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Status of Special Needs Education:
The Case of Arsi Zone Primary
Schools

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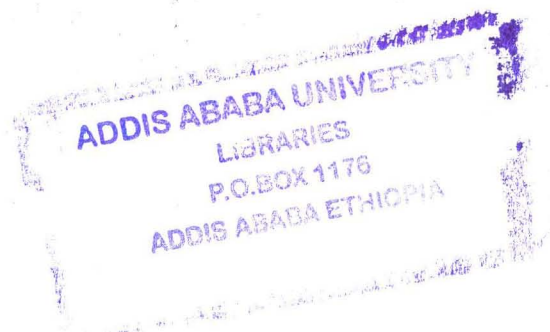
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Table of Contents

	<u>Page</u>
Acknowledgments	i
Table of Contents	ii
List of Tables	v
Abbreviations.....	vi
Abstract.....	vii
Chapter One	1
1. Introduction.....	1
1.1. Background of the study.....	1
1.2. Statement of the Problem.....	5
1.3. Objectives of the study.....	6
1.4. Significance of the Study.....	7
1.5. Scope and Delimitation of the Study.....	7
1.6. Limitation of the study.....	7
1.7. Organization of the study.....	8
1.8. Operational Definitions of Terms.....	8
Chapter Two	9
2. Review of Related Literature.....	9
2.1. Primary Education as a Human Right.....	9
2.2. Development and Trends in Special Need Education.....	11
2.3. Access to primary Education	14
2.4 Concept of Quality Education	14
2.5. Equity.....	15
2.6. The current International Trends and Policy Issue on Special Needs Education	16
2.6.1. The Shift to Inclusive Education	18
2.6.2 Challenge of Inclusive Education.....	18
2.7. Status of Special Needs Education in Ethiopia	20
2.8. Some Major Factors Influencing provision of Special Needs Education.....	21

2.8.1. Lack of Awareness.....	21
2.8.2. Inaccessibility of pre-schools.....	22
2.8.3. Lack of Parents and Community Involvement.....	23
2.8.4. Teachers and Principals Competence.....	24
2.8.5. The Nature of Curriculum.....	24
2.8.6. Lack of Assessment and Identification.....	25
2.8.7. Repetition and Drop out.....	26
2.8.8. Lack of school Facilities.....	26
2.9. Strategies to provide Basic Education for Children Special Needs.....	27
2.9.1. Legislative.....	27
2.9.2. Practice.....	28
2.9.3. Teacher Education.....	28
2.9.4. Teaching Students about Disability.....	29
2.9.5. Involving Parents.....	30
2.9.6. Early Child Education.....	30
2.9.7. Curriculum Modification.....	31
2.9.8. Resource and Funding.....	32
Chapter Three.....	33
3. Research Design and Methodology.....	33
3.1. Methods.....	33
3.2. Population and Sampling Techniques.....	33
3.3. Sources of Data.....	34
3.4. Instrument of Data Collection.....	35
3.5. Data Gathering Procedures.....	36
3.6. Data Analysis.....	37
Chapter Four.....	38
4. Analyses and Interpretation of Data.....	38
4.1. Document Analysis.....	38
4.1.1. Accessibility (coverage).....	38
4.1.2. Quality of Special Needs Education.....	44
4.1.3. Equity.....	46

4.2. Analysis of Teachers, Principals, Zone and Woredas Education Offices	
Heads and Experts.....	48
4.2.1. Demographic Data.....	48
4.2.2. Access and Awareness of Special Needs education.....	49
4.2.3. School Facilities.....	57
4.2.4. Status of professional support and Training for principals and Teachers.....	59
4.2.5. Factors Affecting the Provision of Special Needs Education in Primary Schools.....	61
4.3. Analysis of Student Responses.....	66
4.4. Responses of Education Offices Heads and Experts on Strategies to Improve the provision of Special Needs Education.....	71
Chapter Five.....	73
5. Summary, Conclusion and Recommendations.....	73
5.1. Summary.....	73
5.2. Conclusions.....	77
5.3. Recommendations.....	79
References.....	81
Appendix 1.....	viii
Appendix 2.....	xii
Appendix 3.....	xix
Appendix 4.....	xxi
Appendix 5.....	xxii
Appendix 6.....	xxiii
Appendix 7.....	xxxii
Appendix 8.....	xxxiii

List of Tables

	<u>Page</u>
Table 1. Enrollment and GER of special needs education from 2003/4-2007/8 in Arsi Zone	39
Table 2. Enrollment and Participation rate of five sample Woredas by 2007/8 in Arsi Zone.	41
Table 3. Distribution of primary schools that offer special needs education (2003/4-2007/8) in Arsi Zone	42
Table 4. Teacher-student ratio and section – student ratio in last five years (2003/4-2007/8)	44
Table 5 – Enrollments of students with special needs education by sex (2003/4-2007/8) in Arsi Zone.	46
Table 6. Characteristics of respondents	48
Table 7 – Education opportunity for students with special needs education and awareness of people as perceived by principals and teachers.....	50
Table 8 – Parents and community participation in special needs education provision as perceived by teachers and principals.	53
Table 9. The Pre School situation in Arsi Zone	55
Table 10- Situation of school facilities	57
Table 11 – Status of professional support and training for principals and teacher as perceived by principals and teachers.....	59
Table 12. Factor affecting the provision of special need education as perceived by teachers and principals	62
Table 13 – The rank order of factors that affect the participation of children with special needs education as perceived by students with special needs education.....	66
Table 14 – The challenge of inclusive education as perceived by student with special needs education	68
Table 15. The opportunities of inclusive education as perceived by student with special needs education	69

Abbreviations and Acronyms

- CSA: Central Statistics Authority
EFA: Education for All
ESDP: Education Sector Development Program
FDRE: Federal Democratic Republic of Ethiopia
MOE: Ministry of Education
MOLSA: Ministry of Labor and Social Affairs
OREB: Oromia Region Education Bureau
SNE: Special Needs Education
SNEPS: Special Needs Education Program Strategy
UPE: Universal Primary Education
WEO: Woreda Education Office
JICA: Japan International Cooperation Agency

Abstract

The study was generally intended to investigate the status of special needs education in primary schools of Arsi Zone. To attain this objective data was collected from secondary and primary sources. Primary data was collected from Zone education office head, Zone special needs education expert, Woreda education offices heads, WEO special needs experts, principals, teachers and students using questionnaire, semi structured interview guide and observation check list. Secondary data was collected from annual statistic abstract of Oromia Education Bureau (2003/4-2006/7), Arsi Zone Education Office annual statistics report (2008) and sample Woredas performance report (2008). The data was presented and analyzed descriptively using percentages, mean, grand mean and rank order. Furthermore, relevant literatures were also reviewed. It was found that the status of special needs education in Arsi zone is low, though there is improvement in last two years (2007/8). Thus, expansion of units and special classes attached to regular schools by mobilizing community, religious organization, and NGOs, involving special needs education teachers in curriculum development and training large number of teachers in special needs education were recommended to improve the challenges faced by Arsi Zone Education Office in provision of special needs education.

Chapter One

1. Introduction

1.1. Background of the study

Education provides knowledge, skills, values and attitudes. It is essential for civic order and citizenship and for sustainable economic growth and reduction of poverty. Education is the main instrument of poverty reduction. Education is also the main instrument for disseminating the accomplishment of human civilization. Furthermore, the rapid technological changes and global economy of today are creating dramatic shifts in the structure of economic and labor markets throughout the world. Therefore, this demands for educated people. These multiple purpose makes education, especially universal primary education a key area of public policy in developing countries. And thus, its importance is recognized in several institutional conventions and many constitutions (World Bank, 1990; 1995).

The Universal Declaration of Human Right, UN (1948) clearly stated that every one has right to education including children and youth with special needs. Strengthening this the Declaration on the Right of Person with Disability in 1975 called for international and national actions to ensure the rights of the disabled to all services enable them to develop their capacities and skills and similarly the convention on the right of child recognizes special needs and it establishes extend assistance, free basic education, and effective access to basic services (MOE, 2006). Furthermore, in UNESCO (1990) the world Declaration on Education for All, EFA emphasize the inherent right of child to primary education, equal access to education for all including those with special needs education, in the same setting; commitment to a child centered pedagogy where individual difference are accepted as challenge and not as a problem; improvement of the quality of primary education.

In addition, the Salamanca Framework for Action, UNESCO (1994), reinforces all the principles expressed in the World Education for All, and Standard Rule on the Equalization of Opportunities for persons with Disabilities; that called for all children to be in schools regardless of their abilities. The Salamanca statement clearly focuses on the right of all children those with temporary and permanent needs for support and educational adjustment to attend schools in their home community in inclusive classes. Above all, it emphasizes the right of all children to participate in a quality education, which is meaningful to all learners.

In line with international declarations and conventions the Ethiopia constitution FDRE (1995) establishes the universal right to education, and emphasizes the need to allocate resources and provide assistance to disadvantage groups. In addition to this the Education and Training Policy (1994) stated that the expansion of quality primary education to all citizens is not only a right but also a guarantee for development. Furthermore, the MOE again aims at an education system that is to be open to all learners, regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments (MOE, 2006).

Even though all these determinations and commitments have been made at different time, it is beyond doubt that across the world many children do not receive adequate education, including large numbers who have disabilities. This so despite the fact that it is now more than fifty three years since the nation of the world, speaking through the universal declaration of Human Rights, asserted that everyone has right to education (Aninscow, 1994). The text of the 1990 World Conference on Education for All, held in Thailand, pointed out that the following realities persist:

- More that one hundred million children, including at least sixty million girls, have no access to primary schooling.

- More than nine hundred sixty million adults, two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries, industrialized and developing.
- More than one-third the world's adults have no access to the printed knowledge, new skills, and technologies that could improve the quality of their lives and help them shape, and adapt to, social and cultural change.
- More than one hundred million children and countless adults fail to complete basic education programs; millions more satisfy the attendance requirements but do not acquire essential knowledge and skills (Aninscow, 1994).

According to the World Bank, (2004) among 115million children out of School, 40 million are children who have disability. Since children with disabilities represent one-third of children who are denied access to education, achieving the Millennium Development Goal on Education will be impossible without attention to their needs and the needs of diversity of learner who are currently excluded. Therefore, the contribution of special needs education has to be considered against this background of international crisis with respect to education.

Ethiopia is one of the countries that dedicated it self to achieve Universal Primary Education by the year 2015. Therefore the country formulate the education and training policy in 1994 that requires expansion of basic quality education for all, and development of physical and mental potential, and problem-solving skills of children with disability and without disability. So if the goal of universal primary education by the year 2015 should be achieved as a stipulated in the policy, due attention has to be given to the enormous number (10-20%) of children and students with special educational needs. Substantial effort should be made to expand and strengthen special needs education and training provision, enhance inclusive education and enrich the regular education materials as stated in the Education Sector Development program, ESDP II and III (MOE, 2006).

Furthermore, MOE (2006) set special needs Education program strategy directed to:

- Implement the Education and Training Policy, and the International principles endorsed by the government to respect the rights of citizen to education.
- Develop and implement guideline for curriculum modification and support system development in schools for learners with special needs
- Facilitate the participation of learners with special needs education in technical and vocational education and other high education institutions.
- Strengthen special needs education program in teacher education institution;
- Improve supply of trained manpower and appropriate materials to schools and other learning institutions.

In addition, the ministry of education in its statement of vision and mission envisage the realization of all school age children getting access to primary school education by the year 2015 and completing primary education successfully (MOE, 2005). Based on the national policy and ESDP and SNEPS documents the region has their own responsibilities and authorities in promoting SNE in primary schools. The decentralized planning and management concept of the policy in education issues also authorized the Zones and Woredas to implement various activities, which drives the education inputs towards the achievement of UPE. However, regarding the special need education there was no reliable data about the inclusion or exclusion of children with special needs education in primary schools of Arsi Zone. This preliminary indicator inquires to further investigations concerning the status of special need education of primary schools of Arsi Zone.

1.2. Statement of the Problem

In Ethiopia, the participation rate of children with disabilities both in regular schools and special schools is negligible when compared with the number of children with disabilities in school-age population (Tirussew, 2005). Moreover, today, Ethiopia's population is estimated to be 74 millions. Of the total population 4.9 million Ethiopians are with some impairment including children. The total number of children with disability is also estimated to be about 2.5 millions. This data do not include children of families who hide large number of children with disabilities in separate place. From these only a few children have got opportunity to special need education, though the MOE is committed to provide universal primary education for all children by the year 2015 (MOLSA, 2004). In order to achieve the objective of the Education and Training Policy of 1994 special attention has to be paid to children and students who are at risk of repetition and dropout, have learning difficulties, or are excluded from education. Recognizing the exclusion and barriers to active learning and participation MOE (2006) designed a strategy for special needs education and during the last decade special needs education has been expanded in the form of classes and units attached to regular schools. However, the existing special units and schools are located in urban areas and most of them have long waiting list. Consequently, a significant number of children and students are still excluded from all education (MOE, 2006).

According to Mamo, (2000) and Tirussew (2005), only 1% of children and students with special needs education get access to primary education. Similarly the analysis conducted by MOE (2006) on current situation of special needs education revealed that low quality, limited numbers of special schools/units/classes, low access, high repetition and dropout rate, shortage of trained teachers, negative perception of school management towards children with SNE, low budgeting and funding as the main problems in the system.

The existence of these problems in education system contributes to lack of access and exclusion of children with SNE from primary educations. Thus, in comparison with other East African countries Ethiopian has low status in provision of special needs educations (MOE, 2006).

The decentralized education system demand the Universal Primary Education Completion to be achieved at the grass roots levels all over the regions. Therefore, it is important to investigate the existing system, nature of the problems by identifying the main problem at Zone and Woredas level.

There is no diagnostic study made so far on the status of special needs education at Zone level. The research out come was devoted to the zone level that reflect the situational opportunities and strategies which solve the challenges in special needs education to smooth the truck to words UPEC. Thus, the main focuses of this study was to assess the status of special needs education in Arsi Zone primary schools through the following basic questions.

1. What are the extents of coverage and access to special need education in Arsi Zone?
2. To what extent the quality of special need education is improving in the Zone?
3. What are the major factors that affect participation of student with special educational needs in Arsi Zone?
4. What strategies should be made to provide basic education for all children with special needs education in the Arsi Zone?

1.3. Objectives of the study

This study has the following objectives:

- To identify the current status of special needs educations provision in Arsi Zone
- To identify some of the problems that hinder the participation of learners with special needs education in the Zone

- To suggest the solution that would improve the current situation of special needs education in Arsi Zone
- To identify level of awareness and capacity of different bodies at all education system in the Zone regarding special need education.

1.4. Significance of the Study

This study would provide a better understanding and awareness on the status of special needs education to Oromia Region Education Bureau in general and to Arsi Zone Education Office in particular. It would help to mobilize all concerned bodies of the Zone to devise the appropriate strategy to address the problems of pupils with special needs education. This study would serve as the stepping stone for further investigation on the issue.

1.5. Delimitation of the Study

The study was focused on the special needs education for all disabled in the primary level (1-8) schools of Arsi Zone. The fundamental dimension of the study was also delimited to accessibility, inequality, quality, hindering factors and strategies in promoting special needs education. The scope of the study was bounded in primary education performance of 2003-2008 in Arsi Zone.

1.6. Limitation of the study

The study should have included all Zones of the region to reach upon sound generalization at regional level. However, it is limited to Arsi Zone because of financial and time constraints. The existing of frequent meeting in Zone and Woreda made interviewees busy and they fail to be punctual to conduct interviews. The turn over of education office head and experts at Zone and Woreda was one of the problems creating difficulty for the researcher to secure information about the issue under consideration.

1.7. Organization of the study

The study is organized into five chapters. The first chapter deals with background of the study, statement of the problems, objective of the study, significant of study, scope and delimitation of study, limitation of study, organization of the study and operational definition of terms. The second chapter presents the review of related literature and chapter three deals with research methodology and design. Chapter four focuses on presentation analysis and interpretation of data. The last chapter deals with summary, conclusion and recommendation.

1.8. Operational Definitions of Terms

Special needs education: An instruction that is specially designed to meet the unique needs of children with disabilities.

Special needs: refers to children who need some form of extra help and assistance.

Disability: Any restriction or lack of ability to perform an activity in manner or within the range considered normal for human being.

Gross Enrollment Rate: Refers to the proportion of total enrollment in primary education irrespective of age out of the corresponding school age population.

Primary school: It is the grades from 1-8. The level has two cycles 1st cycle (1-4) and 2nd cycle (5-8)

Zone: Refers to the administrative structure of government next to region and facilitates various activities for Woredas under it.

Woreda: Refers to the lower government administrative structure next to Zone.

Chapter Two

2. Review of Related Literature

2.1. Primary Education as a Human Right

The right to education is universal and must extend to all children, youth, and adults with disabilities. This right is included in the convention on the rights of child (1989) and addressed in several significant and international approved declarations, including the World Declaration for Education for All (1990), the Standard Rules on the Equalization of Opportunities for person with Disability (1993), the UNESCO Salamanca Statement and Framework for Action (2000).

The goal of Dakar Frame work for Action is to achieve education for all by the year 2015. This goal will only be achieved when all nations recognize the universal right to education for all persons with disabilities and when all nations act up on their obligation to establish or reform public education system that are accessible to, and meet the needs of individuals with disability (UNESCO, 2004).

Further more, the world Education Forum Confirmed that education can play a key role in overcoming exclusion of disabled. The strong international endorsement of the convention on the rights of person with disabilities adopted by United Nation General Assembly in 2006, already signed by more than 100 countries, represents shift from a medical welfare to perspective to human rights in Article 24, which calls for an inclusive education system at all levels, ensuring that persons with disabilities are not excluded from the general system at all levels and free compulsory primary education (UN, 2006).

Furthermore, according to Nielsen (1997) educator and parents need to be aware that children with disabilities have rights to education and others services and this right has to be protected and enforced by the law of nations.

In addition, Education and Training Policy (1994) has pointed out that expansion of quality primary education to all children is not only right but also a guarantee for development. The policy assures that disadvantaged group would receive special support in education and aims at an education system that is to be open to all children, regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments.

Even though, a lot has been done to achieve basic education for all in accordance to the world declaration and commitments 98% of children with disabilities living in developing countries like Ethiopia are deprived of their right to education UNICEF, (2002). Moreover, the World Bank (2004) indicated that the right to basic education has not been secured in poor countries because of various reasons such as, weak political willing, insufficient financial resources, misuse of available resource, in adequate attention to learning needs of poor and excluded, and lack of attention to quality learning.

To sum up, whatever the prevalence of students with disabilities in schools, it is essential to serve the needs of those students. The students with disabilities have the right to education that would allow them to develop their abilities to the fullest possible extent.

2.2. Development and Trends in Special Need Education

Winzer (1993) roughly classifies the treatment and education of children and people with disabilities into four historical periods such as, dark past, isolation, segregation and integration. Furthermore, strengthen this idea Gearheart, Weishahn and Gearheart (1992) classifies history of special needs education into four historical eras.

These eras overlap to some extent. In many cases, a new era started in some part of the nation while an older still existed in other. Every era have different events in different nations. As Tsehai and Tsige (2005) indicated that in any society attitude and values are influenced by the prevailing culture, religions, economic condition or form of government. Attitude and values highly affect our behaviour and action. The treatment for the disabled persons by the society depends on the existing attitudes and social values towards the person with disability.

For example, Tirusew (2005) and Miles (1983) found that the attitude of society towards children with disabilities is negative. Because the society considered disability as a curse or punishment from God, and sometime it is associated with invasion by an evil spirit.

However, in the modern era, due to the advancement of education, and emergence of the science of medicine, the treatment and the attitudes towards persons with disabilities have highly changed. Institutions, asylums and public charities began to emerge in Europe and North America and schools for deaf, blind and mentally retarded began to be established. Special institutions become apart of the social welfare run by state in some countries. These

improvements were followed by a lot of reforms from the definition of handicaps to financial and administrative structures. The cases of disabilities also were identified and the disabled children began to be seen as neither dependent nor delinquent but worthy of the same education right and privileges accorded to non-disabled children. The separation such schools from charitable institutions led to the mushroom of day schools, public schools and modern special classes for the children with special educational needs which accompanied by special class curriculum and special teacher training for special educators (Tsehai and Tsige, 2005).

Moreover Salend (1994) pointed out prior to 1800, individuals with disabilities were feared, ridiculed, abandoned, or simply ignored. As educational methods were improved and showed the success of various teaching techniques, society began to adopt a more accepting and humane view of individuals with disabilities. Although, the 19th century saw the rise of institution for individuals with disabilities that served to isolated them from society, the early twentieth century introduced the rise of special schools and special classes within public school facilities for students with disabilities and subsequently the special program and classes were followed by a period of advocacy and acceptance which resulted in the Education for All Handicapped Children Act (1975), in USA which later renamed as the Individual with Disabilities Education Act (IDEA). These acts also are established the concept of mainstreaming as one of the prevailing philosophical goals of the education of students with disabilities.

However, the reason behind providing special needs education has influenced by different assumption about disabilities. According to major ideological background charted in 1996 the rationale for providing special needs education considered as religious charity, society's responsibility, human right,

integration and education for all. This indicates the changing perspective of the special needs education (Tirussew, 2005, Mamo, 2000). Supporting this idea Aniscow (1994:3) put forward the following remarks.

It is possible to detect certain patterns in the historical development of special education across different countries. The pace of this development varies, of course, from country to country. It is also important to note that the field of special needs education has relatively recent origin. In its early stage the emphasis was on provision for children with distinct disabilities, but with expansion of public education in many countries, broader forms of special needs education have been introduced.

In line with this international commitment MOE is also committed itself to offer universal primary education by the year 2015 to facilitate active participation of all citizens in community and society. In this regards, the Education and Training Policy of Ethiopia, (1994) and the Education Sector Development Programs (ESDP II and III) direct implementation and development towards education for all. However, there is still a gap in providing access to all children particularly for children with special educational needs due to lack of knowledge about diversity, rigid and poor teaching methods, inconvenient learning environment, lack of identification process, and in adequate assessment procedures. As a result, schools and teachers are reluctant to accommodate students with special educational needs, and compel them to adapt to the school, instead of adapting to the needs of students (MOE, 2006).

2.3. Access to primary Education

Access to primary education can be defined as expanding and equalizing of educational opportunities and the inclusion of all children of school age going children. It is also a process of expanding adequately stated and built schools throughout a country to address universal primary education for all citizens including learners with special educational needs.

Access to primary education includes Net Intake Rate (NIR), Net Enrolment Rate (NER), Gross Intake Rate (GIR) and Gross Enrollment Rate (GER) (UNESCO, 2006). GIR and NIR considered as rates of admission to primary education. GIR is the total number of new students enters to first grade, regardless of age considered as the officially primary school entrance age. The Net Intake Rate includes only entrants that join primary schools at official entrance age and it is more accurate measure of timely access to primary education. GER and NER are used to indicate quantitative growth of educational access. GER is the total number of students, irrespective of their age expressed as the percentage corresponding school age population and NER is the total number of students in particular level of the official enrollment age for that expressed as percentage of corresponding school age population (UNESCO, 2006, MOE, 1999, UNESCO, 1990).

2.4 Concept of Quality Education

Defining the concept of quality education is not easy since the issue of quality is a dynamic and continuous process and what constitutes quality changes from time to time in respect to the demands of customers and society. Some scholars define quality in terms of out comes of knowledge, skill and attitude students get for the life after completion of the schooling, while the other put the concept of quality with resource utilization and cost effectiveness, others

focuses on education role with regard to value and attitude of responsible citizenship in nurturing creative and emotional development (Yalokwo, 2002).

Even though the quality issue in education are varied and exposed to different interpretations, recent literature on quality of education largely seems agreed to define the quality of education on broad framework. Accordingly, UNESCO (2002), Mingat (2003), UNESCO (2005) and MOE (2005) defined quality of education as set of elements that constitute the input, process and out put of the education system. Further more; UNESCO (2005) stated that indicators of quality are benchmarks with which we can systematically assess the quality primary education of special educational needs. The indicators make an influence on the process of education such as curriculum content, textbooks and learning materials, teacher qualification and training, accessibilities of facilities, parent and community support.

2.5. Equity

Developing equitable education for the growing diversity of students is not an easy task to achieve, and it is made more difficult because of a lack of clarity over what equitable provision would look like. However, three equity aspects or conditions are central to the attainment of EFA goals for all people with disabilities: equal access to opportunities for basic learning with peers, equity in terms of learner-friendly and gender sensitive educational experience of sufficient quality to ensure competent completion; and equity in terms of assurance that education can be of sufficient quality so as to adequately meet the basic learning needs of children with special needs education for maximization of their potential in relation to an eventually sustainable livelihood (UNESCO, 2004).

Moreover, Evans (2000) considers equity as provision of resource and social justice to create educational institution that is free from bias towards disabled learners. Thus, students with special educational needs demand fair and free compulsory basic education so as to satisfy their educational needs.

Mamo (2000) argues that the goal of special needs education in Ethiopia should be in line with the objective of Education and Training Policy of 1994. In addition, the issue of special needs education is also should be geared to the reduction of disparity between disabled and their non-disabled peers. However, children with special needs education do not have equal access to education as their non-disabled peers, it even worse for girls with special needs education due to preference of boys over girls and their labour also demanded by parents (Lakech, 2006).

In addition, MOE (2002) report disclose that the absence of adequate number of schools and other educational system related problems become a bottle neck to provide equitable education for all children regardless of their learning difficulty.

2.6. The Current International Trends and Policy Issue on Special Needs Education

As the result of the 1990 World Conference on Education for All: Meeting Basic Needs, the challenge of exclusion from education has been put on political agenda in many countries. Accordingly the World Education Forum reaffirmed that education can play a key role in overcoming exclusion of the disabled and the strong international endorsement of the convention on the rights of person with disabilities adopted by the United Nation General Assembly in 2006, which signed by more than 100 contraries, shown important shifts from a

medical welfare perspective to human right one. As a result; inclusion policy recognized in many countries where children with special needs education are taught in regular schools with various form of special support (Valentini, 2008). However, there is a clear disparity between developed and developing countries in implementing this approach to meet the needs of disabled children. For example, in Europe the trend is clearly toward inclusive education supported by program for families, where as in Latin America and most parts of Asia and sub-Sahara Africa financial constraints limit the coverage and extent of such program (Munoz and Villabos cited in Valentini, 2008).

In line with this world commitment Ethiopia introduced a new special needs education strategy in 2006, which is designed to foster inclusive schooling by training teachers to identify learning difficulties and impairments finding a means to facilitate active learning for all children and establishing support system. Moreover the government has planned to expand special needs education built on the current existing system: classes and units that attached to regular schools along with seventeen specials schools.

The MOE has also planned to increase output of teachers from training institution specialized in special needs education to ensure the quality of special needs education and to improve the awareness of educational officials at all level so as to make them to include the special needs education in the education sector planning and reporting. Furthermore, the cluster schools assigned as a center for teachers professional development and special schools would as resource and support center to provide adapted materials (MOE, 2006).

2.6.1. The Shift to Inclusive Education

Inclusive education is a strategy aimed towards the goal of promoting an inclusive society, regardless of their ability and impairment (Rydbjerg, 2003). Although inclusive education generally refers to the inclusion of children with disabilities in regular education, most of the educators in all parts of the world recognizing as approach to education which meets the needs of diversity of learner that result in quality education for all. Low literacy rates and high dropout rates in many countries of the world are key indicator of the failure of education models in use. Moreover the education models in use have failed to address issues such as poverty, ethnic minorities, violence and abuse of rural children, child labour (World Bank 2004).

Furthermore, the strategies used to achieve inclusive education for students with disabilities can benefit other with learning difficulties and as means to improve the quality of education for all children in the classroom. Inclusion is not just about placing students with disabilities into mainstream classrooms .It recognizes the needs of all children and demands trained teachers that facilitate an inclusive classroom which enables all the learner to meet their needs.

2.6.2 Challenge of Inclusive Education

Although data are still remarkably weak even in the more developed and statistic-intensive nations, it is estimated that among 115 millions children currently out of schools 40 millions have disability; most of which are often neither visible nor simply diagnosed. The life of these children is affected by social and physical environment. Recent studies conducted in Ethiopia and Peru revealed that the majority of poor families couldn't afford the mobility aids that might it easier for children with physical disabilities to attend school, as

the result they simply kept at home (UNESCO, 2004). Furthermore, the disabled people have a higher likelihood of experiencing poverty because of the institutional, environmental, attitudinal and discrimination faced, from birth or moment of disablement onward (UNESCO, 2004).

Moreover, studies focusing on perception of children with disabilities indicated that they like to study with other children but they are unsure of their capacities and fear the reaction of other children. Hayat (1994) found that most children with disabilities were eager to attend ordinary schools. However, they feared that they might be teased or not be able to keep up with the class and even when they make it to school, they often don't make it to graduation.

According to UNESCO (2004), the characteristic of schools building in the poor countries like Ethiopia, is considered as apartheid by the design due to obvious nature of the schools building such as steps, narrow passage or door, inaccessible transportation methods, or lack of any accommodation of pedagogy to the needs of students with disability such as braille, signing or audio aids, its implication extend also attitudinal barriers both at homes and schools which foster low expectation, overprotection, and ostracism from teachers and peers. Similarly, West (1997) has identified the attitude of teachers as the main barriers to inclusive education.

Therefore, changing the attitudes of those who are part of the process is crucial to any kind of innovation within the field even though changing attitudes takes time and is often difficult to evaluate (Kozma and Illyes, 1993).

2.7. Status of Special Needs Education in Ethiopia

International experience revealed that 10 to 20 percent of the school age children have special needs education. Using the international average one can estimate that Ethiopia has between 1.7 and 3.4 million school age children who require special needs education (MOE, 2005). However, the research conducted by JICA (2002) revealed that though, the new education and training policy has clearly guaranteed children with disabilities; education suitable to their capability and disability, there were only 2572 students in regular school in 1996 the reason being.

- Shortage of special schools
- Shortage of teaching material
- Inaccessibility to special schools
- Lack of awareness of the family to send children with disabilities to school

According to MOE (2005) there are 14,342,358 school age children in Ethiopia, out these the number of school age children with special needs education in the country is estimated between 1.4 to 2.8 million. Among these children only 1% of them have got access to primary education (Mamo, 2000, Tirussew, 2005). Similarly Oromia region has 5,214,553 school age (OREB, 2005). Using the international average one can estimate that Oromia has between 521,455 to 1,042,910 children who require special needs education. Moreover, according to CSA (1994) there are 33 thousands people with disability in Arsi Zone.

On top of this the study conducted by (Tirussew, et al., 1995) have revealed that most of Ethiopian data include only obvious impairments such as the blind, the deaf, the profoundly intellectually handicapped and those with motor

disorders. This indicates that the identification of children with special needs education in Ethiopia demands further study.

Similarly, the situational analysis conducted by MOE (2006) pointed out the following problems:

- The special needs education class attached to regular schools are under-resourced
- The students with special educational needs in regular schools and their teachers do not get professional support.
- Regular schools are not open for children with special need education due to lack of awareness of school management and teachers about universal right of children to primary education.
- The existing special schools are located in urban areas.
- Due to lack of identification, assessment and support children with special educational needs are likely to repeat or dropout.
- Special units and schools encountered serious shortage of trained teachers, classrooms, materials and equipments.

Therefore, status of special needs education provision in Ethiopia is low and it needs commitment of government and all stakeholders to change the current condition of special needs education in Ethiopia to achieve UPE by 2015.

2.8. Some Major Factors Influencing provision of Special Needs Education

2.8.1. Lack of Awareness

In order to overcome the problem of stigmatization, one definite solution is to make the communities aware of the benefits of special needs education to the learner with special educational needs. However, in most cases due to lack of understanding about special needs education these opportunities have given

only for a few children with apparent physical disabilities and thus people are not aware of the diverse needs of all children with or without obvious disabilities. Furthermore some consider the provision of special needs education for student with disabilities as a humanitarian's activities. With this regards the provision of special need education in Ethiopia are mainly carried out by NGO's (Tirussew 2005, Mamo 2000).

According to Tirussew (2005) to improve provision of special needs education, the awareness creation program should include parents, family and community members who need to be enforced and convinced to develop their contribution in promoting the provision of SEN. In addition awareness creation has also great importance for the official and experts who are participated in budget allocation and policymaking concerning the special needs education.

2.8.2. Inaccessibility of pre-schools

Pre-school program services for learners with disabilities begin in early age of three in the majority of the developed countries though the service varies with types and degree of disability. Pre-school education prepares children for the primary education and helps for physical and mental development of child. However, the absence of this service affects the normal development of child.

Furthermore a natural follow-up of family based on early intervention program is the early childhood education program. Nevertheless the number of pre-schools when compared to the number of children eligible to attend the program in Ethiopia is inadequate. The private pre-schools, currently in state of rapid increase, are accessible only to average and high economic status families as the tuition fee are very expensive. In addition, these schools are not open for children with disabilities. The emerging preschools have diversified

curriculum isolated from one another and lack formulated interaction, dialogue and cooperation among themselves. Most of the programs lack some of quality indicators such as developmental appropriateness and culturally responsiveness in terms of relevant materials, activities, and trained personnel (Tirussew, 2005).

The Ethiopia Education and Training Policy (1994) ensure the importance of early childhood establishments to promote their full development. However, the effort made by the government to strengthen and expanding pre-schools is negligible. Since this sector is left for the private investors and non-government organization (Tirussew, 2005).

2.8.3. Lack of Parents and Community Involvement

Carpenter and Morris (2001) revealed that the education of children with special educational needs couldn't be achieved without active participation of parents as a wide range of community services. The negative attitude of community towards the children with disabilities affects the life of their families and also the life of the children. As the result parents are ashamed because of having child with disability so they are kept at home and hence the children do not get appropriate services (Lakech, 2006).

According to UNESCO (2003) the involvement of families and local community in special needs education is essential in achieving quality education for all. Family and community groups can take an active role in promoting special needs education, advancing changes in policy and legislation. Successful partnership with parent can be developed if both the professionals and family understand and respect each other's role in those partnerships. Though encouraging marginalized group to become involved can be difficult, the

involvement of parent in education is vital. Therefore, the partnerships with wider community are the good opportunity for schools and have benefits for both since they have resource to share.

2.8.4. Teachers and Principals Competence

The development of special needs education relies heavily up on teaching staff within the system, especially, in developing countries like Ethiopia, where the financial resource for equipment and materials are limited. Therefore the training of the actors in schools is crucial for creating positive foundation for special needs education. Furthermore, poorly trained and unqualified teachers, lack of professional support and resource are also result in poor quality of education (Carpenter and Morris, 2001).

It is clearly, understand that the effective teaching-learning process of special needs education demands trained teachers and principals who are equipped with skills enables them to deals with the unique characteristic and needs of diversity of learner (Winzer, 1990).

2.8.5. The Nature of Curriculum

According to Fullan (1996), it is the standard school curriculum that poses problems for the student in the categories of learning disability, behavior disorders, and mild mental retardation. The general education curriculum is the place where their failure or lack of achievement marks them as having a mild disability. General education curriculum is problematic for student with special needs education because, it fails to meet the needs of diversity of learners and inflexible to accommodate the real and fluid nature of student learning.

The apparent goal of special needs education is to develop the skills of children with special needs through appropriate curriculum. Thus, teaching students with disabilities without a well-differentiated curriculum would alienate them from the learning activities. Ashdown and Carpenter (2001) contended that students with disabilities need strategies so as to ensure their participation in the curriculum and it should comprise all learning and other experience based on the modified curriculum. In many countries the language of instruction is different from the mother tongue of children. Therefore, language may create difficulties in understanding the subject matter clearly and in turn which affect the education provision for children with special educational needs.

2.8.6. Lack of Assessment and Identification

Assessment in teaching learning process is very important to identify an individual child's problem and to follow the progress and improvement in learning activities. It also examines not only to educational needs but also the effectiveness of the program. According to Lewis (2001) assessment should be an integral part of teaching and learning process for all learners. Therefore, the assessment is the continuous process to identify where the students stand in their learning and identification is the parts of attitude to prevent children failing in mainstream education (Bennathan and Boxall, 1996). Hence, assessment and identification are not simply task; it demands multidisciplinary team generally consisting of child's teacher, a school psychologist, a special educator, principals, the child's parents or guardian and other specialist who may be required. Furthermore, all assessment must be done in the child's native language or other mode of communication. Typically, the multidisciplinary assessment should include cognitive test, psychological test, aptitude test, achievement tests, teacher assessment, a social history, and health assessment (Osborne, Dimattia and Curran, 1993).

Thus, it is important that children with special needs education should be identified and provided with appropriate help at the very earlier possible time and the parent would be informed about their children's identified needs and encouraged to be fully involved with the school based response to their children's special needs and should have a chance to speak to those concerned bodies if they have any question or worries. However, the Ethiopian education system seems fail to assign adequate trained teachers and administrators who have skill and training how to handle disability issue (Tirussew, 2005).

2.8.7. Repetition and Drop out

Some authors considered repetition as a year spend by students in the same grade and doing the same thing as usually due to his/her failure to satisfy grade requirement (UNESCO, 1995). In Ethiopia it is also considered as a remedy for slow learner to master the curriculum activities. However, most of learners suffer from various problems that affect their learning and finally they fail to fulfill the requirement.

Similarly, dropout and repetition are most common in Ethiopian schools especially in grade one and seven due to lack of identification, assessment and support. In order to reduce these problems, children repeating and dropping out from schools should be assisted, training and professional support must be given to regular schools teachers by itinerant (MOE, 2006 and Tirussew, 2005).

2.8.8. Lack of School Facilities

The environment of school is crucial for it to become an inclusive center of education. According to the survey conducted by UNESCO (2003), lack of physically conducive environment in schools affect students with disabilities to participate actively in the learning teaching process. Many schools are situated

in location where wheel chair access is difficult, and classroom access is almost impossible and many classes are overcrowded and not well ventilated. According to Lakech (2006) most of the building in Ethiopia schools did not have appropriate design accessible for those children who have a mobility problem or children with physical disability.

Further more, Nielsen (1997) explained that the furniture and equipment of the room may need to be changed to accommodate students with disabilities. Because the, absence of good classroom and physical facilities in schools, affect the self-esteem and the interest of students with disabilities toward education.

2.9. Strategies to provide Basic Education for Children Special Needs

2.9.1. Legislative

The move to more inclusive education does not occur overnight. The change is gradual and it should be based on clearly articulated principles, which address system wide development. To reduce the barriers to inclusive education, the policy-makers and managers need to be:

- Mobilize opinions
- Build consensus
- Carryout a situation analysis
- Reform legislation
- Support local project (UNESCO, 2003)

Moreover, the efforts need to be made to ensure that all educational legislation emphasizes the responsibility to responding to pupil diversity and it is also

important to incorporate strategies that make clear the future roles of those working in specialized contexts and services. Hence without a strong legislation there is the possibility of distortion or block of the proposed changes (Ainscow and Memmensch Hailegiorgis, 1998).

In this regards, the Ethiopian Education and Training policy (1994) explains expansion of basic quality education and training for all children including learners with special educational needs and as a result formulate SNE strategy to implement the Education and Training Policy, and the international principles endorsed by the government to respects the right of the citizens to education (MOE, 2006).

2.9.2. Practice

Pilot projects that demonstrate the way in which schools can be developed in order to reach out to learners with different characteristics have been found to be useful in encouraging innovations and at the same time can help in preparing personnel who may then be used to lead with implementation effort (Ainscow, 1994). The objective of such practice is improving schools in such away that they can benefit all children and to ensure the idea of equity and excellence in the way suggested by the Salamanca statement (Ainscow and Hailegiorgis, 1998).

2.9.3. Teacher Education

There is strong evidence to support the view that educational improvement of any kind depend on the skills and confidence of teacher in taking the new innovation into their classroom (Fulcher, 1989). Consequently, teacher education both the pre-service and in service stages has a key role in the implementation of the reform. More specifically the research evidence indicates

the importance of school based staff development, including peer coaching arrangement among teachers that encourage experimentation with new classroom and if inclusive education is to be sustainable teacher training must be planned, systematic and long term (UNESCO, 2003 and Ainscow, 1995).

Further more, the educational environment has great impact on the students with disability and without disability in the process of including students with disabilities in the regular class room, the teacher must convey the positive feeling and caring attitude toward them, because the attitude of teacher can easily picked up and emulated by other students. The teachers must avoid any language that has a negative connotation, Such as handicapped, crippled, deformed, diseased, burdensome, spastic and disadvantaged. Therefore, educators need to learn about the disabling condition of students placed in a regular classroom. The special education teachers should provide information on the disability to general education teacher which in turn help the regular teacher in making appropriate modifications to the rooms environment and in using strategies that will best fit the educational and physical needs of the students (Nielsen, 1997).

2.9.4. Teaching Students about Disability

Students should be given accurate information about disability in advance. This improves any fear or misconception of students about disabilities. Similarly students need to make aware of the strength of the students with disabilities as well as their limitation. Students should also be taught about people with disabilities who have achieved success by the help of books, films, and other audiovisual materials (Nielsen, 1997).

Positive interaction between students with and without disabilities depends on the teacher's attitude and ability to promote positive environment. One way of

achieving this is by using cooperative learning to facilitate small group interaction. When all students work together cooperatively, students tend to give more praise, encouragement and support to students with disabilities. These may create a positive experience on opportunity for social and emotional growth for every one involved (Tirussew, 2005 and Nielsen, 1997).

2.9.5. Involving parents

According to Nielsen (1997) parents have to be involved if their children are to have rewarding experience and teacher should also invite the parents to visit the class and open the lines of communication to keep them informed about their children's progress and it also help for the academic success of children with disabilities.

Even though it is difficult to bring change in education system within a short period of time, it is important to mobilize all available support resources behind any proposed innovation; experience in other parts of the world points to the significance of community participation, particularly the involvement of parent (Levin and Lockheed, 1993).

2.9.6. Early Child Education

Development research has shown the importance of cognitive, physical and emotional development of appropriate exposure to learning experience during the early childhood. Training of mother and community groups can be most help in providing information and promoting beneficial outcomes, and for examples reducing isolation of families facing barriers to greater involvement of their children in early educational experience (UNESCO, 2004). More over early education serves as a foundation for early intervention. For example, earlier a hearing impairment has a chance to receive treatment and thus developing

good social relationships (Heward and Orlansky, 1988). It is therefore; educationally sound and psychologically recommendable that integration of children with disabilities starts as early as possible pre-school years in order to facilitate the unfolding potentials of children with disabilities. This process at the same time helps to increase primary school enrollment rates as well as to reduce the incidence (Tirussew, et al., 1995).

2.9.7. Curriculum Modification

Developing inclusive curriculum may involve broadening current definitions of learning inclusive curriculum based on a view of learning as something, which taken place when students are actively involved in making sense of their experience and where teachers act as facilitator rather than instructor. Therefore, the curriculum should be flexible enough to satisfy the needs of all students. The curriculum should be constructed flexibly to allow not only for school-level adaptation and development but also for adaptation and modifications to meet the individual student's needs and to suit each teacher's style of working. The role of policy makers should be helping the schools to enable them to modify the curriculum to meet the needs of individual student and encouraging this approach. In addition teachers have to become involved in curriculum development and to be skilled in curriculum adaptation in their own classrooms. Moreover they have to manage a complex range of classroom activities, be capable in planning the participation of student learning without given them predetermined answers (UNESCO, 2002).

2.9.8. Resource and Funding

The availability of appropriate support has great role in educating children with special educational needs in regular schools. If the schools are not resourced accordingly it is difficult for teachers to discharge their responsibility and to build up positive attitude towards their students with special needs education. Recognizing this, many countries have broaden their approach to funding education and have developed responses to learning difficulties such as collaborative work by students; parental involvement, teachers problem solving and mutual support. In addition to this it is important for national and local governments to establish partner donors, NGOs, business and industry sectors, which have developed interest in establishing good will and helping to produce as well educated workforce (Meijer et al., 1995, UNESCO, 2002).

Chapter Three

3. Research Design and Methodology

3.1. Methods

A descriptive survey study is employed for the purpose of this study on the assumption that this method is relevant to describe the existing situation and the past events (Best, 1989). According to Seyoum and Ayalew (1989) descriptive survey methods is more effective to investigate the phenomena and assess the status in their natural setting. In addition to this, the method is also appropriate to describe the trends that are developing.

3.2. Population and Sampling Techniques

The target population of the study was students who had experienced disabilities and attending their education in regular schools in 2007/8 academic years. Zone and Woreda educations heads and experts, teachers and principals of the study area were also included in the sample population.

Currently Arsi Zone has twenty-five Woredas. Since the majority of the Woredas in the Zone have more or less similar characteristics in terms of facilities and infrastructure, the researcher selected five Woredas (20%) using simple random sampling. Accordingly, Dodota, Merti, Munessa , Robe and Ziway Dugda Woredas were selected as the sample.

According to Arsi Zone education office annual report of 2007, there were 183 primary schools in the selected Woredas. The number of schools from each Woreda to be included in the sample was determined using quota sampling technique and hence 7, 6, 4,4and3 schools were determined to be taken from ZiwayDugda, Munessa, Robe, Merti and Dodota respectively. Finally, 24 schools were selected from sample Woredas in accordance with their determined quota using simple random sampling.

According to statistical data obtained from each sample Woreda number of teachers currently teaching in the sample schools were 554. Among these, 179 teachers (32.1%) were selected using simple random sampling and 24 principals were selected from sample schools purposely.

From each schools grade 1, 2 and 3 were purposely excluded because the students at these grade levels are assumed to be too young to provide reliable information and the rest grades 4-8 students were included. Thus, 27 students were taken using availability sampling. Five Woredas, education offices heads and five special needs experts were selected through purposive sampling and one Zone education office head and one special needs expert were included in the study purposely.

3.3. Sources of Data

The major sources of data for this study were categorized into primary and secondary. The primary data was collected from Zone education office head and special needs education expert, from the sample Woredas education offices heads and special needs education experts, from principals, teachers, and students with disabilities in the sample schools.

The secondary data were obtained from:

- Annual education abstract of Oromia Region Education Bureau
- Document from Arsi Zone Education Office
- Statistical and performance report of sample Woredas were used to extract relevant data on access (coverage) and quality indicators in special needs education of primary schools of Arsi Zone by using the form developed by researcher for this purpose.

3.4. Instrument of Data Collection

The major data collection instruments used in this study were,

- Document analysis of 2003/4-2007/8 such as education abstract, Zones and Woredas education office document extracted by using the format prepared by researcher.
- Questionnaire: the questionnaire comprised of issues related to the basic questions emphasis on access, awareness, quality and factors affecting the provision of special needs education were prepared for principals, teachers and students with special needs education in order to secured relevant information. The questionnaire was consisting of close and open-ended items.

-Interview: interview was one of the major instruments employed in this study. Semi-structured interview was used in order to strengths and crosscheck the responses made by the respondents through questionnaire. According to Best (1989) the semi-structured interview allows the respondents to speak freely to some extent and facilities conditions to probe additional information.

-Observation: Lewy (1979) and Morris and Gibbon (1978) acknowledged the use of observation in evaluating implementation. The observation checklist was intended to observe the presence of suitable environment in the school for student with special needs education. Among 24 sample schools 12 schools determined to be taken by quota from sample woredas. Based on the determined number of school by quota specific school to be observed was selected using simple random sampling and then the select schools were observed and the data obtained through observation was analyzed qualitatively to substantiate the analysis result obtained through questionnaires.

3.5. Data Gathering Procedures

The main data gathering tools for this study was questionnaire, interview guide and observation checklist, which was developed by researcher, on the basis of related literature and leading questions. The secondary data were collected from OREB, annual statistical abstract, Arsi Zone education office and sample Woredas performance reports on special needs education. Both questionnaires and interview guide were prepared in English and later translated into Afan Oromo and edited by language experts.

A pilot test was administrated to 10 teachers, 3 principals and 3 students with disabilities in Batu Town Administration in order to check the clarity and understandability of the tools. As a result, 5 questions were changed based on comments and suggestion obtained from the pilot test participants. And then, official contact was made with the Arsi Zone Education Office head to get permission and to arrange time for interview then letters has written to the sample Woredas Education Office so that the officials could co-operate in the process of data collection and time for interview with zonal head and expert were arranged. The Woreda heads and special needs education experts were informed about the objective of the study and the interview time was arranged with both education and experts of samples Woredas. Finally assistant distributed 24, 179 and 27 questionnaires for principals, teachers and students with disabilities respectively, while the research conducted observation. Of the dispatched questionnaires 24, 167 and 27 questionnaires were collected from principals, teachers and students with disabilities. Interview was made with Zone head and special needs expert, five Woreda education office heads and five special needs education experts, for two hour respectively. Twelve schools were observed twice and lastly the data collected through questionnaire has been coded tallied and tabulated in tables in accordance with related issues and made prepared for the analysis of data.

3.6. Data Analysis

This study used both qualitative and quantitative research approach. Therefore, the data obtained through questionnaire was analyzed quantitatively. For quantitative analysis percentage, mean, grand mean and rank order were employed. The data collected through interview and observations were analyzed qualitatively to substantiate the quantitative analysis.

Chapter Four

4. Analyses and Interpretation of Data

This part of the study deals with presenting, analyzing and discussing the data collected through questionnaire, interview, observation and document analysis.

4.1. Document Analysis

4.1.1. Accessibility (coverage)

The government of Ethiopia gives greater attention to the expansion of educational opportunities to children with special needs education. The convention on the rights of children with disabilities (1989), which is already accepted by the Ethiopia, has also recognized the right of children to free basic education and equal access to education for all including those with special educational needs. Similarly, the Ethiopia constitution realizes the provision of equal access to education and necessary assistance to people with disabilities and other disadvantaged groups. According to the standard rules on equalization of person with disabilities (1993), children with special needs education demands appropriate, adequate and accessible support services such as access to equal enrollment, access to trained teachers and conducive school environment with necessary resources. However, regular schools of Ethiopia are reluctant to enroll children with special educational needs, especially, those with apparent disabilities due to lack of awareness of schools principals and teachers about the universal right of children to basic education seem to be rejected. Further more, the existing special schools and units are found in urban areas. Thus, the large number of rural children with disabilities is denied access to primary education. According to (Mamo 2000, Tiressew et al 1995) still only 1% of children with disabilities have got access to primary education.

Table 1. Enrollment and GER of special needs education from 2003/4-2007/8 in Arsi Zone

Year	Total school age population (7.14)			Estimated school age population with special needs education (7-14)			Enrollment students with special needs education			(GER) Participation rate of students with SNE			GER of non disabled students
	M	F	T	M	F	T	M	F	T	M	F	T	
2003/4	294498	280200	574698	2945	2802	5747	19	16	35	0.065	0.057	0.061	91
2004/5	297178	282751	579929	29718	28275	57993	22	13	35	0.074	0.046	0.06	104
2005/6	299882	285384	585266	29988	28538	58526	22	13	35	0.073	0.046	0.06	105
2006/7	302611	287020	589631	30261	28702	58963	30	12	42	0.099	0.042	0.071	102
2007/8	305365	290540	595905	30537	29054	59591	56	29	85	0.18	0.099	0.14	93

Source: OREB annual statistical abstract (2003/4-2006/7)

Arsi Zone education office statistical report (2007/8)

Data calculated by the author, using 10% international prevalence rate of disability in any population (UNESCO, 2001)

As indicated in the table 1, there was difference in participation rate of males and females in five years. The participation rate of males has increased from 0.065 to 0.18 in the last five years. However, the participation rate of females was showed variation in five years. In 2003/4 the participation rate of females was 0.057 and in consecutive three years i.e. 2004/5-2006/7 the participation rate of female students almost remained the same (0.046, 0.046, 0.042) but in 2007/8 their participation rate has increased to 0.099. This shows the participation rate of females in special need education was less than the participation rate of males with special needs education. As shown in the above table the average participation of student with disabilities increases from 0.06 to 0.14 in last five years. But when this participation rate was compared with the non-disabled students from 2005/6 to 2007/8 it is negligible. Because the participation rate for non-disabled students in primary school (1-8) of Arsi Zone in 2003/4 to 2007/8 was 91%, 104%, 105%, 102%, and 93% respectively. From this one can easily realize that access to education for students with special needs education was insignificant.

Table 2. Enrollment and Participation rate of five sample Woredas by 2007/8 in Arsi Zone.

Woreda	Total population			School age population			Estimate school age population children with SNE			Enrollment Of students with SNE			Participation rate (GER) of SNE		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Dodota	29892	28734	58626	6350	5995	12345	635	600	1235	10	9	19	1.6	1.5	1.54
Merti	39132	38412	77544	8471	8164	16635	847	816	1663	10	2	12	1.2	0.25	0.72
Munessa	81349	82912	164261	17282	17299	3458	1728	1730	3458	3	2	5	0.17	0.12	0.14
Robe	85860	86203	172063	18240	17985	36225	1824	1799	3623	11	1	12	0.6	0.06	0.3
Ziway Dugda	62010	62258	124268	13174	12989	26163	1317	1299	2616	2	1	3	0.15	0.077	0.11
Arsi Zone	1306738	1299674	2606412	305365	290540	595905	30537	29054	59591	56	29	85	0.18	0.099	0.14

Source – OREB Annual statistical abstract (2003/4-2006/7)

Arsi Zone education office statistical report, 2008

Sample Woreda education of statistical report of 2008.

Data calculated by author, using 10% international prevalence rate of disability in any population (UNESCO, 2001)

As indicated in Table 2, the sample Woredas such as Dodota, Merti, Munessa, Robe and Ziway Dugda have participation rate of 1.54%, 0.72%, 0.14, 0.3% and 0.11 respectively. This showed, there was difference among sample Woredas in participation rate of special needs education. In addition table 2 shows that the participation rate of sample Woredas was better than that of Zone participation rate (0.14) except Munessa and ziwayDugda (0.11)woreda. The results of interview and observation revealed that the Woreda with relatively better performance such as Dodota 1.54%, Merti 0.72%, Robe 0.3% have started special needs education in special classes attached to regular schools since 2007.

In general, the gross enrollment of children with special needs education was still low. To improve the current condition it needs the commitment of government and other stakeholder to change the situation.

Table 3. Distribution of primary schools that offer special needs education (2003/4-2007/8) inArsi Zone

Year	Number of special classes attached to Regular schools	Number of school	Woredas				Total number of Woreda	School location
			Do not provide SNE		Provide SNE			
			No.	%	No.	%		
2003/4	2	1	21	95.5	1	4.5	22	Town
2004/5	2	1	21	95.5	1	4.5	22	Town
2005/6	2	1	24	95.8	1	4.2	25*	Town
2006/7	6	4	21	81	4	19	25*	Town
2007/8	8	6	19	68.5	6	31.5	25*	Town

Source – OREB Annual statistical abstract (2003/4-2006/7)

Arsi Zone education office statistical report, 2008

*: Three extra Woredas newly created by decision of Oromia Regional State

According to UNESCO (2006) access to primary education is a process of expanding an adequate number of schools throughout the country to provide universal primary education for all citizens including learners with special needs education. As clearly observed from table 3, the number of schools that provide special needs education at a special class system increased in 2006/7 and 2007/8. This indicates the government's commitment to improve the access of special needs education during the last two years. Recognizing the exclusion of children with special needs education, the MOE has also designed a strategy by 2006 to improve access to primary education for children with special needs education.

Table 3 shows that out of 25 Woredas in the Arsi Zone, only 6 Woredas (31.5%) have provided special needs education at a special class attached to a regular school in 2007/8. In addition, table 3 indicates that all of the schools providing special needs education in the Zone are found in the towns. This shows that the distribution of schools providing special needs education was not accessible to rural children. Thus, students from rural areas are expected to travel long distances to get access to special needs education. According to (Tirussew et al., 1995 and Tirussew, 2005), existing special classes and schools are located in urban areas; as a result, a significant number of children with special needs education was still denied access to primary education. MOE (2006) and JICA (2002) also identified the distance of schools as the main factors that affect the access to primary education.

4.1.2. Quality of Special Needs Education

When we think of improving access to special needs education quality of education is an indispensable issue. Improving all aspects of quality education was one of the six goals to which the world agreed up on it to attain by 2015. Ensuring quality special needs education in primary education is a big issue that demands for various resources. Quality of special needs education is affected by internal and external factors of school. Some of the factors that observed during classroom observation were inconvenient classroom condition, and seating arrangements, lack of relevant teaching materials and equipment. Furthermore, according to UNESCO (2002) quality of education can be assessed in terms of an input, process and out come frameworks. However, this part of analysis emphasized only on in put aspect of quality. Thus, Table 4 provides the status of certified teacher- student ratio, student- section ratio.

Table 4. Teacher-student ratio and section - student ratio in last five years (2003/4-2007/8)

Year	Sections	Students			Teachers			Teacher Student ratio	section Student ratio
		M	F	T	M	F	T		
2003/4	2	19	16	35	6	2	8	1: 4.3	1:17.5
2004/5	2	22	13	35	3	2	5	1: 7	1:17.5
2005/6	2	22	13	35	3	2	5	1: 7	1:17.5
2006/7	6	30	12	42	2	8	10	1: 4.2	1: 7
2007/8	8	56	29	85	2	8	10	1: 8.2	1: 10.6

Source: Education statistics Annual Abstract of OREB 2003/4-2005/6

- Arsi Zone education office statistical report 2006/7-2007/8

As clearly shown in table 4 the teacher-student ratio from 2003/4-2007/8 was 1:4.3, 1.7, 1:7, 1:4.2, and 1:8.5 respectively. This indicates teacher- student ratio increased steadily in five consecutive years except in 2006/7. Although the student -teacher ratio seems promising it is difficult to conclude that teacher-student ratio was better in Zone because, exact number of students with special needs education attending primary education in regular school of Arsi Zone were not known due to lack of identification and assessment methods. Further more special needs education class requires two qualified teachers in the given classroom that support students with special needs education depending on the types of disabilities they possessed.

As indicated in the table 4 section-student ratios were: 1:17.5, 1; 17.5, 1:17.5, 1:7 and 1:10.6. This data revealed that, there was no demand for more section though it is difficult to conclude that the ratio is promising since there was no reliable data about the number of student in the special needs education. The interview conducted with zone education and expert indicated that:

. . . There is no shortage of section in providing special needs education, the main problem of the Zone is the number of qualified teachers, Arsi Zone has only 10 teachers trained in special needs education with certificate.

(2/7/2000)

According to (Nielsen, 1997) the importance of teachers trained in SNE is indispensable, because they help general education teachers by providing information on disabilities which in turn help the regular teachers in making appropriate modification to the rooms environment and in using strategies that will best fit the educational and physical needs of the students.

Equity

Developing equitable education for diversity of students is not an easy task to achieve, and it is made more difficult due to absence of clarity over what equitable provision would look like. However, two equity conditions are central to the attainment of EFA goals for all people with special needs education: equal access to basic education with peers and gender sensitive educational experience of good quality to ensure competent completion. To the examine the conditions the five years data were analyzed as indicated in Table 5 below.

Table 5 - Enrollments of students with special needs education by sex (2003/4-2007/8) in Arsi Zone.

Year	M	%	F	%	Total	%
2003/4	19	54.29	16	45.71	35	100
2004/5	22	62.85	13	37.15	35	100
2005/6	22	62.85	13	37.15	35	100
2006/7	30	71.43	12	28.57	42	100
2007/8	56	65.88	29	34.12	85	100

Source: Education statistics annual abstract, of REB 2003/4-2005/6

- Arsi Zone education office statistics, 2006/7-2007/8

As can be seen from table 5, enrollment of students with special needs education is increased in 2006/7 to 2007/8 when compared to 2003/4 to 2005/6. This indicates the government was made some effort to improve the enrollment of children with special needs education in primary schools during the last two years. However, when this figure is compared with total enrollment of children without disabilities it is negligible.

As indicated in table 5, when we compare the number of students in terms of gender, male students have got better access to education than female

students. The enrolment rate of male in the five years (2000-2005) were 62.85%, 71.43% and 65.88% respectively. This shows that there is gender disparity between students with special needs education. Lakech (2006), pointed out that girls with special needs education had less opportunity to attained schools due to misconception of parents and community toward female education. This also demands further investigation to find solution to the gap between the two sexes (boy and girl) students with special needs education. In addition, attaining equity in providing education for children with special needs education is an integral part of EFA goals; basic education for all by 2015. To achieve this goal, educational institution should be made effort to provide equal opportunity to education for all students with special educational needs.

4.2. Analysis of Teachers, Principals, Zone and Woredas Education Offices Heads and Experts.

4.2.1. Demographic Data.

Table 6. Characteristics of Respondents.

No	Item	Respondents	
		No	%
1	Sex		
	M	116	57.14
	F	87	42.86
	Total	203	100
2	Qualification		
	MA/MSc	-	-
	BA/BSc/BED	3	1.5
	Diploma	108	53.2
	TTI	92	45.3
	Total	203	100
3	Years of experience		
	0-5	45	22.2
	6-10	64	31.5
	11-15	37	18.2
	16-20	21	10.3
	21-25	20	9.9
	26-30	13	6.4
	Above 31	3	1.5
	Total	203	100%

As shown in table 6, 42.86% of respondents were females and the majority (57.14%) of the respondents was males. Regarding to the qualification of the respondents 1.5% was first-degree holders. The majority (53.2%) was diploma graduates and 45.3% was TTI graduates. There were no respondents with qualification below TTI and above first degree. Concerning experience of respondents the majority of the respondent had more than 6 years of service as indicated in the table 6, 22.2% of the respondents had the experience between 0-5 and 31.5 of the respondent had 6-10 years of service. In general 77.8% of the respondents had more than 6 years of service. Thus, majority of the respondents could provide pertinent information that would be help full for the success of this finding.

4.2.2. Access and Awareness of Special Needs

Education

Access to primary education is the process of expanding adequate number of the school throughout the country to address the universal primary education for all citizens including learners with special needs education. This demands awareness of policy makers and implementers. Thus following issues were raised to principals and teachers to analyze the condition.

Table 7 – Education opportunity for students with special needs education and awareness of people as perceived by principals and teachers.

No	Item	Respondent			
		Principals		Teachers	
		No	%	No	%
1	How do you rate the effort made by Woreda/Zone education office in expanding primary school for students special needs education				
	Very high	-	-	3	1.8
	High	-	-	12	7.2
	Medium	8	33.3	40	24.0
	Low	12	50	81	48.5
	Very low	4	16.7	31	18.5
	Total	24	100	167	100
2	How do you rate the awareness level of the expert and decision makers about special need education				
	Very high	-	-	15	9.0
	High	-	-	14	8.4
	Medium	10	41.7	59	35.2
	Low	12	50.0	60	36.0
	Very low	2	8.3	19	11.4
	Total	24	100	167	100
3	To what extent parent and community have awareness about special needs education.				
	Very high	-	-	10	6
	High	-	-	9	5.4
	Medium	1	4.2	23	13.8
	Low	20	83.3	80	47.9
	Very low	3	12.5	45	26.9
	Total	24	100	167	100

As shown in item 1 of Table 7, 50% of principals and 48.5% of teachers responded low respectively concerning the effort being made by Woreda and Zone education in expanding primary school for the student with special needs education. This shows that the Zone, and Woreda education did not give due attention toward the education of children with special educational needs. From this one can conclude that there was lack of awareness about universal right of children with disabilities that already adopted by the Ethiopian government.

Regarding item 2 of Table 7, the majority of principals (50%) and 36% of teachers replied that the awareness level of experts and official about SNE is low. This show the expert and decision makers at various levels have low understanding about the current condition on the right of children with special need education. This is due to low awareness about disabled and disabilities, since most of the experts working on special needs education area have no training on special needs education.

Moreover, the interview held with Zone and Woreda education office heads and experts indicated that lack of trained manpower as the major problem in the areas. All of the interviewees agreed that there was lack of awareness at all level of education system (school-Zone). To this end, one expert from Woreda explained as follows,

. . . Even though currently the government tries to change the situation of special needs education by giving workshops to create awareness among all stakeholders, still there is no more change as required, because the awareness creation given was not adequate and it also did not include the community at grass root level.

24/7/2000

Ministry of Education (2006), also forwarded similar idea stressing on the importance of awareness creation for school principals, boards, parent- teacher associations and communities around the school. Therefore, the fore going discussions reveal that lack of awareness is still the major problem in the Zone. Regarding items 3 of Table 7, the majority of principals (83.3%) and 47.9% of teachers replied that the awareness of parent and community about special needs education is low. This show the majority of parent and community, which have great contribution in the provision of special needs educations, are not aware of special needs education. According to Tirussew (2005) to improve the provision of special needs education, the awareness creation program should be include parents and community member who need to be convinced to develop their contribution in promoting the provision of special needs education.

Table 8 – Parents and community participation in special needs education provision as perceived by teachers and principals.

No	Item	Respondents			
		Principals		Teachers	
		No	%	No	%
1	Do parent of students with disabilities aware of the right of their children to learn in the regular school system?				
	Yes				
	No	6	25	40	24
	I don't know	18	75	127	76
		-	-	-	-
	Total	24	100	167	100
2	Do Zone/Woreda education offices have action plan to increase parent and community participation in provision of special needs education?				
	Yes	-	-	-	-
	No	22	91.7	98	58.7
	I don't know	2	8.3	69	41.3
	Total	24	100	167	100
3	Does Woreda education office allocate additional budget for regular schools that provide special needs education?				
	Yes				
	No	-	-	-	-
	I don't know	24	100	132	79
		-	-	35	21
	Total	24	100	167	100

As shown in item 1 of Table 8, 75% of principals and 76% teachers replied 'No' concerning the awareness of parent about the right to teach their children with disabilities in regular school system. This show the parents of children with disabilities are unaware to teach their children in the regular system and they did not get opportunities to know about universal right of children with disabilities. However, Carpenter and Morris (2001) revealed that the education of children with special education couldn't be achieved with out active participation of parents as a wide range of community services.

As indicated in item 2 of Table 8, 91.7% and 58.7% principals and teachers responded 'No' respectively about the action plan to increase parent and community participation special need education. In addition the respondents explained in open-ended question that since the experts at Woreda level have no awareness they have no action plan to mobilize community. From this one can understand that due to lack of capacity and awareness in the side of experts and decision maker there was no involvement of parent, community and concerned bodies in planning and development of special needs education. As indicate by (Levin and Lock heed, 1993), the involvement of parent and community has great importance in the planning and development of special needs education.

Concerning item 3 of Table 8, 100%of the principals and 79%of teachers responded 'No' regarding to special budget allocation for special needs education. This shows no attention was given to special needs education due to lack of awareness about special needs education among Arsi Zone education officials. The interview result also revealed that there was no special budget allocated by government to special needs education. The main source of budget for additional support was secured from few NGOs and communities.

Further, UNESCO (2002) confirmed that the availability of appropriate support has great role in educating children with Special needs education in regular schools and if the schools are not resourced it is difficult for teacher to discharge their responsibility and also to build up positive attitude to wards the students with special needs education.

Table 9. The Pre School situation in Arsi Zone.

<u>No</u>	Item	Respondents			
		Principals		Teachers	
		<u>No</u>	%	<u>No</u>	%
1	Lack of adequate number of pre-school which serves the children with special needs education to acquire basic skills for further education				
	Very high	14	58.3	89	53.3
	High	6	25.0	51	30.5
	Medium	2	8.3	16	9.6
	Low	1	4.2	8	4.8
	Very low	1	4.2	3	1.8
	Total	24	100	167	100

As shown in the table 9- above the majority of principals (58.3%) and 53.3% of teachers replied that the shortage of pre-school is very high. This shows shortages of pre-school in the Zone.

The interview conducted with Zone education office expert explained the situation as follows:

. . . Arsi Zone has only few pre-school run by the government sectors and some of the pre-schools possessed by private sectors. Both the pre-schools those run by government and private sectors are found in the urban center. Since the objectives of private sectors are to make profits it is unaffordable for parent of children with special needs education with low economic status.

2/7/2000

In addition, as regular schools teachers, the pre-school teachers are also reluctant to accept children with apparent physical and mental disabilities. As clearly explained by the interviewee, the majority of rural children have no opportunity to attend pre-schools since all the pre-schools are found in the urban center, even though urban center deny opportunities due to economic problem and lack of awareness on the side of teacher, about the right of children to attend to primary education regardless of their disabilities. This idea is also confirmed by the research conducted by Tirussew in(2005) which revealed that the private pre-schools are accessible only to average and high economic status families as the tuition fee are very expensive and additionally these schools are not open for children with disabilities. As indicated by Ysseldyke and Algozzine, (2003), pre-school education prepares children for primary education and it also help for physical and mental development of children. However, the absence of this service affects the normal development of child. The Ethiopian Education and Training Policy of 1994 is also ensures the importance of early child education. From this it is possible to conclude that there was a policy implementation problem in the Zone. This results in low access to pre-school which affects further education of children.

4.2.3. School Facilities

The presence of suitable schools environment is important for active participation of students with special needs in learning teaching process. Because the absence of suitable classroom and physical facilities in schools, affect the self-esteem and the interest of students with special needs education toward learning. To this end, the following questions were raised to principals and teachers to understand the situation.

Table 10- Situation of school facilities

No	Item	Respondents			
		Principals		Teachers	
		No	%	No	%
1	Sufficient and ventilated classroom that is suitable for children with disabilities				
	Adequately available	4	16.7	31	8.5
	Moderately available	12	50.0	110	65.9
	Low	7	29.1	8	4.8
	Not available	1	4.2	18	10.8
	Total	24	100	167	100
2	Sufficient desks, chair and tables which is comfortable for students with disabilities				
	Adequately available	1	4.2	4	2.4
	Moderately available	8	33.3	17	10.2
	Low	12	50.0	136	81.4
	Not available	3	12.5	10	6.0
	Total	24	100	167	100
3	Availabilities of reference books, equipment and teaching materials relevant for students with disabilities				
	Adequately available	-	-	-	-
	Moderately available	2	8.4	10	6.0
	Low	14	58.3	140	83.8
	Not available	8	33.3	17	10.2
	Total	24	100	167	100

As indicated in Table 10 – the majority of principals (50%) and 65.9% teachers responded that the availability of suitable classroom for students with special need education is moderately available. This shows there is average number of classroom for student with disabilities. This idea is also confirmed in the document analysis part (See Tables 4). However, it was observed those classrooms were not well ventilated, small in size and had narrow doors. The survey conducted by UNESCO (2003) revealed that lack of conducive physical environment of the schools affect students with disabilities to participate actively in learning – teaching process and many classroom in developing countries are over crowded and not well ventilated.

Concerning item 2 of Table 10, 50% of principals responded that the availability of chairs, desks and tables comfortable for student with disabilities are low and the majority of teachers (81.4%) replied as low. This indicated that, there were no adequate chairs, desks and tables suitable for student with disabilities. It was observed that in some schools students had no chairs and desks.

As can be seen from Table 10, of items 3, 58.3 %of principals replied that availability of reference books, equipment and teaching materials relevant for student with disabilities is low and 83.8% teachers also replied low. Thus, availability of relevant materials was low. Hence from the above analysis one can conclude the quality of special needs education in Arsi Zone is low.

4.2.4. Status of professional Support and Training for principals and Teachers

As indicated in the literature part of this thesis, the development of special needs education relies heavily upon teachers and principals. Therefore, the training and professional support of the actors in schools are crucial for creating a positive foundation for special needs education. Poorly trained and lack of supportive structural administrators are results in poor quality of education. Thus the following issues were raised to the teachers and principals to analyze the situation.

Table 11 – Status of professional support and training for principals and teacher as perceived by principals and teachers.

No	Item	Respondents			
		Principals		Teachers	
		No	%	No	%
1	Absence of adequate number of teacher trained in special needs education				
	Very high	18	75	85	51
	High	2	8.3	58	34.7
	Medium	1	4.2	2	1.2
	Low	3	12.5	15	9
	Very low	-		7	4.1
	Total	24	100	167	100
2	To what extent teachers and principals participate in short term training provide on special needs education?				
	Very high				
	High	1	4.2	-	
	Medium	1	4.2	9	5.4
	Low	2	8.3	19	11.4
	Very low	11	45.8	66	39.5
		9	37.5	73	43.7
	Total	24	100	167	100
3	To what extent zonal/Woreda education offices special needs experts provide professional support for teachers and principal in your school?				
	Very high	-		-	
	High	-		-	
	Medium	3	12.5	20	12.0
	Low	13	54.2	90	54.0
	Very low	8	33.3	57	34
	Total	24	100	167	100

As indicated in table 11 of item 1, 75% of principals and 51% of teachers responded that the absence of trained teachers in special needs education was very high. This shows that number of teacher trained in special needs education is negligible in the sample Woreda. This idea also confirmed by the result of interview and document analysis of part of this thesis (refer to Table 4 and interview result on page 45). However, as indicated in the Winzer, (1990) works, effective teaching – learning process of special needs education require trained teachers and principals who are equipped with skills enables them to deal with the unique characteristic and needs of diversity of learner.

Concerning the item 2 of Table 11, 45.8% of principals and 43.7% of teachers responded that the participation of teachers and principals in short term training on special needs education low and very low respectively. This shows the short term training on special needs is not provided to principals and teachers in sample Woredas. The extent of participation of teachers in short term training was less when compared with principals. This shows the principals had opportunities than teachers. As indicate in literature part of this thesis research evidence revealed that the training of teachers and principals both in the pre-service and in-service stages has a key role in improving the quality of education and implementation of the reform. Regarding to item 3 of Table 11, 54.2% principals and 54% of teachers replied that the professional support provided by expert at zonal and Woreda level was low. Thus, the teachers and principals were not offered sufficient professional supports from the experts who might be better than them in terms of skills and knowledge. Anderson (1992) further stated, that absence of professionals supports provided in various form may affect teachers' performances, which could be crucial for provision of quality education.

4.2.5. Factors Affecting the Provision of Special Needs Education in Primary Schools

As clearly mentioned in the literature review part improving the provision of special needs education demands various input and innovative activities that may increase the provision of special needs education to achieve UPE in pre determined time. The presence of these inputs play great role in improving the provision of special needs education. To this effect, the following issue was raised to the principals and teachers.

Table 12. Factor affecting the provision of special needs education as perceived by teachers and principals

No	Item	Respondents														$\frac{M_1+M_2}{2}$	
		Principals							Teachers								
		f	5 VH	4 H	3 M	2 L	1 VL	Σ	M_1	5 VH	4 H	3 M	2 L	1 VL	Σ		M_2
1	In accessibilities of school building for student with disabilities	f	14	4	2	3	1	24	4.1	63	56	34	14	0	167	4.0	4.2
2	Lack of teaching materials and equipment	f	15	6	2	1	0	24	4.5	94	42	17	8	6	167	4.3	4.4
3	Lack of relevant curriculum for special needs education	f	10	5	4	3	2	24	3.8	49	47	34	22	15	167	3.6	3.7
4	Lack of awareness of the family to send children with disabilities to school	f	13	7	2	1	1	24	4.3	47	60	26	34	0	167	3.7	4.0
5	Shortage of budget for special needs education	f	19	4	1	0	0	24	4.8	99	50	18	0	0	167	4.5	4.6
6	Lack of information on the number and status of children with special needs education	f	20	4	0	0	0	24	4.8	67	65	15	13	7	167	4.0	4.4
7	Absence of appropriate methods for identification and assessment of children with special educational needs.	f	16	3	2	2	1	24	4.3	54	63	25	22	3	167	3.9	4.1

VH=Very high

H=High

M=Medium

L=Low

VL=Very Low

f = frequency

Σ =summation

M_1 = Mean of principals

M_2 = mean of teachers

$\frac{M_1 + M_2}{2}$ = grand mean

As indicated in table 12, among the seven items analyzed to see their influence on the provision of special needs education, the shortage of budget rated as first main factors affecting the provision of special needs education having the grand mean of 4.6 and the lack of relevant curriculum for special needs education relatively have less influence on the provision of special needs education when compared with the rest items as we can see from item 3 of table 12. As we can observe from the table 12, the seven items that affected the provision of special needs education can be ranked as follows:

- Shortage of budget for special need education with grand mean of 4.6
- Lack of teaching materials and equipment and lack of information on the number and status of children with special needs education with grand mean of 4.4
- Inaccessibilities of schools building for student with disabilities and absence of appropriate methods for identification and assessment of children with special needs education with grand mean of 4.1
- Lack of awareness of family to send children with disabilities to school with grand mean of 4.0 and
- Lack of relevant curriculum for special needs education with grand mean of 3.7

From this one can conclude that all factors affect the provision of special needs education in the sample Woredas with various degrees.

As identified in the above analysis shortage of budget was the main problem in the sample Woredas for provision of special needs education in primary schools. Ministry of Education (2006) further pointed out that the budget requests for special needs education by schools was turned down by the

Woredas due to lack of awareness and knowledge, and consequently regions made no plans for special needs education services.

As we can see from above results the others main factors that influenced the provision of special needs education was lack of teaching materials and equipment (4.4). This shows the shortage of teaching materials and equipment in the sample Woredas. Thus, absence of teaching material and equipment in schools, affect the self-esteem and interest of children with disabilities toward education. Similarly as indicated in the above analysis lack of information on number and status of children with special educational needs (4.4) affect the provision special needs education. This indicates that there was no reliable data on status and number of children with special needs education. MOE (2006) also revealed that there was no reliable data available on inclusion or exclusion of students with special needs education. Until know planning, data collection and statistics have failed to consider a large number of children and student with disabilities. Others factors influencing the provision of specials needs education with the same magnitude are in accessibilities of school building for student with disabilities and absence of appropriate methods for identification and assessment of children with disabilities (4.1). Regarding to in accessibilities of school building for disabilities the analysis indicated that majority of the school building is not accessible to the student with disabilities. Lakech (2006) confirmed that most of schools building in Ethiopia did not have appropriate design accessible for children with disabilities particularly for those who have a mobility problem.

Concerning the absence of appropriate methods for identification and assessment of children with disabilities the analysis result indicated that there were no appropriate methods for identification and assessment of children with disabilities in the sample Woredas. According to Tirussew (2005) the Ethiopian

Education Systems fails to assign adequate trained teachers and administrator who has skill and training how to handle disabilities issue, and as a result many children with special needs education were likely to repeat and dropout from schools due to absence of proper identification and assessment methods.

As indicate in item of Table 12, still lack of awareness of family to send their children with disabilities to schools was other factors affecting the provision of special needs education (4.0). From this one can conclude that parents have low awareness about the education of children with disabilities. As clearly indicated in chapter two of this paper, the negative attitude of community towards children with disabilities, adversely affect life of families and as well life of their children. Thus, parents are ashamed because of having child with disability so they are kept at home and as the result they missed opportunity to education. The last factor that influenced the provision of special needs education was lack of relevant curriculum for special needs education (3.7) as revealed in item 3 of Table 12, though it influence seems less as compared to other factors. This shows that absence of relevant curriculum for special needs education was still another challenge in provision of special needs education in the sample Woredas. As mentioned in chapter two; the traditional curriculum is problematic for student with special needs education because it fails to meet the diverse need of learners, and lack flexibility to accommodate the real and fluid nature of student learning. Therefore, the curriculum should be flexible enough to satisfy the needs of all students.

4.3. Analysis of Student Responses.

Table 13 – The rank order of factors that affect the participation of children with special needs education as perceived by students with special needs education.

What are the main factors affecting your participation in primary education?	f	Rank order
A. Negative perception of parents and community to ward your education.	24	3
B. School distance	23	4
C. Shortage of special schools	26	2
D. Absence of initiation on the part of Zone, Woreda , school management and teachers to convince community to send their children with disabilities to school	22	5
E. Unwillingness of regular school management and teachers to enroll children with special needs education, especially those with apparent disabilities	27	1

f:frequency

As indicated in table 13, the factors that affect the provision of SNE can be ranked according to their attractiveness to respondents as follows:

- Unwillingness of regular schools management and teachers to enroll children with SNE
- Shortage of special schools
- Negative perception of parents and community
- School distance
- Absence of commitment on part of teachers and education officials to convince community to send their children to school

As indicated in item 'A' of Table 13, 24 respondents replied that the negative perception of parent and community toward education affect the participation of students with special needs education in primary schools. This shows the majority of parents were not willing to send their children with special needs education to primary school. Thus, most of the parents were kept their children at home due to lack of awareness and perception problem. Regarding item 'B' of Table 13, 23 respondents responded that distance of school hindered their participation in the primary school. This indicates the shortage of primary school at reasonable distance in the sample Woredas. Concerning item 'C' of Table 13, 26 respondents replied that the shortage of special school hinders their participation in primary schools. This shows that there was shortage of special schools that provide education for children with special needs. The MOE (2006) confirmed that the existing special units and schools are located in urban areas, and most of them have long waiting list and as the result large number of children and students are still excluded from primary education.

Regarding 'D' 22 respondents replied that the absence of initiation on part of Zone, Woreda, schools management and teachers to convince community to send their children with disabilities to school affect their participation in primary school. This shows that the absence of attention toward special needs education on the part of decision makers and implementers to mobilize community and to create awareness in order to promote the provision of special needs education. Therefore in order to achieve UPE by 2015 due attention has to be given for special needs education in primary schools.

Concerning item 'E' 27 respondents replied the unwillingness of regular school management and teacher to enroll children with special needs education hamper their enrollment in special needs education. This shows that regular

schoolteachers and principals are reluctant to enroll children with special educational needs, though children have universal right to primary education.

Table 14 – The challenge of inclusive education as perceived by student with special needs education

No	Item	Rating Scales							
			SA 5	A 4	U 3	D 2	SD 1	Σ	M
1	Students with special needs education can get extra help from teacher when they need it	f	5	5	3	9	5	27	2.85
		%	18.5	18.5	11.1	33.4	18.5	100	
2	Regular school teacher encourage student with special needs education when they try new things in inclusive class	f	6	1	4	12	4	27	2.74
		%	22.2	3.7	14.8	44.5	14.8	100	
3	Regular school teacher grade fairly for students with special needs education in inclusive class	f	6	2	5	9	5	27	3.0
		%	22.2	7.4	18.5	33.4	18.5	100	
4	Teachers use various methods of teaching fit to the needs of diversity of learners in inclusive class	f	3	2	8	7	7	27	2.52
		%	11.1	7.4	29.7	25.9	25.9	100	
5	Student with special needs education have skills of using different materials and equipment	f	4	3	6	9	5	27	2.7
		%	14.8	11.1	22.2	33.4	18.5	100	
6	Student with special needs education can get relevant materials and equipment as they required (Braille, wheelchair, audio aid . . .etc)	f	0	4	7	9	7	27	2.3
		%	0	14.8	25.9	33.4	25.9	100	

SA = strongly agree

A = Agree

U = Undecided

D = Disagree

Σ = Summation

M = Mean

f = Frequency

% = percent

As we can see from Table 14, the mean of each item was 2.85, 2.77, 2.8, 2.52, 2.7 and 2.3 respectively. This indicates that supports that students with SNE received from teachers and schools were low, that means it is below average (3). The observations conducted at schools also confirmed this result. Similarly the study conducted by West (1997) identified teachers as main barriers for inclusive education.

Therefore, changing the attitudes of those who are part of the process is crucial to improve the participation rate of student with special needs education in primary schooling.

Table 15. The opportunities of inclusive education as perceived by student with special needs education

No	Item	Rating Scales							
			SA 5	A 4	U 3	D 2	SD 1	Σ	M
1	Learning in regular school help you to learn new skills through initiation	f	15	12	0	0	0	27	4.56
		%	55.6	37	7.4	0	0	100	
2	In regular school you can learn social and real life skills from your peers that could help you to live with your communities	f	17	10	0	0	0	27	4.63
		%	63	37	0	0	0	100	
3	Learning in regular school provide you an opportunities to education in your communities instead of being sent away to special school or staying at home	f	10	12	5	0	0	27	4.19
		%	37	44.4	18.6	0	0	100	
4	Learning in regular schools help you to develop confidence	f	0	1	5	8	13	27	1.77
		%	0	3.7	18.5	29.6	48.2		

SA = strongly agree

M = Mean

A = Agree

f = Frequency

U = Undecided

% = percent

D = Disagree

Σ = Summation

As indicated in table 15, to analyze the perception of student with special needs education three item were presented for student with special needs education and following results obtained.

Concerning item 1, the majority (55.6%) of the respondents responded strongly agree. This shows learning in regular school help student with special needs education to learn new skills through imitation.

Regarding item 2, 63% of the respondents replied strongly agree. This indicate that learning in regular school can help them to learn social skills from their peers and concerning item 3, the majority (44.4%) of the respondents responded Agree. This shows that learning in regular school provide opportunities for students with special needs education to be educated in their community, instead of being sent away to special school or staying at home.

Mean of these items are also 4.56, 4.63 and 4.19 respective. This shows that the majority of students prefer to learn in inclusive classroom.

Regarding item 4, the majority (48.2%) of the respondents replied strongly disagree with mean value of 1.77. This indicates that students with SNE have doubt about their competitiveness.

According to Hayat (1994) most of the children with disabilities were eager to attend ordinary school, however, they fear that they might be not able to keep up with class and even when they make it to school; they often do not make it to graduation. Therefore, they need special supports that help them to develop the self-esteem and capacity.

4.4. Responses of Education Offices Heads and Experts on Strategies to Improve the provision of Special Needs Education

As mentioned in chapter two the Salamanca world conference on special need education called up on all government to give the highest budgetary priority to improve the education system and enable the system to include all children. In line with international declaration, a new Education and Training policy has also clearly guaranteed children with disabilities education suitable to their capacity and disabilities. However, some research finding revealed that less than 1% of children with special educational needs get access to primary education to due to attitudinal and environmental problem. To this effect, the following interview questions were raised to Zone and Woreda education offices heads and special needs experts.

What strategies should be used to make special needs education available to all children with special needs education?

Based on the above question the solutions suggested by the interviewees summarized as follows:

- Expanding special needs educations in regular school
- Training large number of teacher in special needs education.
- Creating awareness of parents, teachers experts and decision makers
- Improving budget allocation for special need education
- Building low cost schools
- Coordinating all stakeholders such as NGOs, religious organization and investor to mobilize resource for promotion of special needs education.
- Providing assistance to student with special needs education in regular schools.

- Encouraging parent and community participation in special needs education activities.

As described above, the interviewees suggested different strategies that used to promote special needs education in Arsi Zone. From this one can recognize that there is still the problem of expanding SNE, training adequate number of teachers in SNE, awareness creation, allocating adequate budget and mobilizing resources to promote the SNE to the desired level. Therefore, implementing the suggested strategies has positive impact in improving the provision of SNE in Arsi Zone

Chapter Five

5. Summary, Conclusion and Recommendations

5.1. Summary

The main objective of the study was to assess the status of special needs education of Arsi Zone with respect to primary education. In order to achieve the purpose of this study, basic questions were raised regarding coverage, quality, hindering factors and the strategies to be made to provide basic educations for all children with special educational needs in Arsi Zone. To answer the above basic questions the five years (2003/4-2007/8) document were analyzed to find out about access and quality of special needs education in the Zone. In addition, questionnaires, observation and interview were used to investigate awareness, access, quality and the major factor influencing the provision of special needs education and the strategies to be made to change the situation.

The obtained data were calculated using percentage, grand mean and mean, the rest information was analyzed qualitatively. After analysis and interpretation of data both qualitatively and quantitatively the following finding were identified.

A. Access to primary Education

The enrollment and participation rate of students with special needs was constant for the first three years (2003/4-2005/6). In these years the enrollment was 35 and the participation rate was 0.06%. However in the last two years (2006/7-2007/2008) both enrolment and participation was increased from 42 to 85 and 0.071% to 0.14% respectively.

- The enrollment and participation rate of boys with special needs education was greater than that of girls.
- The GER of students with special needs education was negligible when compared with the non-disabled student in five years (2003/4-2007/8).

The GER of the sample Woredas were better than the participation rate of Zone.

- The participation rate of sample Woredas also varies for example Dodata, 1.54%, Merti, 0.72%, Robe, 0.3%, Ziway Dugda, 0.11% and Munessa, 0.14%.
- The number of schools providing special needs education at special classes attached to regular schools has increased from 1 to 6 in five years (2003/4 to 2007/8).
- The schools that providing special needs education in Arsi Zone are found in the towns
- Out 25 Woredas of Arsi Zone only six (31.5%) Woredas were providing special needs education
- The effort made to expand special needs education by Woredas and Zone officials in Arsi Zone were low
- Shortage of pre-school was the main causes of low participation rate of special needs education
- The shortage of trained teachers were serious problem in the Zone, which in turn affect the access of special needs education in the Zone

B. Awareness

The awareness of officials, experts, principals, and teachers in Arsi Zone were low. The majority of these groups were not recognizing universal right of all children to education regardless of their abilities.

- The majority of parents and community still have low awareness about the special needs education, even though they have great role in promoting the special needs educations
- Parents' of children with disabilities are unaware of their right to educate their disabled child in the regular schools
- The involvement of parents and community in planning development of special needs education was low in Arsi Zone
- Due to lack of awareness of decision makers, the budget allocation for special needs education was insignificant

C. Quality of Education

- The number of teachers trained in special needs education was low. However, teacher student ratio in the Zone for five years were 1:4.3, 1:7, 1:7, 1:4.2, 1:8.5 respectively. But these figures are misleading because the exact numbers of student attending their schooling at regular schools in different place were not known.
- Section-student ratio seems promising for last five years (2003/4-2007/8)
- The school facilities, which are very important for the improvement of quality of education, were not sufficient. The availability of suitable classrooms and furniture to students with special needs education was found inadequate.
- The shortage of trained teachers in special needs education were the main problem in the Arsi Zone
- The provision of professional development activities in the Zone was not satisfactory
- The professional supports provided for teachers and principals by Zone and Woreda officials were low

D. Equity

- The enrollment of special needs education in the Zone was negligible when compared to enrollment of their non disabled peers
- Furthermore enrollment of male with special needs education was better than the enrollment of females with special needs education

E. The Major Factors Affecting the Provision of Special Needs Education

The major factors hindering the provision of special needs education in Arsi Zone were identified as follows:

- Shortage of budget for special needs education
- Lack of teaching materials and equipment
- Lack of information on the number and status of children with special needs education
- Inaccessibility of building for students with disabilities

- Absence of appropriate methods for identification and assessment of children with special needs education
- Lack of awareness of family to send the children with disabilities to schools
- Lack of relevant curriculum for special needs education
- The negative perception of parent and community toward the education of children with disabilities
- Distance of schools
- Shortage of special schools
- Absence of initiation on the part of Zone and Woredas officials, school management and teachers to convince community to send their children with disabilities to schools
- Unwillingness of regular school management and teachers to enroll children with special needs education, especially those with apparent disabilities.

-Challenge that students with special needs encountered in regular schools

F.Strategy to Improve the Provision of Special Needs Education

The majority of children with special needs education were out of school. Improving access to education to children with special needs education is still critical issue that demands great efforts to achieve UPE by 2015. To this effect, following strategies were suggested.

- Expanding special needs education in regular schools
- Training adequate number of teachers in special needs education
- Improving the awareness level of community, parents teachers, principals, experts and decision makers
- Building low cost schools
- Working with NGO's and Religious organization on special needs education to mobilize resource for special needs education
- Providing necessary assistance to students with special needs education in regular schools

- Encouraging parents and community participation in special needs education activities

5.2. Conclusions

The participation rate of student with special needs education was showed slight increment in the last two years (2006-2008) in Arsi Zone. However this figure is insignificant when compared to number of children with special need educations out of school since the number of children with special needs education attending primary school in the Zone account only 0.14% of those children expected to have special educational needs in the Zone. In addition, the number of 1 schools that providing the special needs education were six in the Zone with limited space and capacity and these schools were located at urban center, thus the rural children with special needs education are denied access to primary education. Moreover, less commitment of education officials at Woreda and Zone level in expanding special needs education, shortage of pre-schools and shortage of trained teachers were the main cause of low coverage of special needs education in the Zone. The children with special needs education have the right to basic education and it is necessary to achieve the Millennium Development Goals on education for all by the targeted date of 2015. However, significant number of children with special needs education denied access to primary education. Thus achieving the predetermined goal by the targeted date seems impossible in the Zone, if the trend continues.

In promoting special needs education, awareness creation is crucial for all stakeholders. However, this study revealed that the parents, community, education officers and teachers had less awareness about the universal right of all children with disabilities to education and as a result the regular school principals and teachers refused to enroll student with disabilities. In addition,

the decision maker did not given due attention in budget allocation for schools providing special needs education.

Quality primary education is at the heart of EFA goals. But the research finding indicated that quality of special needs education found to be poor due to lack of professional development and support for teachers, absence of adequate school facilities and less number of teachers trained in special needs education in the Zone. Similarly, enrollment of special needs education students in the Zone was insignificant when compared to the enrollment of the students with out disabilities and enrollment of female with special needs education was observed to be less than male students with special needs education. Thus, there was not equitable access to education for students with disabilities and with out disabilities in the Zone and still there is gap between male and female students with special needs education.

The provision of special needs education is influenced by the different factors such as shortage of budget, lack of teaching materials, and equipment lack of information on the number and status of students with special needs education. Therefore, to promote the special needs education in the Zone changing the prevailing condition is essential.

5.3. Recommendations

In light of the finding and conclusion of the study, the following recommendations were forwarded as a solution to improve status of special needs education in Arsi Zone.

It is necessary to work towards expansion of special classes and units involving local community, religious organizations and NGOs.

The awareness creation education should be given to parents, teachers, principals, community leaders, religious leaders, kebele education boards and parent-teacher association. In addition, awareness creation has to be given for Zone and Woreda education officials and experts who are participated in budget allocation and policymaking concerning the special needs education. Moreover, to reduce the barriers to special needs the education officials at Zone and Woreda level should:

- Build consensus through continuous discussion on the issues with all stakeholders
- Carryout a situational analysis to identify the exact number of children with special educational needs at Zone level and at their respective Woredas.
- Formulate action plan with active participation of all stakeholder for smooth implementation of special needs education strategy set at national level.

It is important to work towards improving the competency of teachers, principals and special needs education experts at Zone and Woreda by:

- Providing short term training to teachers, principals and experts by inviting available expertise at national level
- Strengthen the continuous profession development at cluster resource.
- Arrange long-term training in pre-service and in-service program in collaboration with Oromia Region Education Bureau to teachers, principals and experts.

The curriculum should be flexible enough to respond to the needs of all students. To make the curriculum relevant to students with special needs education the special needs education teachers should be involved in the curriculum development at the regional level and should be skilled in curriculum modification in their own classrooms by adjusting curriculum to satisfy the needs of all learners in the classroom.

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Appendix 1

Form I – Total number of school age population and total enrollment of students with special needs education (2003/4-2007/8)in Arsi zone

Year	School age population			Total enrollment of students with SNE		
	M	F	T	M	F	T
2003/4						
2004/5						
2005/6						
2006/7						
2007/8						
Total						

**Form II - Total population, school age population and Enrollment
Students with special needs in five sample woredas by 2007/8**

No	Woreda	Total population			School age population			Enrolment of students with special needs education		
		M	F	T	M	F	T	M	F	T
1	Dodota									
2	Merti									
3	Munessa									
4	Robe									
5	Ziway Dugda									

Form III. Total number of schools and woredas that offer special needs education (2003/4-2007/8)in Arsi zone

Year	Woreda	Schools
2003/4		
2004/5		
2005/6		
2006/7		
2007/8		
Total		

**Form V. Total number of teachers trained in special needs education in
Arsi zone (2003/4 – 2007/8)**

Year	Number of teachers trained in special needs education		
	M	F	T
2003/4			
2004/5			
2005/6			
2006/7			
2007/8			
Total			

Appendix 2
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND TEACHERS PROFESSIONAL
DEVELOPMENT STUDIES

Dear respondents

This questionnaire is designed to collect data for the study, aimed to assess the status of special needs education in Arsi Zone. The data to be collected using this questionnaire is used only for academic purposes and all information gathered from you will be helpful to get pertinent findings and to forward timely and sound recommendation. Your responses are confidential and are not used for other purpose rather than this study. Therefore in order to obtain relevant and reliable information that would contribute to the success of this study, I kindly request your cooperation to answer all the questions frankly as you feel.

Thank you in advance

Questionnaire to be filled by principals and teachers

Part I. General Information

- 1.1. Name of school _____
- 1.2. Grade level of school _____

2. Personal Information

- 2.1. Your current position _____
- 2.2. Sex: Male _____ Female _____

3. Experience

- 3.1. As teacher _____ years
- 3.2. In current position _____ years
- 3.3. Total _____ years

4. Qualification

Put "x" in boxes

- 4.1. Below grade 12/10
- 4.2. 10/12+TTI
- 4.3. Diploma
- 4.4. Other _____

Part II. Put "x" mark in the boxes that corresponds to your choice

- 1. To what extent teachers and principals in short-term training on special need education?

Very high High Medium Low Very low

- 2. If your answer for the question 1 is 'low' or 'very low' please would you mention the major reasons?

3. To what extent do the zone and woreda education office special needs experts provide professional support for teachers and the principals in your school?

Very high High Medium Low Very low

4. If your answer for question number 3 is 'very high' or 'high' please would you mention some of the support provided?

5. How do you rate the efforts of woreda or zone education office to improve educational access to children with special needs?

Very high High Medium Low Very low

6. If your response to question 5 is 'low' or 'very low' what are the major reasons? Mention some of them.

7. If your answer for question 5 is very high or high please, would you mention some of these efforts?

8. Do parents of students with disabilities aware of the right of their children to learn in the regular school system?

Yes No I don't know

9. If your response to the above question is 'no' measure would be taken to raise the awareness of the parent of children with disabilities?

10. Is there any effort in your school in promoting special need education?

11. If your answer for question 10 is yes please, would you list some of the efforts?

12. Do you get material and financial supports to special needs education?

Yes No I don't know

13. If your answer for question 12 is 'yes' from where do get technical, materials and financial support to promote special needs education?

Woreda education office Zone education
Region Education Bureau NGOs Local community
Others /if any/ _____

14. Do the Zone/Woreda education offices have action plan to increase parent and community participation in the planning and development of special needs education?

Yes No I don't know

15. If your answer to question 14 is 'yes' or 'No' what do you think is the reason?

16. How do you rate the awareness level of the experts and decision makers about special need education?

Very high High Medium Low Very low

17. If your response for question 16 'low' or 'very low' please would you mention the reasons?

18. What is rate of repetition and dropout of children with disabilities in your school?

Very high High Medium Low Very low

19. If the answer for question 18 is 'very high' or 'high' what measure are taken by the school to reduce the repetition and dropout rates of these children?

Part III. For the following item, please indicate your responses by putting "x" mark in one of the five boxes to the right of each item.

No	Item	Very high	High	Medium	Low	Very low
1	Lack of school in residential areas for student with special needs education					
2	Low awareness level of parent and community about special needs education					
3	Lack of adequate number of pre-school which serves the children with special needs education to acquire basic skill for further education					
4	Absence of adequate number of teachers trained in special needs education					
5	In accessibilities of school building for student with disabilities					
6	Lack of teaching materials and equipment relevant for student with special need education					
7	Lack of relevant curriculum for special need education					
8	Lack of awareness of the family to send children with disabilities to school					
9	Shortage of budget for special needs education					
10	Lack of information on the number and status of children with special needs education					
11	Absence of appropriate methods for identification and assessment of children with special educational needs					

Part IV. Show the extent to which the following facilities are available in your school by putting "x" mark in one of the four boxes to the right of each statement.

1. To what extent the following facilities are available in your school

No	Item	Adequately available	Moderately available	Low	Not available
1.1.	Sufficient and ventilated classroom suitable for children with disabilities				
1.2.	Sufficient desks, chair and tables comfortable for student with disabilities				
1.3.	Availability of reference books and materials relevant to all type of disabilities				

Appendix 3

Questionnaire to be filed by students with special needs education

Part I

1. Location: Woreda _____ Kebele _____
2. School name _____
3. Sex: male Female
4. Age: 7-12 12-16 16 above

Part II: For the following statement, please indicate your degree of Agreement or disagreement by putting "x" mark in one of the five boxes to the right of each statement.

Strongly agree = 5 Agree = 4 Undecided = 3
 Disagree = 2 Strongly disagree = 1

No	Item	Rating Scales				
		SA	A	U	D	SD
1	Students with special needs education can get extra help from teacher when they need it					
2	Regular schools teachers encourage student with special needs education when they try new things in inclusive class					
3	Regular school teacher grades fairly for students with special needs education in inclusive class					
4	Teachers various methods of teaching fit to the needs of diversity of learners in inclusive class					
5	Student with special needs education have skills using different materials and equipment					
6	Student with special needs education can get relevant materials and equipment as they required (Braille, wheel chair, audio aid . . .etc)					
7	Learning in regular school help you to learn new skills through initiation					
8	In regular school you can learn social and real life skills from your peers that could help you to live with your communities					
9	Learning regular school provide you an opportunities to education in your communities instead of being sent away to special school or staying at home					
10	Learning in regular school helps as to develop confidence					

11. What are the main factors affecting your participation in primary education?(you can select more than one choices)

- A. Negative perception of parent and community to ward your education.
- B. School distance
- C. Shortage of special schools
- D. Absence of initiation on the part of zone woreda and school management and teacher to convince community to send their children with disabilities to school
- E. Unwillingness of regular school management and teachers to enroll children with special needs education, especially those with apparent disabilities

Appendix 4

Interview Guide for Zone and Woreda Education Offices Heads and Experts

1. What is the capacity of pre-schools in your zone/woreda to assist/accommodate children with disabilities to acquire the basic and social skills?
2. Do the special education teachers participate in collaborative planning and curriculum developments?
3. What is the contribution of NGO's in your zone/woreda in promoting special needs education?
4. Do you have special need education expert in your office?
5. What efforts are made to increase the enrollment of children with special educational needs in zone/woreda?
6. What problems have you faced in implementing policy and world convention and declaration on the right of children with disabilities to education?
7. What are the awareness level of experts, principal, teachers, education personnel and community about children with special educational needs in your zone?
8. What efforts are made to achieve UPE by 2015? Can these goals be attained?
9. Do you have adequate number of teachers trained in special need education in your zone or woreda? If no, what solution do you suggest for this problem?
10. In your opinion what are the major factors that hinder the provision of special needs education in your woreda/zone?
11. What strategies should be used to make special needs education available to all children with disabilities in your woreda/zone?

Appendix 5
Checklists for observation

Woreda _____

Name of school _____

Name of teacher _____

Grade and section observed _____

Number of observation _____

1. Does teacher treat students with disabilities as individuals?
Yes No
2. Does teacher show a positive attitude to ward students with disabilities?
Yes No
3. Does teacher make learning as active as possible; involve all students?
Yes No
4. Does teacher use peer and small group teaching methodology?
Yes No
5. Does the teacher listen attentively to the students with disabilities?
Yes No
6. Does teacher praises students with disabilities when they do well?
Yes No
7. Does teacher polite and courteous to students with disabilities?
8. Does the school have adequate instructional materials that help for the learner with disabilities?
Yes No
9. Is the school environment suitable for students with disabilities?

Appendix 6

Univarsiitii finfinetii

Mana Barumsa Qua'annoo fi Qoranno Digrii 2ffaa (Graduate Studies)

Kolleejjii Barnootaa

Muummee sirna barnootaa fi qu'annoo fi qorannoo godina ogumma barsisota

Kabajamoo deebii kennitoota (respondents)

Gaafileen kun kan wixiname odeeffannoo funaanuuf qu'annoo fi qorannoo sadarkaa barnooni fedhii aadaa Godina Arsiitti irra jiru hubachuuf ragaa waltii qabudhaf kan qopha'eedha. Odeeffannoon funnanamu gaafilee kanneen irratti hundaa'uufi fayidaa qu'anno fi qorannoo kana qofaaf kan oolu fi odeeffannoon isin irra funaanamu hundinu argama (bu'aa) gaarii argachuufi fala yeroof fudhatama qabu kennudhaf ta'a. deebin keessan iciitii fi dhima kanaan ala wanta biroof kan hin oolle ta'a. kanaafuu, odeeffannoo qabataamaafi barbachisummaa qabu funaanuu fi odeeffannoo qu'annoo fi qorannoo kanaaf bu'aa gaarii gumaachuu danda'u argachuuf deebii keessan ifa fi bilisa ta'e akka naf gutan kabajan ni gafadha.

Galatoomaa!

Gaafilee Dura Bu'oota Manneen Barnootaa Fi Barsiistotaan Guutamu

Kuta I. Odeeffannoo Waliigalaa

Maqaa mana barumsaa _____

Sadarkaa mana barumsaa _____

2. Odeeffanno dhuunfaa

Gita hojii _____

Saala: Dhi _____ Dub _____

3. Muxanoo hojii

Barsiisummaan waggaa _____

Gita hojii ammaa irratti _____

Waliigala waggaa _____

4. Sadarkaa barumsaa

Mallattoo "x" sanduuqa keessa kaa'i

12/10 gadi

12/10+ Dh. L. B

Diploma

Kan birro _____

Kuta II. Mallattoo "x" sanduuqa keessa kaa'i

1. Leenjii yeroo gabaaba barumsa fedhii addaattiif kennamu irratti bariisotaa fi dureen barsiisot hangam hirmaatan jette yaadda?

Bayee oli'aana

Oli'aana

Giddugaleessa

Gadii'aana

Baay'ee gadi'aana

2. Deebiin keessan gaafii “1” irratti “Gadi’aana” ykn “Baayi’ee gadi’aana yoo jetanii sababa isaa nuuf eera.

3. Man barnoota kessan kessatti deegarsa oggeeyyii barnoota feedhii addaa sadarka Godina tiifi aanaa dura bu’oota fi barsiisota keenaan maali fakkaata?

Bayee oli’aana

Oli’aana

Giddugaleessa

Gadii’aana

Baay’ee gadi’aana

4. Yoo deebiin gaaffi Lakk. 3 baayee oli’aanaafi oli’aanaa ta’ee deegarssa keenname maal fa’aa?

5. Tattaaffi W/barnoota Godiinaa tiifi Aanaa barnoota feedhii addaa babali’isuuf godhaan maali fakkaata?

Bayee oli’aana

Oli’aana

Giddugaleessa

Gadii’aana

Baay’ee gadi’aana

6. Yoo deebiin gaafii “5” baayee’e gadi’aana ykn gadi’aana jeetee sababbiin gurguuddoo maali fa’a?

7. Yoo deebii gaafii “5” baay’ee oli’aanaa ykn oli’aana jettee tattaaffin godhamaan malii fa’a?

8. Maatiin baratootaa midhama qaama qabaan ijooleen isaan mirgaa mana barumsaa idilee keessatti barachuun hubannoo qabu?

Eeyan

Miti

Ani hin beekuu

9. Yoo deebiin gaffi “8” miti kan jedhuutu ta’e hubannoo kana cimsuuf tarkaaniifiin akkamii fudhatamuu qaba?

10. Mana barnoota keessan kessatti barnoota fedhii addaa cimsuudhaafi tattaaffin godhama jira?

Eeyan

Miti

Ani hin beekuu

11. Yoo Deebiin gaaffii “10” Eeyan jettee tattaaffin godhamaan maali fa’a?

12. Deegarsaa barnoota feedhii addaa cimsuudhaaf meeshaadhan ykn mallaqaan isin godhamee jira?

Eeyan

Miti

Ani hin beekuu

13. Yoo deebiin gaaffi “12” Eeyan jettee deegarsa Ogumaa, meshaa fi maalaqaa argamee barnoota feedhii addaa cimisuudhaaf maddi isaa eessa?

W/barnoota Aanaa

Godina

Biiroo barnoota naannoo

Dhaabata miti mootumma

Hawaasa naannoo

Kan biro (yoo jiratee ibsa) _____

14. W/barnoota Aanaa fi Godina hirmaana maatiif hawaasa guddina fi dagagina barnoota feedhii adda cimsuuf karoora raawwii qabu?

Eeyan

Miti

Ani hin beekuu

15. Yoo deebiin gaaffii “14” Eeyaan ykn miti kan jedhuu ta’e sababbiin maal ta’a?

16. Hubanno wa’ee barnoota fedhii adda oggeniif hoogantoo tiin qaban maalii fakkata?

Baay’ee oli’aanaa

Oli’aana

Jidduu galeessa

Gadi’aana

Bayee gadi’aana

17. Yoo deebiin kee gaaffii “16” gadi’aana ykn baayee gadi’aana ta’e sababiin isa maaliif?

18. Mana barnoota keessan kessatti harcaatiin fi irraa deebiin baratoota barnoota fedhii addaa qaban maal fakkata?

Baay'ee oli'aanaa

Oli'aana

Jidduu galeessa

Gadi'aana

Bayee gadi'aana

19. Deebiin gaaffi lakka "18" baa'ye ol'aanaa ykn ol'aanaa yoo ta'e tarkaanffin mana barumsaa tiin deebiifi harcaatii hiri'isuuf fudhatam maali fa'a

Kuta III. Hima asiin gaditif saanduqoota shaman jiran keesa tokko keesati waligaluufi dhisuu keesan mallatto 'X' ka'u mirkaneesa.

BO: Baay'ee Oli'aanaa

O: Oli'aana

JG: Jidduu Galeessa

G: Gadi'aana

BG: Bayee Gadi'aana

Lakk	Yaada	BO	O	JG	G	BG
1	Manii barnoota nannoo mana jirenya baratoota barnoota feedhii adda qaban jirachuu dhabuu					
2	Hubaannon matiif hawasiin waaleer barnoota fadhi addaa xiqqa ta'u					
3	Mannen barnoota olima da'imani, ijaalee barnoota feedhi adda qaban gargaru danda'an gahan dhabamuu					
4	Hanqina barsisoota barnoota feedhi addatiin leenji'an.					
5	Sirna barnoota baratoota barnoota feedhi adda qaban ta'u dhabamu					
6	Gammon mannen barnoota baratoota midhama qama qabaniif mijiwa ta'u dhabuu					
7	Meeshaleen degarsa barnoota kan baratoota barnoota feedhi adda qabaniif garguru dhabamu					
8	Hubaanno matii ijoole qama midhamotaata ta'aan gara mana barnootatii erguu akka qabaan qabuu laqaa ta'u					
9	Baajan barnoota feedhi addabif ramadamuu hanqa ta'u					
10	Oddefannoo gaha ta'e waa'ee baratata barnoota feedhi adda qaban ibsuu dhabamu					
11.	Toffan sirri ta'e kan ijoole barnoota feedhi adda qaban ittin beekufi madaluufi gargaraa dhabamu					

Kuta IV. Hala mi'jaa manini barumsa keessan qabu mallatto "x" kana himoota kennaman gara miraatti sanduuqqaan afran keessa tokko keessati godhuun agarsiis.

1. Sadarka halliin armagaditii ibsaman mana barumsa keessa keessati irra jiru mali fakkataa?

Lakk	Haala jiran	Bay'ee quubsa	Quubs	Ga'a	Ga'a gadi
1.1.	Dareen barumsa jiran ijoollee barumsa fedhii addaa qabaniif qillenssaawa fi mijaawa ta'u				
1.2.	Tessoo fi minjaala barattoota qaama midhamitoota mi'jaa ta'e jiraachu				
1.3	Manna kitaaba keessatti kitaabileen meeshaleen barnoota fi barruleen qaama midhamitoota deeggaran jiraachu				

Appendix 7

Gaafii baratoota barnoota feedhi addaa qabaniin guutamu

Kutaa I

1. Teessoo

Aanaa _____ Ganda _____

2. Maqaa Mana Barumsa _____

3. Saala Dhiira Dubara

4. Umurii 7-12 12-16 16 ol

Kutaa II: Hima asiin gadiitif saanduqoota shaman jiran keessa tokko keesatii waligaluu fidhisuu keesaa mallattoo "x" kaa'un mirkaneesa

SW : Sirritti Waliigala W : Waliigala H : Hinmurtesne WH : Wolii Hingalu

SWH : Sirumaa walii hingalu

Lakk	Yaada	SW	W	HM	WIG	SWH
1	Baratootiin barnoota fedhii addaa qaban barsiisota irra deegarsa addaa ni argatuu					
2	Barsiison mana barnoota idle baratoota barnoota feedhii addaa qaban yoo isaan waan haaraw uumuuf tattootatan ni jajjabeesu					
3	Barsiison mana barumsa idle baratoota barnoota feedhii addaa qaban isaan kaawan waliin qixa madaalu					
4	Barsiison mala barnoota adda addaa fayyadamuun feedhii baratoota hundaatu ni guutu					
5	Baratootin barnoota fedhii addaa qaban dandheetii meeshaalee barnoota fayyadamuu ni qabu					
6	Baratootin barnoota fedhii addaa qaban meeshaalee barnootaat barbaachisa ta'an ni argatu (bireelii, wiilcharii . . . kkf)					
7	Mana barumsa idlee keessatti barachuun dandheetii haaro hiriyoota isaa irraa argachuuf nigargaara					
8	Mana barumsa idlee keessatti barachuun diruu hawaasumaa, hawaasa keessati jiraachuuf barbaachisu hiriyoota kee irraa nibarata.					
9	Mana barumsa idlee keessatti barachuun carraa barnoota hawaasa keessatti argachuu ni argamsiisa					
10	Mana barumsa idlee keessatti barachuun ofitti amantumaa cimsuuf nigargaara					

11. Sababoon gurgudoon hirmaanaa Barnoota saddarkaa irratti dhiiba geessan maal fa'a? (Filannoo tokko ol filachuun ni danda'ama)

- A) Ollaalcha dogogora maatii fi hawaasin barnoota keessan irratti qabu
- B) Fageenya mana barumsa
- C) Hanqinna mana barumsa barnoota addaa
- D) Sochiin gama hogantooto Godinaa, Aanaa maneen barnootaa fi barsiisotaan maatiin ijoollee miidhama qaamaa qaban gara mana barumsaa akka ergan kakaasuuf taasisan laafa ta'u.
- E) Hogantootin maneen barnootaa fi barsiison ijoollee miidhama qaama ifatti mudhatu qaban simachuuf fedhii dhabuu.

Appendix 8

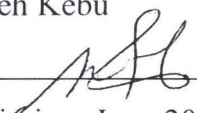
Qajeelcha Afi-Gaaffii Hoggantoota Barnoota Godina, Aanaa Fi Ogeeyiif Dhiyaate

1. Godinaa fi aanaa keessatti halii barattoota fidhii addaa qaban ittiin keessummaa'uu maal fakkaata?
2. Barsiisooni barnoota fedhii addaa karoora fi boca sirna barnoota irratti ni hirmaatuu?
3. Gaheen qaama miti-mootummaa godinaa fi aanaa keessanitti barnoota fedhii addaa irratti qaban maal fakkaata?
4. Waajjira keessanitti ogeeyii barnootaa fedhii addaa ni qabduu?
5. Hirmmanaa barnoota addaa qaban gudisuuf qarqni godhame maalii?
6. Mirga da'immani kabajisiisuu, imaammata hojii irratti olchuu fi labsiiwwaan aduunyaa barnoota fedhii addaa waliin walqabatan raawwachuu irratti rakooleen isin qunaman maal fa'aa?
7. Sadarkaan hubannoo ogeeyii, hoggantoota mana barumsaa barsiisootaa fi hawaasaa naannoo godina kessaan barattoota fedhii addaa qaban irratt qabu maal fakkaata?
8. Barnoota lamii hundaaf bara 2015 waliin gahuu tataaffiin godhamuu maal fakkaata?
9. Godina fi aanaa keessan kessatti barsiisootafedhii addaan leenjii gahaqaban qabduu?
10. Akka hubannoo kessaanitti rakooleen ggoddoo kenna barnoota fedhii addaairrtti mul'atan maal fa'aa?
11. Godinaa fi aanaa keessanitti barnoota fedhii addaa barattoota hubama qaamaa qabaniif kennuudhaaf tarsiimoon hojii irratti oluu qabu maal fa'aa?

DECLARATION

I, the undersigned, declared that this thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name: Bizuneh Kebu

Signature: 

Date of submission: June 20, 2008

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

Ato Tilahun Fanta

Advisor



Date

20/06/08

Signature

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