) respectively have negative attitude and 13(44.83%), 1(33.33%), 38(48.10%), 26(36.62%) and 10(52.63%) respectively have positive attitudes. In the case of teachers training duration as preschool teachers those without any training, trained for less than one week, one week up to one month, one up to six months, seven months up to one year and greater than one year length of training 13(54.17%), 7(63.64%), 3(42.86%), 0(0%), 82(56.16%) and 2(66.67%) respectively have negative attitude and 11(45.83%), 4(36.36%), 4(57.14%), 1(100%), 64(43.84%) and 1(33.33%) respectively have positive attitude towards including children with disabilities in preschools. In regard to the experience of teachers in teaching children with disabilities from 135 teachers 75(55.56%) have negative attitude and 60(44.44%) have positive attitude and from 65 teachers with no experience of teaching children 38(58.46%) have negative attitude and 27(41.54%) have positive attitude

towards including children in preschools. In relation to their training or awareness in special needs education 148 teachers who have awareness/training 79(53.38%) have negative attitude and 69(46.62%) have positive attitude; and from 51 teachers without training 32(62.75%) are with negative attitude and 19(37.25%) are with positive attitude. So both experience in teaching children with disabilities and awareness about special needs education do not bring a clear difference from those without experience and training in preschool teachers of Meklle.

Beyond this chi-square test was also used to see the association of teachers' demographic characteristics with their attitude towards inclusion. The following table was obtained

Table 12:

Chi-square test of teachers' demographic characteristics and their attitude towards inclusion

Variables	Group	Teachers' attitude towards inclusion				Pearson chi-square test		
		have negative attitude		have positive attitude		value	df	p
		(f)	(%)	(f)	(%)			
Work experience	1-5 years	63	51.22	60	48.78	5.213	3	0.157
	6-10 years	39	65	21	35			
	>10 years	12	66.67	6	33.33			
	Total	114	56.72	87	43.28			
Level of education	Grade 10	16	55.17	13	44.83	4.101	5	0.535
	Grade 12	2	66.67	1	33.33			
	Certificate	41	51.9	38	48.1			
	Diploma	45	63.38	26	36.62			
Training duration	Degree	9	47.37	10	52.63	2.457	6	0.873
	Total	113	56.22	88	43.78			
	No training	13	54.17	11	45.83			
	less than one week	7	63.64	4	36.36			
Experience in teaching children with disability	1 week-1 months	3	42.86	4	57.14	0.151	1	0.698
	1-6 months	0	0	1	100			
	7 months-1 year	82	56.16	64	43.84			
	>1 year	2	66.67	1	33.33			
	Total	107	55.73	85	44.27			
	Yes	75	55.56	60	44.44			
No	38	58.46	27	41.54				
Total	113	56.5	87	43.5				

Take training in special needs education	Yes	79	53.38	69	46.62	1.349	1	0.245
	No	32	62.75	19	37.25			
	Total	111	55.78	88	44.22			

Gathered from questionnaire

As table 12, reveals chi-square value=5.213, df=3 P=.157 this tells that there is no significance association between teachers work experience and their attitude towards inclusion ($X^2=5.213$, df=3, $p>.05$). The chi-square value=4.101, df=5, P=.535, this indicates there is no significant association between level of education and their attitude towards inclusion ($X^2=4.101$, df=5, $P>.05$). In case of teachers training duration as preschool teachers the chi-square value=2.457, df=6, P=.873, this represents there is no significant association between teachers training duration and their attitude towards inclusive education ($X^2=2.457$, df=6, $p>.05$). In the case of teachers experience in teaching children with disabilities the chi-square value=.151, df=1, P=.698, there is no significance association between teachers experience in teaching children with disabilities with their attitude towards inclusive education ($X^2=.151$, df=1, $p>.05$). And the chi-square value=1.349, df=1, $p=.245$, indicates there is no significance association between teachers training in special needs education and their attitude towards inclusive education ($X^2=1.349$, df=1, $P>.05$).

4.3.2. Preschool principals' attitude towards inclusion

The preschool principals reported that their schools have not well trained skilled full and knowledgeable teachers, special materials and special supporters to fully implement inclusive education in their schools. Having these limitations in place in almost all the preschools; some preschools principals reported that even though they do not accept children with severe disabilities they are accepting children with mild disabilities and teach them inclusively without any kind of training how to do that. But they work in collaboration with teachers and held discussions to share their practical experiences.

Some views of the principals include:

- *“We are ready to implement inclusion and we had had students with disabilities in the previous years but we need knowledge and skill for its practice.”*
- *“... We are teaching children with disabilities without any kind of training we did it traditionally for those with mild disabilities.”*

- *“Teachers are voluntary to do their best for children with disabilities that is why we are accepting children with disabilities and parents acknowledge that.”*

While some others reported that they are willing to accept children with disabilities but no child appear to their school.

- *“We want to accept children with disabilities but they are not coming...”*
- *“We do not have child with disability now but we have to plan for the future.”*

On the other hand others reported that their school is not ready to accept children with disabilities currently and others added they will accept for the future by preparing special class for them after they make ready every necessary material and man power for them.

The principals’ beliefs are:

- *“It is very difficult because it requires special materials, well trained and skilled man power but we have a plan for the future to teach them in a separate class.”*
- *“Teachers are not voluntary because they have psychological, skill and knowledge limitations and they want their children to be clever so we do not force them.”*
- *“... The materials are not available in the market”*

Some other principals also reported that inclusion as the mandate of the government and if the government declares that inclusion is mandatory they will do it.

- *“... It is done by the government but if the government says that inclusion should be implemented we will do it.”*

4.4. Accessibility of Preschools

Are preschools in Mekelle easily accessible by all children?

One of the basic issues in including children with disabilities is the ease of access of the preschools. Preschools physical accessibility and availability of facilities were analyzed from observation check list.

4.4.1. Physical accessibility

The physical accessibility of schools' physical features, buildings, classrooms, sleeping rooms, feeding rooms, chairs, toilets, path ways, play grounds and school compound is observed.

The result of the observation as shown table 13, implies that 16(55.2%) preschools have accessible school compound by all children with different types of disabilities and the rest 13(44.8%) preschools are not easily accessible. The school buildings of 6(20.7%) preschools are accessible for all children but 23(79.3%) preschools are not easily accessible. Path ways are safe and accessible by all children in 12(31.4%) preschools but not in 17(58.6%) preschools. Classrooms in 12(41.4%) preschools are safe comfortable and have enough space for all children to do all indoor activities but not in 17(58.4%) preschools. Desks/chairs are comfortable for all children in 16(55.2%) preschools but not in 13(44.8%) preschools. Latrines are safe and easily accessible by all children in 9(31%) preschools but not in 20(69%) preschools. Feeding rooms are easily accessible in 12(41.4%) preschools but not in 17(58.6%) preschools the same number of preschools is true for sleeping room comfort ability for all children. In regard to play ground and materials 11(37.95) preschools are easily accessible but 18(62.9%) preschools are not. The school surrounding of 15(51.7%) preschools are safe from physical hazards and unsafe equipment but 14(48.3%) preschools are not safe. Play materials in 16(55.2%) preschools are comfortable for all children but not in 13(44.8%) preschools. All children in 16(55.2%) preschools can access materials that are organized in to learning corners but not children in 13(44.8%) preschools. The school yard has adequate space for play and materials that support gross motor activities in 19(65.5%) preschools while 10(34.5%) preschools do not have. Seat and access to a writing surface that are appropriately sized for pre-primary-aged children including children with different types of disabilities fits to all children in 19(65.5%) preschools and not in 10(34.5%) preschools.

Table 13:
School accessibility

Variables	Yes		No		Total	
	<i>f(N)</i>	%	<i>f(N)</i>	%	<i>f(N)</i>	%
The school compound is easily accessible by all children (wheel chair users, blind students, students with motor/physical impairments, etc.)	16	55.2	13	44.8	29	100
The school buildings are easily accessible by all children	6	20.7	23	79.3	29	100

Path ways are safe and accessible by all children	12	41.4	17	58.6	29	100
Classrooms are safe, comfortable and have enough space for all attending children to do all indoor activities.	12	41.4	17	58.6	29	100
Desks/chairs are comfortable for all children	16	55.2	13	44.8	29	100
Latrines are safe and easily accessible by all children	9	31	20	69	29	100
Feeding rooms are easily accessible for all children	12	41.4	17	58.6	29	100
Sleeping room is comfortable for all children	12	41.4	17	58.6	29	100
Recreation/play grounds and materials are safe and accessible for all children	11	37.9	18	62.1	29	100
Surrounding is safe from physical hazards and unsafe equipment	15	51.7	14	48.3	29	100
Play materials are comfortable for all children	16	55.2	13	44.8	29	100
All children access materials that are organized into learning corners (for example, book area, fantasy play, discovery area, educational toys, blocks, art area)	16	55.2	13	44.8	29	100
School yard has adequate space for play and some equipment for gross motor activities	19	65.5	10	34.5	29	100
All children have a seat and access to a writing surface that are appropriately sized for pre-primary-aged children including children with different types of disabilities	19	65.5	10	54.5	29	100

Obtained from observation data

The observation checklist items are summarized in to table 14, to generalize the accessibility of the schools.

Table 14:

School accessibility cumulative result

	Frequency (<i>f</i>)	Percent (%)
school is not easily accessible for all children	14	48.3
school is easily accessible for all children	15	51.7
Total	29	100.0

Obtained from field observation check list

As table 14, indicates that from the totally observed 29 preschools 14(48.3%) preschools physical environment is not easily accessible for all children whereas 15(51.7%) preschools physical environment is easily accessible for all children.

4.4.2. Availability/accessibility of learning materials

As all other children without disabilities children with disabilities also need materials that foster their learning. The facilities of the materials were observed their availability in the preschools.

Table 15, shows the availability of the learning materials in the observed 29 preschools. From the observed preschools none of them have magnifying aides/lenses/, eye glasses and prepared braille books. 3(10.3%) preschools have tactile materials like raised geometric shapes, animals shapes, raised lines of different shapes and the like but 26(89.7%) preschools do not have. 1(3.45) preschool has bulletin board to make braille letters before starting the braille book but the rest 28(96.6%) preschools do not have this material. Abacus is available in 1(3.4%) preschool and not in the 28(96.6%) preschools. The same is also true for braille materials, hearing aids, sign language manual materials, cane and wheelchair and specialist teacher to support children with disabilities for each of these 1(3.4%) preschool has the materials in each of the above listed materials but 28(96.6%) preschools do not have. 2(6.9%) preschools have resource rooms but 27(93.1%) preschools do not have.

Table 15:
Learning facilities

Variables	Yes		No		Total	
	<i>f(N)</i>	%	<i>f(N)</i>	%	<i>f(N)</i>	%
Magnifying aids/lenses/ and eye glasses area available in the preschool	0	0	29	100	29	100
Tactile materials (example, raised geometric shapes, animals shapes, raised lines of different shapes, etc.) are available	3	10.3	26	89.7	29	100
Bulletin board to make Braille letters before starting the Braille book is available	1	3.4	28	96.6	29	100
Preschool Braille books are prepared	0	0	29	100	29	100
Abacus is ready in the preschool	2	6.9	27	93.1	29	100
Braille materials are available	1	3.4	28	96.6	29	100
Hearing aids are available	1	3.4	28	96.6	29	100
Sign language manual materials are available in the school	1	3.4	28	96.6	29	100
Cane and wheel chair are ready	1	3.4	28	96.6	29	100
Resource room is prepared	2	6.9	27	93.1	29	100
Specialist teacher to support children with disabilities is hired	1	3.4	28	96.6	29	100

Obtained from observation data

The above list of materials checklist was merged as shown in table 16, to determine the availability of learning materials in the preschools.

As indicated in table 16, significant number of preschools 26(89.7%) have not any learning facility that support for the education of children with disabilities and small number 3(10.3%) of them have facilities that support the learning of children with disabilities in which the two are special preschools for the students with visual impairment and hearing impairment from the totally observed 29 preschools.

Table 16:

Learning facilities cumulative result

	Frequency (<i>f</i>)	Percent (%)
there is no sufficient learning facility in the school	26	89.7
there is sufficient learning facility in the school	3	10.3
Total	29	100.0

Obtained from field observation check list

In addition to the researchers observation the data gathered from the questionnaire is also presented below.

Table 17:

Access of facility and acceptance of children

Variables	strongly disagree		disagree		cannot decide		agree		strongly agree		Total	
	<i>f(N)</i>	%	<i>f(N)</i>	%	<i>f(N)</i>	%	<i>f(N)</i>	%	<i>f(N)</i>	%	<i>f(N)</i>	%
Our preschool is not willing to accept children with disabilities.	87	42.9	54	26.6	18	8.9	38	18.7	6	3	203	100
Our preschool has materials like Braille, sign language manual, wheel chair, etc. to support children with different types of disabilities.	63	31	75	36.9	24	11.8	24	11.8	17	8.4	203	100

Our preschool encourages parents to bring their children with disabilities to our preschool to learn.	43	21.2	63	31	16	7.9	44	21.7	37	18.2	203	100
The preschool leaders make aware to all teachers how to teach children with different types of disabilities.	54	26.6	66	32.5	8	3.9	51	25.1	24	11.8	203	100
Our preschool has prepared in advance the necessary materials for children with disabilities to learn with.	63	31	63	31	29	14.3	31	15.3	17	8.4	203	100
Our school's classrooms and play ground is easily accessible and comfortable for all children.	35	17.2	50	24.6	4	2	52	25.6	62	30.5	203	100
I am aware of how to teach children with disabilities in preschools.	46	22.7	67	33	18	8.9	40	19.7	32	15.8	203	100

Obtained from questionnaire data

As it can be seen from table 17, 203 teachers were participated to fill the questionnaire and their responses are presented here. For the item our preschool is willing to accept children with disabilities, 87(42.9%), 54(26.6%), 18(8.9%), 38(18.7%) and 6(3%) teachers strongly disagree, disagree, cannot decide, agree and strongly disagree respectively. To the statement our preschool has materials like braille, sign language manual, wheelchair, etc. to support children with different types of disabilities, 63(31%), 75(36.9%), 24(11.8%), 24(11.8%) and 17(8.4%) teachers strongly disagree, disagree, cannot decide, agree and strongly disagree respectively. For the item our preschool encourages parents to bring their children with disabilities to our preschool to learn, 43(21.2%), 63(31%), 16(7.9%), 44(21.7%), and 37(18.2%) teachers strongly disagree, disagree, cannot decide, agree and strongly disagree respectively. In regard to the preschool leaders make aware to all teachers how to teach children with different types of disabilities, 54(26.6%), 66(32.5%), 8(3.9%), 51(25.1%) and 24(11.8%) teachers strongly disagree, disagree, cannot decide, agree and strongly disagree respectively. for the item our preschool has prepared in advance the necessary materials for children with disabilities to learn with, 63(31%), 63(31%), 29(14.3%), 31(15.3%) and 17(8.4%) teachers strongly disagree, disagree, cannot decide, agree and strongly disagree respectively. for the point our school's classrooms and playground are

easily accessible and comfortable for all children, 35(17.2%), 50(24.6%), 4(2%), 52(25.6%) and 62(30.5%) teachers strongly disagree, disagree, cannot decide, agree and strongly disagree respectively. And on the point that I am aware of how to teach children with disabilities in preschools, 46(22.7%), 67(33%), 18(8.9%), 40(19.7%) and 32(15.8%) teachers strongly disagree, disagree, cannot decide, agree and strongly disagree respectively.

The above presented data is summarized in the following table to see the general image of the preschools facilities.

Table 18:

Access of facility and acceptance of children cumulative result

	Frequency(f)	Percent (%)
school has no access of facility and is not welcoming to all children	116	57.1
school has access of facility and welcomes all children	87	42.9
Total	203	100.0

Gathered from questionnaire

The analyzed data from table 18, reveals that from the total 203 participants of the questionnaire 116(57.1%) of them reported the schools has no access of facility and are not welcoming to all children and 87(42.9%) of the participants said the preschools have good access of facility and welcoming school environment to all children.

In regard to materials an interview held with principals about availability of materials that support children with disabilities indicate that most of the preschools declare they have not special materials. But some preschools have forwarded the following points:

- “... Even though they are not considered as special materials we have materials that can support children with disabilities that we use them for other children without disabilities....”
- “We do not have until children with disabilities come to our school”

In terms of their plans to get the special educational materials most of them make clear that they never planned. But some principals raised the following points:

- *“... To some extent we plan and announce to higher bodies but it is not accepted.”*
- *“The materials are not available in market.”*
- *“It is provided by the government....”*

4.5. Good Practices and Opportunities in the Inclusion of Children with Disabilities in Preschools

The good practices and opportunities are analyzed from the views of school principals interview, teachers participated in the questionnaire, observation and parents their children with disabilities attending in preschools.

The presence of children with disabilities in some preschools can be considered as primary issue of good practice. Even though they are few in number 25 children with disabilities 15 males and 10 females are attending in 11 preschools. These preschools are doing their best as much as they can with the skill, knowledge and materials they have. In relation to this the teachers and principals in these preschools are ready and voluntary for change and acceptance.

The other good practice is the principals and teachers of some preschools are with positive attitude for the practice and implementation of inclusion in preschools and in most cases if they are provided with some supports they express that they are ready for accepting children with disabilities in to their preschools. So this can also be a good opportunity for the move towards inclusive practices in preschools.

Another good issue that assures the good practice of inclusion is the words from parents of children with disabilities who are attending in preschools. They have announced their children are getting changed in almost all of their developmental dimensions. This is an exemplary condition for other parents of children with disabilities to send their children to preschools.

From the interviewee of principals some forwarded that children are benefiting from the social interaction being attending class together and playing together is a good opportunity for all children.

The analyses of data from the observation also show that more children have good social interaction among themselves.

Children were observed their interaction among themselves and their teachers during their play and other collaborative activities in class and outside class. In regard to this as the following table 19 reveals, in 16(55.2%) preschools children with and without disabilities play together and in 13(44.8%) preschools children with and without disabilities do not play together. In 2(6.9%) preschools children with disabilities do not participate in play they are made to sit alone while other children are playing but 27(93.1%) preschools participates them. teachers in 15(51.7%) preschools encourage/supports to participate children with disability in play but 14(48.3%) preschools do not do so. Orientation and mobility training is provided for children with disabilities in 2(6.9%) preschools but not in the rest 27(93.1%) preschools. 8(27.6%) preschools provide daily living skill training for children with disabilities but not in 21(72.4%) preschools. Teachers positively interact with all children in 24(82.8%) preschools but there is no positive interaction in 5(17.2%) preschools. Children with and without disabilities are working/learning in collaboration in 15(51.7%) preschools while in 14(48.3%) preschools do not do so.

Table 19:
Social interaction among children

Variables	Yes		No		Total	
	<i>f(N)</i>	%	<i>f(N)</i>	%	<i>f(N)</i>	%
Children with and without disabilities are playing together	16	55.2	13	44.8	29	100
Children with disabilities are not participating in plays (sitting alone while others are playing together)	2	6.9	27	93.1	29	100
Teacher encourages/supports a child with disability to participate in play	15	51.7	14	48.3	29	100
Orientation and mobility training is provided for children with visual impairment	2	6.9	27	93.1	29	100
Daily living skills training is provided for children with disabilities	8	27.6	21	72.4	29	100
Teachers positively interact with all children; to enjoy children and teaching (e.g., sometimes smiles, laughs, touches children in a positive way)	24	82.8	5	17.2	29	100
Children with and without disabilities are working/learning in collaboration	15	51.7	14	48.3	29	100

Obtained from observation data

The items of observation checklist in table 19 are summarized in table 20, to show the social interaction of children with and without disabilities and with their teachers.

Table 20:

Social interaction among children cumulative result

	Frequency (<i>f</i>)	Percent (%)
children have poor social interaction	13	44.8
children have good social interaction	16	55.2
Total	29	100.0

Obtained from field observation check list

As it can be seen in table 20, from the totally observed 29 preschools 13(44.8%) preschool children have poor social interaction among children with disabilities and without disabilities and 16(55.2%) of the preschools have good interaction among themselves during play time and collaborative activities in class and out of class.

Some parents of children with disabilities who are attending in preschools have also assured that the social interaction of their children with those children with and without disabilities is highly changed than they were before they start school.

4.6. Challenges of Inclusive Education in Preschools

The inclusion of children with disabilities in preschools is surrounded with various challenges. The challenges were analyzed from open ended questionnaires, principals' interviews and interview from parents of children with disabilities their children out of school and attending preschool. The challenges are both internal and external.

4.6.1. Internal challenges

The preschools internal challenges are directly related to the preschools physical structures, facilities in the preschools and the teachers and principals attitudes. Based on this the interview conducted with the principals shows that; shortage of materials, the physical inaccessibility and shortage of professionals in the market are some of the main challenge discussed by the principals. It was one schools' principal that said:

- “... We post a vacancy to hire special needs education professional but still we did not get an applicant for the vacancy....”

Some points that indicate the negative attitude of the preschools principals was also raised during the interview. Some of them are:

- *“... We do not have special classes for children with disabilities....”*
- *“It is impossible to treat them with other children... they need special school.”*
- *“ ... Teachers are not voluntary”*
- *“... Parents of children with disabilities do not accept their children to lean with children who have disabilities....”*

Beyond this the principal from the special school also believes that children with disabilities to learn in a special school and he said that they are asking their school to be a boarding school.

The data from the open ended questionnaire also shows similar ideas with the principals. Most of them are related school inaccessibility and their attitude. The points raised in relation to the school accessibility include:

- *The preschools have shortage of materials and are not accessible for wheelchair users, blind students and children with physical disabilities*
- *The preschools' classrooms, toilets, teaching and learning materials, play materials, school playground and the school environment at all are suitable for children with disabilities*
- *There are not special materials like cane, wheelchair braille and others that support learning of children with disabilities*

Those points which show the attitude of teachers towards inclusion are provided below:

- *Teachers awareness to support children with disabilities is extremely poor*
- *There are no special needs education professionals that can provide sufficient support and appropriate teaching approaches for children with disabilities based on their learning needs*
- *When children with disabilities learn with children without disabilities they are psychologically damaged so they should learn separately in special schools*
- *There is shortage of special schools*

- *Preschool teachers believe that children with disabilities are burdens and obstacles for their work to deal with other children without disabilities.*
- *The teaching approach used in preschools is not appropriate for children with disabilities like hearing impairment and visual impairment because the activities are mostly oral and visual and written exercises so sign language and braille skills are important to support these children*
- *More professionals are needed to support children with disabilities*

The interview with a parent of a child with disability that was denied an access to preschool education has said the following:

“... My child started his education in four preschools but all the preschools send him back home. They say an individual teacher is needed for him. One school was voluntary to accept him but they said they do not have a professional that can support him. I have knocked the doors of many preschools which are considered as they are good and accept children with disabilities but they are not voluntary to accept my child because of his problem. Even I show them a medical certificate that indicates he can learn with other children in regular schools and I tell them I am a teacher and I can help him at home but they are not willing. I also took him to the special schools but still no solution. When I see his peers going to school but he is still staying at home I feel very sad. Besides this the society considers him as he is sick by the behaviors he exhibit, at this time my heart broke and the alternative I took is locking him at home.”

The principals of some specific preschools said that they accept every child with any type of disability but practically their doors are closed as mentioned by the interviewee mother of the above child. She asked the same school that was interviewed but what they said in the interview and what the mother has reported is contradicting.

4.6.2. External challenges

There are also external challenges that can be obstacles for the practice of inclusive education in preschools. These challenges are analyzed from all the participants of the research. Some of the points raised by the preschool principals and teachers include the points below:

- *There is negative attitude of parents and the society at large towards the education of children with disabilities and there is no any practice to change this attitude because of this parents do not want their children to learn with children who have disabilities*
- *Parents loss their hope and they lock down their children with disabilities at home*
- *There are no special materials in the market even if the preschools want to buy the materials that support for children with disabilities including professionals of special needs education*
- *Owners of the preschools are not interested to enroll children with disabilities in their school because they assume that if there are children with disabilities, other children without disabilities will not come to their school*

The other challenge that was raised by the interviewee of parents of children with disabilities was:

- *Children with disabilities are locked down at home because the attitude of the society towards children with disabilities is not good*
- *Some parents believe that there should be special schools for their children with disabilities*

CHAPTER FIVE

5. Discussion

Preprimary education has priority importance for children particularly children with disabilities, parents, government and others who are involved in this area because of its result in the overall development of all children. The early child care and education (ECCE) plays a vital role in achievement and success of students' later grades (FME, 2015). Therefore provision of learning materials, school accessibility, the leaders' and teachers' attitude, skill and competence, awareness of all stakeholders are the key elements in the success and/or failure of implementing preschool inclusive education.

5.1. Physical Accessibility and Learning Materials in Preschools

Most of the preschools physical environment infrastructure like the playgrounds, buildings, toilets, path ways and their facilities are not easily accessible and welcoming to children with disabilities. This has its impact on the enrollment of children with disabilities in to preschools and this was stated by (Ametepee & Anastasiou, 2015; Rossiter, 2016) the main barrier in accessing early child education in Ethiopia has been lack of infrastructure as result the number of students receiving educational services in inclusive setting is low.

In this research many preschools physical accessibility was found not welcoming to children with disabilities provided that there are also preschools which can be easily accessed by all children. The data from the researcher's observation indicates that 14(48.3%) preschools physical features are not easily accessible even some of them are challenging including to children without disabilities also. 15(51.7%) preschools on the other hand have good buildings and school compound which are accessible for all children to freely move, play and learn. According to the results of this research the learning of children with disabilities in their nearby preschool inclusively with their peers is challenged by physical inaccessibility. Westwood, (2007) Students with special educational needs have difficulties in accessing the services within the school due to physical inaccessibility of the schools. Schools' physical inaccessibility is barrier to children with disabilities for their education in an inclusive setting. The Ethiopian education roadmap (MoE, 2018) also indicated that the preschools indoor and outdoor environment do not consider the development stage of the children.

In regard to the facilities/access of materials almost all the preschools have not special materials that are necessary for the learning of children with disabilities. 26(89.7%) preschools have not materials that support the learning of children with disabilities whereas 3(10.3%) preschools have some materials that support for the learning of children with disabilities from these the two preschools are special schools for children with visual impairment and for children with hearing impairment and children with intellectual disability and the materials are specific to the respective type of disability in their school. The participant teachers report also shows that more schools have not access of facility. In the absence of learning materials inclusive education of children with disabilities is ideal which leads them to sit fruitless. Ermias and Belay (2019) indicated that Shortage of educational materials results for dependence of children with disabilities on other students without disabilities. (Mulugeta, 2015) recognized that most preschools are inappropriate for young children with developmental needs because they are unsafe and lack facilities.

5.2. Attitude of teachers and principals towards inclusion of children with disabilities

The attitude of teachers and principals towards inclusion and children with disabilities has primary importance in the implementation of inclusive education Westwood, (2007) more than the availability of resources and school accessibility inclusive education highly relies on the attitude of teachers, specially school heads play a key role in its practice by creating positive attitude for the school staff to play their role. It is with their attitude and efforts that inclusive education can be either succeed or failed in their preschools.

Teachers and principals knowledge of inclusion is limited they believe that children with disabilities should learn separately but some of them have positive attitudes. (Tiwari et al., 2015) teachers have limited knowledge of inclusive education policies and ignore the policies due to lack of institutional supports on classroom level implementation. Only few teachers believe that inclusion is the best option for students with disabilities. Form participants of this research 114(56.2%) teachers' attitude towards inclusive education is negative and 89(43.8%) teachers have positive attitude. Attitude of the teachers' is influenced by so many variables but in this research their work experience has an impact on their attitude. It shows that teachers with long work experience have negative attitude towards inclusive education of children in preschools

than those with short work experience. (Yada et al., 2018) teachers with long work experience have positive attitude towards inclusion where as in Finland teachers with low work experience have positive attitude towards inclusion than those with long work experience teachers which is result of their skills training and knowledge of inclusion. Moreover other variables like contact with students with disabilities, educational background, training taken and training on special needs education can influence their attitude but in this research these variables do not show significant difference in the attitude of teachers towards inclusion in preschools. Similarly a chi-square test also does not show any significance association between the teachers' demographic characteristics and their attitude towards inclusion of children with disabilities in preschools.

Preschools principals have an essential role in the implementation of inclusive education in their schools by coordinating and collaborating their teachers. Education and training of school leaders can have a greater influence on early child education and care (ECCE) quality than can individual teachers skills (Munton et al. 2002). As the result of this research more preschools principals believe is children with disabilities should learn in special classes or schools with special provision of specially trained teachers and special materials. They also believe that children with disabilities are barriers for the successful learning of other students without disabilities. On the other hand there are also principals that believe children with disabilities should learn with their peers without disabilities in an inclusive setting and practically accepting them in their schools.

Successful inclusion is realized by the positive attitude of teachers, preschool principals and all stakeholders and providing comfortable outside and inside classroom accesses.

5.3. Supports provided for children with disabilities in preschools

The provision of supports in preschools starts from the positive attitude of teachers and principals towards the education of children with disabilities in an inclusive setting and the initiative to support them what they can do with what they have. But because of the low awareness level and limitations in skill and knowledge of how to support children with disabilities in inclusive learning environment children with disabilities are not accessing education service by staying at home and those who are attending in schools are not getting the necessary supports they are in need. (Dimov et al., 2014) teachers do not get supports how to

deal with challenges of inclusion. Some schools are not practicing the real inclusion, even they are considered as inclusive schools.

Besides the good practices in the preschools MoE (2016) in the absence of early intervention at the critical developmental time of children it is harder for children to achieve their maximum potential and become successful in their education which affects their adult livelihood.

The services delivered in the preschools for children with disabilities emanates from humanity of the teachers. In some schools they are not getting any different support from those without disabilities they are equally learned with the same approach provided with the same learning materials and other related activities. During plays some teachers treat them with special attention and others do not bother about their paly. The supports provided by teachers lack professional competence and experience. Since inclusive education is evolving in developing countries teachers have not the opportunity to experience inclusive education or see the practice at schools. Lack of teacher capacity to address the learning needs of children with disabilities can lead to demotivation and drop out from schools for children (Global Partnership for Education, 2018).

Teachers should make themselves ready to learn about how to provide services in inclusion from the practice of their class Westwood, (2007) the shift towards inclusion comes with the condition that teachers should now how students with special educational needs can meet their educational service in the regular classroom. For the success of inclusion in the regular classroom to access some points like Strong leadership of school principals, Staff commitment of collaborative work, Staff professional development and ongoing training should be fulfilled at minimum level.

5.4. Limitation of the Study

Even though this research has its own little contribution to the improvement of preschool inclusive education practice, it has also its own limitations. One of the limitations was that since the researcher had proposed to use document analysis but there was not any document of children with special needs at school level and sub-city education offices except in rear preschools which is not well organized. The number of children with disabilities in this research is taken only from the interview participant principals. The other limitation is that participants of the questionnaire are not aware about the types of disabilities. In some cases they consider

students with low educational performance and some communication problems as they are children with intellectual disability. This will have its impact on the result of the teachers' attitude since the items are interrelated to each other and to the presence of children with disability in their classes. But those teachers who have trainings and awareness about special needs education and children with disabilities may not be affected. The third point is interview participants of parents of children with disabilities their children out of school was three but due to unavailability and unwillingness of the parents and the current issue of corona virus (covid-19) only one parent of a child with disability who is out of school is interviewed.

CHAPTER SIX

6. Summary, Conclusion and Recommendation

6.1. Summary

The aim of this study was to investigate teachers' and principals attitude towards inclusive education and the challenges and opportunities of the practice of inclusion of children with disabilities in preschools of Mekelle city administration. A mixed type research design was implemented to answer the following research questions. (1) How do preschools in Mekelle receive and support children with special needs in their school? (2) What is the attitude of preschool teachers and principals in Mekelle towards the implementation of inclusive education? (3) What are the good practices in the inclusion of children with disabilities in preschools in Mekelle? (4) What are the challenges/internal and external/ and opportunities of including children with special educational needs in preschools of Mekelle city administration? (5) What should be done to improve the practice of inclusive education in Mekelle preschools? Both quantitative and qualitative approaches was used to analyze the data collected from 203 teachers (1 male and 202 females) through questionnaire, 29 preschools through observation checklist, 12 preschool principals (3 males and 9 females) through interview, 3 parents (all mothers) of children with disabilities who are attending in preschools and a parent (a mother) of a child with disability who is out of school. Different instruments were employed to collect data from different angles for triangulation.

The data collected through questionnaire and observation was analyzed using statistical package for social sciences (SPSS) version 20. Descriptive statistics (frequency, percentage, crosstabs and chi-square) was used to quantitatively examine the attitude of teachers, school accessibility and practice of inclusion. The data collected through interview from preschool principals, parents and from the open ended questionnaire was qualitatively analyzed to see the opportunities, challenges and services of the inclusion of children with disabilities in preschools.

By implementing all the above methods it was found that children with disabilities are getting challenged to access their educational service in inclusive setting with their peers in preschools of Mekelle. Most preschools are closed to children with disabilities, besides there are some preschools that accept them. Teachers' attitude towards inclusion is 114(56.2%) have negative attitude and 89(43.8%) with positive attitude. and in terms of inclusive practice 87(42.9%)

teacher have good practice and 116(57.1%) teachers have poor practice. Both attitude and inclusive practice are influenced by the teachers work experience that indicates teachers with short work experience have positive attitude and good practice unlike those with more work experience who have poor practice and negative attitude. The chi-square value=11.472, df=3, p=.009 also reveals that teachers work experience has statistically significant association with their intervention practice ($X^2= 11.472$, df=3, $P < .05$) but other demographic characteristics of teachers do not show statistical significance association with their practice of inclusion. In case of teachers attitude the chi-square test result shows that there is no statistical significance association between teachers' demographic characteristics and their attitude towards inclusion. Preschools are physically 14(48.3%) not easily accessible whereas 15(51.7%) are accessible for all children. In terms of availability of materials 26(89.7%) preschools have not materials that support the education of children with disabilities and 3(10.3%) preschools have materials that support the education of children with disabilities. The preschools' principals believe that children with disabilities are obstacles for the education of children without disabilities, they should learn separately and this is done by the government are most common for many principals. The physical inaccessibility, negative attitude of teachers and principals and absence of learning materials are some challenges of inclusive education. On the other hand good practices, some positive attitudes and presence of some children with disabilities are the opportunities of inclusive education of children with disabilities in Mekelle preschools.

6.2. Conclusion

Many children with disabilities are not getting educational service with their peers without disabilities inclusively in preschools because the doors of many preschools are closed to those children with disabilities. Even though there are some preschools who accept children with mild disabilities.

There are some good practices like physical accessibility of the preschools, teachers' equal treatment to all children and the presence of some children with mild types of disabilities in some preschools should be encouraged for further better service delivery on the inclusive education of children with disabilities with their drawbacks and limitations.

Teachers and principals of preschools have negative attitude towards the inclusion of children with disabilities which have negatively influenced the inclusive education of children with disabilities in preschools. Their believes are;

- children with disabilities should learn separately in special schools or in special classes in the regular schools with special provision of materials and professionals
- children with disabilities are obstacles for the quality education of children without disabilities
- teaching children with disabilities and providing educational materials for their learning is done by the government

The absence of educational materials that support children with disabilities and schools' physical inaccessibility are barriers to inclusion of children with disabilities in preschools.

The perceptions of parents of children without disabilities and some parents of children with disabilities, owners of preschools and the society at large are barriers to the inclusion of children with disabilities with their peers without disabilities in preschools and at home.

6.3. Recommendation

Based on the findings of this research the following recommendations are forwarded:

1. Preschools should open their doors to all children without any precondition on children's background status and government bodies specially the minister of education, education bureau and education offices have to work with the preschools by guiding them how they can accept children with disabilities and what they can do for them.
2. Awareness raising trainings that guarantee the education of children with disabilities in an inclusive setting by preparing trainings and workshops and participating different medias to change the negative attitude of all stakeholders (teachers, principals, school owners, parents and others) by working in collaboration with professionals, institutions, government offices and media professionals and owners.
3. Those preschools who are accepting children should work in collaboration with professionals, institutions, education supervisors, universities and parents of children with and without disabilities to improve their services.

4. Teachers training colleges who train special needs education professionals, universities, education bureau officers, special needs education professionals, governmental and nongovernmental institutions that work on education and welfare of children should extensively work on Capacity building trainings for preschool teachers and principals to raise their knowledge and skill on how to support children with disabilities in an inclusive setting.
5. Preschools should improve their physical environment (classrooms, path ways, buildings, playgrounds, play materials, feeding rooms, sleeping rooms and toilets) to be easily accessible by all children.

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APPENDIX A

የኒቨርሲቲ አዲስ አበባ ኮለጅ ትምህርትን ፅንፍት ባህርን ክፍሊ ትምህርቲ ፍሉይ ድሌት

ብመምህራን አፀደ ህፃናት ዝምላእ ፅሑፋዊ መሕትት

ዝኸበርክን/ኩም መምህር!

እዚ ፅሑፋዊ መሕትት “ትግበራ ትምህርቲ ፅምባረ አካል ጉዳይት ህፃናት አብአብያተ ትምህርቲ አፀደ ህፃናት መቐለ” ንዝብል መፅናዕታዊ ፅሑፍ መረዳእታ ንምእካብ ዝተዳለወ እዩ። እዚ መፅናዕቲ ውፅኢታውን ትኸክለኛን ንክኸውን ናትክን/ኩም ትኸክለኛ ዝኾነ መረዳእታ ምምላእ መሰረት ገይሩ ስለዝኾነ ሓቀኛ ሓበሬታ ንኸመልኡ/ኡ ብትሕትና ንሓትት። አብዚ እትመልኡ/ኡዎ ሓበሬታ ንመፅናዕታዊ ፅሑፍ ጥራሕ እምበር ንዝኾነ ወገን አሕሊፍካ ከምዘይወግብ ከረጋግፀልክን/ኩም እደሊ። ስለዚ ነቶም ዝለዓሉ ሓሳባት ነፃ ኮይንክን/ኩም ትኸክለኛ ዝኾነ ስምዒትክንን/ኩምን ሓበሬታን ንኸተካፍላና/ሉና ንላቦ። ንምትሕብባርክን/ኩም ድማ አቐዲመ አመስግን።

ንግዜ ኸን/ኹም ካብ ልቢ አመስግን!

ሓፈሻዊ መምርሒ

1. ስም ምፅሓፍ አየድልን
2. ንዝቐረቡ ናይ መማረጊ ሓሳባት ናይ "X" ወይ "✓" ምልክት ብምጥቃም አብዝስማዕ ምዃሩ መማረጊ የቐምጣ/ጡ።
3. ናይ ፅሑፍ መልሲ ንዝደልዩ ሕቶታት ሓፂር መልሲ ይፅሓፉ።

ክፋል 1 ሓበሬታ ድሕረባይታ

1. ስራሕቦታ:- መቐለ
 - 1.1. ክፍለ ከተማ:- _____
 - 1.2. ስም አፀደ ህፃናት:- _____
2. ፆታ:- ተባ አነ
3. ዕድመአን/ኦም ክንደይ እዩ? _____ ዓመት
4. ብአፀደ ህፃናት መምህርነት ክንደይ አገልጊለን/ሎም? _____ ዓመት
5. ብኻሊእ ሞያ ክንደይ አገልጊለን/ሎም (እንተሃልዩ)? _____ ዓመት
6. ዝተምሃረኡ/ዎ ዝለዓለ ብርኪ ትምህርቲ ብቐዓት

10 ^ይ ክፍሊ <input type="checkbox"/>	12 ክፍሊ <input type="checkbox"/>	ምስክር ወረቐት <input type="checkbox"/>
ዲፕሎማ <input type="checkbox"/>	ዲግሪ <input type="checkbox"/>	

7. አብዞም ዝቕፅሉ ዓውድታት ስልጠና ረኺብን/ቦም ነይረንዶ?

7.1.ትምህርቲ ኣፀደ ህፃናት እወ የለን

7.2.ትምህርቲ ፍሉይ ድሌት እወ የለን

7.3.ካሊእ ዝሰልጠናሉ/ንሉ ዓውዲ እንተሃልዩ ይጠቐስ

8. ብትምህርቲ ኣፀደ ህፃናት ስልጠና ረኺብን/ቦም እንተኾይነን/ኖም በይዘእን/ኦም ንኸንደይ ዝኣክል ንውሓት ግዘ ከምዝሰልጠና/ኩ ይፅሓፋ/ፋ

9. ቅድሚሂ ሐዚ አብኣፀደ ህፃናት ኣካል ጉድኣት ዘለዎም ህፃናት ኣምሂረን/ሮም ይፈልግ/ጡ ዶ?

እወ የለን

10. እንድሕርደኣ ኣምሂረን/ሮም ነይረን/ሮም እንታይ ዓይነት ጉድኣት ዘለዎ/ዎ ህፃን?

11. ሐዚ አብ ዘምህራሉ/ርሉ ክፍሊ ኣካል ጉድኣት ዘለዎ/ዎ ህፃን ኣሎ/ላ ዶ?

እወ የለን

12. እንድሕርደኣ ሐዚ ኣካል ጉድኣት ዘለዎ/ዎ ህፃን ዘምህራ/ሩ ኮይነን/ኖም በይዘእን/ኦም እቲ ዓይነት ጉድኣት የመላኸታ/ቱ (ካብ ሓደ ንላዕሊ መልሲ ምምራፅ ይከኣል እዩ)

ሀ. ፀገም ምርኣይ

ለ. ፀገም ምስማዕ

ሐ. ውሱንነት ዕብየት ኣእምሮ (ዝግመት ኣእምሮ)

መ. ኣካላዊ ጉድኣት

ረ. ካሊእ (እንተሃሊዩ ይፅሓፋ/ፋ)

13. አብዚ ኣፀደ ህፃናት መጊኡ ብቤት-ትምህርቲ ተቐባልነት ስኢኑ ዝተመለሰ ኣካልጉዳይ ህፃን ይፈልግ/ጡ ዶ?

እወ የለን

ክፋል 2. ሕቶታት መፅናዕቲ

በይዘእን/ኦም አብ ቀጻለን ዘለዎ ሓሳባት ዝስማዕምዓሉ/ዕሉ ወይከዓ ዘይስማዕምዓሉ/ዕሉ ምኳነን/ኖም ካብ ዘለዎ መማረጺታት ናይ "X" ወይ "✓" ምልክት የቐምጣ/ጡ

1 ፍፁም ኣይስማዕማዕን

2 ኣይስማዕማዕን

3 ንምውሳኔ ኣይክእልን

4 እስማዕማዕ

5 ብጣዕሚ እስማዕማዕ

ተቆ	ሐሳባት	ፍጹም አይስማማላለሁ	አይስማማላለሁም	ንግድ-ላን አይክእልን	አስማማል	ብጣይሚ አስማማል
1	ቤት ትምህርትና አካል ጉድኣት ዘለዎም ህፃናት ንምቕባል ፍቓደኛ እዩ።	1	2	3	4	5
2	አብ ቤት ትምህርትና አካል ጉድኣት ንዘለዎም ህፃናት ዝሕግዙ ከም ብሬል፣ መምርሒ ምልክት ቋንቋ፣ ተሽከርካሪ ወንበር፣ ወዘተ ዝአመሰሉ ኣቑሑት ኣለዉ።	1	2	3	4	5
3	ቤት ትምህርትና አካል ጉድኣት ዘለዎም ህፃናት ንዘለዉዎም ወለዲ ደቆም ኣብ ኣፀደ ህፃናትና መጊኦም ንክመሃሩ የበረታታትዎ እዩ።	1	2	3	4	5
4	ርእሰ መምህር ኣፀደ ህፃናት ኣካል ጉድኣት ዘለዎም ህፃናት ከመይ ከምዝመሃሩ ስልጠና መዕበይ ግንዛብ ይህብ/ ትህብ እያ/እዩ።	1	2	3	4	5
5	ቤት ትምህርትና አካል ጉድኣት ህፃናት ክመሃርሎም ዝኸኸሉ ዝተፈላለዩ ኣቑሑት ኣቑዲሙ ኣዳልዩ እዩ።	1	2	3	4	5
6	ናይ ኣፀደ ህፃናትና መምሃሪ ክፍልታትን መፃወቲ ሜዳን ንኸሎም ህፃናት ብቐሊሉ ተበፃሕትን ምቕባትን እዮም።	1	2	3	4	5
7	አካል ጉድኣት ህፃናት ኣብ ኣፀደ ህፃናት ከመይ ክመሃሩ ከምዝኸኸሉ ኣፍልጦ ኣለኒ።	1	2	3	4	5
8	አካል ጉድኣት ዘለዎምን ዘይብሎምን ህፃናት ብሓባር ኣብ ሓደ ኣፀደ ህፃናት ክመሃሩ ኣለዎም።	1	2	3	4	5
9	አካል ጉድኣት ዘለዎምን ዘይብሎምን ህፃናት ብሓባር ኣብ ሓደ ክፍሊ /ቤት-ትምህርቲ/ ንምምሃር /ንምንክብኻብ ድሌት ኣለኒ።	1	2	3	4	5
10	አካል ጉድኣት ዘለዎም ህፃናት ንበይኖም ኣብ ፍሉይ ቤት ትምህርቲ ክመሃሩ ኣለዎም።	1	2	3	4	5
11	አካል ጉድኣት ዘለዎምን ዘይብሎምን ህፃናት ብሓባር ኣብ ሓደ ክፍሊ ከመይ ከምዝመሃሩ ስልጠና ወሲደ እዩ።	1	2	3	4	5
12	አካል ጉድኣት ዘለዎምን ዘይብሎምን ብሓባር ዝመሃርሎም ዕምቡራት ኣፀደ ህፃናት ካብ ኣካል ጉድኣት ንበይኖም ተፈልዮም ዝመሃርሎም ኣፀደ ህፃናት ዝበለፁ እዮም።	1	2	3	4	5
13	አካል ጉድኣት ዘለዎምን ዘይብሎምን ህፃናት ብሓባር ኣብ ሓደ ኣፀደ ህፃናት ምምሃር ኣይክኣልን።	1	2	3	4	5
14	አካል ጉድኣት ዘለዎም ህፃናት ምስጉድኣት ዘይብሎም ብሓባር ንምስትምሃር ድሌት ኣለኒ ግን ከመይጌርካ ከምዝመሃሩ ኣይፈልጥን።	1	2	3	4	5
15	ዕምቡር ቤት ትምህርቲ ዕቡቕ እዩ ኣብ ኣፀደ ህፃናት ግን ክኾን የብሉን/ኣብ 1 ^ይ -ብርኪ ቤት ትምህርትን ልዕሊኡን ክኾን ኣለዎ።	1	2	3	4	5
16	አካል ጉድኣት ዘለዎምን ዘይብሎምን ህፃናት ብሓባር ክመሃሩ ምግባር ኣወንታዊ ዝኾነ ማሕበራዊን ስምዒታዊን ረብሓ ኣለዎ።	1	2	3	4	5

ተቁ	ሐሳባት	ፍጹም አይስማምም?	አይስማምም?	ንምውላን አይክእል?	እስማም	ብጣሪ ለማስማም
17	አብ ቤት ትምህርትና አካል ጉዳይት ህፃናት አለፈ ኮይኑ ግና ምንም ዝረክብዎ ዝተፈለየ ሓገዝ የለን	1	2	3	4	5
18	ቤት ትምህርትና ዝተፈለገለየ አካል ጉዳይት ዘለዎም ህፃናት ድሌቶም መሰረት ዝገበረ አድላይ ሓገዛት ኣብምሃብ ይርከብ	1	2	3	4	5
19	አመራርሓ ቤት ትምህርቲ ንእካል ጉዳይት ህፃናት ኣብ ዝገበር ሓገዝ ይሳተፉ እዮም	1	2	3	4	5
20	አብ ቤት ትምህርትና ዘለፈ መምህራን ኣካል ጉዳይት ዘለዎም ህፃናት ከመይ ከምዝሕገዙ ኣፍልጦ ኣለዎም /ሰልጠና ወሲዶም እዮም	1	2	3	4	5
21	አብ ግዜ ፀወታ ካልኣት ህፃናት ክፃወቱ ከለፈ ኣካል ጉዳይት ዘለዎም ህፃናት ኣብ ውሱን ቦታ ከፍ ክብሉ ኣለዎም	1	2	3	4	5
22	አብ ግዜ ፀወታ ኣካል ጉዳይት ዘለዎም ህፃናት ንበይኖም ጉዳይት ዘይብሎም እውን ንበይኖም ክፃወቱ ኣለዎም	1	2	3	4	5
23	አብያተ ትምህርቲ ኣፀደ ህፃናት ናይ ሕድሕድ ህፃን ፍሉይ ድሌት ንምምላእ ውልቀ ትልሚ ትምህርቲ /IEP/ የድልዮን እዮ	1	2	3	4	5

ነዞም ቀፂሎም ዘለፈ ሕቶታት መልስኹም ፀሓፉ

1. ኣካል ጉዳይት ዘለዎም ህፃናት ምስ ጉዳይት ዘይብሎም ህፃናት ብሓባር ኣብ ኣፀደ ህፃናት ንከይመሃሩ ዝገብሩ ዕንቅፋታት /ብድሆታት/ እንታይ እዮም?

2. ኣካል ጉዳይት ዘለዎም ህፃናት ብበዝሒ ናብ ኣፀደ ህፃናት ንክመፁ እንታይ ክግበር ኣለዎ?

APPENDIX B
የኒቨርሲቲ አዲስ አበባ
ኮለጅ ትምህርትን ፅንፍት ባህርን
ክፍሊ ትምህርቲ ፍሉይ ድሌት

ንርእሳን መምህራን አፀደሀፃናት ዝተዳለወ ቃለ-መሕትት

ዝኸበርክን/ኩም መምህር!

ነዚ ቃለ-መሕትት ፍቓደኛ ስለዝኾኑ/ና አቐዲመ አመስግን፤ እዚ ቃለ-መሕትት “ትግበራ ትምህርቲ ፅምባረ አካል ጉዳይት ህፃናት አብኣብዮተ ትምህርቲ አፀደ ህፃናት መቐለ” ንዝብል መፅናዕታዊ ፅሑፍ መረዳእታ ንምእካብ ዝተዳለወ እዩ፤ እዚ መፅናዕቲ ውፅኢታውን ትኸክለኛን ንክኸውን ናትክን/ኩም ትኸክለኛ ዝኾነ መረዳእታ ምሃብ መሰረት ገይሩ ስለዝኾነ ሓቀኛ ሓበሬታ ንክህቡ/ና/ባና ብትሕትና እሓትት፤

አብዚ እትህቡ/ና/ባና ሓበሬታ ንመፅናዕታዊ ፅሑፍ ጥራሕ እምበር ንዝኾነ ወገን አሕሊፍካ ከምዘይወሃ ብከረጋግፀልክን/ ኩም እደሊ፤ ስለዚ ነቶም ዝለዓሉ ሓሳባት ነፃ ኮይንክን/ ኩም ትኸክለኛ ዝኾነ ስምዒትክንን/ ኩምን ሓበሬታን ንክተካፍላና/ሉና ንላቦ፤ ንምትሕብባርክን/ ኩም ድማ ደጊመ አመስግን፤

ንግዜኸን/ኹም ካብልቢ አመስግን!

መሪሕ ሕቶታት

1. አብ ቤት ትምህርትኹም ክንደይ ህፃናት አለዉ? ተባ_____ አነ_____ ድም_____
2. አካል ጉድኣት ዘለዎም ህፃናት ትቕበሉ ዶ? አካል ጉድኣት ዘለዎም ህፃናት እንተሃልዮም በዝሓም ክንደይ እዮም? ተባ_____ አነ_____ ድም_____
3. ተምሃሮ ንምቕባል እትጥቀምሎም ረቋሒታት /ቅድመ ኹነት አለዉዶ? እንታይ እዮም?
4. አብ ቤት ትምህርትኹም ፅምባረ ነተግብር ኢና ኢልኩምዶ ትአምኑ?
5. አካል ጉድኣት ተምሃሮ ብኸመይ ኢኹም እትንከባኸብዎም?
6. አብ ቤት ትምህርትኹም አካል ጉድኣት ተምሃሮ ዝሕግዙ ፍሉይት መሳርሒታት አለዉኹም ዶ?
7. አብ ቤት ትምህርትኹም ፍሉይ ድሌት ዘለዎም ህፃናት ንምቕባል ዘለዉ ፀገማትን ፅቡቓት ኢጋጣሚታትን እንታይ እንታይ እዮም?
8. መምህራን አካል ጉድኣት ዘለዎምን ዘይብሎምን ህፃናት ብሓባር ንምምሃር ዘለዎም ድልውነት፣ ዓቕሚ፣ ስልጠናን ክእለትን ከመይ ትግምግምዎ?
9. መምህራን ፍሉይ ድሌት ዘለዎም ተምሃሮ ብፅምባረ ንምንክብኻብ ኣብዝገብርዎ ምንቅስቓስ ናትኩም ግደ እንታይ እዩ?
10. ንአካል ጉድኣት ህፃናት አድለይቲ መሳርሒታት ትምህርቲ ንምርካብ ትትልሙ ዶ?
11. መምህራን አካል ጉድኣት ዘለዎምን ዘይብሎምን ህፃናት ብሓባር ንምስትምሃር ዘኸእል ስልጠና የድልዮም ዶ?

12. ንቐፃሊ ኣብ ቤት ትምህርትኹም ትምህርቲ ፅምባረ ንምትግባር እንታይ ትልሚ ኣለኩም?
13. ኣብ ቤት-ትምህርትኹም ትምህርቲ ፅምባረ ንምርግጋፅ ታይ ክግበር ኣለዎ?

APPENDIX C

ዩኒቨርሲቲ ኣዲስ አበባ

ኮለጅ ትምህርትን ፅንግት ባህርን

ክፍሊ ትምህርቲ ፍሉይ ድሌት

ኣብ ኣፀደህፃናት ዝመሃር ኣካል ጉዳይ ህፃን ንዘለዎም ወለዲ ዝተዳለወ ቃለ-መሕትት ዝኸበርክን/ ኩም ወላዲ!

ነዚ ቃለ-መሕትት ፍቓደኛ ስለዝኾኑ/ና ኣቐዲመ ኣመስግን፤ እዚ ቃለ-መሕትት “ትግበራ ትምህርቲ ፅምባረ ኣካል ጉዳይ ህፃናት ኣብ ኣብያተ ትምህርቲ ኣፀደ ህፃናት መቐለ” ንዝብል መፅናዕታዊ ፅሑፍ መረዳእታ ንምእካብ ዝተዳለወ እዩ፤ እዚ መፅናዕቲ ውፅኢታውን ትኸክለኛን ንክኸውን ናትክን/ኩም ትኸክለኛ ዝኾነ መረዳእታ ምሃብ መሰረት ገይሩ ስለዝኾነ ሓቀኛ ሓበሬታ ንክህቡ/ና/ባና ብትሕትና እሓትት፤

ኣብዚ እትህቡ/ና/ ባና ሓበሬታን መፅናዕታዊ ፅሑፍ ጥራሕ እምበርን ዝኾነ ወገን ኣሕሊፍካ ከምዘይወሃብ ከረጋግፀልክን/ኩም እደሊ፤ ስለዚ ነቶም ዝለዓሉ ሓሳባት ነፃ ኮይንክን/ኩም ትኸክለኛ ዝኾነ ስምዒትክንን/ ኩምን ሓበሬታን ንክተካፍላና/ ሉና ንላቦ፤ ንምትሕብባርክን/ ኩም ድማ ደጋ መ ኣመስግን፤

ንግዜ ኸን/ኹም ካብልቢ ኣመስግን!

መሪሕ ሕቶታት

1. ናይ ውላድኪ/ካ ትምህርቲ ከመይ ትሪእዮ/?
2. ኣብ ኣፀደ ህፃናት ንውላድኪ/ካ ብዝወሃብ ትምህርቲ ሕጉስ/ቲ ዲኻ/ኺ? ንምንታይ?
3. ውላድኪ/ካ ኣብ ቤት ትምህርቲ ብምውግሉ ለውጢ ኣለዎዶ?
4. ውላድኪ/ካ ኣብ ቤት ትምህርትን ካብ ቤት ትምህርቲ ወፃኢን ምስ መሓዝቱ ዘለዎ ምቕርራብ ከመይ ትሪእዮ/ኦ?
5. ንውላድኪ/ካ ካሊ እ ዝሓሸ እትብልዮ/ሎ መማረቂ ትምህርቲ ኣሎዶ? እንታይ?

APPENDIX D

ዩኒቨርሲቲአዲስአበባ

ኮለጅትምህርትንፅንፃትባህርን

ክፍሊትምህርቲፍሉይድሌት

ዘይመሃር አካል ጉዳኝ ህፃን ንዘለዎም ወለዲ ዝተዳለወ ቃለ-መሕትት

ዝኸበርክን/ኩም ወላዲ!

ነዚ ቃለ-መሕትት ፍቓደኛ ስለዝኾነ/ና አቐዲመ አመስግን፤ እዚ ቃለ-መሕትት “ትግበራ ትምህርቲ ፅምባረ አካል ጉዳይት ህፃናት ኣብ ኣብያተ ትምህርቲ አፀደ ህፃናት መቐለ” ንዝብል መፅናዕታዊ ፅሑፍ መረዳኢታ ንምእካብ ዝተዳለወ እዩ፤ እዚ መፅናዕቲ ውፅኢታውን ትኸክለኛን ንክኸውን ናትክን/ኩም ትኸክለኛ ዝኾነ መረዳኢታ ምሃብ መሰረት ገይሩ ስለዝኾነ ሓቀኛ ሓበሬታ ንክህቡ/ና/ባና ብትሕትና እሓትት፤

ኣብዚ እትህቡ/ና/ባና ሓበሬታ ንመፅናዕታዊ ፅሑፍ ጥራሕ እምበር ንዝኾነ ወገን ኣሕሊፍካ ከምዘይወሃብ ከረጋግፀልክን/ኩም እደለ፤ ስለዚ ኩም ዝለዓሉ ሓሳባት ነፃ ኮይንክን/ኩም ትኸክለኛ ዝኾነ ስምዒትክንን/ኩምን ሓበሬታን ንክተካፍላ/ሉና ንላቦ፤ ንምትሕብባርክን/ኩም ድማ ደጊመ አመስግን፤

ንግዜኸን/ኹም ካብልቢ አመስግን!

መሪሕ ሕቶታት

1. ውላድኪ/ካ ንምንታይ እዩ ዘይመሃር?
2. ብዛዕባ ናይ ውላድኪ/ካ ትምህርቲ ዘማኸርኪዩ/ካዩ አካል አሎዶ? ምላሹኸ ታይ ነይሩ?
3. ውላድኪ/ካ ብዘይ ምምሃሩ እንታይ ይስመዐኪ/ካ?
4. ማሕበረሰብን ውላድክን/ካን ንኣኸን/ካን ዘለዎ አረኣኢያ እንታይ ይመስል?
5. ውላድኪ/ካ ምስ መሓዙቱን ጎረባብቱን ዘለዎ ማሕበራዊ ርክብ ታይ ይመስል?
6. ንቐፃሊ ብዛዕባ ናይ ውላድኪ /ካትምህርቲ ታይ ትሓስስቢ/ብ?

APPENDIX E

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

Questionnaire to be filled by preschool teachers

Dear respondent teacher;

This questionnaire is prepared to collect data on the research entitled “The practice of inclusion of children with disabilities in preschools in Mekelle”. Your genuine response is highly significant for reaching dependable findings. Your responses will be used for academic purposes only, and be sure that confidentiality is guaranteed. So you are kindly requested to freely share your feelings and ideas regarding the issue under study. I would like to thank you in advance for your cooperation.

Thank you for your time!!!

General direction

1. No need to write your name
2. Use ‘X’ or ‘√’ mark for answering questions with choices
3. Write short answers for open ended questions

Part I: back ground data

1. Work place:

Sub city _____

School (KG) name _____

2. Sex: Male Female
3. How old are you? _____ years
4. Indicate the number of years of work experience as preschool teacher _____ years
5. Service in other profession (if any) _____ years
6. What is the highest level of education that you complete?
Qualification Grade 10 Grade 12 Certificate
 Diploma Degree
7. Did you get training in the following areas?
 - 7.1. Early childhood education Yes No
 - 7.2. Special needs education Yes No
 - 7.3. Other areas please mention if any _____

8. If you get training on early childhood education please indicate for how long you get the training? _____.
9. Did you teach children with disabilities in your class at preschool? Yes No
10. If you thought children with disabilities please mention the type of disabilities

11. Do you have now children with disabilities in your class? Yes No
12. If you are now teaching children with disabilities please indicate the type of disability (more than one response is possible)
- Visual impairment
 - Hearing impairment
 - Intellectual disability
 - Autism
 - Physical disability
 - Other _____
13. Do you know a child with disability who comes to this preschool but not accepted by the school? Yes No

Part II: Items of the study

Please put ‘X’ or ‘√’ mark on your level of agreement for the statements.

Use: 1=Strongly Disagree 2=Disagree 3=cannot decide
4=Agree 5=Strongly Agree

No	Statements	Strongly disagree	disagree	Cannot decide	agree	Strongly agree
		1	2	3	4	5
1	Our preschool is willing to accept children with disabilities.					
2	Our preschool has materials like Braille, sign language manual, wheel chair, etc to support children with different types of disabilities.					
3	Our preschool encourages parents to bring their children with disabilities to our preschool to learn.					
4	The preschool leaders make aware to all teachers how to teach children with different types of disabilities.					
5	Our preschool has prepared in advance the necessary materials for children with disabilities to learn with.					
6	Our school’s classrooms and play ground is easily accessible and comfortable for all children.					
7	I am aware of how to teach children with disabilities in preschools.					
8	Children with different types of disabilities should learn together					

		Strongly disagree	disagree	Cannot decide	agree	Strongly agree
		1	2	3	4	5
	with children without disabilities in the same preschool.					
9	I am interested to teach/treat children with and without disabilities in the same school/class.					
10	Children with disabilities should learn in special preschools separately.					
11	I have trained how to teach children with and without disabilities in the same classroom.					
12	Inclusive preschools are better than special preschools for children with disabilities to learn.					
13	It is impossible to teach children with disabilities together with children without disabilities in the same preschool.					
14	I am interested to teach children with disabilities in an inclusive preschool but I do not know how to do that.					
15	Inclusive education is good but not in preschools (it should be in primary school and above).					
16	Teaching children with disabilities along with those without disabilities have positive social and emotional benefit.					
17	There are children with disabilities in our preschool but they do not get any kind of special intervention.					
18	Our preschool is providing necessary interventions for children with different types of disabilities based on their need.					
19	Leaders of the preschool are involved in supporting teachers to provide intervention for children with disabilities.					
20	The teachers in our preschool have the training how to intervene children with disabilities.					
21	During play time children with disabilities should sit in a specific place while others are playing.					
22	At play time children with disabilities should play together and children without disabilities to play together.					
23	Preschools need individualized educational programs (IEPs) for children to meet their specific needs.					

Give your answer/explanations to the following questions

What are the possible barriers/obstacles that restrict children with disabilities to learn in preschools with their peers without disabilities?

What should be done to increase more enrollments of children with disabilities in preschools?

APPENDIX F

Observation check list

1. Preschool name _____ Date of observation _____
 Type of preschool _____ Level of the preschool _____
 Sub-city _____ Wereda _____ Kebele _____

No	Things to be observed	Yes	No
	School accessibility, safety and play		
1	The school compound is easily accessible by all children (wheel chair users, blind students, students with motor/physical impairments, etc)		
2	The school buildings are easily accessible by all children		
3	Path ways are safe and accessible by all children		
4	Classrooms are safe, comfortable and have enough space for all attending children to do all indoor activities.		
5	Desks/chairs are comfortable for all children		
6	Latrines are safe and easily accessible by all children		
7	Feeding rooms are easily accessible for all children		
8	Sleeping room is comfortable for all children		
9	Recreation/play grounds and materials are safe and accessible for all children		
10	Surrounding is safe from physical hazards and unsafe equipment		
11	Children with and without disabilities are playing together		
12	Children with disabilities are not participating in plays (sitting alone while others are playing together)		
13	Teacher encourages/supports a child with disability to participate in play		
14	Play materials are comfortable for all children		
15	All children access materials that are organized into learning corners (for example, book area, fantasy play, discovery area, educational toys, blocks, art area)		
16	School yard has adequate space for play and some equipment for gross motor		

	activities		
17	All children have a seat and access to a writing surface that are appropriately sized for pre-primary-aged children including children with different types of disabilities		
18	Orientation and mobility training is provided for children with visual impairment		
19	Daily living skills training is provided for children with disabilities		
	Teaching and learning/implementation of inclusive pedagogy/	Yes	No
20	Teachers positively interact with all children; to enjoy children and teaching (e.g., sometimes smiles, laughs, touches children in a positive way)		
21	Teacher adapts the instruction based on children's needs		
22	Children with and without disabilities are working/learning in collaboration		
23	The teacher applies possible intervention techniques based on child's need		
24	Teacher knows which children have difficulty and gives extra attention with enough help to support their participation and success (scaffolding)		
25	Teacher notices when some children are having difficulty and gives help to some children (with or without specific requests for help) or notices when some children are bored, and need more or other activities to keep them engaged		
26	Teacher occasionally shows awareness of individual needs of children by checking for understanding of concepts and providing minimal support.		
27	Teacher inspires and motivates children with and without disabilities to engage in a lesson		
28	Individualized educational plan /IEP/ is prepared for children with disabilities		
29	Teachers know how to teach children with and without disabilities in the same classroom		
30	The pedagogy used by teachers addresses the learning needs of all children with and without disabilities		
31	Children with disabilities acquire the basic skill and knowledge in preschools		
32	Teachers clearly know how to support a child with disability		
33	Teacher gives children opportunities to expand learning/lesson to their daily lives and their experiences.		
	Learning facilities/equipment/	Yes	No
34	Magnifying aids/lenses/ and eye glasses area available in the preschool		
35	Tactile materials (example, raised geometric shapes, animals shapes, raised lines of different shapes, etc) are available		

36	Bulletin board to make Braille letters before starting the Braille book is available		
37	Preschool Braille books are prepared		
38	Abacus is ready in the preschool		
39	Braille materials are available		
40	Hearing aids are available		
41	Sign language manual materials are available in the school		
42	Cane and wheel chair are ready		
43	Resource room is prepared		
44	Specialist teacher to support children with disabilities is hired		

APPENDIX G

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

Interview guide for preschool principals

Dear interviewee (Mr./Miss.);

I would like to acknowledge you in advance for your voluntary cooperation for the interview. This interview is prepared to collect data for the research entitled “The practice of inclusion of children with disabilities in preschools in mekelle”. Your genuine responses are highly significant for reaching dependable findings. Your responses will be used for academic purposes only, and be sure that confidentiality is guaranteed. So you are kindly requested to freely share your feelings and ideas regarding the issue under study.

Thank you for your time!!!

Guiding questions

1. How many children are there in your preschool? Male____ Female ____ Total_____
2. Do you enroll children with disabilities to your preschool? If there are children with disabilities how many are they? Male____ Female _____ Total _____
3. Do you have criteria to enroll children in to the preschool? What are the criteria’s?
4. Do you believe that there is inclusive practice in your preschool?
5. How do you treat children with different types of disabilities in your preschool?
6. Do you have special materials that support for the learning of children with disabilities in your preschool?
7. What challenges and opportunities are there to accept children with special needs in your preschool?
8. How do you evaluate the readiness of your teachers training and their capacity to teach children with and without disabilities in the preschool?
9. What is your role in supporting your teachers to treat children with special needs inclusively?
10. Did you plane to get the necessary teaching materials for children with and without disabilities?
11. Do your teachers need some training on how to teach children with and without disabilities?

12. What plans do you have to do for the future regarding implementation of inclusive education in your preschool?
13. What should be done to enhance inclusive education in your preschool?

Thank you!

APPENDIX H

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

Interview guide for parent of a child with disability in preschools

Dear interviewee (Mr./Miss.);

I would like to acknowledge you in advance for your voluntary cooperation for the interview. This interview is prepared to collect data for the research entitled “The practice of inclusion of children with disabilities in preschools in mekelle”. Your genuine responses are highly significant for reaching dependable findings. Your responses will be used for academic purposes only, and be sure that confidentiality is guaranteed. So you are kindly requested to freely share your feelings and ideas regarding the issue under study.

Thank you for your time!!!

Guiding questions

1. How do you see your child’s learning?
2. Are you happy with the services provided in the preschool for your child? Why?
3. Is your child getting changed because of his/her attendance/learning/ in the preschool?
How?
4. How do you see the interaction of your child with peers in the school and out of school?
5. Do you think there is another better alternative for educating your child? What?

APPENDIX I

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

Interview guide for parent of a child with disability out of school

Dear interviewee (Mr./Miss.);

I would like to acknowledge you in advance for your voluntary cooperation for the interview. This interview is prepared to collect data for the research entitled “The practice of inclusion of children with disabilities in preschools in mekelle”. Your genuine responses are highly significant for reaching dependable findings. Your responses will be used for academic purposes only, and be sure that confidentiality is guaranteed. So you are kindly requested to freely share your feelings and ideas regarding the issue under study.

Thank you for your time!!!

Guiding questions

- 1. Why is your child out of school?**
- 2. Who do you asked/consult to get educational service for your child? And what was the response?**
- 3. What do you feel about your child being out of school?**
- 4. What is the attitude of the society towards your child and you?**
- 5. How is the social interaction of your child with peers/neighbors?**
- 6. What do you think for the future about your child’s educational service?**