

The Practice and Challenges in the Implementation of Inclusive
Approach to Teaching: A Comparative Case Analysis of Selected
Government and Non-government Primary Schools in Addis Ababa

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DECLARATION

I, undersigned, declare that this doctoral thesis entitled: *Practice and Challenges in the Implementation of Inclusive Approach to Teaching: A comparative Case Analysis between Selected Government and Non-government Primary Schools in Addis Ababa City Administration* is entirely my research output towards the partial fulfillment of the requirements for the degree of Doctor of Philosophy in International and Comparative education. This dissertation work has not been previously submitted by the researcher in either in part or whole in any other university, or elsewhere for the award of any degree or diploma. Any of the referenced works, materials, or written sources in the research report duly acknowledged and credited as being sourced from other researchers, authors, or writers in the reference section.

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ABSTRACT

The purpose of this research was to describe and analyze the practices and challenges in the implementation of Inclusive Approach to Teaching: A Comparative Case Analysis of selected government and non-government primary schools in Addis Ababa City Administration. To this end qualitative case study design was employed, and a cross-case analysis was used to examine similarities and differences. Moreover, the conceptual framework of Villa and Thousand's six system level was used to analyze the best practices and the challenges faced in the selected schools. Both primary and secondary data were used in this research. The primary sources were primary school teachers and principals whereas the secondary sources include relevant policy documents, lesson plans and school reports. A total of 20 participants were used in this study. , principals and primary school teachers were selected from four primary schools by using purposive sampling technique. Semi-structured interview guide and observation were used to generate the necessary data. Moreover, constructivist theory and system theory were used as theoretical lenses in this research. The former was used to investigate what teachers did so as to actively engage the learners in the construction of meanings in the classroom teaching. The latter was used to analyze the overall practices in the implementation of inclusive education in the schools and the challenges thereof as interlinked in a holistic way. The collected data were analyzed qualitatively. Tick descriptions, member checking and triangulation were employed to avoid personal bias in the analysis. The findings disclosed that group discussion and demonstration, peer tutoring and guided participation, lecturing, oral and written question, sport, games and role play are teaching methods were employed by teachers. Meanwhile, the practice of implementing inclusive education in classroom teaching was hampered by lack of adequate professional trainings, school facilities, adequate additional adult support, and collaboration among teachers, and due to the prevailing stereotypes against persons with disabilities. Based on the findings, it could be safely concluded that the implementation of inclusive approach to teaching in those sample schools was found to be not effective. Hence, based on the major findings and the conclusion drawn, it is recommended that (1) Addis Ababa Education Bureau is advised to provide tailored short-term trainings for school teachers on the proper implementation of inclusive approach to teaching; (2) the schools in collaboration with diverse stakeholders are advised to avail adequate resources so as to address the challenges of scarcity of learning materials and facilities for the proper implementation of inclusive approach to teaching; (3) the Ethiopian government needs to introduce and develop the concept of inclusive education into laws and policies of the country so that its execution can be understood by the school community and easily facilitated.

❖ **Key Words:** *Inclusive approach to teaching, inclusive education, human rights*

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LIST OF ABBREVIATIONS

CRC	Convention on the Rights of Children
CRPD	Convention on the Rights of Persons with Disabilities
CSA	Central Statistics Agency
EFA	Education for All
ESDP	Education Sector Development program
F.D.R.E	Federal Democratic Republic of Ethiopia
GEQUIP	General Education Quality Improvement Package
GTP	Growth and Transformation Plan
ICCPR	International Covenant for Civil and Political Rights
ICESCR	International Covenant for Economic Social and Cultural Rights
IEP	Individual Education Program
MOE	Ministry of Education
NPAPWD's	National plan of Action of Persons with Disabilities
SDG's	Sustainable Development Goals
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Educational, Scientific and Cultural organization
UNICEF	United Nations International Children Emergency Fund
UNO	United Nations Organization
WHO	World Health organization
ZPD	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Globally, education is actually an effective tool of social change, and often initiates upward motion in social framework. The world federation associated with disability rights for deaf on its 2007 policy declaration defined education as a pre-requisite for success of many individuals', it was also recognized as a means for gaining independence, citizenship liberties, appropriate work opportunities, financial energy and self-empowerment (World Federation of Deaf, 2007).

Education also plays an important role in eradicating poverty and in promoting socio-economic development in any society. Furthermore, education can reduce discrimination against students with disabilities and tackle poverty (UK Aid, 2011). Based on these understandings, we can conclude that education provides skills for students with disabilities to encourage them become successful role models, and enter the work force, thereby assistieradication of poverty.

In addition, education is not just an instrument for eradicating poverty; it is also a human right that every person shall be given without discrimination. In this wisdom, education should be accessible tor all the peoples regardless of differences in tradition, religion, governmental, social and disabilities status. Article 26 of the 1948 declaration on Human Rights stated that everyone has the right to education and education shall probably be free, at the very least into the primary and fundamental stages (Universal Declaration Of Human Rights, 1948).

Despite different efforts since the adoption of the 1948 Declaration of Human Rights, to implement the right to education, there is still no universal justification for the right to education and no universal conceptualization of education. However, besides having the Universal

Declaration of Human Rights (UDHR), the boldest initiative to ensure the right occurred during the 1990 World Conference on Education for All (EFA) with its slogan “Education is the Right for all”.

The Salamanca statement of framework and other international human rights instruments like International covenant for economic social and cultural Rights (ICESCR), Convention on the Right of Children (CRC) and Convention for the Right of peoples with disabilities (CRPD) are additional international documents, which reaffirm education as human rights. Recently, education, especially inclusive education has been considered as Human Right and incorporated as one of the goals, goal four, in sustainable development goals.

Education, especially inclusive education, is meant to reduce discrimination through enabling students with and without disabilities to grow up together and making the laws or policies to protect this right by any means possible. According to the viewpoint of the society that is taken as democratic and comprehensive school system; the shift towards protecting children’s legal rights to education could be probably the most essential issue within the inclusion debate. Considering inclusive education that is comprehensive Human Rights is not any longer a concern of compulsory training or the children’s unique needs, but rather the right to take part in general education (Thomas & Loxley, 2001).

Besides its human right nature, inclusive education is truly a reform that is to say it is designed worldwide to include students with different type of disabilities in general regular schools (Hayes & Bulat, 2017). Class curriculum, teaching practices, company and resources have to be adjusted to ensure all learners, aside from their capability, can effectively participate in the overall classrooms (Mittler, 1995). In fact, inclusive education means the inclusion of students regardless

of their physical, intellectual, social, psychological, linguistic or any forms of differences towards the main-stream classrooms (UNESCO, 1994).

In reality, the United Nations International Children's emergency fund (UNICEF) report on 2019, more than 93 million or 5.1% of the world's children have physical, sensory, intellectual or mental health impairments and experienced moderate or severe disabilities. According to United Nations Educational, Scientific and Cultural Organization (UNESCO), out of the total children with disabilities, 90% of live in developing countries and do not have access to attend school. A recent review of the literature in low- and middle-income countries also reports the prevalence and increase of children disabilities from 0.4% to 12.7% (Atsuro Tsutsumi, 2015). Based on the literature, these children could not able to get proper education due to lack of awareness, lack of resource and other different issues.

Another important point worth mentioning in this section is issues and challenges related to teachers in the primary schools. Although the term inclusion is a great idea for many, it is not as such easy and simple for many nations because it is difficult for them to address particular challenges and exceptions students with disabilities pose in the classroom (Haug, 2017). Highly connected with behaviors that is complex in social, and educational requirements, accompanied by sensory processing difficulties, make additional challenge for parents, school administrators and most importantly for teachers (McLaren, 2013). Thus, addressing these challenges requires valuable time for training of teachers and allocating resources to implement inclusion programs properly. It is also important to ensure that such service meet the needs of the students they plan to serve. Everyone benefits from changes in teaching and learning needed for teachers to work successfully with a mixed group of students. It is when education meets with innovation that all stake holders' benefit from it.

To add more points on teachers' challenge, the issues related to increasing level of diversity on disability must raise. There is absolutely no question that teachers' around the world face challenges in the primary schools responding to ever increasing levels of diversity and one of the great obstacles for teachers in this times is the quest to meet continuing pedagogy and solutions in inclusive schools caused by this variety (Richards et al., 2007). If we speak about inclusive education in the spirit of Human Right saying, every student has the same right to equal access for education, schools shall arrange learning environments in the spirit of inclusive design that fit for all. Teachers are key factors to the creation of inclusive practices and pedagogies in schools because they are the ones who, on the basis of their values and experiences, decide and choose the learning environment in which students can learn within the school system (Ainscow & Sandill, 2010).

At national level in order to make the education system more inclusive for students with disabilities and to provide education for all based on international Human Rights treaties, the Federal Democratic Republic of Ethiopia Ministry of Education has given priority to inclusive and special needs education within the overall education sector development. Meanwhile, the scene in educational system of Ethiopia has encountered major changes in the last five years, causing better provision of education and better educational practices. However, despite a noticeable increase in better provision and educational practice, the education system has still been severely weak at all levels in terms of coverage, access, equity, quality, relevance, and efficiency (Education in Ethiopia, 2018). Access and equity mainly refers to inclusion of students with disability in to general education classrooms and quality refers to teaching methods and outcomes from the education system (Haug, 2017).

In view of the disappointing record of the education system in Ethiopia, some educational thinkers relate the failure with the procedure of policy formulation for educational practices. For 1990's education scholars of Ethiopia, education policies even legislations prepared for educational rights in the country have always been formulated 'behind a closed door' referring to a practice once contributed to a social upheaval (Negash, 1990). Moreover, attempts at the process of policy making in education has been "a top down approach" rather than "a bottom up approach" in which the interest of the needs beneficiaries were not fully addressed (Teferra, 1996). From these perceptions, one can infer that in the 1990's, the process of educational policy formulation, broad participation of stakeholders was missing. Is it the same trend that the government follows in formulating policies and legislation in these days or it has it been changed the approach? These can be found out by reviewing the existed policies and legislations enacted for education.

In response to the problem of participation raised against the government, the Ethiopia government prepared the 1994 Education and Training Policy and subsequent Education Strategy and Sector Development Plans (Education and Training Policy, 1994). These policies recognized and appreciated the need for public-private partnership and collaborative effort to enhance the delivery of quality, responsive, and efficient educational services managed under a decentralized system of administration. In the Policy it is stated that "The government will create the necessary conditions to encourage and give support to private investors to open schools and establish various educational and training institutions" (Education and Training Policy, 1994, p.32).

Following the 1994 education and Training policy, a few privately owned schools and training organizations have actually begun to flourish in urban areas, the biggest of which was noticed in Addis Ababa (Seboka, 2003). But today, as indicated in the 2016/17 Education Statistic Annual Abstract of the Ministry of Education (MOE), there are about 35,838 Primary Schools in

Ethiopia, in which 93% are government owned and the rest 7% are non-government schools. In Addis Ababa city administration there are totally 764 primary schools of which 545 are non-government and 219 are government owned schools.

Prior to the issuance of the 1994 Education and Training policy, the existence of private institutions which served as academic institutions were almost zero in Ethiopia due to the prohibitive nature of the private schooling under the socialist regime (Gossaye, 2000). Today the number of privately owned Kindergartens and primary schools, Vocational and Technical training centers in addition to non-government Tertiary level training centers are the most rapidly growing private organizations in the towns (Education *in* Ethiopia, 2018).

Even if government or non-government primary schools increased in number, according to The Federal Democratic Republic of Ethiopia Ministry of Education report (2017), education has been inaccessible for many children with disabilities in urban as well as in rural parts of the country. For instance, the national average gross enrollment rate at primary level was 111.4% in 2016/17, while that of students with disabilities was merely around 1.05%. This signifies that nearly 98.95% of students with disabilities are not served by the education system and are nevertheless away from schools. Likewise, the quality of education received by children with disabilities has remained to be very low (Tefera et al., 2015). This may be attributed to non-uniformed practice or teaching methods the teachers used or the challenge they face in classrooms. Challenges which could include inadequate training of teachers in inclusive education, unfavorable working environments, lack of sufficient school facilities and other issues, need a profound investigations (Tefera et al., 2015).

It would be wise seeing inclusive education in the eyes of designated rights given to peoples with disabilities. However, before going into details about rights for peoples with disabilities, it would be better to have glimpse over the number of peoples with disability in Ethiopia. Population wise, the 2007 Population and Housing Census of Ethiopia, affirms that 805,492 people with disabilities live in the country of which most are children and young. The 2016/2017 education statistics annual abstract reports comparison of rural and urban enrolment which indicates that, 75% of children of primary school age attend school in urban areas compared to 36% in rural areas. In the Addis Ababa City administration, the total number of children with disabilities (between the age of 5 and 14) is 460,161. However, the primary education enrolment of children with special educational needs is 2,242 which means 1.06%. Nevertheless, the numbers of children who are currently attending schools surpass this figure because it has been more than three years since the education annual abstract reported.

According to a research conducted in India, the presence of special schools in parallel stream has synchronous impact in the enrolment of students with disabilities in general education (National Focus Group on Education of Children with special Needs, 2006). Although, most of children with disabilities in Ethiopia live in rural areas in which there are no schools for special education, based on the statistical analysis of Ministry of Education, it seems that students with disabilities who live in urban area also have less chance to join primary schools and that means the area does not affect the enrolment (Education Statistic Annual Abstract of Ministry of Education (MOE), 2016).

However, even if it is very important, access is not the main issue in this thesis paradigm. The focus of this research, as described above, is the inclusiveness of the education in terms of those who got the opportunity for schooling. In these regard, the existing policy and legislation

frameworks for considering inclusive education as human rights is assessed in issues related to practice and challenges in the implementation of inclusive approach to teaching in detail.

Legislations which often start from international treaties go up to national laws and policies that are specially designed for the protection of children, have existed at different levels. The international treaties like the International Covenant for Economic Social and Cultural Rights (ICESCR), the International Convention on the Right of Children (CRC) and International Convention for the Right of Peoples with Disabilities (CRPD) addressed issues related to education as human rights and remark basic points about education for students with disabilities. International policies like Education for All (EFA) and the Salamanca statement of framework discussed about the expansion of education for all peoples but briefly discussed about insuring in education the needs for special attention for students with disabilities.

National legislations like the Constitution, the Civil and Family Code of Ethiopia along with the proclamation promulgated for assuring access to buildings for persons with disabilities were driven by motives from the international instruments and incorporated the notion of Human Right in protecting the rights of students with disabilities in the primary schools. Moreover, available guidelines or frameworks to implement the policy considered in the research to give the full picture.

The country's Curriculum framework is the document reviewed for evaluating it as one of the guidelines for the implementation of the legal and policy outlines. Elucidations provided in the curriculum framework to sensitize the general education curriculum to the needs of students with disabilities measured based on the country's legislations and policy documents created for the protection of the right of students with disabilities.

Furthermore, using interview and observation together with legal and policy documents analysis, all the skills or instructional methods which inclusive education teachers are provided to do their new assignments were evaluated by international standard conceptual framework of Villa and Thousand called Six System Level Assessment Method. In addition, observations were made in selected primary schools to assess if different types of teaching methods and some additional materials were available for teachers and students in classrooms witnessed.

Therefore, the purpose of this research is to explore the practices and challenges of implementing inclusive approach to teaching in selected government and non-government primary schools in Addis Ababa. The research recognized best practices from sample schools and identified challenges. In addition, data from the schools were compared and analyzed to draw conclusion and forward possible recommendation. Moreover, this research was intended to compare government and non-government schools because according to the information gathered from the city education bureau, there are only these two categories of schools in the country and, even if the curriculum is the same, clear differences were observed between them on how the schools were administered and students performance of the in national examinations in these two categories is completely different.

A complete review of available literatures about inclusive education in general, practice and challenges in the implementation of inclusive approach to teaching in particular with the conceptual framework of Villa and Thousand Six System Level Assessment Method were assessed in the literature review. Moreover, the literature review also clarified existing legislative and policy frameworks related to inclusive education and practice and challenges in the implementation of inclusive approach to teaching in particular.

1.2 Statement of the Problem

It is common to see peoples with disabilities to have difficulty with interpreting social signals and cues, alongside self-management and coping skills, which can lead to problems in behavior and these problems can cause experiences being negative for people's working in academic areas.

A research conducted on teachers' challenge in inclusive schools for student with autism states that, the number of children who were identified as having disabilities like autism spectrum disorder has increased. thatit recommends that schools must ensure the general and special education teachers to be ready to teach these students effortlessly and respond to their conditions which are behavioral in nature (Cassady, 2011). Nevertheless, to make ready the general education teachers in the primary schools, always comes prior need to identify the barriers teachers are dealing with in classrooms so that those challenges can better be understood and addressed by the concerned bodies.

When the number of students with disabilities increases in the primary schools, the practice varies and the challenges increase. In such cases, as long as more students with disabilities are positioned in general education classrooms, general education teachers face new challenges even if the school provides training for them and set up clear guidance on how to teach in classrooms (Lindsay et al., 2014). We can infer from this conclusion that in specific period, the new challenges must be assessed and the practices or teaching methods need to be revised.

Based on these understanding, this research explores the general education teachers teaching methods and challenges they face in the primary schools to best fit the needs of students with disabilities and thereby to forward recommendations. Besides, within this common setting, the

need for research on the topic has paramount importance because it would be very difficult to solve the problem without having sufficient knowledge about the cause.

In the local context, the Education and Training Policy of the Federal Democratic Republic of Ethiopia supports Special Education for students with Special Needs (Education and Training Policy, 1994). This very old policy document has never been updated for the last twenty-five years and it still stuck in special education not mentioning a word about inclusive education. During the preparation of the policy, the concept of inclusion was not developed in Ethiopia and the policy was forced to concentrate only on special education in the spirit of segregation, which focus on specific needs of students with disabilities. The needs of students with disabilities vary are not limited only to one or specific need. There are students with physical impairment, visual impairment, hearing impairment and so on. As long as inclusive education is Human Right issue, these students with different types of disabilities are expected to enjoy the same right in general education and in order to protect their right the policy is meant to incorporate issues directly related to inclusive education. How can we use the existing education and training policy for the protection of inclusive education rights to bring quality and solve problems like different challenges of teachers or what provisions needs to be add to make it internationally acceptable right protected document is still vague and not researched.

It would be wise to see figures in order to imagine the true picture of the problem which causes inaccessibility of education to children with disabilities in the research setting. In Addis Ababa city administration there are 460,161 children between the age of 5 and 14 who have disabilities (CSA, 2007). Among them student with disabilities who attained primary education are only 793 and the percentage is 0.172 (Education Statistic Annual Abstract of Minstry of Education

(MOE), 2016). This means the rest 99.82 percent are left at home without primary education. The number would increase these days because the statistical data was collected ten years ago.

This research intention was not about enrolment of students with disabilities in inclusive education but the problem in enrolment indirectly related to teachers teaching methods and teachers challenges in the primary schools. According to Addis Ababa city Administration education bureau, the number of schools for students with special needs is 26 in number. Among them, only seven have classrooms for inclusive education and the number of students in those classrooms is very high. Whether the number of student creates challenge for inclusive teachers or not needs in an in-depth investigation.

Furthermore, the Addis Ababa city Administration Education Bureau (2019) report indicated that among the 26 schools operating for the benefit of students with disabilities only three of them are non-government schools. This means from the total number of primary non-government schools which is 545 in number (Education Statistic Annual Abstract of Ministry of Education (MOE), 2016), only 3 of them are interested to engage in inclusive education business. Why do the private sectors become reluctant in engaging in inclusive education sector? Is it related with the limited amount of trained teachers available in the market or the sector is challenging by itself? In this research, existing challenges were explored in the viewpoint of teachers' in the primary schools. Table 1 below represented number of schools for students with disabilities with number of classes and it also indicated number of trained and not trained teachers in the schools found in the capital, Addis Ababa city Administration.

Table 1. Number of schools for student with disabilities in Addis Ababa city Administration

Sub-city	Wo red a	School Name	School Type	School Owner	No. of class	Number of students with disabilities			Trained teachers in Special Education			Non trained Teachers in Special education		
						M	F	Total	M	F	Total	M	F	Total
Addis Ketema	8	Yekatit 23 Special Needs	Special Needs	Govern.	8	54	52	106	4	8	12	10	16	26
Akaki Kal-ity		Akaki	Special Needs	Govern.	3	23	12	35	3	5	8	25	21	46
		Selam Fire	Special Needs	Govern.	1	67	73	140	0	1	1	2	0	2
		Kality Bulbula	Special Needs	Govern.	1	20	11	31	1	1	2	0	0	0
Arada	1	Dagmawi Minilik	Inclusive	Govern.	7	49	44	93	10	2	12	1	4	5
Bole	3	Birhaneh Zare	Special Needs	Govern.	1	7	7	14		2	2			0
	3	British International	Inclusive	Non-Govern.	4	5	5	10	1	4	5	1	3	4
	13	Bole Gerji	Special Needs	Govern.	1	30	19	49	2		2	0	0	0
	14	Hidase	Special Needs	Govern.	1	9	11	20		2	2	0	0	0
		Alfa	Special Needs	Non-Govern.	11	63	64	127	2	6	8	9	10	19
Gulele	3	Tehay Chora	Inclusive	Govern.	1	12	14	26		2	2	0	0	0
	4	Del Betegel	Inclusive	Govern.	9	50	30	80	3	6	9	1	5	6
	7	Hamile 19/67	Special Needs	Govern.	3	67	54	121	2	2	4			0
	8	Belay Zeleqe	Special Needs	Govern.	2	21	7	28	2	3	5	0	0	0
Kirkos	10	FelegeYordanos	Inclusive	Govern.	1	5	9	14	1	2	3	0	0	0
Kolfe Keraneyo	1	Biruh Tesfa	Special Needs	Govern.	1	11	4	15	1	2	3	0	0	0
	1	Aba Baseleyos	Special Needs	Non-Govern.	1	10	11	21	1	4	5	0	0	0
Ledeta	1	Ledeta Selam	Special Needs		1	12	5	17	2	2	4	0	1	1
	7	Major General Hayelom	Special Needs	Govern.	1	4	3	7	3		3	24	12	36
Nefas Selk Lafto	3	Mekanisa Akababe	Special Needs	Govern.	1	8	14	22		4	4	0	0	0
		Mekanisa primary	Inclusive	Non-Govern.	10	94	79	173	10	3	13	2	2	4
	11	Qotari Primary school	Special Needs	Govern.	1	76	76	152	0	2	2	0	0	0
	13	Abey	Special Needs		2	26	7	33	1	5	6	0	0	0
Yeka	5	German School	Inclusive	Non-Govern.	4	39	24	63	5	10	15	0	0	0
	11	Wenderad Primary	Special Needs	Govern.	3	15	19	34	0	6	6	0	0	0
	12	Kotebe Berhane Hiwot	Special Needs	Govern.	1	7	7	14	1	1	2	0	0	0
Total					65	762	658	1420	55	89	144	70	60	130

Source: Compiled by the researcher (December, 2018).

Moreover, in Ethiopia, a considerable amount of attention is given for enrolment of children with disabilities in the primary schools. One can easily see this devotion from the 1994

education and training policy and other subsequent strategies. However, little consideration has been steered on the main actors in inclusive education, teachers. There are few researches conducted on challenges teachers encounter at international level but it is very difficult to find well-organized local studies shows what happens at the classroom level in Ethiopia. We know something but we have to explore more in order to bring practical solution to the existed problems in the primary schools. For example, we can mention the issue of training of teachers for general education in the primary schools. As it was described on table 3 under chapter three, trained teachers for special needs education in inclusive schools are less in number when compared to non-trained teachers. It is important to identify the impact of training if it affects teachers' ability to effectively implement inclusive education in general education classrooms and its effect on instructional development.

Meanwhile, the main point the research was to explore mainly o teaching methods through practice and factors that inhibit opportunities for primary school general education teachers to enhance their skills in the primary schools. In teaching methods, issues related to lessons given by teachers in classrooms needs to be explored and questions related to how general education teachers adopt the lesson content to learners needs an answer. Furthermore, it is very important to discover instructional methods or strategies like lectures and collaborative learning, which teachers used in the primary schools. These are essentials to formulate best practices and share to other inclusive schools as great experience.

Likewise, what roles general education teachers play in the primary schools in general and which support materials used by general education teachers in government and non-government primary inclusive schools are rarely known in Ethiopian context. According to the 2018 education Abstract Annual report of the ministry of education in Ethiopia, teachers' knowledge about the use

of appropriate assessment methods and parent's impact in the teaching and learning process has not yet been known in national level. The leadership role of principals or principals in inclusive schools is vital for the quality of inclusive education (Principals of Inclusive Schools, 2005). Nonetheless, the magnitude not yet explores.

Similarly, the teachers are facing many challenges in inclusive practice basically due to inclusion of students with disabilities into regular classes are most often done without the appropriate support to the general education teachers and globally, teachers find inclusive education challenging (Kuyini & Mangope, 2011). A study stressed that teachers go directly to the level of concealing the fact that they have been trained as special educators for fear of being provided a course for students with disabilities (Abosi, 2007). The study also revealed that these teachers also conceal their training in fear of being used in the schools as resource persons to educate other general education teachers that do not have any knowledge in special needs training. Abosi, furthermore explains that, learners who have disabilities continuing to lag behind their peers and do not progress as they are supposed to because they do not have equal access to the curriculum (Abosi, 2007).

The other important issue which needs mentioning in this section is about the newly adopted Ethiopian Education Development Roadmap. The road map is with the objective to serve as a tool or reference point for setting quality improvement goals through identification of new ideas and innovative approaches. It plans to serve the above mentioned objective from the year 2018 to 2030 with six thematic areas (Ministry of Education, 2019). Meanwhile, the road map unlike the other policy frameworks, discussed about future perspectives in inclusive education. For example on the heading called future perspectives, ensuring inclusive and equitable quality education mentioned and on a section which discussing about curriculum, inclusiveness of the

curriculum for diversities and creating inclusive environment for all children is also addressed. However, even if issues related to teachers given sufficient coverage on the road map, specific problems about inclusive teachers doesn't get coverage in the document. Only teachers training addressed and other important needs are left untouched. It is because the problems are less known to the government or it is out of the discussion because little attention has been given for practice and challenges in the implementation of inclusive approach to teaching.

Let us mention one last essential problem related with the research topic that is lack of knowledge whether the teaching practices and the existing challenges in inclusive education in government and non-government primary schools differ or is it similar in nature. With similar curriculum and common policy in the country, if there exists difference in practicing inclusive education and differences in challenges teachers face between the two types of schools, it needs deep investigation. A study conducted on OECD (organization for Economic Co-operation and Development) countries by Dronkers and Robert (2003) concluded that conditions like differences in student characteristics, school composition, and school administration can cause different challenges on teachers in government and non-government inclusive schools. Similarly, Chan and Tan (2008) reviewed factors that influence the effectiveness of non-government schools versus government schools from practice in China. They stated that reputation of academic programs, school financial support systems, school size, class size, quality of teachers, level of education, special needs education, student admissions, cost, support service, religious affiliation, location, demographic characteristics of students, governance, and teachers impact and perception are the most important factors that cause differences between government and non-government primary schools.

In general, since the majority of teachers in Ethiopian inclusive schools are graduates from regular teacher education programs, of whom numbers of studies have shown that they lack knowledge and skills to teach in inclusive classes (Abate, 2019). Therefore, it was the central attention of this study to investigate the practice and challenges in the implementation of inclusive approach to teaching in Addis Ababa. Together with the aim to identify differences among government and non-government primary schools in practicing inclusive education so as to recommend best practice for better performance in primary schools using Villa and Thousand's best practice model.

1.3 Objectives of the study

This study consists of general and specific objectives.

1.3.1. General Objectives

The overall objective of this research was to explore the practice and challenges of implementing inclusive approach to teaching in selected primary schools in Addis Ababa.

1.3.2. Specific Objectives

- A. To explore similarities and differences between teachers in government and non-government primary schools with regard to the implementation of inclusive approach to teaching.
- B. To analyze challenges faced by teachers in government and non-government primary schools in the implementation of inclusive approach to teaching.
- C. To investigate the prevailing policy environments related to the implementation of inclusive approach to teaching.

1.4 Research Questions

The research is steered by the following major and sub questions: -

1. What does the implementation of inclusive approach do to teaching in selected government and non-government primary schools in Addis Ababa?
 - 1.1. What kinds of teaching methods do teachers use in selected government primary schools in Addis Ababa?
 - 1.2. Which of the Villa and Thousand's (2003) best practice of six system level assessment methods implementing in selected government primary schools in Addis Ababa?
 - 1.3. What kinds of teaching methods do teachers use in selected non-government primary schools in Addis Ababa?
2. What challenges do teachers face in implementing inclusive approach to teaching in selected government and non-government primary schools in Addis Ababa?
 - 2.1. What factors inhibit teachers from implementing an inclusive approach to teaching in selected government primary schools in Addis Ababa?
 - 2.2. What factors inhibit teachers from implementing an inclusive approach to teaching in selected non- government primary schools in Addis Ababa?
 - 2.3. What measures are taken to overcome challenges in inclusion of children with disabilities in government primary schools?
 - 2.4. What measures are taken to overcome challenges in inclusion of children with disabilities in non-government primary schools?
3. What does the policy environments related to the implementation of inclusive approach to teaching look like in selected government and non-government primary schools in Addis Ababa?

1.5 Significance of the study

The results of this study could lead to more effective good teaching practices and support primary school teachers' through identifying challenges they are facing in primary schools and forwarding possible recommendations. With the knowledge acquired from the compared findings on both government and non-government sample schools, the appropriate solutions provided to general education teachers' in inclusive settings to promote primary schools best practice.

A question that is recurring in research and is facing educational policy makers is how to build capacity for general education teachers to effectively educate students with disabilities in the primary schools so that these students can achieve important educational outcomes (Billingsley et al., 2012). Based on this assumption, the assessment of current practices based on teaching methods in primary schools and finding out practical challenges, the results of this study would be a good resource to the City Administration Education Bureau as a baseline study for proper reformulation of policies and legislative framework.

By utilizing a case study design, the research managed to discover rich detailed descriptions of the challenges of general education teachers in primary schools. This data could be used as primary source for further investigation. Furthermore, by using qualitative research design, methods of data collection like interview, observation and document analysis allowed for a holistic view of the phenomenon studied. Through this exploration, inclusionary practices were reviewed from the practitioner's views, teachers, and perhaps exposed.

Therefore, the results might be used to help fill the gap in practicing inclusive education by pointing out possible teaching methods from one type of school to the other. Moreover, other research literatures provides that, strategies for inclusive education for students with disabilities

and the process of implementing these strategies is not likely to be available to general education teachers and principals in inclusive schools (Davis, 2013). This research findings attempted to uncover strategies, and outlined provided by international and local legislations and policy frameworks that could be enforceable at classroom level.

1.6 Delimitation of the study

Due to limited time and inadequate resources, the study has focused on only four primary schools (from grade 5-8), two from government (Del Betegel and Dagmawi Minilik Primary schools) and two from non-government (Mekanisa, and British Primary schools) in Addis Ababa City Administration. Furthermore, only teaching aspects were considered. In other words, the study did not investigate students learning perspectives. The fundamental dimension of the study was delimited to practices of inclusive approach to teaching, existing challenges and policy environments.

1.7 Limitation of the study

One of the major limitations of this study was non-transferability of findings. Because the design of the research was a qualitative approach, the data obtained from sample primary schools could not be in use to generalize about all inclusive schools in Addis Ababa city administration. Hence, the outcomes may not be transferable to a larger population, or to another setting. The small sample size decreased the transferability of the findings from the study (Lodico et al., 2010). However, the researcher addressed transferability by clearly describing the setting so that the results might be transferred to similar settings.

Another limitation of the research was lack of adequate documents and poor documentation in sample schools on lesson plans and annual reports. Furthermore, there were no sufficient

amounts of detailed documents, which reflect the overall activities in the primary schools. Most of the documents used for the research were secondary sources retrieved from different government offices because sample schools were neither resourceful nor willing to give documents.

The data collected through observation was less likely to reflect the true behaviors of inclusive education teachers and it might have been influenced the findings. Even if the observation was non-reactive, the teachers knew the presence of outsiders in their classroom and behaved differently than they usually did.

1.8 Definition of Key Terms

- ❖ **Disabilities:-** According to the World Health Organization report, disability is an umbrella term used to define a problem or problems in body function or structure which restrict certain activities or impose restrictions on persons participation in community (WHO | Disabilities, 2013).
- ❖ **Inclusive approach to teaching** referred inclusive teaching strategies that describe different types of or approaches to teaching that consider various needs and backgrounds of all students including students with disabilities in order to create a learning environment where all students in the school have equal access to learning (The OHIO state University, 2012).
- ❖ **Inclusion** according to UNESCO (1994), is “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion from education and from within education”. In 1994, representatives of nations which were assembled at Salamanca Spain for the world conference on special needs education adopted a new framework of action on children with disabilities for inclusion to be norm.

- ❖ **Inclusive Education** is an education when all students, aside from any disabilities they might have, put in age-appropriate general education classrooms which are in their own community schools to receive high-quality instruction, interventions, and supports that enable them to generally meet success into the core curriculum (Bui et al., 2010).
- ❖ **Primary School in** Ethiopian school system consists of eight years of elementary education, divided into two cycles of four years.
- ❖ **Children with Disabilities:** -Children with physical or mental problems that make it difficult or impossible for them to walk, hear, see, speak, learn, or do other important things are called children with disabilities. The disabilities are caused by accidents or because of illness (*Disability*, 2019).
- ❖ **Student with Disabilities:** -Children with disabilities who are already enrolled in primary schools.
- ❖ **General Education Classrooms:** - is a primary education classroom with students without identified disabilities learn together utilizing the general curriculum and taught by general education teachers (*Special Ed*, 2020).
- ❖ **Teachers:** -are teaching professionals who are trained by inclusive education schools to provide different teachings to all students with and without disabilities. teachers are may or may not have special education training (What do General Education Teachers Need to Know about Special Education?, 2019).
- ❖ **Teaching Methods** are the principles which general education teachers use in primary schools for the purpose of delivering lesson to students with or without disabilities (*What Does Teaching Method Mean?*, 2020).
- ❖ **Student with Special educational Needs** refers to students who enrolled in schools but with

learning, physical and developmental disabilities as well as emotional, behavioral and interaction problems and deficiencies to education and learning (Kryszewska, 2017).

- ❖ **Special Needs Education** according to United Nations, is an education especially designed for the purpose of facilitating the education of students who are in need of additional support and adaptive pedagogical method to participate them and to meet curriculum objectives is called special needs education (*Special Needs Education*, 2017).

1.9 Organization of the Monograph

The study has five chapters. The first chapter deals with the Introduction, and it consists of background of the study, the purpose of the study, objectives of the research and the research questions. More specifically, it presents historical background of inclusive education in the world as well as in Ethiopia and the explanation of the key terms, which are practical.

Chapter Two presents the review of the related literature. In this chapter, various readings and previous researches conducted on the similar topics were discussed and conceptual and theoretical foundations were presented. It started with an introduction and followed by discussions of concepts and theories.

Chapter Three describes the research design and methodology. In other words, it presents the research design, method, sources of data, sampling techniques and methods and procedures of data collection as well as ethical issues.

Chapter Four deals with the presentation, analysis and interpretation of data while chapter five presents the summary of the major findings, conclusions drawn based on the findings and the implications.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This part of the research looks at different literatures on practice and challenges in the implementation of inclusive approach to teaching and issues related to the research topic. In doing so, the literatures were reviewed as an approach to the principles of education for all and Human Rights perspectives.

The idea of inclusive education has obtained a lot of worldwide attention after the United Nations campaigned for the concept of “Education for All” at the World Conference in Thailand in 1990 (Khochen & Radford, 2012). Yet another considerable procedure in the move toward for inclusive education was the Salamanca Statement of framework in 1994, which challenged states, schools and teachers to offer reliable education for all students including those with substantial special educational needs (UNESCO, 1994). Then after, the international society has proven its pledge to inclusive education through the Dakar (Senegal) convention of 1994 to accomplish Education for All in 2015 (*The Dakar Framework for Action: Education for All*, 2000).

When exploring the concept of inclusive education in the vision of the above-mentioned international documents, it stressed the elimination of all obstacles to education, and the involvement of all students vulnerable to exclusion and marginalization. It is a planned strategy tailored to enhance learning achievements for children. The documents discuss the accepted targets of minimizing exclusion from the human rights to education and boosting access, involvement and learning success in quality basic education for all (Manichander, 2010) (UNESCO, 2009).

Meanwhile, after a number of meetings, consultations and discussions between 2004 and 2006, members of the United Nations decided to follow a Human Rights approach to Education for All by ensuring inclusive education system at all levels (UNICEF, 2007). Education for All is a concept, which means creating the school setting suitable for all children where all students are welcome regardless of their physical or mental abilities (Guidelines for Inclusion: Ensuring Access to Education for All - UNESCO Digital Library, 2005). Inclusive education is also a human right and human rights are universal moral norms which bind all peoples at all place and in all time (Gordon, 2013).

Article 26 of the Universal Declaration of Human Rights states that primary education for children should be free and compulsory (Universal Declaration Of Human Rights, 1948). Moreover, scholars argue that if a state adopts segregated education system and fail to promote Human Right to Education in to inclusive education, this should be considered as direct violation of Human Rights standards (Gordon, 2013).

Therefore, it is crucial to see inclusive education in the eyes of Human Rights standards. Furthermore, before getting into details about practice and challenges in the implementation of inclusive approach to teaching, it would be wise to overview global understanding on inclusive education. Then after, the chapter briefly reviews background information of legal and policy documents on inclusive education. The documents are international and local instruments designed for the protection of Human Rights including the right to education especially the right to inclusive education. Finally, conceptual and theoretical foundations for this research are presented in detail.

2.2. Human Rights Approach to Inclusive Education

Inclusive education implies that everyone should promote right to education on equal social and cultural foundation in society . According to Norwegian education authority, inclusion is both school procedure and aimed target, in which the academic institution should accommodate the students' aptitudes and needs within the best achievable manner (The Norwegian Directorate for Education and Training, 2018) . This requires diversity and adaptation in all school package, which enable every student to engage more and get more advantages being as an active member of community (The Norwegian Directorate for Education and Training, 2018). This means that, inclusive education places demands on the schools and on every members of the society who should be able to build relations being worthy considering specific differences and values.

The concept organization elaborates on how inclusive education must certainly be by stating that an ‘inclusive’ education system can only be created if general education schools be more inclusive (Policy Guidelines on Inclusion in Education - UNESCO Digital Library, 2009). This might be to express that, schools improve educating of all children inside their communities if they do not send them to other places in search of inclusive education.

The United Nations Conference on education in Geneva, 2008 announced that, regular schools with a comprehensive direction are the most active method of fighting discriminatory attitudes, building welcoming societies, developing a comprehensive society and attaining education for many. Moreover, schools can deliver quality education to many children and improve competence through cost-effectiveness associated with the entire education system.

Inclusive education must be a part of the entire school system, which has equal opportunity policy; in which case, students with learning difficulties and others learning desires would incorporated into the curriculum and the school- surroundings (Mmbaga, 2002). At a society level inclusion touches on the queries of citizenship and politics of distinction, that is, minority groups, gender variations, ethnicity and linguistic. Every members of the society, child, youth and adult shall be able to exploit academic possibilities designed to fulfill their basic learning needs and the way they must meet with individual countries and cultures (Jónsson, 2016).

Scholars have explained the idea of education for all associated inclusion with development. Education is very important and necessity for development; an issue which is not often asked by the society. It is taken without any consideration that it is a good thing for the country and for the individual himself. In the beginning, it always seen as the way to civilized the individual (Wikan, 2008).

Likewise, if education is important for the nation building, it needs to be distributed as right rather than as privilege. In such case, education especially inclusive education is an inherent right which is possessed by each children regardless of his or her physical or mental status (Ozel et al., 2017). However, before examining whether inclusive education is Human Rights and legal norms, one must go beyond the typical discussion in disabilities studies and talk about the very meaning of the Rights given to all Human beings.

Different literatures in the world define Human Rights in several different ways. Nevertheless, all reached conclusion that it is given to all human beings by nature. According to the United Nations High Commissioner for Human Rights, those rights commonly understood by the society as inherent to the human nature, are Human Rights (Human Rights a Basic Handbook, 2017). It can easily be understood from the terms of this definition, Human Rights which is connected to human nature. Meanwhile, other literatures define Human Rights as freedom of entitlements assigned to specific rights include the right to life and liberty, freedom of thought and expression, and quality before the law (Kamruzzaman & Das, 2016).

When we see the literal meaning of Human Rights, the Cambridge English Dictionary define it as a basic right generally considered all people should have, such as justice and the freedom to say what you think (HUMAN RIGHTS | Meaning in the Cambridge English Dictionary, n.d.). Moreover, the new Lexicon Webster's Dictionary of English language describes it in terms of freedom from government violation of the integrity of the person. However, both meanings share the same notion of freedom to do whatever human natures provides without interference.

As it has described above, Human Rights are inherent rights and needs promotion as well as protection. Likewise, in order to promote and protect Human Rights, we need Human Rights

laws, which lays down different obligations up on governments to act or refrain from certain acts (Human Rights, 2016). In addition, there are several Human Rights laws for the protection of Human rights and these laws can be international and nationally promulgated for the sole protection.

The first Human Rights, which targeted international law, is the Universal Declaration of Human Rights (UDHR). The Universal Declaration of Human Rights (UDHR) is assumed as a milestone document in the history of Human Rights (Universal Declaration of Human Rights, 2015). The declaration was proclaimed on December 10, 1948 and for the first time in history, it has set out international standards for the universal protection of Human Rights in all over the world.

Following the Universal Declaration of Human Rights (UDHR) the international community prepared various instruments for Human Rights protection. To mention few, International covenant for civil and political Rights (ICCPR), International covenant for Economic, Social and Cultural Rights (ICESCR), Convention for Rights of Children (CRC) and Convention for the Rights of Peoples with Disabilities (CRPD). Most importantly all these instruments except International covenant for civil and political Rights (ICCPR) are very significant for the safe guard of the Right to Education.

The right to education is a fundamental Human Right for every child irrespective of race, nationality, gender, religion, age or disability is entitled (The Right to Education, 2018). It has been a universally recognized and protected right since the adoption of the Universal Declaration of Human Rights (UDHR). Article 26 of UDHR declares that everyone has the right to education. Since then various international Human Right instruments, which were mentioned above are

widely recognized and elaborated the concept up to covering specific groups and contexts like inclusive education for children with disabilities.

Article 24 of the Convention for the Rights of Peoples with Disabilities (CRPD) is a landmark for the recognition of the right to inclusive education for children with disabilities (Ngwena, 2013). This provision on CRPD put different obligations on the state to provide inclusive education for children with disabilities. However, almost all international instruments in one way or another recognized the Right to inclusive education.

Now a days right to inclusive education has also become a global concern underpinning the 2030 education agenda and sustainable development goals (UNESCO, 2013). Goal 4 of sustainable development (SDG'S) reaffirms the right to inclusive education for all children without any base for discrimination (The 2030 Agenda For Sustainable Development, 2015). Therefore, inclusive education and Human Rights are two sides of a coin and it is almost impossible to think one from the other.

2.3. The Ethiopian Context

According to United Nations, in Ethiopia, eight years of primary education is provided to all children aged 7-14 (UNESCO, 2011). This policy also applies to all children irrespective to their mental or physical disabilities; and curriculum as well as assessments in the classrooms are uniform for all students across the country (Siran, 2010). Though at least on the policies and legal frameworks, education opportunities remain open to all children without any discrimination, academic competition remains very powerful (Lloyd, 2018).

It is important to remember that in Ethiopia at national level the country adopted special needs and inclusive education policy focused on the inclusion of students in mainstream classes close to their homes (Ethiopian Special Needs/Inclusive Education Strategy, 2012). The policy ultimate goal is setting strategic directions to provide education to vulnerable groups especially for children with disabilities. As a result, it path a way to gradual growth for the need to inclusive education into the general education system (Birhanu et al., 2019).

In line with the World Report on Disability jointly released by the World Bank and the World health Organization in 2011, in Ethiopia, there is an anticipated 15 million peoples living with disabilities and it makes up 17.6% to the total population. Among peoples with disabilities in Ethiopia, children face numerous challenges because of their special needs caused by their disabilities (UNICEF, 2013). Most of the children with special needs live in hostile, unwelcoming surroundings, where their wellbeing and security compromised. Furthermore, In Ethiopia, a study indicates that, 2.4 to 4.8 million children with disabilities go to schools and 95 percent of all persons with disabilities are estimated to live in poverty (SIDA, 2014). The study conducted by Handicap International shows that less amount of enrolment caused because of rigid teaching practices, poorly trained teachers and the lack of adequate teaching resources (Handicap International, 2018).

When we see the historical background of education in Ethiopia, special needs education for student with disabilities has a long history of being deep seated into ancient religious education of the Ethiopian Orthodox Church (Tefera et al., 2015). However, this opportunity existed for only those few children with disabilities who had close contact to the priests and lived nearby the priest schools. The modern education for persons with disabilities started by the religious missionaries in 1925 at western part of Ethiopia, Dembi Dolo and it was for visually impaired children only

(Temesgen, 2018). After the introduction of the 1994 Education and Training Policy in the country, somehow the rights of children with disabilities recognized under few provisions of the policy by stating that “Special attention will be given in the preparation and utilization of support input for special education” (Education and Training Policy, 1994, p.29). However, inclusive education does not mention in the policy and the concept not developed in the country.

Based on the Ministry of Education reports on previous policies, the growth of special educational programs, have actually shown favorable development that might have affirmative effect on the future development of special need education in the Ethiopia (MOE, 2010). As the central government has shown concern for the education to children with disabilities after the downfall of the Monarchy in 1974, the special training 11 section within the Ministry of Education was established in 1976 to take into account the duty of coordinating and promoting education of children with disabilities in the country. Moreover, the special needs training has gained attention and recognition along with and as part of the educational development programs of the country (MOE, 1999).

The Educational and Training Policy provides brief awareness of the provision of Special Needs Education in Ethiopia. It stated under Article 17 that the government would provide special education for all the peoples who are in need of special needs (Education and Training Policy, 1994). This policy mainly focuses on encouraging special education and the establishment of more special education schools and enrollment of children with disabilities into special education classrooms. Currently, there are numerous schools that are offering special need education for students with disabilities compared to those few inclusive education schools found in the country (Schiermer, 2017).

A. Status of Special Needs Education in Ethiopia

Even though it is insufficient and does not include inclusive education, for the first time in history, the 1994 Education and Training Policy incorporated special needs education for Ethiopia. The policy under Article 2.2.3, demands upon the state the necessity of special unit and special class in schools for students with special needs (Education and Training Policy, 1994).

Hence then, from the adoption of the policy in 1994 onwards, so many special classes, units within general education schools were founded for the children with visual, hearing and mental impairments.. However, according to the ministry of education, the majority of the special schools and units only provided special needs education up to grade 8 (Education Statistic Annual Abstract of Ministry of Education (MOE), 2016).

Eventually, nine pilot resource centers have been established in particular six cluster schools and three special schools in the country to provide education for children with disabilities in the neighboring and satellite schools (Education Statistic Annual Abstract of Ministry of Education (MOE), 2016). Based on the Ministry of Education 2016 Annual Abstract, campaigns carried out in all the regions and city administrations. The purposes of the campaigns were to increase the consciousness of over 9000 regional and woreda's educational heads and experts, as well as community members on different special needs issues. Several data had been gathered concerning children with disabilities for the first time at national level since 2007. Nevertheless, the collected data targeted only four forms of disabilities groups particularly: visual, physical, and hearing impairments and intellectual disability.

Another fact about special needs education in Ethiopia is its enrollment rates. The annual education statistics abstract of Ministry of Education in 2016 revealed that the number of children

with disabilities who have delivered education in primary schools in the country had been 219,039 in 2016/2017. For this reason, as indicated on the abstract, the gross enrollment rate for primary schools is 7.8 percent in 2016. The remainders 92.2 percent are yet outside school gates. In Addis Ababa city administration it is even lower than the national score. Only 4.0 gross enrolment rates for primary schools scored in the capital. Consequently, it is feasible to determine that the rate of journey for special needs education in Ethiopia is at its infant level.

B. Inclusive Education in Ethiopia

Different literatures revealed that, in Ethiopia, the mobility towards inclusive education remains on the presumption that teachers are not ready to accept students with disabilities inside the general education classes and be accountable for satisfying their needs (Franck, 2015; Abebe, 2011). Nevertheless, adverse perceptions and misunderstandings have started to be shown in a researches performed in various schools in Ethiopia. (Etenesh, 2000), for instance, discovered that in Ethiopia, many teachers refuse the admission of students with disabilities inside their general classrooms. The same literature signifies that teachers also resist the placement of students with disability in their classrooms with the idea that this might be unrewarding and troublesome. According to Etenesh, the denial is tougher with those children with severe impairments than those with lower severe disabilities are. Conversely, an increasing body of study refutes that, perceptions and attitudes of teachers are progressively enhancing in a good path in inclusive educational environment (Abate, 2019).

The inclusion of children with special educational needs has been implemented as part of the national educational policy since 1994. The goal of this policy is to enhance the quality of education and equity for all students as listed in the Salamanca Statement of framework (Education and Training Policy, 1994). A lot of the studies on inclusion signifies that the challenges that

teachers face towards special needs students are crucial components for creating effective inclusive education in general education schools (Kavale & Forness, 2000). Many education professionals are now discussing about what understood as an inclusive educational strategy, yet there is a huge difference in how this being viewed in various regions.

In Ethiopia, the concept “integrated education” and “inclusive education” are applied as an indicator of inclusive practice. Although these likely to be applied synonymously in the local setting, they quite bring various connotations in the international arena. Integrated education commonly refers to switching the child to suit the system (Sharma et al., 2007). A genuinely inclusive educational system is an adaptable system that recognizes that all children are distinctive, that all can learn, and that they can perform so in the same classroom. Most significant, inclusion alters the system to fit the child and offers for various learners, rather than attempting to bring the child to fit into the system (Sharma et al., 2007). The system is open and convenient and provides to the needs of all children. Inclusive education is high excellence, age proper education for all. Moreover, inclusive education shall be integrate within a schools design and its curriculum and also not seen as an extra activity that is, or is not, included in a school community (Avramidis & Norwich, 2002).

2.4. Empirical Review of Inclusive Approach to Teaching

A. Practice

Social diversity is frequent spot in numerous communities in present globalized and rapidly changing world (Vertovec, 2007). This variety can be seen in all classroom of students; but, international research have presented the complicated means in which disabilities, race, ethnicity,

gender as well as social class can decide a child's chance to triumph or fail in the education system (Allan, 2003; Forlin, 2010; Kapai, 2014).

Learning is also more successful when learners are seen as individuals with various learning ways, techniques, and abilities (American Psychological Association, 2006). General education teachers have a range of classroom methods that may be utilized to create lessons fun, thus reducing disciplinary issues corresponding with bored students and taking assorted learning styles.

In general, the needs of students with disabilities are so unique from those of other students that general education teachers do not have the experience, understanding, training, or time to meet them (Norwich and Lewis, 2005). This literature also emphasize that such uniqueness brings both possibilities for innovative and successful collaboration between general classroom teachers and additional adults, who assist the teacher and, at the same time, it gives rise to challenging scenarios in which both students and additional adults can be marginalized and left out.

Responsiveness to learner diversity is extremely seen as a standard of school achievements as well as a significant focus of attempts to make schools considerably inclusive (Ashman, 2004). Moreover, the abilities needed for distinguishing classroom teaching include higher level knowledge of several instructional methods, the ability to educate students on the expertise required to operate in teams, and the management of those teams, the improvement and execution of distinguished learner objectives, and the provision of reviews at various levels (Margo & Thomas, 2004). Teachers searching to distinguish curriculum and instruction in this way need highly complex procedural knowledge and ability in instructional layout, delivery, and classroom administration. These abilities must be implemented in an incorporated manner as student's master abilities and knowledge in various means and at various levels. Creating the ability needed to

utilize it has confirmed to be greatly challenging for most of teachers and schools, particularly in primary school settings (E. Talbert, 2009).

Furthermore, the international movement to inclusive education signifies that all students are progressively being located in general-education classrooms, regardless of their having various academic needs. Though improvements at policy level are essential, eventually inclusive education comes down to switching the type and attributes of school wide methods, along with the classroom practices of teachers in general-education classrooms, so that they recognize learners with various educational needs (Engelbrecht et al., 2015).

A study stresses that whilst restructuring and reorganization of academic policy in reaction to national and international imperatives for the improvement of inclusive education may form the wider public and institutional contexts in which teachers run; it is educator's day-to-day act of inclusion that decides how policy reformulate in classroom practice (Sikes et al., 2007). A concern that therefore has much focus has been the understanding and expertise necessary for teachers to be inclusive in their practices and supply successful assistance for learners with various educational needs. This consists of teachers' understandings and perceptions of inclusive education as an important element in the achievements of applying inclusive education (Florian et al., 2011).

Meanwhile, at the center of the motion towards inclusive education has been a focus with justice, in which the aim has been on improving fair distribution of rights and accessibility to education, and making higher accessibility, involvement and results for all students (B. Kozleski et al., 2014). Nevertheless, over the years, this overarching aim of inclusive education has evolved several definitions and perceptions, which have lead in substitute justice discourses (Dyson, 2010). These discourses in worldwide policy, study and practice have commonly been stressed with two

wide themes, specifically discourses to explain the desire for inclusive education based on a human-rights perspective, and discourses on the application of inclusive education that depends on practical ways to implement inclusive education within schools (Artiles & Kozleski, 2006).

Lastly, this research explores briefly about other researches on teachers practice in primary schools from different countries . The research conducted on teachers practice or teaching methods in Ethiopia are not commonly found that researches from other countries on practice are presented here to complement the local constraints as follow.

Two scholars named Nilholm and Alm studied teachers teaching strategies in primary schools in Sweden and found out six different types of teaching methods. The aim of the research was to identify what appears to be in primary schools in Sweden and they found out that, the general education teachers in classrooms used six strategies to make the inclusive process more effective (Nilholm & Alm, 2010). The first strategy is adapting the instruction to the individual need of the student. They always try to readjust the lesson and all activities in the classroom suitable to students on an individual basis. The second strategy is teachers provide clear framework in the form of ground rules, clear planning of the school day and taking immediate action when problem arise in the primary schools.

The third strategy or teaching method is utilizing group activities, which they believe, can strengthen social processes and learning in the classroom. The Fourth strategy is about the parents of the students with disabilities. The teachers create and maintain good relationship with the parents and involve them with the school goals. The fifth method is including them in discussion in lesson with groups. For this purpose the teachers create groups of students with and without

disabilities. The last strategy the study found out is respecting the students and avoiding confrontational relationships with them (Nilholm & Alm, 2010).

Recently, three researchers named Elder, Damiani and Oswago from Kenya also studied primary schools teachers teaching methods in Kenyan primary schools. The aim of the research was to provide evidence of the country's primary school teachers using inclusive teaching methods in a rural setting (Elder et al., 2016). Then after, the research showed three major types of teaching methods or strategies in rural primary schools.

The first teaching method, which teachers in primary inclusive schools practice, called horseshoe strategy. This method is helping in demonstrating, which is a shift in the level of student participation including students with disabilities, from student accessing instruction to all students being meaningfully involved in primary schools. The study found out that this method helps students with disabilities to be seen as capable members of the school community. The second strategy is creating flexible grouping based on the student's needs. They randomly assign students in to the groups without considering physical or mental status. The third method is aimed to help the weaker students in the classroom. Those students with disabilities were given last chance to respond to a question so that they could get different answers to pick from other students (Elder et al., 2016).

Another good exemplary study for inclusive teachers practice in primary school is the research done by Megan Mackey in 2014. The study was conducted using interview, observation and document analysis to identify the teaching methods of three United States inclusive teachers who teach in general education classroom.

The study revealed numerous instructional techniques employed by the general education teacher particularly the use of various colored markers on an overhead projector for each stage of a difficulty to assist students differentiate between the various steps in the problem. They also liked to call on different students to explain how they resolved problems in order to informally assess their knowledge of the different concepts (Mackey, 2014).

Furthermore, the research mentioned above disclosed that the teachers day-to-day employed the same standard lesson framework of a warm-up activity, grading of homework, direct, teacher-led instruction, and homework time. General education teachers were also positive that these techniques together with their step-by-step verbalization and demonstration of the resolving of issues, use of different examples and practice problems, mnemonic devices, cloze notes, white boards, and visuals assisted all students with disabilities accomplish achievements in their primary schools.

Lastly, Lake, in a study, has also seen South African trend and reviewed a research conducted on general education teachers practice in the country's primary schools. The study was done in 2010 and the aim of the study was to explore how South African teacher implement inclusive education through the teaching methods (Lake, 2016).

The results of the research reveal that teachers do utilize differentiated and learner-centered teaching strategies in guaranteeing inclusion of diverse students and accommodating for obstacles to studying. Pertaining to the learner-centered strategy in particular, educators recommended that the use of this strategy was subject centered. Learner-centered and differentiated instruction explains as a means of creating instruction to match for the student's needs and variations of different students. This requires the teacher to change their teaching methods to be able to reply to

differences between students, especially differences in student's potential levels, needs and learning profiles, that contains aspects such as learner's learning style, character, tradition, gender and intelligence that affect their choices and how they study and address learning circumstances (Lake, 2016).

B. Challenges

Different literatures, as discussed below, revealed that, there is numerous challenges educators face in implementing inclusive education in general education primary schools and these challenges are reviewed under this section. The challenges are explained in relation to constructivist theory and system theory later on. After all, as it is indicated in Salamanca Statement of Framework, inclusive education is a procedure and consequently, it cannot be accomplish in a day and it takes many years to achieve education for all goals as stated in the framework.

Generally, there are numerous challenges, which are related with execution and achievement of inclusive education. However, when the literatures summarized, the most prevalent challenge is poor collaboration and interaction amongst educators, students and parents. This turns out to be a challenge for almost all teachers to execution of inclusion in their classrooms.

Teachers require parents help in doing their duty as inclusive education teacher. In many cases, teachers themselves are resistant to involve parents in school affairs. In line with this, Vygotsky emphasizes that students have various Zone of Proximal Development (ZPD) and via interaction with their educators or classmates, underachievers attain to realize the new ideas (Vygotskiï & Cole, 1978). Vygotsky defined Zone of Proximal Development (ZPD) as the gap between what a student can achieve independently and what he or she can achieve under teachers' guidance or in collaboration with more capable peers. This literature also emphasizes on

collaborative dialogues between students and knowledgeable members of their community on challenging tasks. According to the author students learn to think and behave in techniques that mirror their community's tradition. For this matter, it means that there should be an effective interaction between students and educators. As students learn from their educators and they take them as their role model.

Another literature suggests that the school must involve the parents and inspire them to describe their personal experiences particularly the challenges that might be concerned with best possible education for their children and distinctive remedies that may work for them (Senge et al., 2012). In so doing, the school turns out to be the resource spot for parents and their children.

For the purpose of transferring knowledge, there is also another literature which specifies three distinct ways. The author of this literature named Talbert claims that, three means exist in which cultural tools can be transferred from one person to person. These are imitative learning, instructed learning and collaborative learning, which requires a team of peers who endeavor to realize each other and perform collectively to learn a particular ability (Talbert, 2009). Moreover, parents are specialists for their children, in the same way that they recognize best their children and have the last say on them whilst teachers are professionals in assisting the students in educational area and supply various expertise to satisfy the needs of the student. Hence, a parent needs to offer to the teacher essential facts about the child, which can assist the teacher to prepare learning and attaining targets of the student. moreover, teachers and parents in cooperation with consultants need to lay out a way of assisting the child social and emotional improvement (Mmbaga, 2002).

The other challenge addressed by the literatures from Tanzania is significantly less devotion among teachers. Teaching in primary schools is difficult to nearly all educators in Africa. Teachers do not have devotion in teaching since they offered lowest wages and now a day they are not respectable by the community, as they should be (Mmbaga, 2002). This makes them not to perform a good part for their obligation. This becomes a huge challenge when it comes to the execution of inclusion in primary schools. In relation to system theory, Senge argue that educators should be engaging in promoting and maintaining school wide change (Senge et al., 2012). Pursuant to this literature, participation means teachers viewing the educational characteristics in all classrooms across accountability. Mmbaga also argues that teachers lack devotion because their wage is low and consequently most of them choose to be devoted to private tuition than school owned class teaching simply because tuition gives them extra earnings (Mmbaga, 2002).

The other challenge explored by these two literatures from Tanzania, Africa and New York, United States, is absence of proper understanding towards inclusive education. The majority of teachers in primary inclusive schools lack the understanding of inclusive education that makes it challenging to employ it (Mmbaga, 2002). Lack of sufficient knowledge makes them worsen to accommodate inclusion. If the teacher is short of the inclusive knowledge, he or she may encounter different problem of poor classroom management (Senge et al., 2012). In line with this Senge from the United States perspective, gives recommendations that students should be supplied learning possibilities at non-school hours. This will assist them a lot more on the construction of new knowledge. Additionally, for the United States, reduced quality of teacher education or lack of qualified teachers might be one cause behind the poor learning results as this may be a challenge alongside the implementation of inclusion. Mmbaga also agreed with poor quality teachers training as a cause for challenges in the primary schools.

Challenges arise from policies that are also discussed in these literatures. Existence of some less sensitive policies to the execution of inclusive education caused challenges up on inclusive education teachers in the United States. This contains less sensitivity on both the policies and the people who are to apply them (Senge et al., 2012). In line with this Senge and his co-authors debates that changing the policies, which are influencing accountability, funding, program development and evaluation, supervision and resource deployment in reaction to the innovations and success in school complexes is important. These kind of policies have made it challenging in the execution of inclusive education in schools.

Meanwhile, Mmbaga also gives her findings regarding poor inclusive policies in Tanzania. The literature illustrates different policies, which causes challenges on the teachers who are implementing inclusive education. According to her analysis, these policies were established in general terms given that the problems of equal opportunity and human rights had not been significant on the political agenda (Mmbaga, 2002). General statements of policy and objective in the policy could create loopholes for neglecting the needs of those commonly left out from education. This turns out to be a challenge to general education teachers when it comes to the execution of inclusive education. It appears that the blame and counter-blame is on teachers and parents, as they seem not to conduct well on their act, as they do not lack appropriate policies such as decentralization and engagement of the private sector in education improvement.

Scarcity of teachers who have sufficient understanding of inclusive education is another challenge for inclusive education mentioned in the literatures. The majority of primary schools deficit teachers who can educate the students with special educational needs (Senge et al., 2012). Senge contends that a teacher's inability to form an intellectually reflective, engaging classroom for studying is not merely malpractice it is immoral, especially for students who do not have the

option of retreating. There should be teaching techniques, which makes sure every child is attended individually.

Furthermore, negative attitudes of teachers can generate obstacles to learning for students with disabilities. Various parents also choose to conceal their children at home rather than sending them to school. An author named Wikan mentioned this issue when he study teachers challenge in Namibia primary schools by saying that the attitude of the teachers to students from poor families might add to the choice not to send or to drop out from schools. Occasionally parents do not like their children to go to normal schools as a method of inclusive education considering they believe they will be victims of segregation (Wikan, 2008). This creates hard time to teachers towards the execution of inclusive education in general education classrooms.

Lastly, another study in Brazil revealed that facilities and classrooms of inclusive schools are not adaptive for the needs of the students with disabilities (Oliva, 2016). For example, some of the buildings in inclusive schools have stairs, which restrict movement of students with physical and visual impairment. Meanwhile, insufficient teaching and learning supplies is even a challenge in Brazil primary inclusive schools (Oliva, 2016), because the price for purchasing teaching and learning materials suitable for students with disabilities is very high and the schools cannot afford them. For example, Brazil machines and textbooks are costly in South America; hence, it turns out to be a problem for teachers to execute inclusive education in their classrooms.

Therefore, as a conclusion for both practice and challenges in the implementation of inclusive approach to teaching, the different literatures and researches revealed various teaching practices exercised by general education teachers and the types are diverse. In addition, different general education teachers' challenges mention in different literatures. However, as we can see from

the above discussions, the author of this research found out gaps in the literature regarding teaching practices and challenges in the primary schools.

The first gap is that, there is no literature or study conducted on practice and challenges in the implementation of inclusive approach to teaching in Ethiopia. The researcher could not find literatures related to teachers teaching methods and challenges of general education teachers in inclusive education from the Ethiopian perspective.

The second gap is about the unavailability of comparative of the literatures. All reviewed literatures and researches for this study explore the teaching practices and challenges across all schools without comparing certain types. For example, there are no literatures found, which focus only on primary schools and compare government and non-government schools in Addis Ababa. The other gap in line with the above mentioned points is the literatures do not focus on practice and challenges in the implementation of inclusive approach to teaching in primary schools. Almost all literatures focused on a country level.

2.5. Theoretical Framework

Many theories and strategies are founded to give definition to various education principles or we call theories. However, every theory has its definition and framework in which if used will generate desired results for the researcher. Moreover, a theory has its own definitions; words, a few ideas and some of them have a special design, which elaborates the given trend under investigation. In the social sciences, many theories linked with social issues present in the society and among them are those associated to education. Education of students with physical and psychological disabilities is the first to call in this group of peoples. Before this section, conceptual

framework based on Villa and Thousand's system level assessment method discussed in detail and besides having concepts, theories will explain the theoretical framework of the study.

The theoretical frameworks used to explore this study are the constructivist and system theories. The constructivist theory is utilized mainly because in applying inclusive education there are ideas that students with special needs have challenges in adjusting themselves to new environments such as being in the primary schools. The constructivist theory postulates that knowledge is created by the individual in collaboration with the surrounding environment (Yilmaz, 2008). Based on this literature, it is presumed that, people construct their knowledge on the foundation of their experiences from daily life. In order to understand further the subject matter under study, the research utilized System Theory in addition to the constructivist theory.

Due to the fact that in the entire procedure of execution of inclusive education, schools as organizations require to operate as a system that cannot stand solo. It needs assistance and cooperation between various stakeholders. For example, the Ministry of education, administrators, parents and teachers need to work collectively to obtain the advantages of inclusive education. This is the reason why the research used system theory to guide and give meaning to data collected from sample schools.

A. Constructivist Theory

The primary advocate of constructivist theory is Piaget whose concepts began from psychological levels of growth of children where the foundation of education is discovery. According to Piaget, mental development involves three steps. These steps are assimilation, accommodation and equilibrium (Boom, 2009). Piaget focussed on constructivism centered on individualization of learning and assumed that human inquiry integrated within an individual who construct knowledge by using his or her action in environment (Pass, 2004). Moreover, absolutely no behavior, even if it is unique to the individual, comprises a genuine starting. It is continuously grafted onto past

schemes and therefore sums to gathering unique elements to previously constructed structures (Irby et al., 2013).

, We can discover from this concept that man does not generate the new behavior rather individual from the experiences he or she has been through by either assimilation or accommodation creates it. Montesory, Brunner and Vygotsky afterwards recognized the theory in different years. The principal concept of Constructivism is that students are able to constructing their personal knowledge (Constructivism as a Paradigm for Teaching and Learning, 2018). The knowledge constructed by students can be from their individual experience or as consequences of interaction with peers or with the educators. Meaning a student interaction is crucial considering knowledge cannot be developed in solitude but through being in interaction with people in the society or a given surroundings. Meanwhile, Constructivism is a philosophy that looks knowledge as a subjective, which formed and organized by one's experience (Pelech & Pieper, 2010). By simply being in exposure with others, a person will construct brand new knowledge.

Although both Piaget and Vygotsky have contributed input to the constructivists' ideas but they vary in the way they represent the theory. Piaget considers that knowledge constructed by an individual whereas Vygotsky stresses that knowledge is being constructed from man's personal experience in a social setting. In line with this Pass contends that Piaget centered on an idea that human investigation is grounded within an individual who constructs knowledge through his or her move in the environment (Pass, 2004). While Vygotsky thought based on the emphasis that human investigation enclosed within culture, which embedded within social past (Vygotskiĭ & Cole, 1978). Nevertheless, Piaget did not have differences on Vygotsky's idea on the significance of social elements in learning as an important feature on knowledge development (Boom, 2009).

This research tries to exploit the results of the findings using Vygotsky's idea on social constructivism for the reason that, in order to build the sphere of inclusive education practice in Ethiopia, social context has a huge contribution on its implementation. Vygotsky's constructivist theory is greatly known as social constructivism (Vygotsky's Social Constructivists Theory of Learning, 2014). For Vygotsky, culture and social context are vitally important in cognitive development. In addition, social context look to be very essential and human inquiry integrated within culture, which enclosed within social history (Pass, 2004). Culture offers the child cognitive tools required for development such as language, cultural history and social setting. Furthermore, man not only grows naturally, he also constructs knowledge by himself from what he or she has discovered through experience (Ellen Ratner, 1991). Knowledge need to be created by a person, not just through feeding. In this regard, Hoover recommends a couple of easy but essential tips that identify the idea of constructed knowledge starting from previous knowledge (Hoover et al., 1996). Prior knowledge continually affects the creation of new knowledge and secondly learning is a live process, which continuously goes with one's life.

In the meantime, social constructivism by itself has limitations or gaps during the process of constructing knowledge by the student. The student may be hindered by contextualizing learning in that, at least initially, they may not be able to able to form abstractions and transfer knowledge in new circumstances (Merrill, 1991). It means, most often, during the initial stages learners get in to a stage of confusion and frustration and do not always actively construct meaning and knowledge. Therefore, adding another theory, like system theory, helped to fill the gap manifested under social constructivism theory.

B. System Theory

In addition to constructivism theory, system theory is also used for this research to bridge the gap mentioned under constructivism theory. The System Theory is utilized mainly because schools as organizations do not operate all alone, they perform as a system, which consists of many stakeholders and can reduce the confusion and frustration created at early stage of knowledge construction by the learners themselves. These stakeholders are institutions like the ministry of education, principals, parents and teachers. In line with this, Sterret confirms that there is an intense connection in between school leadership and students achievement or knowledge construction (Sterrett, 2011). In the execution of inclusive education in primary schools, all these stakeholders are incorporated in this study. Consequently, system theory assist to clarify most on how school should operate as a system on the implementation of inclusive education in a given country by assisting learners during knowledge construction.

Bertalanffy presented the concept of system theory in 1937 (Bertalanffy, 1968). He was a biologist and his theory applied to describe the interrelation, which occurs between various organizations. He employed system theory to lay out principles, which were prevalent to system in general. He incorporated the ideas of general systems theory taking biological systems as a method to comprehend the world at large (Irby et al., 2013). Numerous authors have utilized the various terms and ideas associated to system theory. For example, in education context, Griffiths, Senge and Morgan have integrated the system concepts into theoretical constructs and their application to the management (Irby et al., 2013). In any system there are issues, which are interconnected with one another that make up the whole system a lot more than just the total of its element. This research based on Irby's model as it will be reveal further.

In an organization, system comprises of individuals, structures and processes that work collectively to make an organization healthier or not (Senge et al., 2012). School as an organization, which comprises students, educators and other stakeholders can be successful if they work collectively and they can accomplish the objective in implementation of inclusive education in schools. This can be associated to education leadership as a system, which comprises of various areas, which are associated, and mutual to other systems. Generally, system theory views human conduct as the result of common interactions of persons who are inside the same social systems. Furthermore, it has been discovered that creating regimen and consistently following them made significant relational believe between the principal and other teachers in the school (Sterrett, 2011).

The vital concern in system theory is communication (Heil, 2016). Communication may be characterized as the procedure of forwarding and obtaining information from one individual to another, this can be done either vocally or non-vocal. Communication to be successful both edges should comprehend the message. Lunenburg recognized essential components of the communication procedure, which are: sender, medium, message, noise, receiver and feedback (Lunenburg, 2010). Sender is an individual who starts the message. Receiver is a person to whom a message aimed. Message is the voiced and or written information that need encoding by the sender and later on translated by the receiver. Medium is the station by which the message sent and received. Feedback is the reaction from the receiver showing whether a message accepted in its planned shape.

Communication is very immense in any organization for the important information to be able to achieve the desired objective. A School as an organization requires having an ideal form of communication in its system. This would assist the school to appropriate the implementation of inclusive education. In accordance to National School Public Relations Association, it is essential to build a successful two-way communication as an important quality for achievements at all levels

of education, from school board to superintendent to principal, administrator and teacher. This may guarantee a frequent flowing of quality information from the leaders in the school to the school administrative organs.

As described above, each system contains inputs, process and output (Bertalanffy, 1968). In academic framework, inputs might include; administration, teachers, learners, curriculum, environment, teaching and learning supplies, time and other items. Process contains educational exercises for example in the classroom event teaching and learning activities can be described as an example. The output consists of learning, which showed by behavior, examinations and attitudes and behavior means the anticipated conduct after the entire process in teaching and learning. Following the whole process feedback is important because it assists to realize the success of the desired objective. These particular components of system theory are illustrated further in the diagram bellow, which demonstrates the system model of education as cited by Irby et al., (2013).

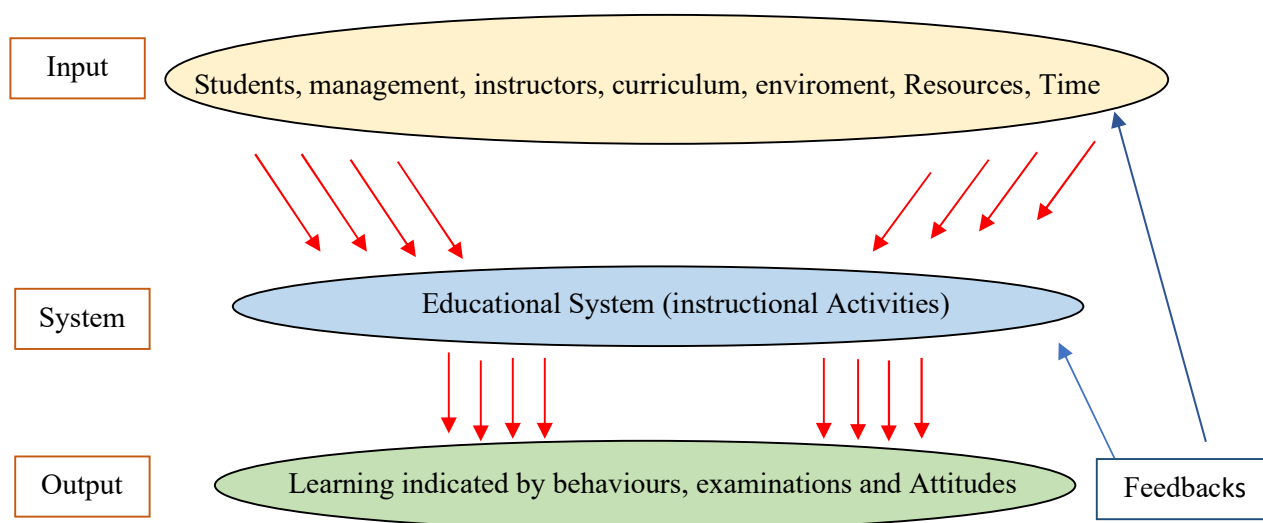


Figure 2. System theory by Irby (2013) represented by diagram

As a final point, there are educational implications of the system theory in inclusive education and this issue needs discussion and presented briefly. In educational framework, system

theory performs an ideal position in making the entire system perform in an interdependent form. This means everybody who connected to the system has to play a particular character. Ainscow and Sandil emphasizes the significance of leaders meeting, producing and interpreting ideas within a school in order to produce an inquisitive attitude in applying inclusive education (Ainscow & Sandill, 2010). The focus is being place in performing collectively as an organization and not as an individual person. Educators should be apparent about what is to be instructed and when it is to be taught and the leaders should regularly make sure that the objectives made are being satisfied (Sterrett, 2011).

Inside the sphere of education, system theory performs a significant part in learning how school as a social systems work. Here are some of the presumption as was provided by Hoy and Miskel as mentioned by Irby (2013).

- School as a social system is goal focused and may have a numerousness of objectives but the fundamental one is readiness of its students for adult person roles.
- Social systems are people, and these people function in parts as students, teachers, administrators and others.
- Social system is standard with individual role anticipations for the role structure and recommended behavior.
- Sanctions occur in a social system where regulations implemented with incentives and penalization. Informal sanctions also occur, such as ostracism.
- Schools are commonly open systems that function in a surrounding that incorporate exchanges. They influenced by beliefs of the community, by politics and outside factors.

From these presumptions, we can conclude that the main objective of teachers in schools is to implement inclusive education and make sure all students get equal and quality education.

All the stakeholders in the system must function collectively in the execution of inclusive education. For example, most of the schools view the teacher as the primary implementer of inclusive education. Because of inadequate assistance, most of the challenges kept to teachers. This drawback with the education system creates challenges in implementation of inclusive education. A review of school systems on the concepts espoused in system theory could guarantee that the education field operates more effective.

2.6. Conceptual Framework

This section of literature review presents a design for effective inclusion, which creates the framework for this study; and describe best practices within inclusion setting from the viewpoint of two scholars named Richard and Jacqueline in 2016. Villa and Thousand provides this concept of best practice within inclusion processing in 2016 in an article taken as a guideline or standards for inclusive schools to follow.

As it is known, when the quantity of students with disabilities in general education classrooms continues to enlarge, improving inclusive practices resume to be an essential part to the academic encounters of all students in these settings. Villa and Thousand explained in their self-assessment handbook; effective execution of inclusive education differs from locations to locations and amongst schools in the same location (R. Villa & Thousand, 2016). However, in all of these instances, the scholars suggest that systems level practices need to be in place in order to improve best practice within the inclusion program provided in inclusive schools.

As mentioned in the guideline of Villa and Thousand, to have effective implementation of inclusive education standard, six system level practices needs to be in place: which are Visionary leadership and administrative support; Training; Collaboration; and Additional adult support when

needed; Promoting inclusion in the classroom and Responding to diversity. These practices support in the improvement and sustenance of effective inclusive programs and supply frameworks for which schools could lead their strategy to inclusive education. Moreover, these six best practice standards guided the research through observations and interviews to determine which of the best practices were and were not visible in sample inclusive schools. Later on, these results used to make recommendations that could potentially enhance the use of this model for another research in the future.

in addition, Villa and Thousand's six systems-level assessment method served as a conceptual framework for this study and guided data collection and analysis of data in the case study. The six systems-level practices also were introduced here under literature review to link the idea to the research setting regarding inclusive education teachers practice. The data collected using six system-level practice analyzed and used to determine what barriers are preventing these standards from applying at the sample inclusive schools. The steps that represent the conceptual framework of six-level practice is depicted in the following figure:

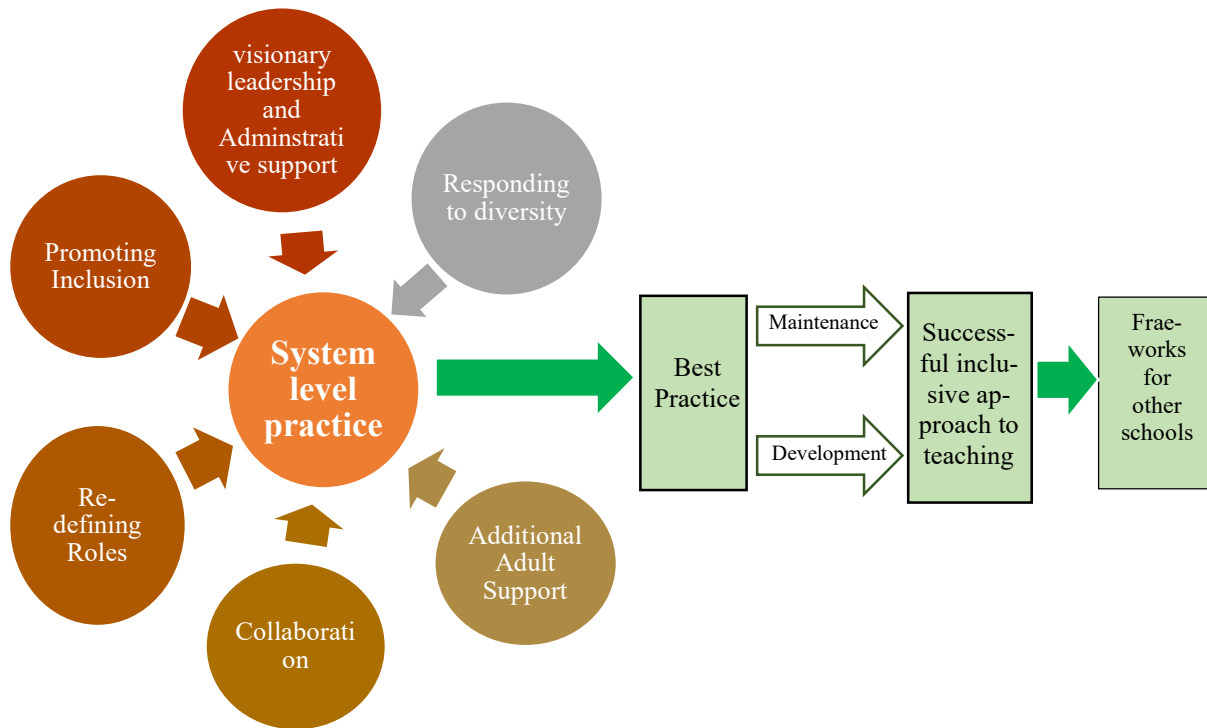


Figure 1. Figurative presentation of conceptual framework (Source: Researcher's Own)

A. Visionary Leadership and Administrative Support

Visionary leadership and administrative support is expressed by Villa and Thousand as a central element to achieving the beneficial outcomes of inclusive education (Villa & Thousand, 2016). Leadership and administrative staffs are described as principals, special education directors, and team leaders in inclusive schools.

The roles of visionary leaders and administrative staffs for better implementation of inclusive education is by clarifying for school teachers how inclusive education relates to and supports other best practice initiatives, such as co-teaching among general and special teachers. Administrative leaders are visionary when they are engaged in systematic professional development. Systematic professional development, according to Villa and Thousand, is coaching and mentorship

so that teachers learn and practice expertise in collaborative planning co-teaching skills for the successful implementation of inclusive education for student with disabilities.

Moreover, visionary leaders and administrative support is expressed by Villa and Thousand as school leaders who are willing to deliver substantial incentives to teachers for encouragement of the staff to engage in learning and creating new inclusive practices. Visionary leaders are also good in organizing human resources to avoid jobless positions and encourage teachers to share responsibility with other fellow teachers.

Finally, visionary leaders are good in giving administrative support to teachers in advanced systematic and transparent planning systems and vivid implementation process. Their plan clearly shows the school's vision, goals, resources and skills so that inclusive education achieved in the school with solidarity.

B. Re-defined Role

Re-defined Role is a concept concerned with re-defining roles and job responsibilities of general education teachers, special education teachers, assistance teachers and other supportive staffs like health personnel working in inclusive schools (R. Villa & Thousand, 2016). Nonetheless, resources in educational institutions can be technical, material, organizational or human. However, the roles of human resource are the most important tool in inclusive schools and according to Villa and Thousand s, job functions including the traditionally known may re-defined and shared among staff members of inclusive schools so that planning, teaching and assessment become common unambiguously stated job functions.

To conclude, staff members of the inclusive school enlightened on the move in their individual roles to help students with disabilities to be academically, physically, and socially

incorporated. Everybody is a player in professional improvement that explains their interdependent functions and develops their ability to work together with one another and teach a heterogeneous student body in blended ability classroom (R. Villa & Thousand, 2016).

C. Collaboration

Developing and practicing effective and efficient collaborative teaching skills is presented as a key to successful inclusive education. A national study conducted by Villa and Thousand. over 600 general and special education teachers and found out that collaboration to be one of the top three predictors of positive attitudes toward inclusive practice (Villa et al., 2016).

According to Villa and Thousand within inclusive schools, collaborative teams exist based upon the team's defined functions. The schools should establish individual education program planning teams (IEP) which exist for students eligible for inclusive education. Every schools also shall have general education problem solving team, which functions to support classroom teachers, to solve problem with individual students, and prevent unnecessary referral for assessment for special education eligibility.

In conclusion, collaboration is manifested in collaborative planning and creative problem solving methods using school teams engaging in solution for finding strategies to solve identified problems. It is also used to plan and implement educational and related support services that positively influence one or more students. Based on the assumption of the two scholars, the most effective teams for problem solving are ones comprised of individuals with diverse background, roles and expertise that bring together different skills and perspectives (. Villa & Thousand, 2016).

D. Additional Adult Support

Additional adult support also called co-teaching is defined as two or more teachers sharing responsibilities for teaching all of the students assigned to a classroom (Villa et al., 2013). It has numerous features including planning, instructing and evaluating the daily performance of the assigned students in the primary schools (Villa & Thousand, 2016). Villa and thousand specifically mentioned adult support or co-teaching existed between general education and special education teachers.

Additional support or co-teaching is also considered as an effective tool in supporting student with disabilities in general education settings. It also allows students to enjoy differentiation of instructional methods and curriculum access. Meanwhile, it has proven to increase student achievement as well as decrease discipline referrals, which will result in much happier inclusive teachers who feel less isolated (Thousand et al., 2006).

E. Promoting Inclusion in the classrooms

Now a day's practicing inclusive education has become most prevalent within schools to increase students showing with numerous learning dissimilarities so that encouraging inclusion in the classroom becomes essential. The center of inclusion is the possibilities that students with disabilities have to engage in school and classroom life and accomplish preferred educational objectives (Crockett et al., 2012). Effective inclusion begins with a distinct, defined vision of what inclusion appears like, and how all students are recognized and seen as an important member of the classroom and school society (Causton-Theoharis & Theoharis, 2009). Many curricular, instructional and assessment practices favor all students in the classroom and help guarantee effective inclusion (R. A. Villa et al., 2016). Collaborative learning, use of technology for accessibility,

and differentiated teaching are among the techniques and theories that could use to assist and promote inclusion in the classroom.

Via continuous professional improvement possibilities, educators are more probably to discover achievements in the inclusion system. It is revealed that 43% of teachers engaging in inclusive change mentioned the benefit of professional improvement being presented through the year and through the summer months (Crockett et al., 2012). Although, practices inclusive are considered as best practices, there are obstacles to inclusive education such as lack of effective administrative leadership and assists and professional improvement possibilities (Doktor, 2010). Promoting inclusion in the classroom starts with an intense base of techniques and concepts that can be apply by staff, along with a school environment that is encouraging of inclusion in each aspect.

F. Responding to Diversity

As teachers, educators should be philosophically devoted to student diversity. Teachers also need to value learning variations and should consider it as natural and positive (Villa & Thousand, 2003). In addition, management in inclusive schools is accountable for promoting this form of thinking and enjoying differences by benefiting on students' needs and skills. Comprehending how to manage these differences in the classroom and how to react to the differences in an educationally healthy way is the obligation of all members of the school society within an inclusive environment.

Teachers need to be in a position to make modifications when a student's skills do not complement the anticipations in the inclusion setting. Inclusion needs that general and special education teachers to be devoted to performing alongside in order to build achievements for students in the inclusion environment. General education teachers need helps from management and

successful techniques to create success, along with a determination to acknowledge variation from students. Administrators along with all educational staff members have to be devoted to inclusion and all of the advantages it has to provide in order for students who have disabilities to prosper in this environment.

2.7. Legislations and policy Framework on Inclusive Education

2.7.1. Legislatives Framework

A. International Conventions in Ethiopian Legal Framework

❖ The Status of Economic, Social, and Cultural Rights in the F.D.R.E Constitution

Before addressing the main issues relating to the right to education of children with disabilities in Ethiopia, it is important to determine first if socio-economic rights have been recognized in the Ethiopian legal system, since the main issue will be a non-issue in the absence of such recognition.

The Federal Democratic Republic of Ethiopia Constitution (F.D.R.E. Constitution) includes a long list of the citizens' fundamental rights. According to article 9 of the Constitution, the Constitution is “the supreme law of the land and any law, customary practice or decision of an organ of state or a public official which contravenes it shall be of no effect”. Therefore, all citizens, organs of the government, political organizations have the obligation to respect and obey the Constitution. The Constitution has a preamble and is divided into eleven chapters. The three generation rights happen to be found in the Constitution.

Moreover, nearly one third of the constitution is devoted to granting of legal, political, social and cultural and also group rights (Constitution of the Federal Democratic Republic of Ethiopia, 1994). All socio-economic rights, however, are classified as distinct from civil and

political rights under the heading "economic, social and cultural rights". It fails to underline human rights interdependence, inter-relatedness and indivisibility. Likewise, social and economic rights are not well defined in such a way to guarantee their justice with ease.

Furthermore, the way in which the socio-economic rights are defined are also too vague and lack clarification (Melese,2002). Article 41 of the constitution which deals with socio-economic rights, does not provide for all the rights which fall within the scope of economic and social rights as one would expect from its title (Constitution of the Federal Democratic Republic of Ethiopia,1994), because of this, it makes it difficult to define the guaranteed rights and the level of protection provided. For example, the term “publicly funded social services” gives room for the inclusion of many of the socio-economic rights not clearly indicated in the constitution, such as the right to education (Constitution of the Federal Democratic Republic of Ethiopia, 1994)

The weak phrasing of the Article raises the uneasiness regarding the justifiability of the group of rights, as it is challenging to clearly define the exact scope of the rights (Yeshanew,2008). For example, Article 41(4) provides: “The state shall have the obligation to allocate ever increasing resources to provide to the public health, and other services”. That does not constitute as such a right to health or education. In this respect, the constitution should adopt the language used in the convention on the right of children, in a way that creates rights than recognizes abstract government obligations (Abebe,2011).

Ethiopia has adhered to almost all the major international instruments that support the right of children with disabilities to equal access to education. In the constitution under Article 9, sub-article 4 provides that international agreements or treaties which are already ratified by the country are an integral part of the law of the land and seen as equal to proclamations (Constitution of the

Federal Democratic Republic of Ethiopia,1994). It further states that the third chapter in the constitution, which is a chapter on Human Rights, must be read in manner consistence with the 1948 Universal Declaration of Human Rights (UDHR) rules, international Human Rights covenants which are International covenant on civil and political rights (ICCPR) and International covenant on economic social and cultural rights (ICESCR) adopted by Ethiopia.

Nevertheless, the adoption and eventual enforcement of the clauses in international Human Rights treaties ratified by Ethiopia at all levels has been the subject of academic and judicial debate over the years due to the foggy wording of the constitution (Bulto,2009). Although the Constitution provides that international treaties ratified by Ethiopia are integral part of the law of the land, confusions are there about the exact procedural requirements a treaty must pass through to be applicable domestically. The debate still sustains on treaties that recognized socio-economic rights of children with disabilities and has impact on effective recognition and implementation of the rights. Although, on the basis of Article 13(2) of the constitution, it is possible to refer to international Human Rights treaties in order to fill the gaps created by the constitution with respect to the socio-economic rights of children with disabilities (Constitution of the Federal Democratic Republic of Ethiopia,1994).

❖ **The Convention on the Rights of children and the F.D.R.E Constitution**

The united Nation Convention on the Rights of the Children is an international treaty that acknowledges the human rights of children for those United Nations member countries (United Nations, 1989). Member states are required to ensure that children should benefit without prejudice from the service such as education, health etc.

Article 2 of the Convention states that all state parties have to respect and ensure the rights of each child, without discrimination of any kind, irrespective of the child's or his or her parent's race, color, sex etc. Moreover, the convention focuses on disability in Article 23, by mentioning the rights of disabled children on a full and decent life, special care, assistance and access to health care services, education, training, rehabilitation and preventive of information.

The convention on the right of children is the most ratified and consolidated convention when it compares to the other conventions. It has four general principles which underpin all other articles, including those on education:

1. Non-discrimination on Article 2 of the convention:
2. Best interest of the child specifically mentioning children with disabilities on Article 3:
3. Right to survival and development on Article 6:
4. The Right to own view and express those view on Article 12:

Regarding the Ethiopian condition on the convention, according to Article 55(1) of the constitution, the house of peoples representatives have the power of legislation is entrusted with the main task of making laws (Constitution of the Federal Democratic Republic of Ethiopia, 1994). Thus, after the convention signed by the executive in 1991, the house of people's representatives enacting subsequent legal documents that protect the right of children including children with disabilities. It has been taking measures to implement the convention and protect the rights of children in the domestic legal order. Accordingly, since then the legislature has given constitutional protection to the rights of children on, Right to equality under Article 25, on Right of Children in general under Article 36. Furthermore, on Right to life and liberty under Article 14 and on Right to thought opinion and expression under Article 29 in line with the four core principles of the convention also mentioned above. In addition, since the fundamental rights and freedoms in the constitution are interpreted in light of the ratified international instruments under Article 13 of the

constitution, the constitution has also given recognition to the prevalence of the convention when there is conflict with domestic legislation (Constitution of the Federal Democratic Republic of Ethiopia, 1994).

❖ **The Salamanca Statement of Framework in the Ethiopian Legal System**

The Salamanca statement on the education of all children with disabilities, agreed at a UNESCO world conference held in June 1994, called for inclusion to be a norm (UNESCO, 1994). The delegates, who signed the agreement, including members from Ethiopia, acknowledged the importance and significance of providing education within the regular education system for children, youth and adults with disabilities.

Particularly, Article 2 of the Salamanca statement of Framework provides significant tool for inclusive schools by saying “regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. In return, they provide the majority of children with an effective education and increase the efficiency and eventually the cost-effectiveness of the entire education system.

Ethiopia was one of the signatories of this convention. Since then, the move toward inclusive education in many countries has been on trial. The philosophy of inclusive education also not been well understood in Ethiopia by policy makers, politicians and educators. However, after the adoption of the Salamanca Statement of Framework, the Country prepared special needs (inclusive Education) education strategy in 2012 and incorporate the Salamanca’s idea that inclusion is about meeting the needs of all students, including but not exclusively for those who are disabled (Ministry of Education, 2012).

Another important contribution for the Ethiopian legal framework on the realization of the Salamanca statement of Framework is about the schools as a resource center. The Salamanca statement recommend a transition, that special schools should be used as resource centers for inclusive education (UNESCO, 1994). Ethiopia tried to established school cluster system and the idea is evident in Ethiopia's special needs education strategy, which calls for the deployment of special needs teachers to school clusters and links to developed between special and general education teachers (Ministry of Education, 2012).

❖ **The Notion of Education for All (EFA) in Ethiopian Education Policy**

Education for All (EFA) is a world declaration on Education framed at the World conference on Education in Jomtien, Thailand, 1990 (UNESCO, 1990). Its main objective was trying to address the existed huge gap between the perfect theoretical approaches and the practical reality of attaining universal education for all. Although the word inclusive education has not been used, many comments on the document show the importance of ensuring that in the traditional system, people from marginalized groups have access to education. However, the declaration clearly stated that steps need to be taken to provide equal access to education to every category of persons with disabilities as an integral part of the education system (UNESCO, 1990).

The world Education Forum agreed on six education for All targets, which were deemed essential, achievable and affordable (World Education Forum Report, 2000). All the six goals were firmly supported by specific governments and by International communities. During the Dakar Education forum in 2000, the same intention was repeated in Dakar, Senegal by saying that all children of primary school age would participate in free schooling of acceptable quality and that gender disparities in schooling would be eliminated (UNESCO, 2000). In the same year, the Millennium Development goals were approved, among which two of them described as crucial for

eliminating poverty by eradicating gender disparities in assuring universal primary and secondary education for all without discrimination.

Before sustainable development goals (SDG) were introduced, Ethiopia aimed at achieving the MDGs, including the second development goal which aim to achieve universal primary education without discrimination (United Nations, 2012). To accomplish the second Millennium Goal in 2015, UNESCO has drawn up six targets on Education for All (EFA) in 2005, which agreed by Ethiopia as well as globally. The first and the third goals implicitly concentrate on children with disabilities and their need of special education. The first goal states about expanding early childhood care and education, especially for vulnerable and disadvantaged children. Goal 3 geared at equal access to education programs. Regrettably, students with learning disabilities are not given any further attention (UNESCO, 2012). All the three goals manifested in the Ethiopian Education and training policy of 1994 (Education and Training Policy, 1994). The policy emanates from a national study conducted to identify the constraints to universal education in Ethiopia with the notion of education for all.

The 1994 education and training policy contain major strategies toward achieving the Education for All goals for free primary education. The introduction of mother tongue instruction and gender mainstreaming strategy can be a good examples for the intention of the policy makers to reduce barriers to education for all (Education and Training Policy, 1994). The policy copied from the Education for All aim and recognized that inclusive education and special support activities improve and empower marginalized groups and children with special education needs to enroll and complete primary education (Education and Training Policy, 1994).

❖ **Inclusive education in the Convention on the Right of Persons with Disabilities (CRPD) and the Ethiopian status**

Article 24 of the Convention states that parties to the convention shall ensure an equitable education system at all levels and lifelong learning with a view to recognize the right of persons with disabilities to education without prejudice and on the basis of equal opportunities (United Nations, 2006). This provision became a legal obligation to inclusive education on the convention, which guarantee the right to education for children with disabilities and force governments, which are party to the convention to ensure that those children can have inclusive, quality and free primary education based on equity and non-discrimination. Another provision, which has indirect connotation on inclusive education, is Article 32 of the convention. Pursuant to this Article, all member states to the convention must donor the governments to make their support for inclusive of and accessible to persons with disabilities.

When we see specific issues about the convention and inclusive education, generally, the convention on the Right of Persons with disabilities under Article 7 clearly lays down that children with disabilities must not be excluded from the general education system (United Nations, 2006b). Meanwhile, the convention does not conclude that children could only benefit from inclusive education, but rather trends to understand that students in special class are often separated and marginalized, unable to access the variety of academic and recreational opportunities available to students in general education schools. In requiring that states maintain an inclusive system of education, the burden is put squarely on the system to become inclusive, rather than on the children with disabilities to be included and it is considered as a change from a medical model to a social model (Stubbs, 2002). Thus, the concept inclusive education by the convention seems to allow

educators to decide the optimal placement of students on the basis of their individual needs, and to define access to general schools as the norm (Hernandezt, 2008).

Ethiopia signed the convention on the Rights of Persons with Disabilities on 2007 and ratified in 2010. Signing and ratifying the convention by itself refer to the country's intention to protecting the right of persons with disabilities to fair treatment, appropriate care inclusion and full participation in the society. Subsequently after the ratification of the convention, the government has taken a number of legislative policy steps that indicate commitment to advancing the rights of persons with disabilities.

B. National Laws on Inclusive Education

❖ The Conception of Inclusive Education in the F.D.R.E Constitution

According to the history of the constitutionalism and foundation of democracy in Ethiopia, there was no existing written constitution in Ethiopia's history before 1931. Absence of written constitution in this respect does not mean or indicate the absence of constitutional order. Nonetheless, a complex, constitutionally significant traditional document exists which serves as the supreme law of the land until the promulgation of modern written constitution in 1931 during Emperor Haileseilassie's reign (Nahum, 1997).

The 1931 constitution is the first modern constitution in the history of Ethiopia and it was monarchical in nature. Afterwards there were two modern constitutions before the promulgation of the present F.D.R.E constitution namely the 1955-revised constitution and the 1987 P.D.R.E constitution. None except the F.D.R.E constitution has the concept of inclusive education or rights related to disabilities.

The F.D.R.E constitution adopted in 1994 and entered in to force on August 1995. Under Article 41, section four of the constitution the right of peoples with disabilities described in a manner, which simply express the general, rights rather than specifically list the right holders. The Article clearly states that the government is responsible for the supply of rehabilitation services for disabled persons in the country (Constitution of the Federal Democratic Republic of Ethiopia, 1994). In this instance, the provision sound charity based rather than welfare model and it considered as the shortcoming of the provision.

Another significant provision for the right of persons with disabilities is Article 25 of the F.D.R.E constitution which is all about anti-discrimination and which bans d discriminations based on different circumstances (Constitution of the Federal Democratic Republic of Ethiopia, 1994). Though the Article prohibited discrimination for categories of groups listed for non-discrimination, the list does not include persons with disabilities.

❖ **The Civil and Family Code of Ethiopia and Inclusive Education**

The civil code of Ethiopia enacted in 1960 and has not been updated with the current notion of rights of peoples with disabilities. Its provisions do not adhere to relevant international human right standards that have undesirable impact on the enforcement of the rights given to persons with disabilities.

The code deals with rights of persons with disabilities under different provisions and for example, Article 2052 sub-article 1 assurances the right of children with disabilities indirectly imposing obligations upon parents and guardians to make certain that their child gets education (Civil Code of Ethiopia, 1960). Even the provision makes the act offence and falling to do accordingly can lead to criminal liability.

in the same manner, Article 260 of the revised family code of Ethiopia deals with education and similarly, the revised family code obliged the family or guardian of the child to ensure the minor be given general education with his age and ability (*Proclamation No. 213, 2000*). This article is very important because families may not know that the child even if she or he has disabilities, has the right to education and they cannot hide the child in fear of social stigma.

❖ **The Ethiopian Building Proclamation and Inclusive Education**

Building proclamation number 624/2009 determine the minimum requirements or standards for the construction of buildings and its purpose is to ensure the health and safety of the public (House of Peoples Representatives, 2009). The proclamation has specific provision dealing with persons with disabilities and makes it mandatory to public buildings to be physically accessible for persons with disabilities. The proclamation even imposes penalties and fines upon those building owners who violate this provision.

2.7.2. Policy Framework

A. National Education and Training Policy

The government of Ethiopia prepared the national education and training policy in 1994 and the aims was to solve educational problems systematically and gradually (Dufera, 2006). The Education and Training Policy has focused on expanding access to educational opportunities and include the enhancement of basic quality education and training for all (Education and Training Policy, 1994). It also strives for the advancement of individuals' physical and mental ability and problem solving abilities including those of special needs children and youth.

Despite its outdated language, it has been serving its purpose for the last twenty-six years without any modification. One of the specific objectives in terms of education for students with

disabilities is Article 2 of the policy. Pursuant to Article 2, the one of the purpose of the policy is to enable both the handicapped and the gifted learn in accordance with their potential and needs (Education and Training Policy, 1994). However, the policy does not deliver a clear guideline to which teaching practice would followed and which challenges would be addressed to unfold the potentials of students with disabilities in primary schools. Moreover, practice and challenges in the implementation of inclusive approach to teaching does not addressed.

Furthermore, the policy demands special attention not for inclusive but special education. According to section 3 of the policy, it reads, “special attention will be given in the preparation and utilization of support input for special education” (Education and Training Policy, 1994). Beyond this section, no other focuses on people with disabilities.

B. Special Needs/ Inclusive Education Program Strategy (2006 and 2012)

The Ministry of education has prepared the first special needs strategy in 2006 and it titled Special Needs Education Program Strategy (Ministry of Education, 2006). The very purpose of the strategy was enhancing participation of children with disabilities in education having the commitment to universal primary education in 2015. Furthermore, it emphasizes on both access and quality for all children, including children with disabilities.

C. General Education Quality Improvement Package (GEQIP)

In the year 2008, the Ministry of Education developed the General education Quality Improvement Package (GEQIP) to give high priority to quality improvement at all levels (*General Education Quality Improvement Package (GEQUIP)*, 2008). The package recommends that the Ministry shall work together with development partners to implement the package through funding mechanism. Furthermore, the strategic content of the package clearly stated that access to

education for most vulnerable children continues to be an obstacle and it is the key challenge for the Ethiopian education sector (*General Education Quality Improvement Package (GEQUIP)*, 2008). In addition, the package has aimed to implement four components namely teachers development program, curriculum, management and school improvement program.

D. Ethiopian National Plan of Action of Persons with Disabilities (NPAPWDs)

The Ethiopian National Plan of Action of Persons with Disabilities (NPAPWDs) is an action plan was prepared in April 2012 for the sole purpose of enabling Ethiopia to become a more inclusive society (Ministry of labor Affairs, 2012). It addressed four needs of persons with disabilities namely rehabilitation service, skill training and work, full participation in life and most of all equal opportunity to education (Ministry of labor Affairs, 2012). According to the executive summary, the document developed in consultation with key stakeholders including parents of children with disabilities in Ethiopia.

E. Education Sector Development Program V (ESDP V)

The education sector development program (ESDP) started in 1997 after the adoption of the Education and Training policy in 1994. Education Sector Development Program I aimed to cover the period 1997 to 2002. Education Sector Development Program II covered from 2002 to 2005, Program III covered from 2005 to 2010, Program IV covered from 2010 to 2015 and the last Education Sector Development Program is Program V and it was adopted in 2015 to cover the period 2015 to 2020. In all five programs, even if the emphasis differs, inclusive education for children with disabilities and development of the service mentioned.

F. National Social Protection Policy (2012 and 2014)

Ethiopian Ministry of labor affairs in the process of developing and implementing policies and strategies to eradicate the economic and social problem of all peoples, social protection policies developed through different times. The first national social protection policy was developed in 2012 and somehow addressed education and specifically education for children with disabilities. Under the title provision of basic social services on page 8, the need for more attention for inclusive and special needs education emphasized (National Social Protection policy of Ethiopia, 2012). Likewise, inclusiveness as a social protection measures raise on page 16 in a manner to address social as well as economic vulnerabilities by protecting citizens against discrimination and exclusion.

2.8. Inclusive Education and Sustainable Development Goals (SDG's)

On September 2015, the United Nations General Assembly on its 70th session member states convened a special summit for the adoption of the post 2015-development agenda and this special summit concluded with the adoption of a declaration. The declaration called “transforming our world – the 2030 Agenda for sustainable development” and it is usually referred as Sustainable Development Goals (SDG's).

It would be appropriate to mention a few things about Millennium Development Goals before jumping to its details. Before the conception of Sustainable Development Goals (SDG's) in 2015, , more than one hundred member states of the United Nations agreed to set eight Millennium Development goals (MDG's). The purpose was to achieve the goals by the year 2015 and it was the first step nations' commits themselves to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women (United Nations, 2000).

The Millennium Development goals (MDG's) were a revolutionary and successful global mobilization tool for achieving a worldwide set of essential social objectives and the goals were very important for creating public concerns about the eight purpose oriented goals. According to Jeffrey s, by simple way of packaging those world issues into an easily understandable set of listed goals and by creating objectives that can easily be measurable, the goals in did creates global awareness, political accountabilities, social feedbacks and public pressures (Sachs, 2012).

Having its shortfalls, the Millennium development goals (MDG's) was empowered by policy makers and civil societies to enhance their fight against poverty, hunger, and disease are noticeable and the world government seem poised to adopt a new round of global goals to maintain the 15 years Millennium development goals periods (United Nations, 2012). Thereupon, the former UN secretary General Ban Ki-Moon issued a report on June 2012 at Reo summit recommending a set of sustainable Development Goals (SDG's) for the purpose of sustaining and maintaining the results achieved by Millennium development goals (UN report, 2012).

Sustainable Development Goals (SDG's) form upon the expiring Millennium development Goals and it has seventeen goals designed to maintain the thematic work of the Millennium development goals on poverty eradication from 2015 to 2030. The goals clearly reflect a comprehensive perspective on international development and sustaining human life on Earth (*From MDGs to SDGs: What Are the Sustainable Development Goals?*, 2015).

2.9. Sustainable Development Goals (SDG's) in Ethiopian legislation

According to the United Nations sustainable development Goals knowledge platform, Ethiopia was super in integrating the Millennium development goals into its national development frameworks and registered remarkable achievements (Ethiopia ∴ Sustainable Development

Knowledge Platform, n.d.). Likewise, the country was praised by the United Nation for its contribution by sharing lessons learned from the implementation of Millennium development goals for the preparation of Sustainable Development Goals (SDG's).

Ethiopia also accepted and endorsed the 2030 agenda for sustainable development during 27-29 September 2015 at the UN member states meeting with national commitments and ownership to implement the 2030 agenda and its sustainable development goals as integral part of its national development framework. The 2017 United nations report confirmed that with full sense of national ownership, implementation of sustainable goals has been and is well in progress in Ethiopia (Ethiopia .. Sustainable Development Knowledge Platform, n.d.).

Subsequently, Ethiopia integrated sustainable development goals (SDG's) into the second growth and transformation plan (GTP II) and consequently endorsed by the law making body of the country, which is the house of people's representatives (Ethiopian Voluntary National Review on SDGs, 2017). Thereupon, pursuant to Article 55 sub article 1 of the current Ethiopian constitution, the house of people's representatives have the power to legislation in all matters and according to Article 55 sub article 12, international agreements ratify by the house consider as part of the countries law (Constitution of the Federal Democratic Republic of Ethiopia, 1994). Therefore, as long as sustainable development goals (SDG's) incorporated in the second growth and transformation plan (GTP II) and endorsed by the house of peoples representatives, the goals are part and parcel of the Ethiopian legal framework and legally binding.

As has been noted from the 2017 report of Ethiopia on sustainable development goals (SDG's), concerning goal four, the country focused on increase of enrolment for students in primary, secondary and tertiary level of education (Ethiopian Voluntary National Review on SDGs,

2017). On page 9 of the report, it indicated that primary enrolment increased from 39 percent to 49.9 but needs reduction of disparity between girls and boys. However, nothing been raised about the disparity made between disabled and non-disable students in primary schools. Providing those sustainable development goals (SDG's) are part of the countries legal framework, goal 4 should also be binding enough to force the country for the full realization. Because goal 4 is all about ensuring inclusive and equitable quality education and inclusiveness is not only gender rather it is also disability based.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

In this chapter, the methodology and different procedures which were applied to this research during data collection and analysis are described in detail. First, research paradigm discussed including all the necessary details about ontological and epistemological aspects. Then the research approach is presented and followed by research design. The description of the study area, source of data and research participants with sampling procedures was discussed thoroughly. Secondly, the instrument applied, and procedures utilized for data collection, which consisted of interviews, observation and document analyses were deliberated in details. The third part of this chapter dealt with the explanation of ways to processing and analysis of the empirical data. The fourth part presented data quality assurance involving validity and reliability through trustworthiness. The last part discussed the ethical issues in consideration to universally accepted standards for research purposes.

3.2. Research Paradigm

The research paradigm which guided this research is constructivism (interpretivism). Constructivism rejects the ideas of positivism that a single reality existed independent of our senses. Instead, constructivism considers in socially created multiple realities. Truth and reality are developed, not found. It is not likely to discover reality as it is because it is constantly mediated by our senses (Guba & Lincoln, 2005). Although researchers are not detached from the participants they study, rather they are part of the social reality being researched (Grix, 2004). Moreover, in the constructivism paradigm, different researchers bring different perspectives to the same issues and the researcher's goal is not to discover value free knowledge to the world rather to understand the interpretation of individual's perception on the issue under investigation. In doing so, this research aimed to see the practice and challenges in the implementation of inclusive approach to teaching subjectively through the eyes of the participant teachers.

Ontologically, constructivism perspective is anti-foundationalism which refuses adopting permanent foundational criteria by which truth can be known universally (Guba & Lincoln, 2005). So as to avoid permanent foundational standards during gathering data from the participants, the researcher spent adequate times with the participants in all sample schools. Consequently, the researcher engrossed himself in the daily teaching and learning life of the participants towards seeing the truth through the eyes of the beholders. Moreover, constructivism epistemology is subjective and researchers cannot access reality directly without being polluted by their world view and concepts. Therefore, to achieve epistemological assumption in constructivism paradigm, the researcher upheld subjectivity by interacting directly with the research participants and ascribes meanings to different phenomena.

3.3. Qualitative Approach

Along with the above mentioned paradigmatic, ontological and epistemological principles, this research used qualitative approach because of several convincing reasons. Qualitative approach enables researchers to attain at the internal encounters of participants, to decide how meanings formed through tradition and to uncover rather than test variables (M. Corbin & Strauss, 2008). Creswell also highlights that, qualitative research is appropriate in approaching a research problem, which you are not aware of the variables and want to discover (Creswell, 2014). In line with this De Vaus contends that qualitative method are frequently considered as offering deep information about actual life of people and circumstances and being more able to make feel of behavior and comprehend it within its broader framework (De Vaus, 2002). Therefore, as long as the aim of this research is to explore how teachers practice inclusive approach to teaching and overcome challenges in inclusive education settings without having variables but need to have deep information about actual life of the teachers and their circumstances, choosing qualitative approach was relevant beyond any doubt.

Primary schools were the natural environment of this study. were where teaching process took place for all students with several differences. More importantly, Creswell highlights the following characteristics of qualitative research: it assists in discovering a problem and building a comprehensive knowledge of a central phenomenon (Creswell, 2012). One other characteristic is declaring the purpose and research questions in a general and wide means so as to the participant's encounters. The other one is it enables gathering information founded on words from a small cluster of individuals so that the participants view is acquired. Moreover, it aids in analyzing the data for description and themes by text analysis and interpreting additional definition of the results. The

final characteristic is in composing the report with flexible, rising frameworks and evaluative requirements, and including the researcher's subjective reflexivity and prejudice (Creswell, 2012).

Therefore, the main factor why qualitative approach was chosen for this study was the characteristics explained above assist the provision of detailed information from the research participants. As it can be seen in the finding part of the study, qualitative approach granted the researcher to get into respondents individual world and obtain much deeper and apparent knowledge of their experiences and feelings in primary schools.

3.4. Research Design

Research design may direct to the strategy of the research that ought to respond to the research objectives (Labaree, 2019). Research designs are the distinct methods associated in the research procedure, which are; data collection, data analysis and report writing (Creswell, 2014). Moreover, Yin describes a various ways of reasoning about research design that it is a blueprint of research, browsing at four issues: what questions to study, what data are relevant, what data to collect and last how to examine the outcomes (Yin, 2009). Furthermore, research design offers a structure for the collection and analysis of data (Bryman, 2012). Likewise, research design is seen as crucial for focusing on research objectives, whereas accommodating the inescapable twists and turns occasioned by real world possibilities as they met in naturalistic query (Bazeley, 2020). The need of research design is to assist the researcher to arrange his or her ideas in such a way that the researcher will be in an effective flow in writing. Bryman provides five kinds of research design, and those are; experimental, cross-sectional or survey, longitudinal, case study and comparative design (Bryman, 2012).

This study used comparative case study design to successfully approach the research problem. Comparative case study design was selected because; the researcher might discover what occurred in primary schools and the reason why it happens successfully. It was also convenient to give an account to the teachers side of the story and investigate challenges of teachers in primary schools and provide results in their difficulty without being subject to the boundaries built-in in most other evaluation methods.

Stake provides the meaning of a case study which is simultaneously a procedure of inquiry regarding the case and the product of that inquiry (Stake, 2004). Yin (2003) contends that, case study is an empirical inquiry that examines a contemporary phenomenon in detail and inside its real life setting particularly when the limitations between phenomenon and context are not plainly apparent (Yin, 2003). Yin also views case study as a research strategy with an intense descriptive function. Case study has a propensity of permitting flexibility of the instrument used in data collection and enables practical research of the study. Creswell offers the concept of case study stating that, a qualitative method in which the researcher examines a case or cases through time, over thorough and in-depth data collection (Creswell, 2007).

Gall and his colleagues provide the definition of case study as an exhaustive investigation of several phenomenon in natural settings contemplating the view points of the participants engaging in the phenomenon (Gall et al., 2007). Selecting case study approach for this research served the researcher to explore profoundly the practice and challenges in the implementation of inclusive approach to teaching in Addis Ababa primary schools. It is also significant mainly because by utilizing case study, the researcher was allowed to gather sufficient data as the emphasis was on compact population.

To explain in detail, several processes are there which one has to go through when conducting a case study research. Creswell has revealed some of the processes, which are; first, researchers ought to decide if a case approach is recommended to the research problem (Creswell, 2007). Secondly, the researchers require recognizing a case or cases. Third, data collection in case study research is commonly extensive, getting on different means of information, such as observation, interviews, document analysis and audio-visual content. The following process is about the type of analysis and this information can be a holistic analysis of the whole case or an enclosed analysis of the particular feature of the case. At the final interpretation stage the researcher needs to report the meaning of the case. This stage also pertains to as the lesson learned.

Within the general framework of qualitative case study, this specific research designed as comparative case study. To compare implies to analyze two or more cases by placing them side by side and searching for parallels and variations between or among them (Crossley & Watson, 2003). In the field of education, this can apply both to comparisons between and within systems of education. Comparison is the process of building similarities and differences among phenomenon (Warwick, 1973). The comparative case study, therefore, is the organized contrast of two or more cases gained through the use of case study method. Having this in mind, the two cases of this study were compared against the following foundations.

- ❖ The practice of implementation of inclusive approach to teaching in primary schools in Addis Ababa
- ❖ The challenges teachers are experiencing in the implementation of inclusive approach to teaching in Addis Ababa primary schools.
- ❖ The policy environment regarding inclusive education in general and inclusive approach to teaching in particular not clear.

3.5. Description of the study Area

This study was carried out in Addis Ababa city administration involving four different primary inclusive schools, two from government and two from non-government schools. The study was also conducted in these four sample schools because the schools were recognized as inclusive primary schools by the education bureau of the city administration.

The reason why Addis Ababa was chosen as the study area was that Addis Ababa is the capital city of Ethiopia and can typical to represent urban parts of Ethiopia. Moreover, the researcher was familiar with the surroundings of the city because he grew up in northern part of the city where most of children with disabilities live. Furthermore, the four schools were selected because, for the non-government side there was no choice than selecting 2 schools which were convenient for the researcher because there were only 3 private inclusive primary schools in Addis Ababa. However, from the government side, about 25 inclusive primary schools were found and those 2 sample schools were convenient for the researcher.

To begin with, Addis Ababa, according to the Population and Housing Census report of 2007, has a total population of 2,739,551. The statistics agency predicts the population of the city in 2017 and it is closer to 4 million. However, there were no recent population and housing census report but some informal statistic reports declare that the population of the city is approximately 5 million.

As indicated in the 2016/17 Education Statistic Annual Abstract of the Ministry of Education (MOE), there were about 35,838 primary schools functioning in Ethiopia in the year 2017 (Education Statistic Annual Abstract of Ministry of Education (MOE), 2016). Among the total number of primary schools in the country, 2,467 were non-governmental and 33,371 were

government owned institutions. In Addis Ababa, 764 primary schools are found and among them 545 are non-government and only 219 are government owned. From this data we can witness that non-government primary schools are higher than government primary schools.

Furthermore, according to the 2016/2017 annual abstract of education statistics, the total number of students with disability in Ethiopia attaining primary schools was around 219,039 in 2016/2017 but the number of students who were currently attending schools expected to exceed this figure. In addition, in the second cycle of primary education, from grade 5 to 8, the number of children with disabilities was around 68,303.

According to Addis Ababa education bureau, there were 26 special needs education schools in Addis Ababa but only 7 of them had inclusive classrooms in the compound. Among the 7 inclusive schools only 3 of them were non-government and the rest 4 were government owned inclusive schools.

When we see the sample schools for the study, all the four were inclusive primary schools. The government schools were Dagmawi Minilik and Del Betegel primary schools. Dagmawi Minilik School is located in Arada sub-city around Arat kilo area whereas Del Betegel primary school is found around the northern part of the city in Gulele sub-city. Del Betegel primary school has been recognized and awarded with certificate for its achievement on inclusive education among schools across the sub-city. Both of them have more than two thousand students in general and among the total number of students enrolled in the schools, Dagmawi Minilik School has more than ninety students with disabilities where most of them are visually impaired whereas Del Betegel only has 80 and most of the students are with visual disabilities and have physical disability.

There are no additional adult supports hired for assistance to general education teachers in both government sample schools.

Non-government primary sample schools were British International School and Mekanisa Primary school. British International School is located in Bole sub-city but Mekanisa School is found around Bakkanisa area in Nefas selk Lafto sub-city. British International School has 10 students with physical disabilities as well as autism and the school has about 10 assistants assigned for these students. Each student with disability has one additional adult supports, assists and helps the student with class activities. The school affords the salary of the assistants because the parents pay extra fee for the adult assistants. Whereas, Mekanisa School has 173 students with disabilities enrolled in primary inclusive classrooms most of them have hearing impairment but unlike British International School, there were no additional adult supports hired for inclusive classrooms.

3.6. Source of Data

A case study evidence may come from documents and archival records, interviews, participant observation, and physical artifacts (Yin, 2009). Using these sources call for mastering different data collection procedures. In this research, both primary and secondary sources of data were used. Primary sources were teachers and principals hence; they were the primary sources of data to obtain a comprehensive set of first-hand information about their experiences. Secondary sources include international as well as local legislative and policy frameworks, school reports and lesson plans used to further solicit the experiences of inclusive approach to teaching among the participants.

3.7. Research Participants, Sampling Techniques and Inclusion Criteria

3.7.1. Research Participants

In a case study the researcher has to select those members of the community who he or she thinks will provide him/her with the best information (Yin, 2009). Likewise, participants for this study were those teaching professionals both trained and non-trained teachers who have common experience, and shared understanding on inclusive approach to teaching.

In all four sample schools, both trained and non-trained teachers are employed and teaching in classrooms but the number of trained teachers in special needs education differs from one school to other. For the government side the number of trained inclusive education teachers in special needs education is higher than the non-government sample schools. In Dagmawi Minilik School, 12 out of 17 inclusive education teachers were trained in special needs education. In Del Betegel, 9 teachers were trained among 15 inclusive education teachers. For non-government sample schools, 5 trained out of 9 teachers in British International School but in Mekanisa School, out of 17 inclusive teachers 13 were trained and 4 of them were not trained in special needs education.

3.7.2. Sampling Techniques

Purposive or judgmental sampling is the more acceptable sampling procedure for qualitative research, particularly, when it involves selecting participants for special situations. This sampling procedure uses the judgment of an expert in selecting cases or the researcher selects cases with a specific purpose in mind (Creswell, 2007). Therefore, in order to answer the research questions in this case study; the researcher utilized purposive sampling techniques by which participants were selected deliberately from the pool of teachers in the sample schools. In

the other vein, for practical reason less than 20 participants in a qualitative case study helps a researcher build and maintain a close relationship and thus improve the open and frank exchange of information (Crouch & McKenzie, 2006). Consequently, in an interview based qualitative research studies 15 to 20 interview participants are appropriate sample size (Latham, 2014). In line with this concept, it seems to the researcher that he should have to draw a small number of participants as he planned to collect data in lengthy and in detail through consecutive interviews for considerably a long period of time.

Therefore, the number of participants consisted of 16 teachers and 4 principals from each four sample schools. They were drawn from each sample schools with an equal proportion. Accordingly, 8 teachers were selected from the two government sample schools, and the other 8 teachers were selected from non-government sample schools. Moreover, the principals of the 4 schools were also selected. All of them were willing to take part in the study. However, it is described in the inclusion criterion mentioned below that all of them were teachers of four different subjects in the second cycle of primary education because the more heterogeneous they become, the more they would have the experience on inclusive approach to teaching and the more they might have the variety of knowledge of these phenomena under study. Therefore the participants represent different subjects specifically science and language subjects (social science, general science, Amharic and English). Thus, I have set the following inclusion criteria to purposefully select the participants:

3.7.3. Inclusion Criteria

To be recruited, all participants except the principals in the sample schools had to fit with the following inclusion criteria preset to make them eligible in this particular study:

- ❖ All participants had to be assigned to teach at second cycle of primary education (from grade 5 to 8)
- ❖ All participants had to teach either science or language subjects.
- ❖ All participants could be either male or female.
- ❖ All participants had to have minimum of 2 years teaching experience in inclusive education.
- ❖ All participants had to be able to understand and speak Amharic language.
- ❖ At the time of the research, all participants had to be teachers teaching at the four sample schools.

3.8. Instruments of Data Collection

For data collection on this study about practice and challenges in the implementation of inclusive approach to teaching in Addis Ababa city Administration primary schools, interview, observation and document analysis were used. Interview was the main instrument for data collection and data collected from the interview supported by observation and document analysis. Observation and document analysis was also used to triangulate the results during presentation of the results.

3.8.1. Interviews

The interview was the primary tool for collecting data. It entails semi-structured interviews, which were attached in the appendix (Appendix 1). It also involved open-ended questions that forwarded to the interviewees. The questions designed from the researcher's understanding from literature on teachers in inclusive education and best practice assessment checklist prepared by Villa and Thousand. In accordance to Maxwell interview is usually an effective and appropriate

means of comprehending a person's viewpoint (Maxwell & Wooffitt, 2005). The questions asked were therefore inquisitive, exploratory and analytical concentrating on the real practices in classrooms and actual challenges teachers facing in the implementation of inclusive education in primary schools at Addis Ababa city.

This study permitted explanation of the interviewee's perspective and understanding about the practice and challenges in the implementation of inclusive approach to teaching. The interview was conducted with exactly the same questions administered to four teachers and one principal from each sample schools. Interview enabled the researcher to obtain more precise data about participant's beliefs from their personal voice. Throughout the interview, tape recorder used with the approval from the teachers and interview guide was developed in advance. In line with this, there is a debate, which describes that interview in qualitative research endeavors to understand the world from the subjective way, to uncover the meaning of individuals understandings, to know their live world earlier to scientific justifications.

There are three kinds of interviews in qualitative research (Gall et al., 2007). First, informal conversation interview, which is dependent totally on the spontaneous production of questions and normal conversation and research participants may not recognize that they are being interviewed. The second type is the general interview guide approach, which comprises of the same outline of a set of themes explained with each respondent. The third type is the standardized semi-structured interview, which requires the exact same set of questions asked to every respondent in order to reduce the chance of bias and the interviewer does not strictly follow a formalized list of questions. The research utilized the third type of interview mainly because it assists to compare and contrast between the four sample schools by asking the same set of questions for all interviewees and it

also helped to minimize the possibility of bias among the teachers in the sample schools. In the table 2 below, the interviews schedule at the four selected schools presented.

Table 2. Interview schedule

School	Grades	Teachers	No. Session	Time	Date	Place
Mekana	5 to 8	Teacher 1	1	66 min.	May 6, 2019	Cafeteria
		Teacher 2	1	61 min.	May 7, 2019	Cafeteria
		Teacher 3	1	80 min.	May 8, 2019	Staff Lounge
		Teacher 4	1	68 min.	May 9, 2019	Cafeteria
		Principal	1	55 min.	May 10, 2019	Head Tea. office
Del Betegel	5 to 8	Teacher 1	1	78 min.	May 13, 2019	Staff Lounge
		Teacher 2	1	52 min.	May 14, 2019	Cafeteria
		Teacher 3	1	71 min.	May 15, 2019	Cafeteria
		Teacher 4	1	63 min.	May 16, 2019	Staff Lounge
		Principal	1	80 min.	May 17, 2019	Head Tea. office
British International	5 to 8	Teacher 1	1	71 min.	May 20, 2019	Cafeteria
		Teacher 2	1	57 min.	May 21, 2019	Staff Lounge
		Teacher 3	1	63 min.	May 22, 2019	Staff Lounge
		Teacher 4	1	50 min.	May 23, 2019	Cafeteria
		Principal	1	74 min.	May 24, 2019	Head Tea. office
	5 to 8	Teacher 1	1	63 min.	May 27, 2019	Staff Lounge
		Teacher 2	1	51 min.	May 29, 2019	Cafeteria
		Teacher 3	1	57 min.	May 30, 2019	Staff Lounge
		Teacher 4	1	79 min.	May 31, 2019	Cafeteria

Dag-mawe Minilik		Principal	1	65 min.	June 3, 2019	Head Tea. office
4 School	4 grades	16 teachers and 4 Principals	20 Interview Sessions	1304 min. or 21.7 hours	20 Days	3 Places

3.8.2. Observations

The observation was used as a supportive instrument of collecting data for the research. Since the study was about practices and challenges on implementation of inclusive education for students with disabilities, it was crucial to see what teachers actually did in the classroom. In fact, observation frequently offers a direct and influential means of learning about peoples conduct and setting in which this comes about (Maxwell & Wooffitt, 2005). In line with this literature affirms that observation offers rich data sources that offer deep description of the case (Gall et al., 2007).

During observation, teaching methods which were used by the teachers during classroom instructions to primary students of grade five, six, seven and eight were observed with a focus on how the teacher interacted with students, especially with disabilities, when using those methods. Observation guideline was prepared to uniform application of all observation sessions (see Appendix 2) and the researcher used pen and paper for field notes to grasp each and every activity during all observation sessions. The students were briefly informed about the study prior to all observations but all sessions were non-reactive.

The observation method supplemented what the oral interview was not sufficient. In line with this, literature state that there are two kinds of observations in qualitative research (Gall et al., 2007). The first one is reactive observation, which comes about in a real life circumstance where research participants know that they are being observed. The second type is non-reactive

observation, which involves observation conduct in which research participants do not know that they are being observed.

In line with this Bryman also affirms the major types of observation research, which are structured observation, systematic observation, participant observation, non-participant observation, unstructured observation, simple observation and contrived observation (Bryman, 2003). Moreover, observation schedule can be considered as observation instruments.

This research utilized non-participant observation because it was believed that non-participant observation could give a great chance to observe what the teachers were doing in an inclusive classrooms without having any interactions with the teachers being observed. Thus, the observations had 16 sessions on 4 subject lessons in 4 grades. It had a total time of 320 minutes and 16 teachers involved on all sessions (see the table 2). Moreover, 4 subjects were selected, two from language (Amharic and English) and two from science (General science and social studies). In the table 2 below, the observation schedule at the four selected schools were presented.

Table 3. Observation schedule

School	Grades	Teachers	Observation Session	Total Time	Subject	Date
Mek-nisa	5, 6, 7, 8	Teacher 1 from Grade 5	1	20 minutes	English	June 10, 2019
		Teacher 2 from Grade 6	1	20 minutes	Amharic	June 10, 2019
		Teacher 3 from Grade 7	1	20 minutes	General Science	June 12, 2019
		Teacher 4 from Grade 8	1	20 minutes	Social Studies	June 13, 2019
Del-Betegel	5, 6, 7, 8	Teacher 1 from Grade 5	1	20 minutes	English	June 14, 2019
		Teacher 2 from Grade 6	1	20 minutes	Amharic	June 14, 2019
		Teacher 3 from Grade 7	1	20 minutes	General Science	June 14, 2019
		Teacher 4 from Grade 8	1	20 minutes	Social Studies	June 14, 2019
		Teacher 1 from Grade 5	1	20 minutes	English	June 17, 2019

British International	5, 6, 7, 8	Teacher 2 from Grade 6	1	20 minutes	Amharic	June 17, 2019
		Teacher 3 from Grade 7	1	20 minutes	General Science	June 19, 2019
		Teacher 4 from Grade 8	1	20 minutes	Social Studies	June 20, 2019
Dag- mawe Minilik	5, 6, 7, 8	Teacher 1 from Grade 5	1	20 minutes	English	June 21, 2019
		Teacher 2 from Grade 6	1	20 minutes	Amharic	June 24, 2019
		Teacher 3 from Grade 7	1	20 minutes	General Science	June 24, 2019
		Teacher 4 from Grade 8	1	20 minutes	Social Studies	June 24, 2019
4 School	4 Grades	16 Teachers	16 Observa- tions	320 minutes or 6 hours	4 Subjects	9 Days

3.8.3. Document Analysis

Document Analysis is a method of qualitative research in which the researcher interprets the document to provide a voice and sense over an assessment topic (Gleen, 2009). Document analysis is likewise a social research method and is an essential research method in its own and is an indispensable part of most techniques of triangulation (Gleen, 2009).

This research used document analysis for two purposes. The first reason was to look for convergence and corroboration between the existing international and national legal frameworks in inclusive education in general and teachers in inclusive education in particular and also practice and challenges in the implementation of inclusive approach to teaching in practical ways. The second reason is for triangulating purpose. The purpose of triangulating is to provide a confluence of evidence that breeds credibility (Gleen, 2009). By corroborating findings, the research can decrease the influence of possible bias by evaluating information accumulated through interview and observation via document analysis.

In every document analysis, there are three types of documents namely, public records, personal documents and physical evidence (Zina, 2004). Public records consist of the official,

ongoing records of an organization or government organs activities include annual reports, strategic plans, policy manuals and legislations in general (Zina, 2004).

This research used public records including international human right instruments, national legislations, policy frame works as well as internationally approved standards for inclusive education and teachers in inclusive education. Five international treaties, three national laws including constitution and one international standard explored based on their relation to the central research questions. Then after the frequency and amount of events within the document recognized as themes and analyzed in categories. That means how often the documents mentioned practice and challenges in the implementation of inclusive approach to teaching in the provisions assessed and which specific articles addressed issues related with inclusive education and teachers in inclusive classrooms. Moreover, these documents were categorized based on the hierarchical position and grouped into themes.

3.9. Data Analysis Techniques

First, in order to facilitate smooth process in the analysis period, the researcher applied face-to-face interviews with the interview respondents and personal observation during all observation sessions. Then, to mitigate personal prejudice, all the interviews were audio-recorded by the researcher and all the audiotapes of interviews reviewed and transcribed manually by the researcher. The researcher also prepared analytical memo reflecting the researchers understanding of the sessions based on the research questions during all the interviews sessions. This note-taking approach served the researcher with crosschecking doubts, prejudices, and expectations (Rajendran, 2001). On the other hand, all the observations were conducted personally by the researcher and observation check list was prepared to make the process scientific enough to repeat the same

process for all observation periods. During the observation, field notes were also taken by the researcher and those notes assisted the researcher when the data converted into categories for themes making.

During the data transcription, the researcher was abroad and could not deliver the transcript to the interviewees in person for verification purpose. Due to this, the interviewees provided with a transcript of their interview by their e-mail address and all the interviewees checked the transcript document and verified all information in writing. Where errors revealed, the necessary editing was made to the transcript document. After verification was completed, data from transcribed interview and observation were also categorized and coded. The researcher sorted the data from interview together with the observation data to determine saturation by recording and comparing each participant's response with the research questions. Based on the quantity of replication in the responses, the researcher presumed data saturation. Data saturation happens when no extra knowledge is forthcoming from new data (Creswell, 2014).

The coding process was initiated by reviewing each and every paragraph of the data and in the meantime assigned codes for every paragraph. Then the researcher identified the most common codes which were very relevant. Finally, the researcher reviewed the most common characteristics of the codes and orders them based on their importance to abstract themes. At this stage the researcher was able to identify themes directly related to the research question and conceptual framework.

Although, the researcher evaluated all themes identified and determined if the themes revealed by the researcher were consistent with the researcher's field notes. Following the compilation and evaluation of developed themes, the researcher produced a narrative to report the results

of the study. The narrative consisted of specific information, such as all the interview participants were viewed in the event, the background of all participants engaged, and what facts analyzed. The finalized transcript became the database for the study.

3.10. Strategies for Trustworthiness in the Study

In qualitative research trustworthiness, validity and reliability are the provisions that applied to evaluate the quality of the study. In this phase, it is where the trustworthiness of the project evaluated based on international standards set to determine validity and reliability of any research.

Various writers recommended for particular techniques of growing trustworthiness in qualitative research studies. For example, Creswell (2014) determined 8 main techniques for assessing the trustworthiness of a qualitative research study (p.251-252). These were: Triangulating uses member checking, a rich and thick description, clarification of bias, presentation of negative or positive information, prolonged time, peer debriefing, and external auditor. Creswell (2014) has put such techniques as assessment requirements of qualitative research studies. He suggested to researchers to make use of one or more techniques to check the precision of their empirical findings.

In this study, the researcher followed Creswell's suggestion, but stressed more on five of the techniques recognized by him: Triangulating, prolonged engagement, member checking, peer debriefing and rich and thick description. The reason behind the selection of these techniques contains: (a) these are conveniently implementable and applicable to the present study, and (b) these aided the researcher to build confidence in the truthfulness or plausibility of the results.

In triangulating, the data used for this study were collected through different methods of data collecting. These were interview, observation and document analysis. The data were triangulated in the research to add value on the accuracy of this case study research finding. The researcher also spent sufficient time with the participant teachers and principals to develop closeness with

each of them using prolonged engagement. Moreover, member checking is returning back to the participants and check whether the results reflect the respondent's opinions and thoughts. In this respect, the researcher created an opportunity for the respondents to check on the findings specially the transcribed interviews.

Peer debriefing reflects the researcher's interest for seeking opinions and feedbacks from peers. For this study, the researcher discussed the research findings and general concepts with other PhD candidates who have better exposure and experience in education sector. Finally, in order to attain rich and thick description criteria for trustworthiness of the research, the researcher made a thorough review of literatures on research paradigms, design, study sites and study participants including data collection methods up to analysis of the data gathered.

3.11. Research Ethics and Considerations in the Study

Research that involves gathering data from participants may give consideration to safeguard research participants from potential harm (Cheney, 1993). How to protect privacy and confidentiality and make a strategy or how to do this is also given main concerns (Gall et al., 2007). In this study, the researcher was aware of three primary concerns. One was the recognition of the political and education authority by trying to find authorization to perform the research in Addis Ababa. Secondly the study valued and kept the well-informed permission and right of data dispersion from the interviewees and observation participant teachers. Third he has kept classified the interviewees identity. The names of the schools were not anonymous, but the anonymity of teachers and principals was not needed because there was only one principal in each schools. This decreased the chance of the participants to be known by the readers of this research. Ethical consideration was component of the research work (Bryman, 2003).

Another point under ethical consideration is authorization. The research carried out within an area which educated people live and center for each social, economic and political matter. To gather data from the study areas, authorization letter acquired from Addis Ababa University department of International and Comparative education, which assisted the researcher to get the authorization of the school principals to perform the research in the sample schools.

The authorization letter also aided me to get information and data from Addis Ababa city Education bureau, part of the city administration, which dealt with the educational administration and governance of the city. The Education bureau was mandated with educational administration in the city and the schools selected for the study were inspected by the bureau. Verbal consent also obtained from each interviewee after permission granted from the principal of the schools. Eventually people have right to be well informed of what the research is about and they have the right to the information they offer (Fluehr-Lobban, 2002).

Therefore, in each and every step of the study, the researcher constantly provided the nature of the study and asked the interviewees for the information while at the same time enlightening them how the information going to be used. The researcher in person guaranteed confidentiality to the research participants and reassure them the research is particularly for academic reasons and will therefore not bring about conflict to their work or position in the schools.

CHAPTER FOUR PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1. Chapter Overview

In this chapter of the study, presentation, analysis and interpretation of data were indicated. This is accomplished based on the basic research questions and objectives of the study. The procedure followed is indicated hereunder:

- Firstly, two cases were identified; namely, case 1 'Government primary Schools' and Case 2 'Non-government primary schools'
- Secondly, demographic characteristics of respondents were presented..
- Thirdly, themes were identified. These were grouped under implementation of inclusive approach to teaching, challenges encountered, and policy environment. The first two

themes were analyzed separately under each case whereas the third theme ‘the policy environment’ was treated as a common issue for both school types.

- Fourthly, document analysis was conducted to find out what international and local legislations and policy documents postulate about practice and challenges in the implementation of inclusive approach to teaching.
- Fifthly, cross-case analysis was conducted in order to identify similarities and difference;

4.2. Description of Participant’s General Profile

For interview, 16 teachers who teach from grade 5 to grade 8 and 4 principals were selected for this research from the study population which consisted of four primary schools. The researcher through the principals selected four general education teachers who teach 4 different subjects namely Amharic, English, General Science and Social Study in the inclusive class rooms from grade 5 to 8 teaching at each sample schools. All the participant teachers including the principals assisted to expose the practice they have in inclusive classrooms and it was easy to identify the reason why the teachers face challenges in the classrooms. By using these four teachers and one principal from each school, the researcher obtained much more information concerning the teaching methods and the challenges they face in implementing inclusive education in general education schools.

For observation, which were made after the interviews, from the study population of four sample schools, two from government and two from non-government, grade five, six, seven and eight teachers who participated in the interview and teach the 4 subjects purposeful were selected.

Those subjects were chosen because the first two subjects, Amharic and English, were language subjects and the rest two which were general science and social studies are science subjects. The 4 grades are chosen because from grade 5 to grade 8 were found the second cycle of primary education. In Ethiopian primary education system, starting from grade 1 to grade 4 is the first cycle of the system and from grade 5 to grade 8 is the second cycle of the primary school system. Second cycle was chosen because it would be easier for the researcher to utilize observation in the classrooms than the first cycle. The second cycle primary education students are much matured than the first cycle students.

Furthermore, the demographic data of participants was presented in in the table below. It includes the grade and years of teaching experience, which indicated whether the participants met the criteria to participate in the study or not. Meanwhile, in order to be a participant for the interview, years of teaching experience was not be less than two years of teaching in inclusive classrooms.

As indicated in table 4 below, there were eight females and twelve male participants for the study and teachers who fulfilled the required criteria for participating in the interview were selected.

Participant's general years of teaching experiences ranged from 2 to 37 but they actually have had from 2 to 19 years of experience in teaching inclusive education at primary schools. All codes used in the presentation of the textual data were used to protect the identity of participants.

Table 4. Summary of the Demographic description of Participants

School	Interviewee	Sex	Years of Teaching Experience	Years of experience in Inclusive education	Grade Taught
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Mekanisa	Principal	Male	11 Years	6 Years	-
	Teacher 1	Male	2 Years	2 Years	From 5 to 8
	Teacher 2	Male	5 Years	5 Years	From 5 to 8
	Teacher 3	Female	2 Years	2 Years	From 5 to 8
	Teacher 4	Female	21 Years	10 Years	From 5 to 8
Del Betegel	Principal	Male	5 Years	5 Years	-
	Teacher 1	Female	5 Years	2 Years	Grade 5
	Teacher 2	Female	11 Years	4 Years	Grade 6
	Teacher 3	Male	7 years 10 Months	6 Years	Grade 8
	Teacher 4	Female	7 Years	4 Years	Grade 7 and 8
British International	Principal	Male	10 Years	5 Years	-
	Teacher 1	Female	3 Years	2 Years	From 5 to 8
	Teacher 2	Female	3 Years 7 Months	2 Years	From 5 to 8
	Teacher 3	Male	6 Years	2 Years	From 5 to 8
	Teacher 4	Male	2 Years	2 Years	From 5 to 8
Dagmawe Minilik	Principal	Female	24 Years	15 Years	-
	Teacher 1	Male	9 Years	7 Years	From 5 to 8
	Teacher 2	Male	8 Years	6 Years	Grade 7
	Teacher 3	Male	37 Years	16 Years	From 5 to 8

	Teacher 4	Male	14 Years	10 Years	Grade 6 and 7
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4.2.1. Description of Participant's Individual Profile

❖ Mekanisa Primary School

Principal is a young and passionate educator. He is a student in Addis Ababa University for postgraduate program in special needs education. This is his sixth year in inclusive education, but he has taught for 11 years.

Teacher 1 was also young education practitioner. His parents were both educators. He has two years teaching experience. After graduation he started teaching at that school. He has worked the past two years in inclusive classroom with special and general education teachers.

Teacher 2 has 5 years of teaching experience. He holds bachelor degree in education. He taught inclusive education for the last five years. Prior to teaching he served as assistant teacher for two years.

Teacher 3 has taught in inclusive education classroom for 2 years. She was also working as main teacher at government school and as an assistant in private owned pre-school. Her decision to join teaching profession was attributed to influence by her father who was an educator. at the study time she was pursuing a masters' degree in special needs education.

Teacher 4 has 21 years of teaching experience, 10 of which have been spent in the current school teaching in inclusive classrooms. She holds a bachelor degree in education. She has found teaching to be very rewarding and successful.

❖ Del Betegel Primary School

The Principal has taught for 5 years in general and in inclusive classroom. He has a bachelor's degree in Education and masters' degree in special education. Prior to teaching, he served as an administrator in government organization for 8 years.

Teacher 1 has 5 years of teaching experience. She taught inclusive education for 2 years, one in the current school. She has bachelor degree in education. She was a teacher in private school but switched to this school because this school was closer to her home and family. She always wanted to be a teacher.

Teacher 2 has 11 years of teaching experience, five in current school. She has bachelor degree in education. She said her teachers growing up were most influential in her career choice. She thought in inclusive classroom for the last four years.

Teacher 3 taught for 7 years and 10 months. 6 years which has been spent in the inclusive classrooms but this was his first year in this school. He has a bachelor's degree in education and his masters' degree is in special needs education. He has always had the desire to work with peoples with disabilities, although not necessarily with children.

Teacher 4 had 7 years of teaching experience. She taught in inclusive classrooms for the past 4 years. She has both the elementary and pre-school teaching experience. She has a bachelor's degree in education and has limited desire to work with children. Her primary source of inspiration came from her mother who worked in pre-school for as long as she remembers.

❖ **British international Primary School**

The Principal has taught for 10 years. He earned his undergraduate degree in education but could not decide between administration and teaching. He worked in administration for several

years with private companies. Finally, he earned his master's degree in educational planning and management. He has been teaching in inclusive classrooms for 5 years at the current school.

Teacher 1 has been teaching for 3 years, the last two in the current school. She is from a family of 6 siblings and two of her brothers are teachers. Prior to entering education, she worked in government office as a cashier for 5 years. Her older brother was the one who influenced her. She was working in inclusive classroom for the past 2 years.

Teacher 2 has been teaching for 3 years and seven months. Prior to this, she worked for 5 years as a receptionist in the city administration. She holds a degree in education and is currently working on inclusive education for the last two years.

Teacher 3 has been teaching for 6 years. He started professional carrier in teaching and working in inclusive classroom for the past two years. He holds bachelor degree in education and has a passion for working with and motivating children with disabilities.

Teacher 4 has taught for 2 years. He has been in this school for the past one year and half. He worked in government school for 6 months and switched to this school because of better salary. He has a bachelor degree in education and wants to pursue his master's degree in the near future. He has been working in inclusive classroom for the past two years.

❖ **Dagmawe Minilik Primary School**

The Principal has been teaching for 24 years. The last 15 years have been in this school. She has taught at all levels including preschool, elementary and high school. She has taught general education as well English for language learners. She was influenced by a ling family history of teaching that include her father and aunts who taught in a very small school. She holds bachelor's

degree in education and spent many years in organizing inclusive education for children with disabilities.

Teacher 1 earned his undergraduate degree in education and has experience in teaching for 9 years. He has been teaching in inclusive classrooms for the past 7 years. He has always had an interest with working with children, but the pay for teachers was a deterrent, although he always knew that teaching was what he wanted to do.

Teacher 2 has taught for 8 years, but this was the second year in this school. He has a bachelor's degree in education and his masters' degree in curriculum and instruction. He has always wanted to be a teacher and influenced by his sister who was an educator. He has been teaching in inclusive classrooms for the past 6 years.

Teacher 3 was the most experienced teacher among the interviewee. He has 37 years of teaching experience and 16 of which have been spent in inclusive classrooms. he holds bachelor's degree in education. Prior to teaching, he served in the military for 2 years. He joined the army right after high school. He indicated that he had an opportunity to assume an administrative role for several times, but he believed he was better able to serve in his current position.

Teacher 4 has taught for 14 years. He holds bachelor's degree in education and he is working in inclusive classrooms for the past 10 years. Prior to joining education, he worked as administrative support staff in primary schools. He unsuccessfully tried to avoid the teaching profession, but according to him, he did not find enjoyment until he started teaching.

4.3. Description of Participants' Response

4.3.1. Case 1: Government Primary Schools

Two themes were analyzed under case 1: Implementation of inclusive approach to teaching and challenges encountered at government primary sample schools. The first theme encompasses analysis of basic research question 1 and subsequent sub-questions; sub-question 1.1 and sub-question 1.2. However, the second theme includes analysis of basic research question 2 sub-question 2.1 and sub-question 2.3. As revealed through the case analysis, the implementation of inclusive approach to teaching and challenges at selected primary schools was different for each participant, but the table below illustrates two themes that were common among participants.

Table 5: Themes under case one related to basic research questions

Basic Research Questions	Sub-questions	Themes
1 What does the implementation of inclusive approach to teaching in selected government and non-government primary schools in Addis Ababa look like?	1.1 What kinds of teaching methods do teachers use in selected government primary schools in Addis Ababa?	Implementation of inclusive approach to teaching at government primary schools
	1.2 Which Villa and Thousand's (2003) best practice six system level assessment methods implementing in selected government primary schools in Addis Ababa?	

2 What challenges do teachers face in implementing inclusive approach to teaching in selected government and non-government primary schools in Addis Ababa?	2.1 What factors inhibit teachers from implementing an inclusive approach to teaching in selected government primary schools in Addis Ababa?	Challenges encountered at government primary schools
	2.3 What measures are taken to overcome challenges in inclusion of children with disabilities in government primary schools?	

4.3.1.1. Implementation of Inclusive Approach to Teaching in Government Primary Schools

Under this theme, findings related to basic research question 1 in general and sub-question 1.1 and 1.2 in particular were discussed. Research question 1 requests: *What does the implementation of inclusive approach to teaching in selected government and non-government primary schools in Addis Ababa look like?* This question was intended to explore the experience of teachers or teacher's practice in implementation of inclusive approach to teaching at government and non-government primary schools. Under research question 1, there were two sub-questions dealt with this theme and the first sub-question requests: *what kinds of teaching methods do teachers use in selected government primary schools in Addis Ababa?* This sub-question envisioned to discover the participants experience regarding daily usage of teaching methods in government schools. Whereas, the second sub-question appeals: *Which Villa and Thousand's (2003) best practice six system level assessment methods implementing in selected government primary schools in Addis Ababa?* This sub-question aimed to explore the implementation of six system level assessment based on the conceptual framework of this research.

To begin with the first research sub-question, which specifically dealt with teaching methods, it is crucial to recognize various, teaching methods utilized by teachers to meet the needs of the students with special needs education in a general education classroom. In line with this, constructivism as a curriculum organizer and a teaching strategy has been reliable for different kinds of students in inclusive schools, including those described as having special needs, students regarded as gifted, and students regarded at under risk (Pelech & Pieper, 2010).

On top of it Vygotsky's cognitive development and the idea of Zone of Proximal Developmental (ZDP) demand upon providing support and assistance to the students (Rogoff, 2003). ZDP as described by Vygotsky it is *“the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers”* (Vygotskiĭ & Cole, 1978, p. 86).

It is apparent that if these students offered help they could perform much better. Children level of comprehending deviate from one another, so it is essential for teachers to utilize various surroundings besides from classes to build a improve knowledge.

The interview question which put forth to answer one of the research objectives related to inclusive practice and teaching methods is as follow.

“Can you tell me what kind of teaching methods you normally use in order to improve abilities of students with disabilities?”

The data obtained from the interview and observation sessions revealed that primary school teachers at government primary schools utilized diverse methods of teaching as indicated hereunder:

A. Findings from Interview

❖ Group Discussion and Demonstration

Principal from Del Betegel School said, students with disabilities were supported through Group discussion method to score better results and Teacher 4 from the same school explained the benefit of group discussion as a source of self-confidence. Whereas Teacher 1 from Dagmawi Minilik School agrees with the other teachers from Del Betegel School by saying it makes students with disabilities to express their thoughts freely without fear.

Teachers also said demonstration helped the students for better understanding the concepts of a lesson. Teacher 3 from Del Betegel School said that,

I tailor activities to the most proficient students. I also prepare simple tasks for low performing students to fit. For example, I have seen that it is possible to make it more understandable by using a variety of drawing materials rather than speaking, to help the deaf student better understand. (Interview with teacher 3 at Del Betegel School, May 15, 2019)

❖ Peer Tutoring and Guided Participation

Teacher 1 from Del Betegel School said she preferred peer tutoring and guided participation method because it helped the students with disabilities to increase self-confidence and promote interaction between the students in an inclusive classroom. Teacher 1 from Del Betegel School also said:

There are many types of students with special needs in the inclusive classroom. For example, I use a variety of methods to assign students with disabilities to a responsible position, involve them in a circle, and assign student in the group of students to peer

tutoring others, primarily depending on the topic. (Interview with teacher 1 at Del Betegel School, May 13, 2019)

Moreover, Teacher 3 from Del Betegel school said, *“most of the time for guidance, I visit students with disabilities one by one and instruct them for the second time in peer tutoring”*.

❖ **Lecturing, Oral and written Questions**

Teacher 2, from Dagmawi Minilik School wanted to use lecture method, because *“it simplifies the teaching and learning process since the number of students in inclusive classroom is many”*. Teacher 1 also said that, following lecture methods, oral and written questions will follow and help the student in understanding the core concept of the lecture. *“I first have lecture, then let them express their ideas freely, use oral and written question”*.

❖ **Sport, Games and Role play**

Even if it was observed once in the classroom, no a teacher from government schools mentioned, in the interview, about the use of sport and games as a method of teaching. However, in practice the teachers used this method. On the other hand, regarding role-play, Teacher 2 from Dagmawi Minilik School said that it helps the students especially to students with disabilities to be creative in learning. Teacher 1 from Dagmawi Minilik School also said, *“Making them do personal work, looking at something at the field and reporting it to the class...”*

B. Findings from Observations

❖ **Group Discussion and Demonstration**

Through observation, it was revealed that teachers preferred to use group discussion and demonstration because it was easier to help learners in the groups and help students with disabilities to learn easily. Teacher 3 from Dagmawi Minilik School used group discussion before he used demonstration method to explain different parts of a plant by presenting it in front of the students.

❖ **Peer Tutoring and Guided Participation**

During observation, teacher 2 from Del Betegel School used guided participation method and Teacher 1 from Del Betegel School and Teacher 3 from Dagmawi Minilik School used peer tutoring in the class when teaching. The researcher observed that at least the teachers have taken 3 to 5 minutes of attending few learners with special needs.

❖ **Lecturing, Oral and written Questions**

During observation it was seen that oral and written questions were provided for students by Teacher 3 from Dagmawi Minilik School, especially oral questions were given by all teachers in Del Betegel and Dagmawi Minilik schools. Regarding lecturing, the researcher observed that all Teachers from government schools in inclusive classroom used lecture method. Most of the teachers used this method by mixing it with other methods to support the lesson of the subject. Especially oral questions method followed immediately after lecture methods used.

❖ **Sport, Games and Role play**

During observation, even if the subject she taught doesn't support it, Teacher 2 from Del Betegel School used sport and game method when teaching Amharic and she believed that it helped the students in inclusive classroom to increase knowledge and skills hence building their cognitive abilities. However, during observation, no teacher used Role-play method to teach students in inclusive classrooms but the teachers mentioned it as a method during interview.

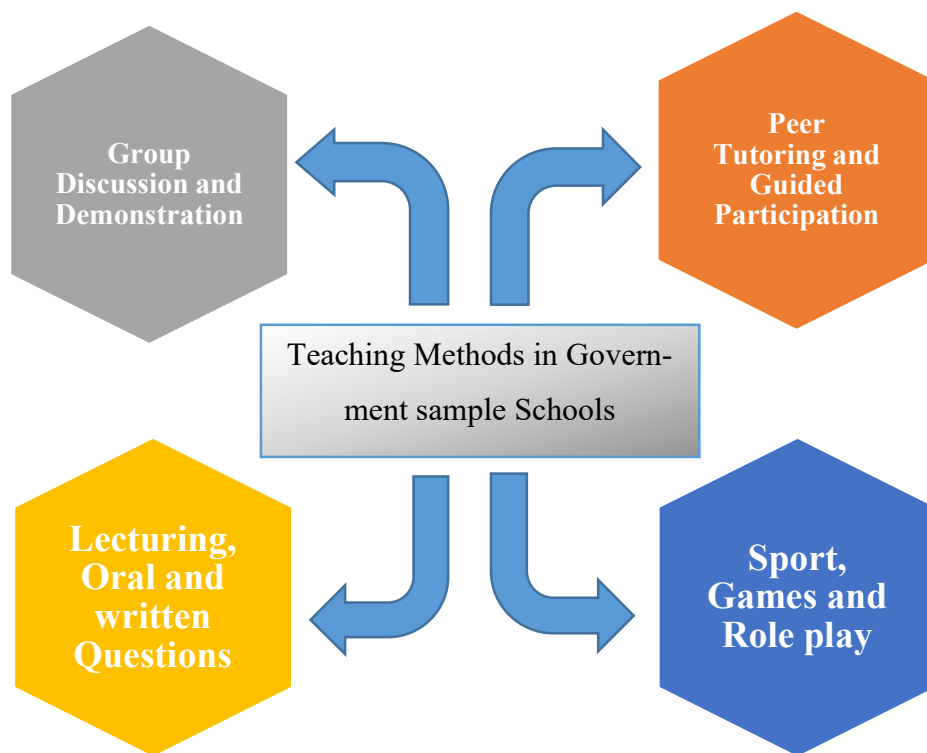


Figure 3. Different Teaching Methods at government sample schools (Source: Researcher's Own)

C. Findings from Document Analysis

Likewise, the document analysis regarding implementation of inclusive approach to teaching at government primary schools which was mainly based on lesson plans and school reports indicated the following:

Reports reviewed from both sample government inclusive schools and the reports were prepared for the concerned government higher office. The reports were a compiled one which had nine months of the entire activities of the sample schools and for the sake of briefing, only discussion points directly related with inclusive classrooms and teachers in inclusive education are presented as follow.

The first thing the reports from Del Betegel government sample school mentioned about inclusive education was about activities done by the school to improve student's achievement. On page nine of the 2019 report; it mentioned that the school facilitates the resources in the school to make them accessible to all students including students with disabilities. For example play grounds, dining halls, tap water supply and re-organized resource centers were available for special needs students.

The report gave detailed explanation about the support given for inclusive education from the school administration in the school. The report started with the number of students with disabilities in the school and continues about the support in detail. Some of the supports mentioned in the report were associated with students but most of them are about teachers in inclusive classrooms. An association called Rehabilitation service for the Deaf prepared school uniforms to four students with disabilities and it was mentioned under the section as support for students. The support provided for the teachers in inclusive classrooms were:

- Sign Language training for teachers and staff has been provided for 16 inclusive education teachers for 15 days by the school's professional staff . With this support, teachers' ability to teach and communicate using sign language helps to ensure that students are able to learn in their appropriate learning environment.
- The school also offered a variety of services for tutoring, mentoring at the Resource Center specially designed for students with disabilities; and counseling services was also given to teachers. In December 2011, the Addis Ababa City Administration's Special Needs Unit provided them with a number of resources like learning materials to support the Resource Center.

- In addition, without any support, through the school effort, in December 2011, the school was awarded the incentive trophy for being one of the most important inclusive elementary schools under the Addis Ababa City Administration. Equipment were also awarded by the bureau and among the support the school received was 4 computers, one TV, a whole Montessori piece, a carpet, a Braille book, a Braille paper, a calculator, Kent etc.

As it can be seen from the above contents of the report general illustrations presented about the school support but nothing had been said about teaching methods and teaching practice in inclusive classrooms. Trainings were given for inclusive classroom teachers and teaching materials were addressed in the report.

Asimilar trend was observed during document analysis from Dagmawi Minilik school report. The school reported to the education office and it mentioned issues regarding inclusive education and teachers in inclusive classrooms. For example, on page three of the report it was mentioned that the school to enhance the leadership of inclusive education, teachers and executive capacity, a training needs assessment was made to identify priorities and a training plan was developed. Accordingly, training has been provided for five times for teachers, including newcomers. The training contains research, participatory teaching methods, sign language, special instruction and lab preparation and use.

This indicated that even if the report does not mentioned about teaching methods in inclusive classrooms specifically, it is somehow better in addressing the issue by incorporating it in training sessions. The school noticed its shortcomings in teaching methods knowledge and prepares participatory teaching method training for teachers.

The second sub-question calls for the exploration of the respondent's experience based on the conceptual framework of the research. The question specifically is: *Which Villa and Thousand's (2003) best practice six system level assessment methods implementing in selected government primary schools in Addis Ababa?* The interview question which put forth to answer this question is about training provided, collaboration among teachers, additional adult support provided by the school and whether they thought they have visionary leadership plus administrative support in the school.

This case study method utilized to investigate the participants unique encounter in inclusive approach to teaching. The outcomes of this study suggested that the challenges faced by the respondents to best practice inclusive education consisted of absence of visionary leadership in the form of insufficient opportunities for professional development and lack of peer-to-peer collaboration. Successful additional adult support, in the form of para-professional, ought to have clearer objectives and end goals for both student and teacher in inclusive classrooms.

Moreover, the data obtained from the interview and observation sessions revealed that primary school teachers at selected government primary schools did not properly implemented the six system level assessment methods designed by Villa and Thousand's (2003 as indicated hereunder:

A. Findings from Interview

❖ Professional Development (Training)

Precisely, the data gained from the interview respondents from government schools uncovered that they were put aside from involvement in trainings where a great advantage would have been achieved. More importantly, their description depicted that their engagement to different kinds of professional development training is extremely limited, and it can be said as non-existent.

A worthy example of the above description was given by respondents from Del Betegel principal as: *“I have never been trained at college or university about inclusive education. However, I have received short courses at school level. This means one and two-day training.”*

Succinctly, teacher 1 from Del Betegel School stressed in her explanation that they have short-term trainings but they it was never enough. Teacher 1 posited her views as: *“I have been trained by short term trainings. But if the school does give more training, I will be more satisfied”*. Similar response observed from Teacher 4 from same school. She said, *“I got some time training, but not enough.”*

In conformity with the above narration, principal and teacher 2 from Dagmawi Minilik School supported the lack of professional development training by saying: *“Never been trained”*. In more specific terms, it was revealed from the interview data above, participants from government schools denied the existence of professional development training.

❖ Collaboration

For inclusive education to function, teachers must become successful and effective collaborative team members (R. Villa & Thousand, 2016). In addition, collaboration between co-workers, including co-teaching as a teaching model, is a spot in which interviewees presumed the sample schools was required to be advanced.

In this regards, interview participants stated that teachers collaborate but needed improvement. This description was supported through their narrations below: for instance, Teacher 3 from Del Betegel School remembered the situations and narrated it as follows:

All of us teachers work in collaboration. For example, if a student with special needs does not score well in the first round of my subject, we have often talked to the teachers

who are in my class and we need to pay special attention to the student. In addition, we have worked that method many times. Sometimes students have a need, but they do lack capacity. To enhance that potential, we are working together to monitor their activities throughout the classroom. (Interview with teacher 3 at Del Betegel School, May 15, 2019)

In the same manner, teacher 4 from Del Betegel School voiced as follows: *“There is little cooperation in the classroom other than classroom training”*. On top of teacher 4 expressions, teacher 2 from Dagmawi Minilik School narrated as, *“There are a lot of gaps in collaboration between special needs teachers as well as others. One can see different situations. For example, there is communication problem between all teachers”*. It seems that the same problem existed in Dagmawi Minilik School and teacher 4 from Dagmawi Minilik articulated the following interview data set regarding collaboration problem as: *“There is a huge gap. Since not all is aware, there is a complete gap from the head of the school to the classroom teacher in understanding the application of collaboration in the inclusion process.”*

At the end, interviewees voiced difficulties in collaborating with their colleagues in inclusive education. Although Special education teacher’s task is daunting, there is more pressure from the special education teachers than the general education teachers. Therefore, rather than utilizing their time to arrange for collaboration with general education teachers, they spent the time on heavy duties in inclusive classrooms.

❖ **Additional Adult Support**

As we observed it above, in most cases or to a minimum, collaboration was not really apparent in the sample inclusive classrooms. Teachers of general and special education did not engage in collaborative teaching in which they co-teach in the framework of inclusion. Quite,

according to the teacher's spoken word, if there were issues within the inclusive environment, the general education teacher would reach the special education teacher for assistance. In the inclusive environment the researcher observed that, the additional adult support presented was in the shape of a para-professional help. This additional adult support for inclusive classrooms was seen to some degree as helpful. Participants in the interview revealed that additional adult support for inclusive education was advantageous, but they needed distinct manual or guidelines on how to better utilize the assistance. Due to the fact that as they mentioned, now a day it has become dependent on the will of individuals.

Teacher 3 from Del Betegel School has given the following ideas regarding the definition of additional adult support as: *“Adult support in our school is defined by the support, mentoring, and training of teachers in the classroom. The adults at our school have also facilitated the training by remembering that they have facilitated it”*. In the final instance, teacher 2 from Dagmawi Minilik School also revealed that additional adult support was not in existence in the school as:

Adult support is not only by specialized in special education, but also more fully understood in its case. However, this is not being done. It is almost never there. It is very important that you support an inclusive education by providing additional adult support.

(Interview with teacher 2 at Dagmawi Minilik School, May 29, 2019)

With regard to redefined role between special and general education teachers, this was not considered to be lacking, rather it was not really a debate subject in its existence. Most of the participants in the interview faced difficulties even to understand the meaning of additional adult support during the interview. Some general education teachers also said the school used special education teachers as resources if needed and they do not regularly attend inclusive classrooms.

❖ Visionary Leadership and Administrative Support

Except three teachers from a government school, almost all teachers felt that their leadership in the school has been supportive. However, there was a consensus that there is a lack of interest in the topic and the discussion of inclusion tabled for the time being. All interview participants would like to see more support and interest in inclusion, so that the practice can easily improve. Regarding this, principal from Dagmawi Minilik expounded the following that more support was needed in inclusive education:

The school supports as much as it can for the inclusive education. However, I do not think it is good enough because the blind in the school are the most effective. However, the results of deaf students are not so great. So I think we can't figure out what is the problem with deaf students". (Interview with Principal at Dagmawi minilik School, June 3, 2019)

However, not all teachers acknowledge the existence of administrative support in the government schools. Teacher 1 from Dagmawi Minilik School narration showed that administrative support is rarely seen in the school and discerned the following: *"Administrators typically attend class twice a year and observe the learning process. They do not provide support or comment on the gaps"*. Teacher 2 shared teacher 1's stand and interacted as, *"Administrators typically attend class twice a year and observe the learning process. They do not provide support or comment on the gaps"*.

B. Finding from Observations

❖ Collaboration

During the observation session, collaboration among the general and special education teachers at the government schools had never been seen. From the observational data and

participants' description, the researcher found that the teachers of general and special education do not often collaborate. Based on the demographical data gathered from the participants, each participant's experience in general differs on inclusive education, but still collaboration is an area where overall change was needed based.

❖ **Additional Adult Support**

According to Villa and Thousand's (2003), among the necessary inclusion settings, additional adult support is one of important element which should be fulfilled in advance. It is where extra assistance given to the teacher to help the student with disabilities during classroom sessions. Moreover, teachers were frustrated when dealing with students with disabilities during observation. Teacher 4 from Del Betegel School seen shake when she called out a student with autism in front of the class for answering a question backfired and made the situation worse. The student saw it as an attack and become very angry. These frustrations may be due to the absence of cooperation with their peer teachers in special education combined with the absence of professional development in teaching learners with disabilities in the inclusive environment.

❖ **Visionary Leadership and Administrative Support**

Even if there were no incidents in the classrooms, the researcher has not observed any administrative personnel presence during observations in each of the classrooms. However, it is mandatory for the administrative personnel to be present in the classrooms if there appear any incidents related to students with disabilities. In fact, that there was no need for administrative presence in the specific classroom during observation the researcher observed the inclusive classrooms.

The observations approved by the principals of each schools, but the researcher was never being approached by any administrative personnel during visits or asked subsequently how the observation would take place. During the researchers meeting with the principals of the schools, there seemed to be lack of interest in the topic of inclusive education. The researcher had to re-schedule with them more than three times due to their lack of availability to meet. One of the two principals from government schools was interested at last and asked more about the study. His school was recognized and awarded certificate for its achievement on inclusive education among schools across the sub-city. He was hoping that the research findings would provide the schools with some feasible data that help to make positive changes.

4.3.1.2. Challenges Encountered at Government Primary Schools

Under this theme, findings pertaining to basic research question 2, sub-question 1 and 3 is presented. Sub-question 1 request for: *What factors inhibit teachers from implementing an inclusive approach to teaching in selected government primary schools in Addis Ababa?* This sub-question intended to explore inhibiting factors respondent's experienced in implementation of inclusive approach to teaching at selected government primary schools in Addis Ababa city administration. Whereas, sub-question 3 demands for: *What measures are taken to overcome challenges in inclusion of children with disabilities in government primary schools?* This sub-question asks as: exploring participant's experience at overcoming challenges in their inclusive approach to teaching.

To begin with, sub-question 1, for the interview, the semi-structured interview questions had the relevant parts associated to the basic question categorized under three headings called "General Information", "Questions related to experience in inclusive education" and "Questions related to current challenges in inclusive education". For observation, observation check list utilized to cross check information obtained from interview.

The data obtained from the interview and observation sessions revealed that primary school teachers at government primary schools faced diverse challenges but the most common challenges mentioned by the participants are indicated hereunder:

A. Findings from Interview

❖ Insufficient teaching and learning materials

Teachers in government sample primary schools believed that there is a lack of teaching and learning materials that inhibited the opportunities for implementing inclusive education. Almost all respondents from government schools believe that insufficient teaching resources make it hard for them to supply the materials and to comprehend the lesson for the learners. Out of 10 interviewees, almost all of them reported insufficient teaching and learning materials as a major challenge.

Visually impaired students face shortage of textbooks said by Teacher 2 from Del Betegel School. Subsequently, this is followed by lack of interest in learning and he said: *“The lack of a complete instrument and lack of available tools are problems with the students’ lack of interest in learning.”* Meanwhile as a solution to the problem, teacher 4 from Dagmawi Minilik School suggested that resources should deliver based on their disabilities. He said: *“...due to the scarcity of inputs based on their disability, we are facing problems...”*

Moreover, in government sample primary schools, there were no sufficient classrooms assigned to inclusive education and the classrooms already designated to inclusive education are not equipped by the necessary materials. Principal from Del Betegel School expounded as follows: *“Classrooms are inadequate, there is not enough teaching and learning materials, the ground is not comfortable and there is a lack of awareness.”*

Similar to Del Betehel school principal, Teacher 2 from the same school also mentioned similar perspective regarding inadequate teaching facilities. She mentioned the challenges focusing on materials and services specific to things that are very important to inclusive education. She narrated necessary materials needed for better practice of inclusive education in primary schools.

Problems with space, lack of school grounds for students with disabilities are the challenges we encountered in this government school. The stairs and the courtyard are not suitable for children with disabilities. Lack of a full-fledged education professional together with lack of teaching materials brings the problem in worse situation. (Interview with teacher 2 at Del Betegel School, May 14, 2019)

❖ **Lack of professional Training**

Participating teachers from government sample schools perceived that the failure of the teacher to implement inclusive education is the consequence of not having an inclusive education professional training. Most of them (4 of 8) fully acknowledged about this situation and noted that it really affected their performance. According to them, lack of adequate training on inclusive education creates lack of ability to understand better in teaching. In this vein, teacher from Del Betegel School explained the challenge by saying that:

Lack of training cause lack of ability to understand student's need with disabilities for teachers and the gap it creates makes teaching learning process very difficult. By now, it is difficult to conduct certain activities demanded by the syllabus because we have no idea on how to conduct those activities. (Interview with teacher 1 at Del Betegel School, May 13, 2019)

Furthermore, some teachers specifically mentioned the needs of trainings on specific areas. For example, teacher 2 from Del Betegel School reported that they don't have training on how to

properly read Braille and it creates challenge on evaluating assignments for students with visual impairment. The teacher explained as: *“lack of sign language training and shortage of Braille training is the main challenges in inclusive education.”*

Teachers from Dagmawi Minilik School supported Del Betegel teachers’ idea about the need for training. For example, teacher 1 from Dagmawi Minilik School expressed concerns regarding training as, *“a problem that we have and lack professional training as a subject and that we do not have enough training”*. Moreover, Participants suggested ways in which training can be useful to promote collaboration in classrooms especially on sign language. Teacher 2 from Dagmawi Minilik School suggested sign language and he stated that, *“we have lack of skill especially on sign languages and we don’t have training for it. But trainings that offer courses to deal with inclusive education would be advantageous”*.

❖ **Problem with school facilities (unsuitable structure of the buildings)**

It was believed by the teachers in government schools that primary school facilities should be designed in which all students can achieve their highest level of potential despite any physical or mental limitations. Participants responded that the school they are teaching at lack basic structural adjustments in order to fulfill the needs and desires of students with disabilities.

Classroom size is also the main concern of the teachers related with comforting environment to teaching. As an example, principal from Del Betegel School felt that he always discomforted by the size of the classrooms and believed that it shall solve as soon as possible. In addition, teacher 2 from the same school said, *“...classroom discomfort is the major challenge...”*. Moreover, some participants in the interview believed that the school does not have enough classrooms and those which are already provided to inclusive education are structurally unfit for the purpose.

Teacher 4 from Del Betegel School reported, “...it is a challenge that there are not enough and comfortable classrooms to implement inclusive education properly”.

❖ **Lack of Additional Adult Support**

Overall, there has been a positive view of additional adult support among the interview respondents. However, the teachers had varying view on this practice. Participant teacher 2 from Del Betegel School stated the fact in other perspective by saying that “sometimes the connection between the assistance and the student has had a negative impact on the classroom setting.”

Moreover, most of the participants felt that additional adult support is lacking within the schools, therefore not allowing the teachers to access the skills and expertise that teacher assistances can offer in the inclusive classroom setting. Teacher 4 from Del Betegel School supports the lack of additional adult support by saying, “It is difficult for me to describe it now because I have no adult support and do not see it in action.”

❖ **Teaching Amharic language as mother tongue for Students with disabilities**

Teaching Amharic language as mother tongue for students with hearing impairment was among the factors, which inhibited opportunities for primary school teachers to enhance their skills in an inclusive classroom. According to the data collected through interview, the teachers complained that teaching Amharic for students as mother tongue for students with hearing difficulties was a challenge because there were words in Amharic, which needs tighten up and by using sounds; it would change the meaning of that word.

Teacher 2 from Del Betegel School said, “Teaching Amharic language as a mother tongue is very difficult for the deaf”. Although, Teacher from Dagmawi Minilik School added that,

Inclusive education is not practical. For example, it is very difficult for us, especially language teachers; to deliver the intended subject matter because of some constraints existed in the curriculum itself. How can you teach a deaf student about the two different meanings of the word ሞሩ. (Interview with teacher 2 at Dagmawi Minilik School, May 29, 2019) (The word has two different meanings. When you read the word, if you tighten it, the meaning is “main”, but if loosen, the meaning becomes “swimming”).

❖ **Lack of collaboration among Teachers**

Another challenge the teachers in government schools presented was the absence of collaboration among teachers. This was a setback in achieving inclusive education as teachers need to work together to achieve this objective. The principal from Del Betegel also supported this by saying that “*no effective cooperation between teachers themselves in inclusive education and it is still a challenge for the Administration*”.

❖ **Inclusive education is tiring**

Teachers from Dagmawi Minilik School mentioned the difficult nature of inclusive education in schools but they directly related it with the problem of low salary for teachers in the government primary schools. An exemplar account was given by teacher from Dagmawi Minilik School as:

When we deliver lesson to classrooms with disabled students, the teaching process becomes very tiring but even if we do our job without complaining, the government pay us incommensurable amount of salary and it lead most of us to discouragement to engage ourselves to those classrooms” (Interview with teacher 2 at Dagmawi Minilik School, May 29, 2019).

B. Findings from Observation

❖ Insufficient teaching and Learning materials

During observation, insufficient teaching and learning materials were observed in the two government sample schools. There were almost no teaching aids in the classrooms and the classrooms looked normal classes designed for non-inclusive education. However, drawings and sign language symbols were painted on the walls and both sample schools had special rooms designated for students with disabilities.

They called these rooms resource room but the resources in rooms were very few and vary in amount and relevancy from school to the other. For example, in one of the government school Dagmawi Minilik School, there were plenty of books prepared for visually impaired students. Even the room had numerous charts and diagrams prepared for learners with eye problems. Nonetheless, Del Betegel School had small amount of books for visually impaired students but has three desktop computers with all necessary software designed for learners with eye problems. During the observation period, two blind students were using the computers and when they were asked by the researcher, they said whenever their peers have class on mathematics, physics and chemistry subjects, they came to the resource center and study computer courses. Even they had an instructor to teach them how to handle cases that dealt with computers.

❖ Lack of professional Training

The interview revealed that the current participants from government schools equally share the idea of lacking professional training on inclusive education. Generally, observation also showed that most of the teachers have unsecured feeling because of not having proper training in inclusive education.

❖ Problem with school facilities (unsuitable structure of the buildings)

During observation, all four-sample schools lacked all the necessary building structure to accommodate the needs of students with disabilities. In Dagmawi Minilik school inclusive classrooms were found on the third floor of a building and visually impaired students were forced to beg the company of other peers to reach to their classrooms in time. In Del Betegel School, access to drinking water for students with disabilities was very difficult. In order to reach to the area where the tap waters found, the students have to walk five to eight minutes by crossing different land structures.

❖ **Lack of Additional Adult Support**

During observation sessions, the researcher did not see any additional adult supports or assistant teachers in the government sample classrooms. In sum, participant's recitation above and observation showed that additional adult support needed the most in the classrooms but the schools doesn't provide it. This made the participants feel helpless in their role to effective implementation of inclusive approach.

❖ **Teaching Amharic language as mother tongue for Students with disabilities**

During observation in one of inclusive classrooms at Dagmawi Minilik School, the researcher observed the problem raised by the teachers during the interview. The students with hearing impairment confused when the teacher forwarded some questions related with double meanings in Amharic language. He was trying to elaborate more using drawings and pictures for the two different meanings emanated from single Amharic word.

❖ **Lack of collaboration among Teachers**

During observations in the two government schools, the researcher had no chance to see teachers helping teachers in the classrooms. In each observation session, only one teacher assigned for one specific subject and there were no other teachers involving in the teaching process.

❖ **Inclusive education is tiring**

During observation, it was necessary for the teacher to use both verbal and sign language to instruction of a lesson even though the students without disabilities able to understand sign language. However, in Del Betegel School, Teacher 2 was only seen using verbal language to give lessons in inclusive classroom. Because in grade six there were visually, impaired students and few physical disabilities among the students but there were no students with hearing impairment.

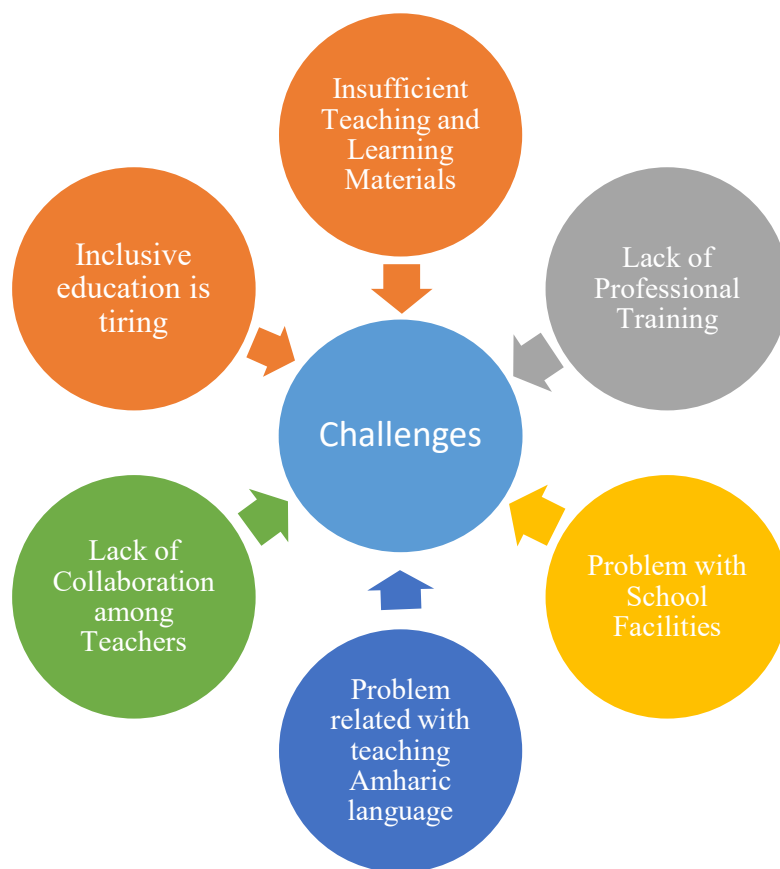


Figure 4. Different challenges of government sample school teachers to effective inclusive approach to teaching (Source: Researcher's Own)

Basic research question 2, sub-question 3 also calls for: *What measures are taken to overcome challenges in inclusion of children with disabilities in government primary schools?* The participants of the study asked whether there are measures taken to overcome the challenges teacher faced in implementing inclusive approach to teaching. The responses of participants were indicated hereunder:

A. Strategies teachers gained from experiences

Concerning additional adult support, pursuant to government school teachers, little has been done to overcome teacher's challenge on having adult support in inclusive classrooms. Respondents from Del Betegel School confirmed the existence of supportive measures from the school administration to overcome shortage of additional adult support as:

There is support from specially trained teachers as we teach inclusive education. The support of these teachers will work closely with other teachers to work out how students with special needs will learn about their learning process, approach, and what psychological support should look like. The school also offers trainings. Courses include Braille training, sign language training, and any strategies for identifying students with learning difficulties. (Interview with principal at Del Betegel school, May 17, 2019)

Moreover, Teacher 3 also supports the principal's idea by saying that, *"Yes, there are measures taken. For example, adults are encouraged to support students in the classrooms whatever way they can; and awareness training is provided for teacher assistances."* Meanwhile, In Dagmawi Minilik School all respondents denied the existence of solutions to overcome teachers challenge caused by lack of additional adult support. Teacher 2 contrarily reflected as:

Additional adult support was not provided by our inclusion and special needs education programs. There are few special needs professionals. However, we need more additional

adult supports and a guideline to implement the support. Now a days a number of issues rose to implement education, including not only adult supports, but inclusive and special education itself. (Interview with teacher 2 at Dagmawi Minilik School, May 29, 2019)

B. Strategies Claimed by the Participants

The participants reported that they were doing everything to fill the gaps. This can be seen as a positive step to improve the approach to inclusive education teaching. As discussed herein, participants' narrations showed that different methods of overcoming the challenges have been employed. Upon this, an example of the interview transcript was demonstrated by Teacher 3 from Dagmawi Minilik School as:

By treating all students equally, Conduct an all-inclusive education, student-centered Teaching according to the student's ability, Making an effort to fill in the gaps; Assist weak students in the Resource Department, Providing counseling, Establishing family ties and filling the gap together, Setting student goals and Teach family of student with disability and a sign language if the student is deaf are measures that we teachers are taken to overcome challenges in our school. (Interview with teacher 3 at Dagmawi Minilik School, May 30, 2019)

Teacher 3 descriptions showed that, the teachers by their own initiatives created different methods of fighting the challenges. He also reflected that counseling and establishing good relationship with student's families helped a lot and this affected positively the teacher student's relationship which also created good working environment in the school.

Finally, below, Teacher 4 from Dagmawi Minilik had the following lengthy narration about various efforts the teachers are taking to overcome challenges in inclusive approach to teaching:

As a special needs graduate, the student needs to analyze information and plan on each of the topics in it. For example, what the teaching class looks like, what the classroom and school environment should be, and then having a profile of the student's physical condition (including family situation) ... Next, the student is expected to call the parent individually before the learning process begins. It must be available. Each idea is documented and recorded by a checklist. Therefore, the student must identify what he or she is interested in and should focus on teaching and assessing the student's specific needs, emphasizing this issue. In addition, we should note that our relationship with the student should be supported outside of regular hours, and that we should focus on the learning efforts of the student rather than the grade. We must be grateful for the change. In this case, the student will be successful at his or her own pace. (Interview with teacher 4at Dagmawi Minilik School, May 31, 2019)

Generally, the interview data delineated above elucidated that the participants were frequently facing challenges, and it was documented here as one of their pervasive experience they encountered in their inclusive approach to teaching. However, this experience was helping them to create diverse tactics to control the challenges disregard to the schools help.

4.3.2. Case 2: Non-Government Primary Schools

The same as Case 1, two themes were analyzed under Case 2: Implementation of inclusive approach to teaching and challenges encountered at non-government primary sample schools. The first theme encompasses analysis of basic research question 1 and subsequent sub-questions; sub-question 1.3 and sub-question 1.4. However, the second theme included analysis of basic research question 2 sub-question 2.2 and sub-question 2.4. As revealed through case 1, the implementation of inclusive approach to teaching and challenges at selected non-government primary schools is

different for each participant, but the table below illustrates two themes that are common among participants.

Table 6: Themes under case two related to basic and sub research questions

Basic Research Questions	Sub-questions	Themes
1 What does the implementation of inclusive approach to teaching in selected government and non-government primary schools in Addis Ababa look like?	1.3 What kinds of teaching methods do teachers use in selected non-government primary schools in Addis Ababa?	Implementation of inclusive approach to teaching at non-government primary schools
	1.4 Which Villa and Thousand's (2003) best practice six system level assessment methods implementing in selected non-government primary schools in Addis Ababa?	

2 What challenges do teachers face in implementing inclusive approach to teaching in selected government and non-government primary schools in Addis Ababa?	2.2 What factors inhibit teachers from implementing an inclusive approach to teaching in selected non-government primary schools in Addis Ababa?	Challenges encountered at non-government primary schools
	2.4 What measures are taken to overcome challenges in inclusion of children with disabilities in non-government primary schools?	

Source: Researcher's own.

4.3.2.1. Implementation of Inclusive Approach to Teaching in Non-government Primary Schools

Under this theme, findings related to basic research question 1 in general and sub-question 1.3 and 1.4 in particular was discussed. Under research question 1, there are two sub-questions dealt with this theme and the sub-question 1.3 requests: *what kinds of teaching methods do teachers use in selected non-government primary schools in Addis Ababa?* As indicated at case 1, this sub-question intended to ascertain the participant's knowledge regarding day-to-day usage of teaching methods in non-government schools. Whereas, the sub-question 1.4 charms: *Which Villa and Thousand's (2003) best practice six system level assessment methods implementing in selected non-government primary schools in Addis Ababa?* This sub-question planned to explore the implementation of six system level assessment based on the conceptual framework of this research on selected non-government primary schools in Addis Ababa city administration.

To begin with research sub-question 1.3, which specifically dealt with teaching methods, the data analysis revealed that primary school teachers in non-government primary schools utilize a range of instructional methods as indicated below:

A. Findings from Interview

❖ Lecturing, Oral and written Questions

During interview, the principal from British international school expressed that lecturing method is preferable among the teachers because it is a good method to accomplish the given content on time. Teacher 4 from the same school also said, *“I use lecture method because most of the time it helps me to cover the contents of the subject before the students start examination.”*

Meanwhile, Teacher 3 from Mekanisa School emphasized that oral and written questions method helps high achievers’ in inclusive classroom because participating in oral and written question, they can train themselves for examinations. She also said,

By participating in a discussion session in the sub-city, students of various grades are invited to participate in various competitions and also they are motivated by classroom oral questions and answers sessions. (Interview with teacher 3 at Mekanisa School, May 8, 2019)

❖ Peer Tutoring and guide participation

Teacher 4 from British international school emphasized by saying student feels more comfortable when are thought by other students in the class. Teacher 2 from British International School described the use of guided participation by saying,

Help them remember things in different ways to increase their memory. For example, helping them to learn and remember the same song in Amharic over and over and over again in different ways, identifying difficult lessons and providing one-on-one support. (Interview with teacher 2 at British International School, May 21, 2019)

❖ **Group Discussion and Demonstration**

Teacher 1 from Mekanisa School said, “*Group discussion is very important and with this method of teaching, the students are closer to each other and can be easily help each other and understood*”. Principal from Mekanisa School emphasized that Demonstration method helps large number of deaf students in the school to build more confidence and facilitates learning. Teacher 4 from British international school also said,

I normally use mixed method but before using any teaching method in inclusive classrooms, I usually try to differentiate the students interest and based on their interest I choose the teaching method so that the student's doesn't gets tired too early. (Interview with teacher 4 at British International School, May 23, 2019)

❖ **Role play, Sport and Games**

Teacher 2 from British International School had the following to say about the importance of having sports as a teaching method related with as a means to develop memories;

Helping them remember things in different ways will help them remember well and good, for example, by repeatedly studying and learning about different sports, and helping them, they remember the same way. (Interview with teacher 2 at British International School, May 21, 2019)

B. Findings from Observations

❖ **Lecturing, Oral and written Questions**

Lecture method is the traditional teaching method in almost all Ethiopian schools and widely used by all teachers at different levels. During observation, Teacher 1 from British International School used oral questions method during English lesson in the classroom. Furthermore, all four teachers used lecture method but the length of using it varies among the teachers. Students

with disabilities were looks inactive when the teachers used lecture than oral and written questions method.

❖ **Peer Tutoring and guide participation**

Even if peer tutoring could increase achievement in different subjects, none of the teachers in the two non-government schools uses it during the observation period. However, Teacher 4 from Mekanisa School used guided participation method in the classroom during observation. She went around the class every time when she gave written questions and titles for group discussion. The researcher observed that the average time she spent on each student varied and more time given to the students with disabilities than the other students.

❖ **Group Discussion and Demonstration**

During observation, Teacher 1 from Mekanisa School and Teacher 4 from British international school used group discussion method and all students including students with disabilities were participating in the discussion. Furthermore, it has been observed that demonstration method when used by Teacher 1 from British International school, students with hearing difficulties started to participate and able to get enough support.

❖ **Role play, Sport and Games**

During the observation period, Teacher 3 from Mekanisa School used this method and all the students in the class seemed to be enjoying and interested in the lesson. It also helped the students with disabilities to participate in learning. Moreover, Classroom observation showed that only teacher 1 from British International School used role-play method for teaching. This teacher took the students to the school garden and started asking them to name the vegetables on the ground in English language. She asked them to reply loud for the others to hear.

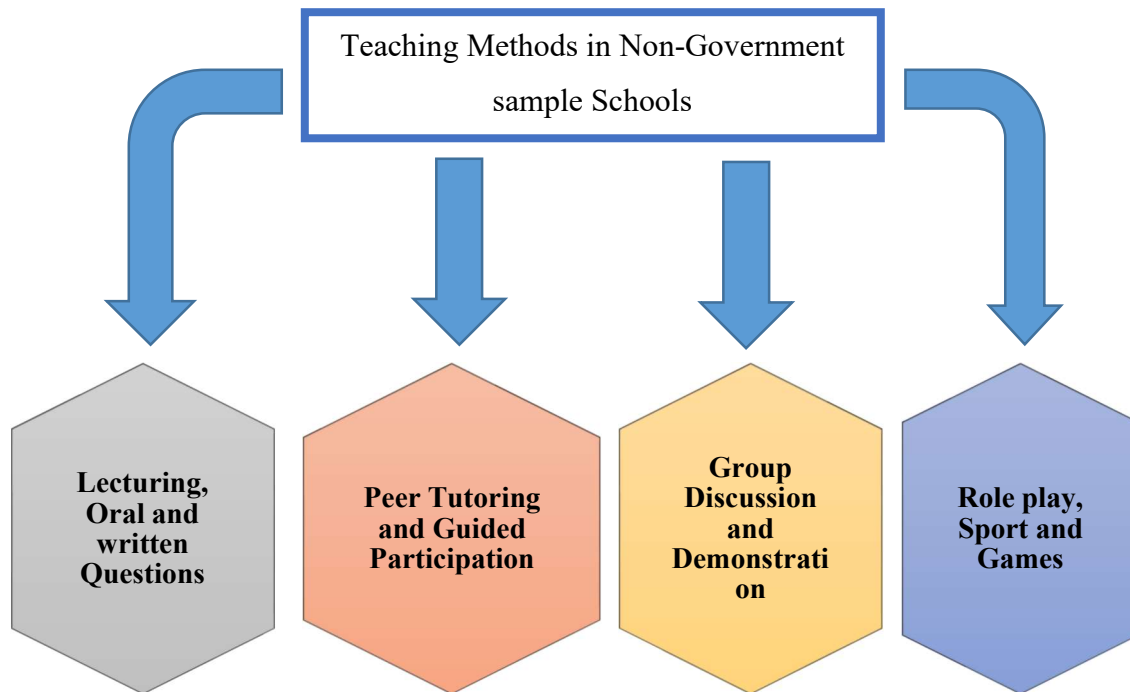


Figure 5. Different Teaching Methods of non-government sample schools (Source: Researcher's Own)

C. Findings from Document Analysis

Similarly, the document analysis regarding implementation of inclusive education to teaching at non-government primary schools which is also primarily based on lesson plans and school reports are discussed as follows:

Reports reviewed from both sample non-government inclusive schools were developed for the school administration board. The board consisted of shareholders and members of the school administration; the administer of the school is on behalf of the school owner. The reports consisted of six months of the activities of the schools. Unlike the reports from government schools, the

review and discussion points were closely associated with inclusive approach to teaching and teachers methods in inclusive education.

The report from Mekanisa School dealt with teaching methods in inclusive classrooms by narrating about mandatory activities and teaching methods the teachers shall perform to improve achievement of students with disabilities. On most of the pages, the 2019 six month report mentioned that the teachers used different teaching methods shown using a table on the report. Those teaching methods were role-play, demonstration, sign language, sport and games. The same explanation was noticed on the report reviewed from British international school.

The lesson plans were also well prepared at both selected non-government schools and discussed how and when the teacher uses different teaching methods in inclusive classrooms. Furthermore, the lesson plans mentioned about different techniques the teachers apply in teaching different subjects. Especially, in British International School one lesson plan which was prepared for general education lesson was reviewed by the researcher, and it clearly explained the above mentioned methods and the principal used it as a sample for other teachers.

Research sub-question 1.4 demands for the exploration of the respondent's experience based on the conceptual framework of this research. The question specifically is: *Which Villa and Thousand's (2003) best practice six system level assessment methods implementing in selected non-government primary schools in Addis Ababa?* The interview question which put forth to answer this question is about training provided, collaboration among teachers, additional adult support they provided by the school and whether they think they have visionary leadership as well as administrative support in the school.

A. Finding from Interview

❖ Professional Development (Training)

Professional development is an area where respondents from non-government schools expressed they desired for more. Professional development trainings aid to render teachers a sense of possession over their teaching and a genuine dedication to their obtained beliefs with inclusion (Costley, 2013). Among eight, half or four interviewees from non-government schools revealed that they don't supplied with required and adequate professional development and would like to see more of it.

Respondents for the interview mentioned similar perspective focusing that they are in need of continuous training. Teacher 2 from Mekanisa School explicated as: *“Yes. As I said before, I have had the opportunity to participate in short trainings prepared by our school. I would say it would be good if the school could prepare a series of training courses on inclusive education”*. However, even if teacher 2 said there were short trainings in the school, teacher 4 from the same school recounted the following excerpt:

I've never been trained. But I have done it many times through experience. We are, off course, trained but the training the school provided us are short term trainings. It may last two to three days. We need long term trainings which can last up to years of intensive preparation. Thus, training is quite important. However, there are no such long term trainings. (Interview with teacher 4 at Mekanisa School, May 9, 2019)

Likewise, as teacher 4 from Mekanisa School clearly indicated, other participants reflected that they have never been trained for inclusive approach to teaching. The principal as well as Teacher 1 from British International School said, *“...I've never been trained for inclusive teaching. But my feeling is positive. I felt that I am in need of more training in inclusive teaching.”*

The above narrations revealed that the need for professional development opportunities or as they call it professional training shared and expressed by more than half of non-government school's participants during interview. This showed that even if the respondents were in need of intensive training in inclusive approach to teaching, the school failed to comply with it.

❖ Collaboration

The principal from British International School mentioned about successful collaboration among different stakeholders in the school. The stakeholders include teachers and parents of the students. He discussed as: *"...first, experience exchanges will be held among teachers, we will engage the parents of the students, involve the principals around the inclusive education and the school administration to participate as required"*. Though, Teacher 3 from the same School said in contrary by saying: *"...Making the general and special needs teachers work together lack initiative by the administration..."* The same remark was reflected by Teacher 4 from the same school. She also said, *"Collaboration of special needs educators with general education teachers still needs improvement."*

In the same manner, principal at Mekanisa School displayed as: *...special education teachers are very supportive to the other teachers. Although they do not have knowledge of the subject, but help the students in classrooms."* In other words, Teacher 1 annotated the following: *"...the role of teachers in general and in demand is not trivial. The work itself is tedious and not easy for teachers."* Similarly, other participants also reflected similar ideas. Generally speaking, the data from interview showed that the participants upheld cooperation among the other peer teachers. They felt it when they get any support or assistance from other teachers in any means whatsoever.

❖ Additional Adult Support

The current participants have continuously mirrored that they have had an access to additional adult support in the school. More precisely, having additional adult support overwhelmed and acknowledged by most of the interview participants at non-government schools. For instance, teacher 1 from Mekanisa School starts discussing as: “

As more adult support is needed in the process of inclusive education, we need to engage adults in dialogue and sharing as needed. Adult support makes easy for teachers to do their work and to be effective. (Interview with teacher 1 at Mekanisa School, May 6, 2019)

The other best example of such act of support was quoted by principal from British International School as:

According to our experience, in the inclusive classrooms, the main teacher often presents the teaching to the whole classroom. Students who are in need for special assistance always been assisted by the additional adult support in the classroom. The adult support monitors and supports the student to ensure that he or she is attending school on time. If there is a problem, it is the additional adult support's responsibility to help and ask the main teacher when the situation becomes out of hand.” (Interview with Principal at British International School, May 24, 2019)

As seen above, the principal described that additional adult supports were provided by the school in terms of helping the main teacher in inclusive approach to teaching. As well, teacher 2 from the same school continued explicating as:

We work together with additional adult supports to train the students, to have the necessary knowledge and to exchange knowledge or experience so that children can learn

better and use their potential. It is always important for the supports to be ready and willing to provide the necessary help and support for the students as well as for the main teachers. (Interview with teacher 2 at British International School, May 21, 2019)

In this regard, teacher 4 from British International also affirmed that additional adult support helped the main teachers in effective approach to inclusive teaching. He said:

Adult supporters try to help teachers as much as possible. In particular, students with disabilities are enrolled in the same class with non-disabled students. Adult supports see them, occasionally, as students without disabilities. For example, students with disabilities are prepared for the same exam. But the supporters, I see them trying their best to support the students. (Interview with teacher 4 at British International School, May 23, 2019)

On the other hand, teachers from Mekanisa School conveyed that they often does not provide with additional adult supports. This generally shows that even in the same type of schools, there were differences in providing additional adult supports to teachers. In line with this, Teacher 2 from Mekanisa School said as:

I do not dare to say that more adult support has been provided in our school. If it had been done, it would have been great. In my experience, teachers will be supervised in the classroom during the teaching and learning process, and the strengths as well as weaknesses will be corrected during inspection. This is done by the evaluation staff from the education bureau and most often they raise the question about having adult support in classrooms. (Interview with teacher 2 at Mekanisa School, May 7, 2019)

Additionally, teacher 3 from the same school provided the following data that they don't have additional support from other adults in their inclusive approach to teaching. She didn't deny

the existence of additional adult support in total, but her expression showed that it is very weak by saying: “...*i find it very hard to explain because providing additional adult supports to main teachers is so weak in our school.*”

Moreover, some teachers understood that additional adult support in inclusive classrooms could impose negative and positive impact on the students. In elaborating this Teacher 1 from British International School explained as:

The support of adults is very important because students are given a special place in classrooms for adults. The adults have the potential to create a positive and negative impact on the students. Therefore, the support of adults is very important to inclusive education. The support of highly trained adults is particularly important. (Interview with teacher 1 at British International School, May 20, 2019)

Teacher 2 from the same school also believed by having additional adult support and said it is mandatory. She narrated as:

Adult support is very important in education. With the support of an adult, you can get help by keeping an eye on the problems children face in the classrooms. It helps students overcome their limitations and utilize their potential through increased adult support. It will help inclusive students get the variety of support they need and get a better life and education. Therefore, adult support is very important and obligatory for the students in inclusive classrooms.” (Interview with teacher 2 at British International School, May 21, 2019)

In accordance with the above narrations, it could be generally deduced that most of the participants have good perception to having additional adult support in the classrooms. However, the degree of having the support varies among British international and Mekanisa Schools.

❖ Visionary Leadership and Administrative Support

The current participants expressed that their administrative personnel valued their effort and supported the efforts. This has contributed a lot for them as well as for students with disabilities. Teacher 4 from British International School expanded the above idea as follows:

First of all, the administration should be commended for being given the opportunity for those children to learn at this school. They are trying to support them as best as they can. Nevertheless, very little attention paid to it. I do not think they have supported that much. I guess you know there is a lot to be done. In particular, they are far from supporting the profession. I think they should understand that the profession is glorious. There is a lot left, especially; there is a lot of room for providing learning tools. (Interview with teacher 4 at British International School, May 23, 2019)

Teacher 4 narration showed that administrative support is crucial but the attention given to it was very little. As Teacher 4 from British International School, the rest of interviewees reflected similar idea that the school support inclusive approach to teaching but the teachers need more. The most exemplary narration was given by teacher 2 from British International School; provided her assertion as:

The school administration supports inclusive teaching in different ways. For example, by providing a variety of tools, the necessary learning and teaching materials, by preparing professionals, by identifying solutions to the student's problems, by providing materials and classrooms for the students to have fun and by educating other students about disabilities. However, more can be done. For example, it can be supported by providing appropriate education and support to the students, by providing one-on-one instruction for

the students, and by providing the student with the appropriate attention and supervision.

(Interview with teacher 2 at British International School, May 21, 2019)

Similarly, the principal from British International School adduced the following idea that indicates limited ability on human and material resources: “...as a principal, I am ready to support inclusive approach to teaching to the best of my ability but with limited resources. Essentially, we hire as assistant teachers for each student with disability.” Moreover, teacher 1 also worded the following about support from administration as: “The administration and leadership of our school assists us by providing the necessary resources for inclusive education students by purchasing materials and hiring professionals.”

In the same way, the principal from Mekanisa School provided a supplementary idea to the above description as: “...the administration, for students with different disabilities provides the necessary resources for inclusive teaching together with short term trainings.” The principal’s explanation showed that they provide resources to students with disabilities. Similarly, other participants from the same school discussed that they have had administrative support in inclusive approach to teaching and the administration is visionary. In this regard, teacher 1 provided a lengthened report as:

I and the school administration, as well as the education leadership in the school, will discuss with the concerned education stakeholders to support the inclusion process, and the administration always provide the necessary professional support and training to the teachers as well as to the necessary support staffs. The administration also plans to create a better inclusive education programs in the school and I consider it as a vision of the school society. (Interview with teacher 1 at Mekanisa School, May 6, 2019)

Teacher 1 narrations showed that the school's administration was somehow visionary and supported the teaching process in the school. On the other hand, Teacher 3 from Mekanisa also discussed that different tactics implemented to increase the support provided as:

Different methods are employed in our school. Such as by creating groups in the school, by asking and understanding student's needs, by organizing various events and clubs, by presenting ideas to parents in a parent committee and by allocating study time for students with disabilities to better understanding of their behaviors. (Interview with teacher 3 at Mekanisa School, May 8, 2019)

B. Finding from Observations

❖ Collaboration

Observational data disclosed some of the research participants' challenges to create collaboration among teachers. No collaboration between the special and general education teacher was visible in each particular observation period.

A general education teacher in British International School showed frustration in one inclusive classroom about not understanding how to manage a mental problem scenario with a student and then addressed it after the observation with the researcher. The student did not engage in the manner the teacher was looking for, and he appeared flustered in attempting to come up with a solution to assist the student participate efficiently and seemed to be essentially freezing at the time, thus losing that teachable moment with the student. If the special and general education teacher had more cooperation where they could share method for handling such kind of cases, this could have been happen or prevented before happening.

❖ **Additional Adult Support**

Except British International, additional adult support in the other school was not utilized to its best degree. During observation sessions, only British International School was seen using additional adult support in classrooms. Whereas the other sample school does not have this support in the classrooms.

One interview respondents from Mekanisa School mentioned about teacher assistances found in the schools but never seen helping teachers in the classroom. Even in British International School, the role of the aide's or teacher assistants actually appeared to segregate the student with disabilities more from peers in the group. This has been seen during one of the observation session. The teacher assistant or additional adult support actually tried to separate the student with disability from the other non-disable students whenever they approached for friendship. Through, additional adult support, if utilized well, would benefit the student, the teacher as well as the peers to create an inclusion experience.

❖ **Visionary Leadership and Administrative Support**

The participants from non-government schools construed that they were happy by the involvement and support of administrative staffs. This shows that they were visited and assisted by the principals during lessons or in other times. This is confirmed by the observation sessions at non-government schools. Principals from both schools showed to the researcher their five years plan intended for proper upgrade of the school in inclusive education.

Furthermore, the principal from British International School was seen by the researcher engaging himself in helping student with disability in one of the classrooms. He was showing the student how to communicate with the teacher during emergency time. Additionally, both principals

helped the researcher to facilitate the interview and observation process. They were also eager to know about the research.

4.3.2.2. Challenges Encountered at Non-Government Primary Schools

Under this theme, findings pertaining to basic research question 2, sub-question 2 and 4 were presented. Sub-question 2 requests for: *What factors inhibit teachers from implementing an inclusive approach to teaching in selected non-government primary schools in Addis Ababa?* This sub-question intended to explore inhibiting factors respondent's experienced in implementation of inclusive approach to teaching at selected non-government primary schools in Addis Ababa city administration. Whereas, sub-question 4 stresses for: *What measures are taken to overcome challenges in inclusion of children with disabilities in non-government primary schools?* This sub-question asks as: exploring participant's experience at overcoming challenges in their inclusive approach to teaching.

To begin with sub-question 2, for the interview, the semi-structured interview questions has the relevant parts associated to the basic question categorized under three headings called "General Information", "Questions related to experience in inclusive education" and "Questions related to current challenges in inclusive education". For observation, observation check list utilized to cross check information obtained from interview.

The data obtained from the interview and observation sessions revealed that primary school teachers at non-government primary schools faced with diverse challenges but the most common challenges mentioned by the participants indicated hereunder:

A. Findings from Interview

❖ Problem on Curriculum

Teachers from non-government sample schools mentioned evidence of problems on the country's curriculum. They stated that, the curriculum in general was not designed to integrate or entertain inclusive education and its approach to effective implementation. However, some interview participants from non-government schools would like to see more involvement in the process of reforming the curriculum in education. They were mostly complaining about lack of involvement in the curriculum design because, according to the participants, invitations are only forwarded to teachers in government schools.

❖ Teaching in classrooms is exhausting

Participant teachers for interview reported that, one of the challenges, which inhibit opportunities to enhance teacher's skills in inclusive education, was that teaching in inclusive classrooms needs extra effort. Using both verbal and sign language made teaching more difficult in classroom especially when the classrooms were with students having hearing impairment. Teacher 3 and Teacher 4 from Mekanisa School share the same idea. They mentioned that, *"it is hard for the teachers when we teach in sign language and at the same time speaking orally..."*

❖ Lack of collaboration among Teachers

The participants from non-government schools reported that they lacked close collaboration with other teachers during instruction. This resulted in a negative feeling for them as it has incentive values to increase physical intimacy to other colleagues and initiate them to further develop relationship and interaction with peer teachers who are willing to support them. An exemplar statement was given by a teacher from Mekanisa School and stated as:

I understand that the collaboration among teachers is very crucial to enhance the teaching and learning process in inclusive education. For me, this created good feeling and gives a chance to know them. I have some peer teachers who are close to me in other ways but not close to support each other in teaching. (Interview with teacher 2 at Mekanisa School, May 7, 2019)

Moreover, Teacher 1 from British International School has reported the following:

All of my colleagues are helpful in different ways but we don't share ideas on teaching approaches to students with disabilities. This created challenge for me to only be dependent on my additional adult support or teacher's assistance. (Interview with teacher 1 at British International School, May 20, 2019)

❖ **Psychological problems imposed by the society**

Another challenge reported by the teachers from non-government schools, which inhibited opportunities to enhance teacher's skills in inclusive education, was having psychological problems the society imposed on students with disabilities. They believed that if there could be a clear understanding about disabilities in the society, it could be better for the teachers effectively implement inclusive education in the classrooms. In line with this, another description was given by teacher 2 from Mekanisa School as:

The problem I see with most of the students I teach has a similar nature and it is challenging for us. Most of the problems are the psychological problems that our society burdened. There is a psychological effect that the society connects disabilities with the curse of the Creator on the children. This will grow into the students and make them feel like I can't do anything because I have a curse. (Interview with teacher 2 at Mekanisa School, May 7, 2019)

Moreover, Teacher 3 from British International School also has matching opinion and reported the following: “...*the perception of the community for people with disabilities is distorted and challenging for the teachers*”. Lastly, teacher 1 from Mekanisa School articulated that:

Members of the society around the school are more chivalrous with us, and are too kind that often showed us great courtesy. However, some of the society members are showing negative attitude toward our students with disabilities. (Interview with teacher 1 at Mekanisa School, May 6, 2019)

❖ **Parents and Teachers Negative Attitude toward disabilities**

Some respondent teachers have non-positive attitude to students with disabilities because of heavy burden shouldered on them. They blamed for this that they were not specially trained in inclusive education and they did not possess the required skills to provide the student with quality service. It also stemmed from the frustration lack of teaching materials and support for inclusive classes.

In relation to these, the teachers said that the attitudes of the parents toward learners with disabilities are also challenging to inclusion teachers. It seems that the difficulties that their child has had in connection with disabilities would not be acceptable for some of the parents.

According to the interview respondents, the families of the students with learning disabilities suffered from psychological tension resulting from their feeling and religious believes that their child did not possess the same potential as any other children. Because of that, they wanted to hide the child at home rather than send her or him to schools. Even those parents who already send their child to school feared against social stigma and it directly create a challenge to teachers in classrooms.

Teacher 1 from Mekanisa school said, *“Parents' perceptions of their children are misunderstood, that is, lack of proper support for their children in connection with the problems of pagan worship and cursing;”* and Teacher 4 from the same school had almost similar observation and noted that *“family pagan believes on children with disabilities is very challenging for us. The students bring the impact into the classrooms and disturb the teaching learning process”*.

Teacher 1 from British International School had a different view about parent's negative attitude toward disabilities. She believed that the challenge was more powerful when it came from the parents of children with no disabilities and she connoted as:

Impact from Parents of Students with Disabilities is the major challenge that we are facing right now. We find it difficult to educate a student with a disability with other student who has no disability. This means that since the school is a private school, parents will pay for their children and come up with a complaint about why you are bothering my child while teaching another child with a developmental disability. This was a challenge for us”. (Interview with teacher 1 at British International School, May 20, 2019).

❖ **Problem with school facilities (unsuitable structure of the buildings)**

Most of the responses from non-government school teachers focused on challenges faced by the teacher because of small classroom space and the discomfort it causes on the teaching approach. Teacher 1 from Mekanisa School reported that classroom space has made it difficult for students with disabilities to move around easily. The principal also agreed on the school's structural problem to accommodate student's needs with disabilities by saying: *“...another problem we encountered is the inaccessibility of the buildings...”*

Teacher's ascriptions showed that the schools tried their best to establish necessary infra-structural adjustments which can overcome challenges for students with disabilities and it will lead to challenges to teachers. The teacher from British International School matched about the school structures and spoke more clearly via the need to have suitable structural arrangement to students with disabilities.

Structure of the school's buildings does not include students with disabilities, such as a lack of access to wheelchair access; students with disabilities are required to use the stairs when entering the classroom. Moreover, problem of the school courtyard, such as the school grounds are not conducive to students with disabilities. The stairs are not suitable for them. (Interview with teacher 2 at British International School, May 21, 2019).

❖ **Lack of professional Training**

Participating teachers perceived that the failure of the teacher to implement inclusive education was the consequence of not having an inclusive education professional training. Among 10 interviewees, most of them complained about this situation and noted that it affected their performance. However, Teacher 1 from Mekanisa School did not see training as an issue. According to him, possibilities for training were already accessible at different workshops prepared by the education bureau. He indicated that, in order to enhance their skills in inclusive classrooms, teachers of special and general education need to participate actively in those trainings.

In supporting the need for more training, the principal from Mekanisa School stated that, *"...the second challenge is the absence of qualified professionals because of lack of professional trainings."* Moreover, Teacher 2 from British International school believed that an inhibitor to effective collaboration was the *"lack of inclusive education professionals and that we do not have*

enough training... ”. His idea also supported by Teacher 1 from Mekanisa School. He expressed concerns regarding training as, “a problem that we have and lack professional training as a subject and that we do not have enough training.”

❖ **Insufficient teaching and Learning materials**

Unlike sample schools from government schools, non-government schools were found better in providing teaching and learning materials. However, the participants for the interview reported that there was still insufficiency in teaching materials. Principal from Mekanisa school said, *“one of the problems we encountered was the lack of materials...”*. Furthermore, when asked about current trends, teacher 1 from the same school expounded as influx of lack of resources by saying: *“...resources for learning are not provided in a timely manner and currently we have almost none...”* (Teacher 1, Mekanisa School).

B. Findings from Observations

❖ **Problem on Curriculum**

Teacher 4 from British International School mentioned the fact that the curriculum of the students does not support the review of the curriculum itself, which was not tailored to the needs of students with disabilities. Moreover, the researcher briefly was the contents of the curriculum and there are no provisions which state the review process.

❖ **Teaching in classrooms is exhausting**

Participant teachers at non-government schools revealed that teaching in inclusive classrooms is very exhausting. It has been seen that during the observation sessions participant teachers looks like exhausted during lecturing because the teachers use both verbal and sign language to deliver their lesson.

❖ **Lack of collaboration among Teachers**

During observation except British International School, the researcher did not see any other teachers helping teachers in inclusive classrooms. However, in British International School, there were a teacher and an assistance teacher in a class and even the principal was involved to, the problem raised in connection with student with disability in grade 6 classroom which was impossible to handle. The student was with mental problem and refused to take exam. The principal tried to convince the student together with the main and assistance teacher but they could not succeed.

❖ **Psychological problems the society imposed**

During all observation sessions, the researcher did not notice or got an opportunity to see whether or not the society imposed psychological problems on students with disabilities. Actually the selected sample non-government schools are found in the middle of living areas for the society but no stigma or any kind of societal impositions are not seen by the researcher.

❖ **Parents and Teachers Negative Attitude toward disabilities**

Neither parental nor teacher's negative attitude were seen during observation. All teachers in two sample schools showed positive attitude toward students with disabilities. Even the teachers gave priorities and respect for the students in any means possible. Especially teacher 2 from Del Betegel School presented her lesson in a way that expressed her positive attitude to the students with disabilities. She was praising them whenever they answer questions even if the answer was not correct.

❖ **Problem with school facilities (unsuitable structure of the buildings)**

During observation, both sample schools lacked infrastructural arrangement for students with disabilities. Too many stairs were seen in the entrance of the buildings and floors above the ground which are inaccessible to students with physical disabilities. Consecutively, both lack

comfortable facilities and the necessary resources for students with disabilities in the schools. However, Mekanisa School was relatively good in classroom choice for students with disabilities. Almost all classrooms located on the ground floor.

❖ **Insufficient teaching and Learning materials**

During observation, the researcher observed that classrooms are not equipped with all the necessary equipment for the successful approach to inclusive education. The two-sample schools have also rooms designated for students with disabilities to use different materials outside the learning classrooms. They call it computer rooms but the rooms have also other materials necessary for students with disabilities. For example, in British International School, the computer room has more than four computers and game based teaching aids like a game which teach learner about the concepts of addition and subtraction through a fun loving game snake and ladder where 2 to 4 students can be involved. Time on my clock was also another teaching aid observed in the room. Its objective was on making the learners identify the functioning of the clock in terms of hours as well as the minutes.

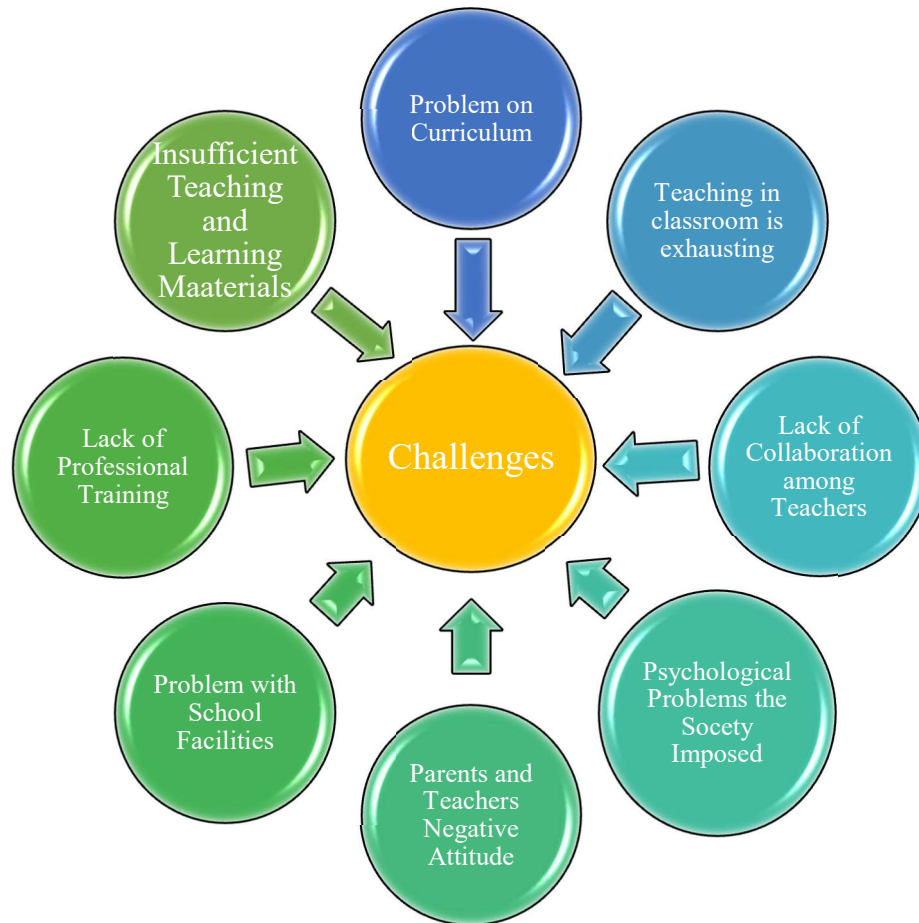


Figure 6. Different challenges of non-government sample school teachers to effective inclusive approach to teaching (Source: Researcher's Own)

Basic research question 2, sub-question 4 also calls for: *What measures are taken to overcome challenges in inclusion of children with disabilities in non-government primary schools?* The participants of the study were asked whether there are measures taken to overcome the challenges they were facing in inclusive approach to teaching. The responses of participants were indicated hereunder:

A. Measures taken by teachers related to Support

In Mekanisa School, only Teacher 3 replied to the question in positive ways by mentioning some measures were taken by the school to overcome shortage of additional adult supports to the

general education teachers. The other teachers in Mekanisa School including the principal responded that there were no solutions to overcome teacher's challenge in their school.

Teachers from Mekanisa School reported that the teachers were trying to overcome the challenges by participating student's parents in to free sign language lessons. However, they deeply noticed that these services were delivered on the free will of the teachers who were willing to teach the parents on their spare time. The best narration was given by teacher 3 from Mekanisa School as follows.

Yes we took some kind of measures to overcome this challenge; even if we cannot manage to hire more assistance for the general education teachers, we try to do other solutions. Especially parents of deaf children will be included in the school's free sign language instruction. They also supervise the learning process for their children, one of the structures in the school, exchanging constructive and useful ideas with the teachers. But the problem is that the sign language lessons are dependent on the wills of the instructors.

(Interview with teacher 3 at Mekanisa School, May 8, 2019)

Meanwhile, the situation in British International School was totally different. The school tried its best to overcome this challenge by providing all the necessary man power to inclusive classrooms. Principal explained the measures by saying that:

Yes, the school prepared solutions to overcome problems arise from lack of additional adult support. There are one assistant per the number of students with disabilities in the class and is available to support students as well as general education teachers. (Interview with principal at British International School, May 24, 2019)

Teacher 3 also confirmed the idea of the principal by adding ideas about different organs which are willing and must provide support for inclusive teaching as follow:

Yes solutions are provided. For example, support always is provided by the different governing bodies of the school as well as those who specialize in the profession and in hiring special needs teachers in all inclusive classrooms. (Interview with teacher 3 at British International School, May 22, 2019)

Besides, having the issue of additional adult support, teachers also mentioned problem solving mechanism implemented to overcome other challenges in classrooms. Teacher 1 from Mekanisa School reported that:

In particular, because of my desire to help students with disabilities, I am learning by my own expense the necessary sign language and providing the necessary support and assistance to the students. (Interview with teacher 1 at Mekanisa School, May 6, 2019)

Additionally, this study probed that student themselves help in overcoming certain challenges emanated from different factors mentioned in the above sections. Participants for the study collectively understood that students helping the teachers shall be recognized. This means that the school must forward all necessary measures to encourage participation in overcoming challenges for both students with and without disabilities. For example teacher 2 from Mekanisa School exclaimed as:

I don't have hearing problem, I started sign language training when I started this teaching, but it was not easy for me to teach verbally and translate with sign language, as I can imagine. But I have encountered a lot of grateful students who want to help me and who have improved my language so much. And the sense of humor and smiles on their

faces when they see the sign language of a normal person is one of the best experiences I've had. It is one of the most enjoyable experiences of working with deaf children in the classroom, helping them to work with each other using sign language. (Interview with teacher 2 at Mekanisa School, May 7, 2019)

Another measure to overcome challenges reported by the respondents was mixing students with and without disabilities for a certain task. While working in group work, students with disabilities in the group can get better engagement and understanding by working with non-disabled students (Teacher 3 from Mekanisa School) and it was another option to keep on the same task of fast and fluent students with a weak student who is with disabilities (Teacher 4 from Mekanisa School).

During observation, the researcher also observed the existence of teacher's assistances in British International School whose role was supporting the students with disabilities in classrooms. For example, during the third observation session in Grade 7 classroom, the researcher observed the existence of additional adult support to assist student with physical disabilities.

B. Measures related to enhancing inclusiveness in Classrooms

In relation to enhancing inclusive approach to teaching on overcoming challenges in classrooms, all respondents agreed that all the measures taken by the school administrators or by the teachers themselves are not enough. For example Teacher 4 from British International School explicating as:

It pays far less attention. I don't think they have supported that much. I guess you know there's a lot to be done. In particular, they are far from supporting the profession. I think they should understand that the profession is glorious. There is a lot left; there is a lot of

room for learning tools. (Interview with teacher 4 at British International School, May 23, 2019)

On the other hand, the respondents conveyed that they often extensively provided necessary services such as delivering equal lesson to all students without discrimination and doing incentives for students with disabilities. This generally shows that they most likely willing to enhance inclusiveness of their classrooms. In line with this, principal from Mekanisa School said as:

First, the thinking of the education community needs to be enabled, through training or otherwise. Next, it is important to understand that parents are all equal so that all children learn equally. Then we need to include all the materials, especially textbooks, and schools should include all students and serve all equally. In addition, teachers should specialize in science and specialty education and be inclusive. (Interview with principal at Mekanisa School, May 10, 2019)

Therefore, even if there were some measures taken by the inclusive school administration or by the teachers themselves, still there are a lot of challenges which need so much attention by the concerning bodies. In general from the interview respondents and from the data collected through observation, little has been done to overcome all the above mentioned challenges teachers facing in inclusive classrooms. For instance challenges like problem with school facilities, lack of collaboration among teachers and problem with curriculum have never been mentioned by the principals when they were asked to state the measures they took to tackle these problems.

4.3.3. Policy Environments Related to Inclusive Approach to Teaching

This sub-section treats policy environment as a common theme for both government and non-government primary schools. The research question seek for: *What does the policy environment related to the implementation of inclusive approach to teaching look like in selected government and non-government primary schools in Addis Ababa?* In order to answer this basic question, the researcher analyzed different documents pertaining to international and national legislatives and policy frameworks:

Hence, international legislatives and policy frameworks as well as national policy frameworks related to inclusive approach to teaching were analyzed and the document analysis as well as interview responses presented as follows:

4.3.3.1. Finding from Document Analysis

A. International Legislative and Policy Frameworks

❖ Economic, Social and Cultural Rights (E.S.C.R)

The International Covenant on Economic, Social and Cultural Rights is one of the pillars for Human Rights Protection within the United Nations. The covenant adopted by general assembly resolution number 2220 on December 16, 1966. The Covenant reflects the commitments adopted after Second World War to promote social progress and better standard of life, re-affirming faith in Human Rights and employing the international machinery to that end ((ICESCR), 1966). Since it is an international treaty, it is a legally binding instrument and state parties to the convention agreed to bind by the standards contained in it.

The covenant also has a United Nations Committee on Economic, Social and Cultural Rights. The committee is the body of independent experts that monitors implementation of the covenant by all member states in the United Nations. All member states are require by the covenant

to send regular reports to the committee on the domestic use of the Rights. Then after the committee examines the reports and addresses its concerns and recommendations to the state party in the form of General Comments (Program on Women's Economic, social and Cultural Rights, 2015).

General comments are very relevant to understand the notion of the covenant because they carry considerable weight and serve an important function. Even though General comments are not legally binding, they serve as an important jurisprudential function in matters related to meaning of Rights recognized in a specific convention (D. Beiter, 2006).

Regarding Education in the Covenant, the convention devotes two articles to the Right to Education, Article 13 and Article 14. Article 13, the longest provision in the covenant, is the most wide-ranging and comprehensive article on the Right to Education in international Human Rights Law (ICESCR, 1966). Sub article 2(a) recognizes that primary education shall be compulsory and available free to all. State parties must adopt a plan within two years, and this plan must call for implementation of free and compulsory primary education for all within a reasonable number of years ((ICESCR), 1966). The United Nations committee on Economic social and Cultural Rights on its comment appears to agree that the requirements that the state provide compulsory and free education is subject to a strong requirement than progressive realization (United Nations, 1999).

Meanwhile, the committee on its general comment identified four key dimensions of the right to education: Availability, accessibility, and adaptability (United Nations, 1999). According to General Comment 13 of the committee, unless education is available, accessible and adaptable there is no right to equitable and quality education for all without discrimination. Detailed description of General Comment 13 with regard to the four dimensions of the right to education, which

raised issues directly, related to teachers practice and challenges in inclusive education stated below.

Teachers in Inclusive education and Availability Dimension: - All educational institutions and programs in primary schools have to be available in sufficient quantity. For example, all schools and programs should require buildings accessible for all children or other protection from elements, sanitation facilities for sexes, safe drinking water and most importantly training for teachers who receiving domestically competitive salaries, teaching materials, and so on.

Teachers in Inclusive education and Accessibility Dimension:- Pursuant to General Comment 13 of the committee on international covenant on economic social and cultural rights, educational institutions (schools) and programs (inclusive education) have to be accessible to everyone, without discrimination, within the jurisdiction of the state party to the covenant. Accessibility has its own three dimensions:

- ✓ **Non-Discrimination:-** Education must be accessible to all, especially for most vulnerable groups, in law and fact, without discrimination on any of the prohibited grounds.
- ✓ **Physical Accessibility:** - Education should be within safe physical reach either by attendance or via modern technologies.
- ✓ **Economic Accessibility:** - Education should be affordable to all. Especially primary education shall be free for all.

Teachers in Inclusive education and Acceptability Dimension: - The form and substance of education including curricula and all teaching methods have to be acceptable to students with or without disabilities, parents and most importantly to teachers.

Teachers in Inclusive education and Adaptability Dimension: - Education should be flexible so it can adapt to the needs of changing societies and shall be capable of responding the needs of the community in general and the needs of the teachers in particular.

Therefore, as we can clearly observe from the covenant and the general comments, the practice and challenges of teachers are addressed in the convention in terms of economic, social and cultural rights. Teacher training was given high emphasis and availability of all the necessary teaching materials in inclusive classrooms as well as issues related to the infrastructure of the schools and the flexibility of curriculum covered in the convention. In such a case, the legal framework concerning convention on economic, social and cultural rights has no problem in addressing teachers practice and challenges in inclusive classrooms.

❖ **The Convention on the Right of Children (CRC)**

The Convention on the Right of a Child (CRC) also has its own committee and the committee is the body of 18 independent experts that monitor implementation of the convention on the right of a child by its state parties to the convention. According to the convention, all state parties are obliged to submit regular reports to the committee on how the rights implemented. States must report initially two years after acceding to the convention and then every five years (United Nations, 1989). The committee also examines each member states report and address its concern and recommendations to the state party in the form of General Comments.

Concerning Article 2 of the convention, the committee first issued general comment 1 in 2001. It stated that “discrimination on the basis of any of the grounds listed in Article 2 of the convention, whether it is over or hidden, offends the human dignity of the child and is capable of undermining or even destroying the capacity of the child to benefit from educational opportunities” (United Nations, 2001). Moreover, the comment mentioned teachers teaching methods and ways

to overcome challenges in inclusive classrooms. Under paragraph 18 of general comment number 1, pre-service and in-service training given emphasis and presented as essential for teachers involved in child education (United Nations, 2001). The comment also added insights about teaching methods used in schools and according to it, teaching method or practices should reflect the spirit and educational philosophy of the convention and the aim of education laid down on the foundation of non-discrimination (United Nations, 2001).

Paragraph 19 in General Comment 1 is another indicator, which directly shows the intention of the convention to address issues related to teachers practice and challenges in inclusive classrooms. The paragraph interpret Article 29 of the convention by saying that school environments itself must reflect equality among students and schools which allows exclusionary practices to occur is not one which meets the mandatory requirements laid down under Article 29 of the convention (United Nations, 2001). This can simply interpreted as the need to have favorable environment including suitable infrastructures in inclusive education.

Another paragraph in General Comment 1 which is solely dedicated to teachers in inclusive education is paragraph 22. The paragraph is about teachers' participation on the schools affairs and decision making in order to bring change in inclusive education because of dynamic process of education. It stated that teachers along with other stakeholders in schools should participate and have an input in decision relevant to education (United Nations, 2001).

The other important General Comment on teachers practice and challenges in inclusive education is General Comment number 9. The committee on its 43rd session presented general comment number 9 in 2006 and the comment is all about children with disabilities. This general comment specifically addresses the issues directly related to children with disabilities. Under the title budget on paragraph 20, the comment imposes mandatory obligation on state parties to the

convention to allocate resource and the resource should be sufficient for training teachers working with children with disabilities (United Nations, 2006, p. 6). On the same paragraph under the last lines, the comment also address issues related to inclusive education practices. It relates the issue with funding and it says funding must insured for other programs aimed at including children with disabilities into mainstream education (Inclusive Education), inter alia by renovating schools to render them physically accessible to children with disabilities (United Nations, 2006, p.6). It reflects the need to readjust the infrastructures in inclusive schools one of the challenges mentioned by inclusive education teachers.

Early identification of symptoms of disabilities in schools is another responsibility shouldered on teachers under the General Comment 9 of the committee. Pursuant to paragraph 56 of the general comment number 9, teachers should be able to identify the earliest signs of disabilities and make the appropriate referral for diagnosis (United Nations, 2006, p. 16). We can infer from this sentence that in order to comply with this responsibility, the teachers should provide with all the necessary training and equipment to early identify symptoms of disabilities in classrooms. Paragraph 62 on general comment 9 is also mention regular teachers training to prepare them to teach children with diverse disabilities and under paragraph 63, 65 and 67, it also mentioned about the needs to help each other in order to achieve positive outcome. Thus, General comment 9 also address issues related to teachers practice and challenges specifically by mentioning training and resource allocation for building suitable infrastructure in inclusive programs.

❖ **The Salamanca Statement of Framework**

The Salamanca Statement of Framework offers suggestions regarding teacher preparation. It offers eight different Articles directly related to the recruitment and training of teachers who can serve as role models in recruiting teachers with disabilities (UNESCO, 1994). The statement also

addresses issues related to development of pre-service program that provide positive orientation toward disabilities. In-service training programs to all teachers at all school levels in a non-categorical method is another provision incorporated on the Salamanca statement (UNESCO, 1994). The other provision that cover teachers practice and challenge in inclusive education is the Article that considers the specialized training in special educational needs to integrate with the training of general education teachers.

Resource allocation is also covered under this document with four provisions. It calls for education to be given a privileged place on the nations development agenda specially in allocating resources to provide appropriate education to all (UNESCO, 1994). With regard to curriculum and environment, the Salamanca statement calls for changes in all aspects of schooling which include curriculum, infrastructures and buildings, sanitary and other issues in inclusive classroom (UNESCO, 1994).

Therefore, the Salamanca statement of framework sufficiently addressed the practice and challenges teachers face in inclusive education. It tries to cover capacity building in the form of training, teachers participation in curriculum designing, resource allocation to satisfy the needs of the teachers in inclusive classrooms, and effective collaboration to build team work for better inclusive practice.

❖ **The Education for All (EFA)**

Unlike the other internationally recognized education based Human Right documents, Education for all (EFA) does not give sufficient attention for the issue of equity and quality of education (Burnett, 2008). Most often, the agenda in Education for All goals are on the expansion of access to primary education rather than equity and quality. Thus, teachers and learning resources

mentioned on the document for the purpose of mobilizing resources to build and develop more schools (UNESCO, 1990).

Even though teachers are clearly very important in creating equitable and quality learning experience for students in inclusive classrooms, relatively little attention has been paid to their significance in achieving the 1990 education for All (EFA) goals. Their role is important for all children's access to inclusive education but the issue neglected or covered in the document very little than expected (UNESCO, 1990). The active mobilization and development through trainings of inclusive education teachers as main agents to raise their participation in the policymaking has been missing in the Education for All (EFA) campaigns.

In the meantime, section 3 of Education for All (EFA) document describes problems ensuring quality, the measurements of quality, lack of materials in schools that can be for inclusive education also and most importantly teachers' qualifications (UNESCO, 1990). Nonetheless, there are no statements that signify the practice and challenges, which teachers face in inclusive education, and we can say that the issue less addressed when we compare to other international documents.

❖ **The Convention on the Rights of persons with disabilities (UNCRPD)**

Because it is the most recent international Human Rights instrument for the protection of the Right of peoples with disabilities, so much more is expected from it regarding the protection of the Rights of students with disabilities in inclusive classrooms. However, teachers practice and challenges in inclusive education addressed in the convention on the right of persons with disabilities (UNCRPD) is only under Article 24 of the convention (United Nations, 2006). Specifically under Article 24 sub-article 4 requires state parties to the convention to take all necessary measures to employ qualified teachers having skills to teach in an inclusive classrooms (United Nations,

2006). How the teachers trained and what measures should be taken to have qualified teachers in inclusive classrooms are not covered by the convention.

In order to be more precise on the inclusive schools teachers training issue, we need to see the United Nations Committee for the convention on the right of persons with disabilities. The committee is the body of 12 independent experts, which monitors implementation of the convention by state parties, and on its 16th session on 15 August 2016, it stated about the need of inclusive education teachers. According to the committees general comment four, to fully implement this particular obligation (the obligation to hire trained and qualified teachers in inclusive classrooms), state parties must ensure that all teachers are trained in inclusive education and that training is based on the Human Rights model of disability (United Nations, 2016). It has also stated that state parties have to invest in and support the enrolment and continuous education of teachers with disabilities. This comprises eliminating any legislative or policy barriers requiring candidates to fulfill specific medical eligibility criteria and the provision of reasonable accommodations for their participation as teachers (United Nations, 2016).

Therefore, pursuant to Article 24 of the convention on the Right of Persons with Disabilities, the practice and challenges of teachers addressed in a way which reflects the very need of having training to teachers so that they can respond effectively to diversity in inclusive classrooms. Adaptation of teachers training syllabus to include teaching strategies (practices) in inclusive classrooms with diverse student disabilities also covered by the convention.

❖ Sustainable Development Goals (SDG's)

Among the seventeen Sustainable Development Goals (SDG's) the fourth declares that by the end of year 2020, “the world ought to ensure inclusive and quality education for all and promote lifelong learning” (The 2030 Agenda For Sustainable Development, 2015). If we compare

this statement with the development goal on education in the Millennium development goal, the Millennium development goal two conditioned by the focus on education for all for achieving universal primary education (United Nations Millennium Declaration, 2000). Whereas, Sustainable Development Goal four requires quality learning and education with sufficient tolerance for diversity of students (The 2030 Agenda For Sustainable Development, 2015). Furthermore, it entails aligning education with other issues that needs policy enforcement such as education scheme for children with disabilities.

Disability was referenced in different parts of Sustainable Development Goals (SDG's) such as growth and employment, inequality, accessibility of human settlements but specifically mentioned in issues related to education. Goal 4 reads as follow:

Goal 4 “on inclusive and equitable quality education and promotion of life-long learning opportunities for all focuses on eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities. In addition, the proposal calls for building and upgrading education facilities that are child, disability and gender sensitive and also provide safe, non-violent, inclusive and effective learning environments for all”.

Additionally, under goal 4, seven detailed outcomes were enumerated and the seventh one has three sub parts, which lists the expected result within different time limits (The 2030 Agenda For Sustainable Development, 2015). The first sub-part is about building and upgrading education facilities that are child, disability and gender sensitive for having inclusive and effective learning environments for all. The second and the third sub-parts are about expanding scholarship programs for learners and increasing teachers training for developing countries respectively. In this instance,

the period assigned to each sub-parts worth mention. The second and the third sub-parts frame timeline from 2020 to 2030 but the first sub-part of the seventh sustainable development goal 4, which is related to disability, designed to implement immediately after the adoption of the declaration (The 2030 Agenda For Sustainable Development, 2015).

Hence, Sustainable Development Goals (SDG's) incorporates disability and inclusive education much further than Education for All (EFA) or Millennium development goals (MDG's). This is also encouraging to see inclusion used in a wider context than mere disabled persons are. Despite, the aim in the Sustainable Development Goals for equitable and inclusive education is mostly on equal access and participation (The 2030 Agenda For Sustainable Development, 2015). Acknowledgement of inclusive education as a system comprised of not only inputs, but also process and outputs which are is missing (Matthew, 2019).

Sustainable Development Goal (SDG's) aims to ensure that all people have access to quality education and the opportunity to lifelong learning (The 2030 Agenda For Sustainable Development, 2015). The goal goes beyond school enrollment and looks at the expertise level (The Sustainable Development Goals Report., 2017). It also address issues related to teachers practice and challenges in inclusive education.

Sustainable Development Goal 4 mentions the need for availability of trained teachers and adequate school facilities, and disparities in education outcomes (The 2030 Agenda For Sustainable Development, 2015). However, the goal does not mention inclusive education teachers in particular but the general motion of the goal can be a milestone for member state of the United Nation to prepare their own legislations for the full realization of teachers training by the 2030.

Furthermore, detail implementation guideline is also provided under goal 4, which states that by the year 2030, member states must substantially increase the supply of qualified teachers,

including through international cooperation for teacher training in developing countries, especially least developed countries like Ethiopia.

B. National Legislative and policy frameworks

❖ The F.D.R.E Constitution

Another issue, which should rise under this section, is the right to education for children with disabilities in the eyes of the F.D.R.E constitution. The constitution does not specifically refer to the right of education for children with disabilities. Yet as described above, an indirect reference was found under Article 41, which addresses the right to equal access to social services. In general, there is no a constitutional guarantee to inclusive education for children with disabilities under the F.D.R.E constitution.

As discussed above, even if there is no constitutional guarantee for inclusive education for children with disabilities, under Article 41 sub-article 3 of the constitution, children are entitled to access adequate and appropriate assistance. The government is also under responsibility to establish permitting environment and most importantly eliminate all and any barriers that may deter their right to access education (Constitution of the Federal Democratic Republic of Ethiopia, 1994).

Meanwhile, even if the constitution does not explicitly address the practice and challenges teachers face in inclusive classrooms, we can infer from Article 41 sub-article 3 of the constitution that removing barriers or challenges of any kind to inclusive education is the mandate given to the government. The barriers should include all the practices and challenges teachers' faces in inclusive classrooms. Here the state has the obligation to prevent laws or any policies that have direct or indirect effect of excluding children with disabilities from the full and equal enjoyment of their access to education. Because pursuant to Article 9 sub-article 1 of the constitution, any laws or

policies which is found against the intention of the constitution will be void and null (Constitution of the Federal Democratic Republic of Ethiopia, 1994). The state has, in addition, to take positive steps to ensure that children with disabilities benefit equally from education and the to make it practical, all barriers including teachers challenges shall be addressed in proper manner (Melese, 2002).

❖ **The Civil and Family Code of Ethiopia**

Despite the fact that both the civil and the revised family codes of Ethiopia acknowledge the right to education for children with disabilities, both of them does not addressed issues related to inclusive education and teachers practice and challenges in inclusive classrooms. Consequently, it is be difficult to implement the rights of children with disabilities incorporated in the codes without having proper elaborative provisions in light with the challenges teachers facing in inclusive classrooms.

❖ **The Ethiopian Building Proclamation**

The Ethiopian Building Proclamation 624/2009 has its own loopholes against the protection of rights of peoples with disabilities. The first problem is on the scope of application and as the proclamation indicates, it does not apply on those buildings, which were already built before the enactment of the proclamation (House of Peoples Representatives, 2009). Hence, there is no legal obligation on the building owners to make modifications on the buildings, which were built before the proclamation come into effect.

What would be the fate of those buildings, which were rented by the school owners, but built before the enactment of the proclamation is still in an query? Since most of the private schools in Addis Ababa run their business by renting private buildings, the structure of the buildings should

be accessible to the children with disabilities. In addition, the proclamation should mention this problem as a challenge for education for children with disabilities but left untouched.

❖ **National Education and Training Policy**

Meanwhile, even if it is not specifically mentioned by inclusive education teachers, the policy sufficiently addressed teacher's needs in general. Starting from the beginning of the document under the introduction part, the policy standardizes the quality of education by providing adequate facilities, non-overcrowded classes, sufficient amount of books and other materials, as well as sufficient amount of training for teachers (Education and Training Policy, 1994). Career development of teachers also incorporated under this section as well as intensive pre and in-service training of teachers described in details under section 3.4. From this view, we can refer to the policy and apply teachers training for inclusive education teachers because the policy provides the chance to every teacher in the country.

Moreover, in the preparation, implementation and evaluation of the curriculum, teacher's participation is mandatory under the overall strategy section (Education and Training Policy, 1994). According to section 3.1.2 of the policy, teachers and other education professionals allowed contributing their share in the process of developing and implementing curriculum and it gives a chance for inclusive education teachers to reflect their views and display their challenges for the proper discourse of the problems.

❖ **Special Needs/ Inclusive Education Program Strategy (2006 and 2012)**

Even if the strategy does not mention specifically about children with disabilities, it talks exclusively about them in its discussion of strategic priorities (Ministry of Education, 2006). It also mentioned about the training of teachers as a pre-requisite to fulfill the needs of children with disabilities. Furthermore, availability of appropriate materials and equipment for the support of

children with disabilities in schools listed as basic for the proper implementation of inclusive education in general education schools.

However, the 2006 special needs education strategy had its own gaps. How the students with disabilities funded does not mentioned in the strategy. It stated that funds shall be allocated to strengthen the existed special schools but nothing was said about funds for children with disabilities (Ministry of Education, 2006). Unless otherwise the strategy is enforced the government to allocate fund to the education of children with disabilities, the government has little focus on allocating budget for inclusive education (Education Sector Development Program IV, 2015).

Thereupon, the Ministry of Education revised and updated the 2006 special needs education strategy in July 2012 and called it special needs/ inclusive education strategy. Starting from the title, the strategy try to incorporate basic standards for the realization of inclusive education (Ethiopian Special Needs/Inclusive Education Strategy, 2012). According to the strategy, the Ministry collected data on children with disabilities for the first time at national level and apprised the increased number of children with disabilities enrolment in primary schools.

Moreover, the strategy mentioned drawbacks for inclusive education and mentioned limited awareness, limited budget, inaccessible facilities, rigid curriculum, unsafe school environment and so on (Ethiopian Special Needs/Inclusive Education Strategy, 2012). However, for the purpose of this study discussion only focuses on teachers practice and challenges in inclusive education.

Meanwhile, teachers practicex and challenges in inclusive classrooms is fairly addressed in the 2012 special needs/ inclusive education strategy. Especially the challenges were defined as drawbacks for the implementation of effective inclusive education in schools. Lack of commitment on the part of teachers, absence of screening and assessment tools, limited awareness, rigid curriculum were some of the challenges addressed in the strategy (Ethiopian Special Needs/Inclusive

Education Strategy, 2012). Training of teachers in inclusive education raised under section 5.3 of the strategy as crucial for effective implementation and failure to do that was considered as biggest barrier to inclusive education.

Additionally, the strategy imposes a duty upon teachers in inclusive classrooms to use multi-level teaching methods, or at a minimum, make adaptations to take account of the diversity within classrooms. Teaching materials also mentions in the strategy like Braille text books, large prints, tactile graphics, abacus, stationeries like styles, talking calculators, Braille paper, computer software such as JAWS etc. and it says they should be available at all levels of educational institutions (Ethiopian Special Needs/Inclusive Education Strategy, 2012). Furthermore, under the topic equipping and staffing resource centers, the strategy obliged schools to get equipped with resource center appropriate materials and staffs. Because teaching students with disabilities is a laborious and demanding task, the strategy mention providing incentive for special class teachers but does not refer to general education teachers in inclusive classrooms (Ethiopian Special Needs/Inclusive Education Strategy, 2012).

❖ **General Education Quality Improvement Package (GEQIP)**

According to the package, inclusive education also promoted in different perspectives. Learning materials like textbooks have to promote inclusive learning, teachers are duty bound to follow special education trainings. Correspondingly, trainings given to school management require including inclusive education issues in order to raise awareness and activities should be prepared for parents and students through forums focusing inclusive education (General Education Quality Improvement Package (GEQUIP), 2008).

Besides having sufficient discussion about teachers training in all aspects including new techniques for inclusive classrooms, having school supplies like availability of curricular and

instructional materials considered as adequate improvement in quality of education (General Education Quality Improvement Package (GEQUIP), 2008). Similarly, the language of instruction was also addressed in the package as one of the standards in quality measurement.

❖ **Ethiopian National Plan of Action of Persons with Disabilities (NPAPWDs)**

Access to school and learning for children with disabilities considered as protection of Human Rights in the action plan and in creating such inclusive society thirteen objectives framed with detailed outputs and activities. Among the thirteen, the fourth objective is to provide the best education and vocational skills training available to children and youth with disabilities (Ministry of Labor Affairs, 2012). Objective 4 is entirely dedicated to the promotion and support of special and inclusive education in the country by co-ordination of need assessment, data collection and national regional co-operation.

In doing so, the Action plan specifically mentioned three appropriate measures which government should take to address teachers practice and challenges in inclusive education classrooms (Ministry of Labor Affairs, 2012). Those three measures are;

1. Facilitating the learning of Braille, alternative script, orientation and mobility skills and facilitating peer support and mentoring,
2. Facilitating the learning of sign language and promotion of the linguistic identity of the deaf community,
3. Ensuring the education of persons, and in particular children, who are blind, deaf or deaf-blind, is delivered in the most appropriate language and modes and means of communication for the individual, and in environment which maximize academic and social development (Ministry of Labor Affairs, 2012 page 27).

Moreover, teachers training for inclusive education also discussed in the action plan as another measure for the realization of the Rights to Education. Once teachers with disabilities employed in inclusive classrooms, according to the action plan, training should be given to all teachers who work at all levels of education. The training also should incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques, materials to support students with disabilities in inclusive education (Ministry of labor Affairs, 2012).

Furthermore, on page 28 of the Action Plan, sixteen expected outputs listed and most of them addressed inclusive education and teachers in inclusive education classrooms. For example, output 4.4 is about expanded teacher' education training, 4.5 is about curriculum modification to meet the needs of children with disabilities, 4.6 is identified, shared and publicly recognized good examples in inclusive education practice, 4.10 is 70% increase in number of children with disabilities enrolled in ordinary primary schools and so on.

Therefore, the Ethiopian National Plan of Action of Persons with Disabilities (NPAPWDs) addressed inclusive education and teachers practice and challenges in classrooms on issues like training of teachers, school facilities, peer support and curriculum.

❖ **Education Sector Development Program V (ESDP V)**

Under the title cross cutting issues on page 26, absence of financial mechanism to support inclusive education and lack of career structure to support inclusive education teachers mentioned as a cause for poor progress during Education Sector Development Program IV (Ethiopian Education Sector Development Program V, 2019). In this instance, Education Sector Development Program V acknowledges teachers challenge in inclusive classrooms. Moreover, on page 51, preparation of job specifications and operational handbooks presented as a step to greater autonomy for

inclusive education teachers in inclusive classrooms (Ethiopian Education Sector Development Program V, 2019).

The other important issue raise concerning teachers in inclusive education is about teachers training. On page 59 of the Education Sector Development Program V, inclusive experts including teachers training planned in all clusters (Ethiopian Education Sector Development Program V, 2019). Accordingly, by the end of the program, trained itinerant teachers will staff 800 resource centers that will assist schools and general education teachers in inclusive schools. This includes in-service and pre-service trainings.

Curriculum flexibility to enable differentiation was also introduced on Education Sector Development Program V. on page 64 under the title curriculum development, Program V recalled curriculum revision during Program III and its implementation on Program IV (Ethiopian Education Sector Development Program V, 2019). Then after the Program relaid on curriculum flexibility for further improvement of the curriculum to make it relevant for all students including for those students with disabilities in inclusive classrooms. Moreover, teaching and learning materials are considered as pre-requisite for effective learning and Program V demand all resource centers to equip with supplementary materials for students with special educational needs. Pursuant to the program, experts in educating students with disabilities shall staff all centers and schools in order to use materials and expertise as required (Ethiopian Education Sector Development Program V, 2019).

❖ **National Social Protection Policy (2012 and 2014)**

In the second and the last national social protection policy which was developed in 2014 and unlike its predecessor, the policy gave emphasis for education and its equitability. Education mentioned twelve times in the document and in most of the articles; it related expansion of education directly to equal distribution of education to all peoples without any discrimination of any kind (National Social Protection Policy of Ethiopia, 2014). To mention few, under the general objective of the policy on page 4, access and equitable education deliberated as a means to build human capacity. Expansion and quality as well as free primary education for the poor and vulnerable peoples also mentioned in the policy. Primarily, under implementation strategies of the policy on page 10, increase and accessibility of special needs education addressed but inclusive education as well as teachers practice and challenges does not mentioned at least once in the document.

4.3.3.2. Findings from Interview

❖ Teacher's perception to international legislations and policies for the implementation of inclusive approach to teaching.

One of the interview question forwarded for the respondent teachers in both types of sample schools was: *how do you understand international laws and policies for the proper implementation of inclusive approach to teaching?* This question is intended to explore the perception of teachers to international legislations related to inclusive education. As revealed through the interview responses, the perception of teachers for international legislations is very low.

During the interview, the participants reported that they don't have opportunity to know and study international laws related to inclusive education. However, they deeply noticed that these laws and legislations are very important to make aware of themselves about their rights and privileges as a teacher in inclusive education. To begin with, Principal from Mekanisa School expounded as follows:

I understand inclusive education as a process of learning and teaching that meets the needs of all students which require suitable classrooms, trained teachers and resources fully integrated. However, all this my knowledge about inclusive education is not based on laws. I have no knowledge of international legislations but I only heard names like treaties on the right of a child and conventions on the protection of rights of disabled persons. (Interview with Principal at Mekanisa School, May 10, 2019)

Similar to the principal, the rest participants from Mekanisa School also mentioned similar perspectives focusing that knowledge about international laws was important but they didnot have information about it. In the first instance, they enormously disclosed that they don't obtained equal access to internet facilities to search for relevant legislations to inclusive education. The best narrations were generally given by teacher 1 from Mekanisa School as follows:

I comprehend inclusive education as a great way to help students with disabilities to develop physically and psychologically by providing all necessary professional support. Nevertheless in order to achieve those above mentioned goals we the teachers have to be equipped with all resources including the legal frameworks provided for inclusive education. Despite that the school does not has enough resources for us to try our best to be aware of the international legislations. We don't even have equal access to internet service in the school compound. (Interview with teacher 1 at Mekanisa School, May 6, 2019)

On top of teacher 1 from Mekanisa School, teacher 1 from Del Betegel School also mentioned lack of knowledge and resources for acquiring it as follows:

Inclusive education is a process that is emerging throughout time and by being emerging, it can address the diversity of all children in the education system. We the teachers shall follow the new rules and approaches emanated from international laws and regulations.

This will help us get latest information and reduce the challenges of inclusive education. In doing so, the school should provide us the means to access those laws. Access also includes internet connections. (Interview with teacher 1 at Del Betegel School, May 13, 2019)

Likewise, majority of participants from all sample schools acknowledged their current status of not being aware of international legislations for inclusive approach to teaching. However, teacher from British International School expressed the issue from training aspect. In this vein, Teacher 3 from British International explained the following narration:

Our ability to effectively implement inclusive education is dependent upon our skills. Skills are then dependent on having trainings. I heard a rumor that says internationally, having training for inclusive education is a right protected by laws. Those international laws are not familiar with us and I recommend having trainings on international laws designed for the protection of teachers' rights in inclusive education. (Interview with teacher 3 at British International School, May 22, 2019)

The above narrations revealed that participants from both types of sample schools have very low perception or understanding about international legislations which mentioning inclusive education approach to teaching in schools. Resultantly, it has been noticed by the researcher that teachers are willing to know the legal aspects of inclusive teaching but lacked incentives from the school.

❖ Teacher's perception to national legislations and policies for the implementation of inclusive approach to teaching.

The other interview question regarding legislation framework was: *how do you understand national laws and policies for the proper implementation of inclusive approach to teaching?* This question is intended to explore the perception of teachers to national legislations and policies related to inclusive education. As revealed through the interview responses, the perception of teachers for international legislations is also low.

Participants have continuously mirrored that they have minor knowledge about national policy for education. More precisely, it has been understood from the responses that they mostly heard about the 1994 education and training policy. For instance, teachers 2 from Dagmawi Minilik School start discussing as: *“Several times the school mentioned the education policy during different staff meetings. Most of the times, the meetings are called by the education bureau personnel”* (Interview with teacher 2, Dagmawi Minilik School)

Moreover, participant from Mekanisa School has reported the following:

...I don't know anything about national laws and policies about inclusive education. However, the education and training policy is known by the principals of the schools. They told us that the policy is an old one and they heard about some part of it during meetings called by the education bureau. But I don't think the principals themselves know about the policy in depth. (Interview with teacher 2 at Mekanisa School, May 7, 2019)

In this way, from the respondents' narrations the researcher drew that their perception to national legislations and policy frameworks are low and the teachers thought that the principals are better in understanding the policy than the teachers. This description closely aligns with what principal from Del Betegel School said. He frankly discussed the following focusing on the education and training policy:

I know little about the education and training policy. I took a two day training facilitated by the city administration education bureau. There were several principals participating on the training but most of the participants are from special needs education. The trainer told us that the policy needs revision and doesn't include provisions for inclusive education. All its focus is on special needs education and we, inclusive education teachers, raised the question about it. I don't know whether the process to revise the policy begun or not. (Interview with Principal at Del Betegel School, May 17, 2019)

Broadly speaking, it can be affirmed from the above reports that the participants were behind the knowledge of national policy framework. In particular, they don't have the awareness about the existence of other national laws that protect teachers in inclusive education and students with disabilities.

4.3.4. Cross Case Analysis

The cross case analysis revealed the existence of similarities and differences between government and non-government schools with regard to the practices and challenges of implementing inclusive approach to teaching. Thus, the section gives attention to the explanation of the following circumstances; the status of implementation of inclusive approach to teaching, a glimpse at sample school best practices based on Villa and Thousand's (2003) six level assessment method and major challenges faced in the implementation of inclusive approach to teaching. These are summarized by using the following narration and tabular form.

A. Implementation of Inclusive Approach to teaching (Teaching methods):

There was no difference among the two cases in relation to the implementation of inclusive approach or more specifically, in teaching methods. The tables below described the similarity and differences.

Table 7: Similarities on teaching methods between the two cases

	Sampled Government Schools (Case One)	Sampled Non-government Schools (Case Two)
Implementation of Inclusive approach to teaching	➤ Group Discussion and Demonstration ➤ Peer Tutoring and Guided Participation ➤ Lecturing, Oral and written Questions ➤ Sport, Games and Role play	➤ Lecturing, Oral and written Questions ➤ Peer Tutoring and guide participation ➤ Group Discussion and Demonstration ➤ Role play, Sport and Games

Source: Researcher's own.

From the table above, it can be easily observed that, case one, government schools, considers different teaching methods like Group discussion, demonstration, peer tutoring, guided participation, lecturing, oral and written questions, sport, games and role play to implement inclusive education. In the same manner, case two, non-government schools have identical teaching methods utilized for the implementation of inclusive approach to teaching.

B. Villa and Thousands (2003) best practice six level assessment method:

Villa and thousand's (2003) best practice six level assessment methods consisted of six measuring criteria namely, Visionary leadership and administrative support; Redefined roles;

Collaboration; and Additional adult support when needed; Promoting inclusion in the classroom and Responding to diversity.

According to the two inclusive education scholars, as it has been discussed under the literature review part, effective execution of inclusive education vary from school to schools and from one location to other. Meanwhile, under any circumstances, Villa and Thousand prescribed system level practice in order to improve best practice in inclusive education. These practices ensure improvement and sustenance of effective inclusive approach to education. Despite this, the findings of the interview, observation and document analysis from the two cases revealed some different practices or teaching approaches to inclusive education. Let's look at some of the major differences and similarities observed:

❖ **Professional development (Training)**

The professional development, specifically called training, is appreciated and needed most in both cases and all data collecting instruments showed that case one and case two have not shown negative feeling for having training in the field of inclusive education. This is especially true with the need to have intensive training. However, the schools failed to provide intensive, long term trainings for the teachers. This clearly indicates that the school should work on having long term trainings designed for effective inclusive approach to inclusive teaching.

Furthermore, there were similarities between the two cases about short term trainings and both cases acknowledged about having it. However, in case one, short term trainings were provided by external bodies like the government and the ministry of education. On the other hand, in case two, short term trainings were delivered by the school administration themselves.

❖ **Collaboration**

In order to determine the extent to effective inclusive approach to teaching, collaboration is essential and in particular general and special needs education teachers shall collaborate. Key to success in inclusive education is opportunities to develop and practice effective and efficient collaborative teaming skills. Villa and Thousand (2003) found collaboration to be one of three predictors of positive feeling toward inclusive approach to teaching inclusive education.

Collaboration was successful in case two while it was limited in case one government sample schools. At the non-government school, a variety of collaborative teams and efforts existed within the school. Moreover, general and special education teachers regularly collaborate with one another and others to plan instruct and evaluate the performance of students with and without disabilities. Moreover, collaboration was viewed as voluntary, but not as required to ensure student support. Though, there were no indication of general and special educators have received training in collaborative teaming and creative problem-solving process in both cases.

❖ **Additional Adult Support**

Additional adult support is defined as main teachers sharing responsibilities of teaching with other adult supporters in a classroom. Sharing responsibilities is between the teachers and teacher assistances. Case one does not show any presence of additional adult support in inclusive approach to teaching. However, additional adult support has been found to be effective at case two in supporting students with a variety of needs in classrooms.

Still there is also a difference between schools in case two. In one of the sample schools in case two, there was widespread use of additional adult support (i.e., each and every teacher having student with disability in her or his classroom have one additional adult support) at the school. In the meantime, the other school in case two has no additional adult supports where only the main

teacher takes the lead instructional role and solves any problems emanated from students with disabilities.

In addition, additional adult support was seen as important at both cases and school teachers view it as everyone's responsibility to help improvement of effective inclusive approach to teaching. Teachers and principals at both cases reflected positive behavioral approaches on having additional adult support in their classrooms.

❖ **Visionary Leadership and Administrative Support**

As indicated by Villa and Thousand (2003), visionary leadership and support is central to achieving the beneficial outcomes of inclusive education. The role of administrator is clarifying for the school teachers how inclusive education relates to and supports other best practice and initiatives such as collaboration and co-teaching.

Both cases showed positive results about their schools support in inclusive teaching approach. This includes coaching and mentorship so that teachers learn and practice skills in teaching skills and teaching methods. However, both cases reflected some degree of hesitation regarding the sufficiency of having support from the school administration. The data gathered replicated that the support the teachers are getting is not enough.

❖ **Promoting inclusion in the classroom and responding to diversity**

According to Villa and Thousand (2003), teachers shall determine both content and instructional assessment strategies without taking into consideration of the special characteristics of students. Then, if a mismatch exists between what the student asked to do in the class and what the student actually done, the teachers must make adjustment. In doing so they are considered as responding to diversity and consider the students different styles. Moreover, teachers must ensure promoting inclusion in the classrooms as well as in the school compound. For instance, they have

to engage in promoting a sense of community and common good within the classroom. As can be seen from the table below, in both case one and two promoting inclusion in the classroom and responding to diversity are not seen from the findings. No data had shown the teachers action in involving in such actions.

Table 8: Result summary of sample Schools performance in six level assessment methods

N.O	Villa and Thousand's (2003) six level assessment methods	Gov. (Case One)	Non- Gov. (Case Two)
1	Visionary Leadership and Administrative Support	Supportive	Supportive
2	Training	Extremely Limited	Limited
3	Collaboration	Limited	Successful
4	Additional adult support when needed	None	Successful/ Limited
5	Promoting inclusion in the classroom	Not Seen	Not Seen
6	Responding to diversity	Not Seen	Not Seen

C. Major challenges faced:

Case one, government schools revealed two types of major challenges different from case two for implementing inclusive approach to teaching. These are lack of additional adult support and teaching Amharic language as the mother tongue for students with disabilities.

Meanwhile, case two, the non-government schools, presented three types of major challenges different from case one. Those challenges are problems on curriculum; psychological problems the society impose and, parents and teachers negative attitude toward disabilities.

However, both case one and case two have presented five common challenges which hinder effective implementation of inclusive approach to teaching. These challenges are insufficient teaching and learning materials; lack of professional training; problem with school facilities; lack of collaboration among teachers and inclusive education is tiring.

Table 9: Result summary of major challenges in the two cases

N.O	Major challenges faced	Gov. (Case One)	Non- Gov. (Case Two)	Common for both Cases
1	Problem on Curriculum		✓	
2	Teaching in classrooms is exhausting			✓
3	Lack of collaboration among Teachers			✓
4	Psychological problems the society imposed		✓	
5	Parents and Teachers Negative Attitude toward disabilities		✓	
6	Problem with school facilities			✓
7	Lack of professional Training			✓
8	Insufficient teaching and Learning materials			✓
9	Teaching Amharic language as mother tongue for Students with disabilities	✓		
10	Lack of Additional Adult Support	✓		

D. Policy Environment

Teacher's perception to international legislations and policies for the implementation of inclusive approach to teaching is none. In both case the data obtained from interview showed that all teachers are not aware of laws and policies designed for the protection of rights of peoples with disabilities and rights of teachers who are working in inclusive education setting. International laws more specifically dealt with the need to have training in special needs education but the respondents in both cases similarly doesn't have the awareness of the existence of such laws. Likewise, data gathered from both cases revealed that teacher's awareness to national laws and policies articulated for education is very limited. Some teachers were aware of the national education and training policy but their knowledge is not beyond knowing the name of the policy. Trainings were provided for both cases, but the trainings not only focused on the legislations and policies which lead the teachers unaware of the laws which govern their profession.

Table 10: Result summary of teacher's perception about international and national legislative, policy framework

N.O	Teachers Perception to international and local legislative, policy framework	Gov. (Case One)	Non- Gov. (Case Two)
1	International legislations	None	None
2	International policies	None	None
3	National legislations	Limited	Limited
4	National Policies	Limited	Limited

Source: Researcher's own.

4.4. Discussion of Results

In this section, discussion of results is presented in line with theories and literature reviews and the first part of discussion is about teacher's teaching method in inclusive education. Then after, the discussion focused on challenges teachers in primary schools face when they try to exercise inclusive approach to teaching.

As discussed in the literature review part, there were different studies conducted concerning with different inclusive approach to teaching especially in teaching methods at primary schools. Six different teaching methods were discovered by a study conducted in Sweden and the methods are used to make the process more effective. In Kenya, three major types of teaching methods revealed as effective strategies for instruction in rural primary schools. Moreover, numerous instructional techniques were uncovered by a study carried out in the United States. Subsequently, a study disclosed differentiated learner centered teaching strategies in guaranteeing effective inclusive approach to teaching in South Africa. As spotted by the findings of this dissertation, when teachers in inclusive classroom use various (mixed) teaching methods, it is shown good results and recommended to all teachers in inclusive classrooms. The nature we live is is packed with things that can allow children to discover and remember numerous things.

Adoption of constructivist approach in the classroom need a move from a teacher directed method to a student focused, active approach (Westwood, 2004). In line with this the findings indicated that all teachers from government and non-government schools used mixed teaching methods focusing on student's needs. However, teachers from non-government sample schools show more effort to make the process considerably student centered than government sample schools. This is because teachers in government school gave attention using the time to cover the lesson plan rather than focusing on the needs of students. The document analysis also revealed that

there are no ways in which both the legislative and policy framework of education addressed the usage of teaching methods in inclusive classrooms. Even the sample schools did not have directive to outline the ways in which teachers utilize different teaching methods in the classrooms.

Moreover, the findings from the previous chapter showed different techniques utilized by teachers from non-government schools and it is very interesting when we compare the findings with system theory which signifies that school work in collaboration of each and every stakeholders. Taking the student out of the classes to make them change the learning environment and the finding shows that the lesson becomes not dull or boring to the students with disabilities. As a result, they enjoy while learning from the teacher's action. When we connect this findings with the present theory on hand, in constructivism teaching, it suggests that to examine the effects of academic achievement, self-conception, learning strategies and student preference for teaching styles are important. The teachers from non-government school show their effort to accommodate the student's preference for the teaching style. Teachers from government schools used these method also but the teacher from non-government school did it better.

Using constructivism teaching method plays a significant role in the understanding of students (Pelech & Pieper, 2010). They offer five various steps that are made up in constructivist teaching: the first move is to invite thoughts, then explore, propose, explain, and take action. Teachers from sample schools invited students to participate on the topic for learning which shows invitation for thoughts and they lead them to explore more about the issue and teachers explain about it after they propose possible solution. This approach appears to be more effective than others because it promotes student inspiration, interest about learning, and self-monitoring. Both government and non-government sample schools teachers used this style of teaching in the classrooms.

Furthermore, students have various levels of understanding, so utilizing mixed methods in the classrooms while teaching, assists students learn from each other and it basically helps students with disabilities. By using peer tutoring, most of the students with disabilities in both government and non-government sample inclusive classrooms feel more comfortable by asking their fellow students about the lesson than going to the teacher, making learning from each other is easier for them. Constructivist presumes that students study when they teach others, describe to others, or demonstrate a concept to others (Pelech & Pieper, 2010).

Likewise, students have different amounts of cognitive development and every child is born into a separate cultural historical environment and develops in communication with surrounding environment (Vygotskiï & Cole, 1978). Students in the sample schools came from different cultural and historical settings and their level of understanding differ as of their disability status. All four sample schools are located in four different sub-cities in Addis Ababa. For example, students from Del Betegel School came from low income whereas students from British International School from well to do families. Moreover, teachers in government schools had seen more tolerant than teachers in non-government sample school in accommodating student's diversity in the classroom. However, the reason for difference between the two types of schools in accommodating student's diversity needs further investigation and not the scope of this study.

Additionally, the social constructivist acknowledges the importance of group work and classroom discussion concentrated on dependable investigation and fixing issues (Westwood, 2004). Teachers in sample schools saw engaging students in the inclusive classrooms in different group works and classroom discussion. Both from government and non-government sample school teachers tried to create conducive environment for the students to engage in group work sessions and discussions. However, it is clearly seen from the findings of the research that teachers from

non-government sample schools understood the two teaching methods as a way to help the students to develop communication skills for the students with disabilities. Meanwhile, teachers from government schools used these teaching methods as clarifying ways for specific lesson from the lesson plan. Even sometimes during the observation, teachers from sample non-government school create groups and put at least one student with disability in to the group to see how the student interact with the other students. Though, teachers from government schools showed lack of interest in intensive implementation of these methods in their classrooms because teachers seen leaving the classroom when they gave group work to the students. Document Analysis also show that the syllabus and lesson plans for the subjects lack detail procedures in utilizing different teaching methods in the classrooms.

The the System Theory indicates that in order to be effective in education, students should be viewed as individuals (Sterrett, 2011). This is the only means in which a teacher would be ready to address the needs of the students in disabilities. From the findings of this study, it is observed that teachers somehow see students as individuals but the intensity differs. Teachers from sample government schools were utilizing this concept of system theory in proper ways but teachers from non-government sample schools consider students as vulnerable and their approach was very much associated with sympathy.

In the meantime, the question how and when to consider students as an individual or not has no clear demarcation neither on the legislative nor on the policy frameworks. The curriculum framework and the syllabus have no saying about dealing with student's problem individually. Teachers in the sample schools process the teaching sessions to provide lessons for the general students without addressing the needs of students with special needs individually. For some

teachers inclusive education means treating all students similarly and it leads to chaos for the protection of the rights of students with disabilities.

About efficient teaching in inclusive classrooms, Vygotsky strategy stresses that effective teaching includes offering learners the opportunity to work with a concept in a space of reasons which its definition is founded (Derry, 2013). In addition, methodology for building inclusive practice should take into thought social learning procedures that go within specific environments, and stakeholders should search for a common way of leading their practice.

Results from this research disclosed that teachers have deficit on creating reasoning skills for their students in the classrooms. Both teachers from government and non-government sample schools offer lesson based on the lesson plan and principles in it and directly transferred to the students without giving a chance for the students to reason out on the principles. The lesson plans need to have loop holes to create a room for reasoning and argument for ready-made concepts. Common manners of guiding the practice is not vivid in the sample schools and during some observations, one teacher's practice may completely differ from the other teacher. The document analysis disclosed that curriculum and syllabus does not have saying for reasoning and logic in subjects which need reasoning to elaborate more on the concept.

Teaching aids are important issues need discussion in this section. Teachers can ease the lesson and make it easy to understand in inclusive classrooms by utilizing teaching aids. Hence, teaching aids are very crucial in inclusive education. Concerns should give for accessibility of good quality teaching aids and teaching components in all-inclusive classrooms. Concerning this issue, the practice in government and non-government sample schools is different. Teaching aids for assisting teachers in providing lesson to the students are available more in non-government than government sample schools. Shortage of materials more mentioned during the interview

sessions with government sample school teachers. The teachers, almost all, described shortage of all necessary materials including teaching aids and it is observed during the observation sessions. Therefore, in this case, it will be difficult for teachers in government sample schools to simplify the lesson in inclusive classrooms.

Even though the teachers complained about it, teaching aids are relatively better when we see inclusive classrooms in the sample non-government schools. However, regarding availability of learning materials for students with disabilities, government sample schools are more resourceful than non-government sample schools. Government sample schools have a designated center for resources to inclusive education and they call it resource centers. Materials prepared for students with disabilities which help learning like books written to visually impaired students found in excess amount. The resource centers are also equipped with computers designed for students with disabilities and they went to the resource centers to practice it whenever their classmates without disabilities learn subjects like mathematics.

On the other hand, non-government sample schools prepared one room for students with disabilities for entertainment purpose. Materials to practice music were seen in the room and only students with disabilities used the room when they have spare time. According to a research, it not only makes good pedagogical feeling to use constructivist methods to present the framework to those who would utilize it, it also validates the idea of understanding itself (Pelech & Pieper, 2010). Therefore, in a situation where most teachers do not have teaching aids, particularly books, then understanding the lesson becomes a problem for learners. In addition, by participating in activities that allow learners to produce their own knowledge, the students study with ease.

According to constructivism theory, utilizing learner centered approach is also significant because it allows students to produce their own rules, meanings and experiments (Pelech & Pieper,

2010). For example students with visual impairment in the sample schools are in a disadvantaged group because as it seen from the results of this research, they rely most of the time on other students as well as teacher's assistance. For this matter, sample non-government schools practice is better than sample government schools. All inclusive classrooms were provided with additional adult support and assistance provided for the students with disabilities on individual basis. However, as it has been observed from the findings, in government sample schools the teachers attempted to write for others to read on the blackboard, but this not helped the visually impaired students in the classrooms.

When we see practicing inclusive education in inclusive classrooms, the conceptual framework for best practice include visionary leadership and administrative support, collaboration, and additional adult support when needed (Villa & Thousand, 2016). It is by analyzing the data and considering findings, it is disclosed that the best practice of additional adult support is not the present common practice in the inclusion of students with disabilities in sample government schools.

Teacher participants informed the need to have teacher's assistance but the administration in sample government schools does not provide one. Likewise, having assistance in the classrooms seen only in one of non-government sample schools. Even in this school, the role of the additional adult or they call them teacher assistants actually appeared to segregate the student with disabilities more from peers in the group. Their presence is only to help the student with behavioral redirection and assisting the student with disabilities in finishing work in the classroom.

Additional adult support was not present in government sample schools and may not have been required by the teachers. However, if teacher assistants used as an additional adult support, they shall provide with relevant training and all necessary equipment. Even the main teachers

themselves need training on how to utilize additional support in their inclusive classrooms. Furthermore, document analysis confirms that no policy obliged inclusive schools to hire additional adult support for inclusive classroom teachers. The non-government sample schools also do not have directives and guideline to elaborate the use of the support.

For the conceptual framework of this study, the other standard is visionary leadership and administrative support. There was a predominant theme among the participants, which shows disinterest to talk about it or it can be said lack of administration support from government schools. This absence of support or disinterest in the inclusion education referred to as a lack of opportunities for professional development and absence of discussion about the benefit of inclusion.

Principals from sample government schools revealed that during staff meetings the principals always try to raise issues regarding administrative support in order to obtain comments for future improvement but the teachers choose to remain silent rather than discuss the problem. However, the situation was completely different in sample non-government schools. Even if the respondents complained about it, the observation showed that the teachers received administrative support from the school.

During the interview with principals from non-government schools, the visions they present to explain the needs to have inclusive education in their schools are overwhelming. Document analysis also shows that non-government schools report their adequate support of the program to government education bureaus because those schools are business oriented and the parents of the students pay extra fee for inclusion.

Collaboration as one of the standards to best practice was also not apparent in the observation in both government and non-government sample schools and this result endorsed by the research participants during interview sessions. This absence of time to work collectively in the spirit

of collaboration leads to feelings of disappointment and sense unsupported in the inclusion environment for teachers who teach in inclusive classrooms.

Professional collaboration has also been considered as a helpful device for helping teachers and other professionals serve students with disabilities and have been considered as the best practice in inclusive education (Hernandezt, 2008). Collaboration not only provides teachers the opportunity to work collectively to use their various expertise and capabilities to fulfill the needs of all students, but also provides the education to which they are legally entitled by international and national Human Right instruments.

International and national instruments for the protection of Human Rights of students with disabilities, as it has been seen by document analysis, tried to address inclusive education but neglect teaching practices. Teaching practices needs to have legal protections when specially connected with teachers. In order to set solutions for any problems, first the issue should have been recognized in a document and even if the right to inclusive education recognized by the instruments, teachers rarely mentioned in the provisions.

The major problem with regard to documents is the absence of policy framework for the recognition of designated teaching methods for inclusive classrooms. All policy documents reviewed showed no sign of outline or framework for isolating teaching methods for inclusive education. Even the curriculum framework and syllabus lack specific provisions to address the teaching practices in inclusive schools.

The second most important concern for this research is teachers' challenges, which teachers face in inclusive classrooms. As discovered and analyzed in the finding part, challenges facing teachers in the implementation of inclusive education in sampled government and non-government primary schools were alike and numerous. This research did only cover four primary schools in

Addis Ababa city with a sample of twenty teachers from government and non-government schools. This may not be a country wide symbol. Some regions may have different teacher's challenges in inclusive schools but challenges mentioned under chapter four are common problems of teachers in inclusive classrooms.

The result found out that most of the blame for the causes of the challenges lies with the government for government schools and with the school owners for non-government schools. Specifically the blame goes to the school administration for improper implementation of common standards and equipment for the implementation of inclusive education in the sample schools.

Government-owned sample schools were funded and audited by the City Education Bureau, a government institution, and if schools are not supplied with sufficient budget, they will not be able to purchase the materials necessary to undertake the educational functions as they expected to. The same is real with the non-government inclusive schools. Almost all of these schools established for business purposes and because minimizing expenditures were expected from any business entity, the schools are not happy to supply sufficient materials for inclusive education and maintain timely necessary trainings for teachers in inclusive classrooms. Teachers in both sample schools expressed their feeling in the finding part also disputed that it is quite far from experience what the school owners say when they report to the concerned authorities.

In addition, informal discussion between the researcher and school principals in sample schools revealed that there are no evident policies and documents on how to implement inclusive education in schools. In line with this, policy disintegration characterized out as a leading barrier in comprehending it in regard to various areas of inclusive education (Gidley et al., 2010).

According to UNICEF web page, the one who knows the interests of his or her students is a good teacher. If he or she does not know the degree of communication between the students, a

teacher will not be in a position to know the student's need. A teacher from both government and non-government schools does not exactly know the needs of their students and it creates challenges.

Moreover, according to literature work place culture has an influence on teachers, their work output and certainly on their students (Ainscow & Sandill, 2010). All results of this study showed that teachers in the sample inclusive schools are not satisfied by their work place because of different challenges they face in inclusive classrooms. Furthermore, pursuant to system theory, teachers should look at each student and realize that each is special. In addition, teacher's happiness in the environment helps students with disabilities and students emphasize the variations between teachers mainly because if they find the correct direction by the right teachers within the classroom environment, they can suit within the classroom environment when they meet new difficulties in learning (Sterrett, 2011).

results in this research also revealed that some of the teachers had in fact received training in special needs education in one way or another, but still exhibited a need for improvement and lack of self-confidence in teaching students with learning difficulties, despite the fact that many of them used to manage classes of many students.

Moreover, developing inclusive education needs social interaction systems within specific institutionalized surroundings (Ainscow & Sandill, 2010). The literatures are also providing possible examples of low-leverage educational behaviors including policy papers, workshops, and in-service classes. Literature reviews concluded that inclusion extremely recognized as a key challenge for leaders in education. As it has been already discussed on the literature review chapter, the issue further emphasized that with growing diversity, schools require to capitalize on complexity, have a higher shared problem fixing capability, and thus be able to react to a wider range of

learners. Constructivist leadership needs common procedures that permit stakeholders in an educational community to establish significances that lead to a common objective of schooling.

Finally, when we see the results from document analysis, teacher's challenges in inclusive classrooms almost never been addressed by legislative and policy frameworks. The only challenge mentioned in almost all reviewed legal and policy documents is professional development or training. Even if the need to provide training for teachers mentioned in the documents, the way in which it can be realized never been elaborated in the documents. Moreover, some documents raised issues related with providing necessary materials for inclusive schools but it gives limited levels of coverage.

Therefore, the next chapter presents conclusion and recommendations. The teacher's recommendations which the study finding presented for improving inclusive learning in Ethiopia are very important because there is no possibility of inclusive education that could be more efficient and effective overnight because the process can consume several years to complete.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS

5.1. Introduction

The study aimed to examine the practice and challenges in the implementation of inclusive approach to teaching at government and non-government primary inclusive schools in Addis Ababa, by employing qualitative case study design and collecting data using interview, observation

and document analysis. The result came up with a number of insights presented, analyzed and discussed in detail under Chapter four.

This last Chapter of the study provides summary of major findings emerged from the analysis of the qualitative data collected for the study using interview, observation and document analysis. At the end of the chapter, based on the findings of the study, it draws conclusions, recommendations and implications of the findings.

5.2. Summary of Major Findings

The major purpose of this study was to investigate practice and challenges in the implementation of inclusive approach to teaching at government and non-government primary schools in Addis Ababa City Administration. The study was conducted by taking four inclusive primary schools, two from government and two from non-government, as samples from Addis Ababa city Administration which represent urban Ethiopia.

For the purpose of collecting data, a qualitative research method with case study design was employed. As a qualitative research, interviews with inclusive classroom teachers and principals of sample schools, observation of lessons in inclusive classrooms on selected grades and subjects, and review of international and local legislative as well as policy frameworks in inclusive education, were used to collect the necessary data. Before the data for the study collected, the interview guide and observation checklist were pilot tested and from the lesson gained from the pilot study, amendments were made to the interview guide and observation checklist.

During the data collection for the main study, interviews were conducted with 16 general education inclusive classroom teachers and 4 principals from four sample inclusive schools. While observations were conducted in 4 grades, from grade 5 to 8, on lessons conducted on 4 selected

subjects with total number of 16 observations. In the document analysis, legislative and policy framework on practice and challenges in the implementation of inclusive approach to teaching especially international convention, National laws, policy frameworks and inclusive education in context of sustainable development goals were reviewed.

In analyzing the data, the information gathered from interview, observation and document analysis were analyzed qualitatively. After this, all the findings obtained from the analysis were discussed in terms of each research questions which the study was intended to answer at the beginning of the study. The major findings which depict the practice and challenges of teachers at government and non-government inclusive classrooms in Addis Ababa city are summarized as follow:

- ❖ The study revealed that both government and non-government sample inclusive primary schools used diverse teaching methods to address needs of learners in their inclusive classrooms. It was found out that the teachers in both government and non-government sample schools used similar teaching methods like group discussion, demonstration, peer tutoring, oral and written questions, lecturing method, sport and games, guided participation and role play.

When it comes to the legislative and policy frameworks, the Ethiopian curriculum framework addressed issues related to the needs of students with special learning needs but never mentioned inclusive education. However, issues on teaching methods rose in the framework in connection with recognizing modern teaching methods through discouraging lecture method in the classrooms. Moreover, the framework also recommend variety of learning styles and teaching methods but unworthiness of these methods for students with disabilities are not mentioned under the framework.

- ❖ It was found out that Villa and Thousand's best practice standards of inclusive programming in inclusion of children with disabilities somehow applied in the sampled government and non-government schools despite some differences between them. The first standard which is professional development or training was applied similarly on both types of inclusive schools. Both sample government and non- government inclusive school teachers lack sufficient training for inclusive education. The second standard is collaboration between general and special education teachers and in this perspective non-government sample schools are better than sampled government schools. Lack of collaboration existed in both type of schools but the problem seems aggravated in the sample government schools. The third standard for best practice in inclusive education according to Villa and Thousand's is additional support and is not common practice in both sampled government and non-government schools. It means that no one is better in providing additional adult support for inclusive classrooms. Visionary leadership and administrative support is the fourth standard and the practice shows absence of it because of disinterest and similar reason perceived among government and non-government sample schools.
- ❖ The study disclosed that inclusive general education teachers encountered numerous challenges in inclusive classrooms. The challenges become impediments to teachers for enhancing their opportunities to develop their skills in inclusive education. Both government and non-government sample inclusive schools suffer from these challenges. These challenges include insufficient teaching and learning materials for students with disabilities, lack of professional training for proper performance in inclusive classrooms, lack of suitable school facilities that fits to the needs of students with disabilities, the negative attitude of some

parents toward disabilities, lack of additional adult support in the classrooms and lack of collaboration among teachers.

- ❖ Furthermore, teachers described inclusive education as tiring and hard on the one hand, and it was not properly integrated into the current school curriculum on the other.
- ❖ It was found out that little has been done to overcome those teachers' challenges in inclusive classrooms. For instance, additional adult support was provided only in one non-government sample school but the government sample schools only show interest to overcome shortage of additional adult support in inclusive classrooms. Meanwhile, professional training is given once in a while only for short period of time and is not enough to overcome the challenges teachers are facing in the sample inclusive classrooms. Hence, problem with school facilities, lack of collaboration among teachers and problem with curriculum never been addressed by the school administration in any ways whatsoever.
- ❖ The study depicted that the existing legislative and policy frameworks rarely mentioned practice and challenges in the implementation of inclusive approach to teaching. International Human Rights Laws like Economic, Social and Cultural Rights (E.S.C.R), United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and Convention on the Rights of children (C.R.C) somehow addressed teachers training and having all the necessary teaching materials in inclusive classrooms. Infrastructure of the schools and the flexibility of curriculums are also covered very little. However, the Salamanca statement of framework sufficiently addressed practice and challenges in the implementation of inclusive approach to teaching by mentioning capacity building in the form of training and teachers participation in curriculum designing and resource allocation. Although, Education for All (EFA) gave

little attention for teachers and concentrated on expansion of access to primary education than issues related to equity and quality of education.

National legislatures and policy frameworks likewise rarely addressed practice and challenges in the implementation of inclusive approach to teaching. The F.D.R.E constitution mandated the government of Ethiopia to remove barriers or challenges of any kind to best practice inclusive education. In addition students with disability shall, according to the constitution, have equal benefit from the education system in the country. The civil and family code of Ethiopia as well as the Ethiopian Building proclamation does not address practice and challenges in the implementation of inclusive approach to teaching in relation to rights of people with disabilities. National Education and Training Policy, Inclusive education program strategy, General education quality improvement package (GEQUIP), National plan of action of persons with disabilities (NPAPWD), Education Sector Development Program V (ESDP), and National Social Protection policy in general one way or another tried to address practice and challenges in the implementation of inclusive approach to teaching but failed to specifically mention unique characteristics of inclusive education and special attention needed to improve the sector.

- ❖ The study disclosed that Sustainable Development Goals (SDG's) incorporate issues related to teachers in inclusive education much better than other international instruments. Goal 4 specifically mentioned the need for availability of trained teachers and adequate school facilities in education outcomes. By the year 2030, the document aimed that member states of the United Nations reach in the supply of qualified teachers through international co-operation and this implies that all challenges emanated from education sector including inclusive education will have possible solutions.

5.3. Conclusions

Based on the findings of the study, the following conclusions were drawn.

The general objective of this study was to examine the practice and challenges in the implementation of inclusive approach to teaching at selected government and non-government primary schools in Addis Ababa city administration and the study met the objectives. To show how the objectives have been met, it is better to see each of the general objectives stated under chapter one.

To fulfill the objective, firstly, qualitative data were collected from 16 primary school teachers and 4 principals from 4 inclusive schools in Addis Ababa, Ethiopia. The study shed light on the practice experienced by inclusive teachers who teach students with special needs in the general education classroom at government and non-government sample inclusive schools.

The participants of the study from both government and non-government schools during interview explained feeling unequipped to manage the variations in ability within a single inclusion classroom. Nevertheless, they also exhibited a dynamic desire to satisfy the learning needs of all students with a motivation for additional knowledge and experience that would directly enhance creative strategies for improvement of student outcomes in the classrooms.

The government and non-government sample school participants similarly mentioned the importance of collaborative interaction. Though, significant restrictions of resources, for both teachers and school leaders, were assumed to restrict these cooperative efforts. Participants emphasized the significance of relationship creating between team members. Participants also disclosed the recognized benefit of parental and societal behavioral expectations and the intolerance of negative behavior toward disabilities.

Concerning challenges, the study confirmed the need for willful assistance from administration and school leaders of government and non-government schools to overcome existed challenges in inclusive classrooms. Participants expressed their dire need for the formulation and implementation of a plan that covers all the styles of differentiation and collaboration to avoid newly emerged types of challenges. As a result, participants called for professional development training to offer hands-on experience in inclusive education.

In addition, training of teachers with regard to particular learning disabilities and models of co-teaching helps teachers in producing and applying more effective, innovative, and creative techniques for inclusion and specialization in the classroom. The participants of the study exhibited a readiness and wish to fight those listed challenges to build more student centered learning environments that would efficiently target the different needs of all students in inclusive classrooms. Therefore, both general objectives fulfilled by the findings of the study and specific objectives are also met by the results of the general objectives.

Meanwhile, in this chapter of the study, it is also very important to discuss findings in relation to previous studies detailed under literature review. In relation to teaching practice or methods in inclusive classrooms, four previous studies were discussed and this study confirms findings on those studies. Six different teaching methods or strategies discovered by the study conducted in Sweden inclusive classrooms and almost all methods fit to the findings of this study (Nilholm & Alm, 2010). The same also true for the study conducted on inclusive schools in Kenyan inclusive classrooms (Elder et al., 2016). Three types of teaching methods were discovered in the classrooms and all the three methods similarly found in this study sample inclusive schools. However, the study from the United States, as it has been discussed under the literature review, somehow different from this study finding. In the United States there are numerous teaching

methods mentioned by the study participants but most of the teaching methods are new to the participants of this study (Mackey, 2014). Though, this study can be considered as a complement to those previous studies in the field of inclusive education. To conclude, the study discussed under literature review the South African experience and the study confirms the findings with similar teaching methods which underscores the significance of learner centered approach in inclusive education (Engelbrecht et al., 2015) .

5.4. Recommendations

Based on the findings of the study, it sounds to be reasonable to reach the following recommendations as agenda for action:

A. Review of Legislative and Policy Documents

As it can be clearly seen from the findings, most of the legislations and policy frameworks crafted internationally or locally for the protection of rights of education for students with disabilities are not directly or clearly addressed general education teachers teaching methods and challenges they are facing in inclusive classrooms. Thus, this leads to absence of subsequent documents at school levels that gives clear direction for general education teachers about inclusive classrooms management. Therefore, there should be a revision of laws and policies at all levels concerning inclusive education as well as practices and challenges in it.

B. Training for General Education Teachers

The study found out that the core cause for problems in teaching methods and major reason for having challenges in inclusive classrooms in both government and non-government sample schools is lack of sufficient training. As long as the teachers become capable of handling issues in inclusive classrooms, the challenges would vanish without having interference from the school

administrators. Consequently, the city education bureau should provide subsequent and regular training for general education teachers in government inclusive schools and the school administrators in non-government schools also should create opportunities for their employed teachers to have trainings in teaching methods and on how to handle problems in inclusive classrooms.

C. Curriculum Revision

Currently, the curriculum in Ethiopian education system is uniformly tailored for all types of students in schools. However, the fact shows that there are different types of students in each classrooms and the situation is completely different even in inclusive classrooms. Therefore, the curriculum should address all types of students in schools and especially those students who are vulnerable in life. This means the curriculum needs revision to make it flexible so that teachers have space to use different teaching methods to achieve the same objective in the curriculum.

D. Co-operative among general education teachers and parents

General education teachers in both government and non-government inclusive schools are not cooperative enough to share teaching styles and solve existed challenges in the classrooms. They should create healthy interaction among themselves which help to run the process smoothly. Moreover, parents also should be cooperative to general education teachers which enables them to teach their children and learners able to learn easily. Thus, it is recommended that the teachers, parents and the school administration to facilitate cooperation among these stakeholders in inclusive schools.

E. The need for Availability of resources

As materials are crucial for proper performance of inclusive education, it requires being sufficient in any ways whatsoever. This can be achieved by giving enough attention to the sector and by using whatever available resources in the classrooms which also leads to avoiding any

problems in inclusive education. It is recommended that the government should budget for the purchase of necessary goods suitable for inclusive classrooms at government schools and the owners of non-government schools also shall do the same.

F. Civics education for parents and members of the community

Parents and members of the community living around inclusive schools are essential resources to the schools. Their behavior can easily affect the teaching and learning process. Teachers in this study reflect that parent's behavior or negative attitude toward disabilities affect their performance in inclusive classrooms. This can easily be averted by teaching parents and members of the community about disabilities and the needs for inclusive education by ways of short term trainings in civics education context.

5.5. Implications

A. Implications for legislations and Policy

- While the world has different legislations and policies that designed for equitable and quality education for students with disabilities, the study found out that these international and local documents does not sufficiently addresses educational issues related to practice and challenges which general educational teachers faces. Though diminutive provisions slightly touched upon those legislatives and policies have not been pursued by inclusive schools. This implies the need to review and enact those provisions in international and local legislations as well as in educational policies so as to give immediate solutions to some of the problems that transpired in this study.
- The study indicated that all international Human Right instruments created for the protection of people right with disabilities and educational policy framework in Ethiopia emphasize only in special needs education and the concept of inclusive education is

neglected. This implies that government leaders in education sectors need to introduce and develop the concept of inclusive education into laws and policies so that the execution can be easily facilitated.

B. Implication for Practice

- The findings that general education teachers maintain divergent ways about teaching in inclusive classrooms implies the need for having indicators for a standard of teaching methods to measure and monitor performance. Measures also could include developing clear and nationally accepted guidelines on the roles and responsibilities of general education teachers and assistance teachers in inclusive classrooms.
- The study showed that non-government inclusive schools having teacher assistance in classrooms. This implies that follow up and monitoring the inclusive process by the schools administration is strong. However, even if teachers are in need of assistance in inclusive classrooms, the administration in government schools lack the motivation to ask budget for hiring assistance teachers.
- This study found out that challenges in government and non-government inclusive schools are similar and it implies that ownership of inclusive schools are not the determining factor for teachers' challenges in inclusive education.

C. Implication for Further Study

The result of this study highlights some points which are worthy of further study.

- This study only covered inclusive schools in Addis Ababa city Administration which are limited to urban areas. It is very important and necessary to conduct other studies in rural areas of the country in order to make comparisons between rural and urban inclusive schools.

- This study revealed that teaching methods are almost similar among government and non-government inclusive schools and further studies could explore administrative strategies school leaders use for monitoring practice in inclusive classrooms.
- Further study could use a research design that includes stakeholders' viewpoints on how challenging the practice of inclusion is in addressing the needs of students with disabilities. Parents and members of the community could be considered important stakeholders.

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APPENDICES

Appendix 1: Letter of Support

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES



Centre For Comparative Education
and Policy Studies

Date: April 10, 2019

Ref. NO. CCEPS/0073/11/19

To: Addis Ababa City Government Bureau of Education
Addis Ababa

Subject: Support

Lidetu Yimer is a PhD candidate at the Center for Comparative Education and Policy Studies (CCEPS) in Addis Ababa University, Ethiopia. He is currently working his PhD dissertation entitled **“Teachers’ Practices and Challenges in Inclusion of Children with Disabilities: A Comparative Context between Selected Government and Non-government Primary Schools in Urban Ethiopia”**. His research work is believed to be profoundly important for Ethiopia that puts education at the center of its transformation.

The Center for Comparative Education and Policy Studies, therefore, remains grateful for the provision of any possible assistance to Lidetu during data collection from your institution.

With Best Regards,

Alebachew Kemisso

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Appendix 2: Interview Guide (English)

The purpose of this interview is to further understanding of the experiences and challenges which you have with the inclusion of students who have disabilities into your general education class.

It will contribute to my study evaluating the challenges and to bridge the gap as well as to distinguish best inclusive practice in regards to inclusion of students who have disabilities.

I want to remind you again that this interview is confidential. Your honesty is greatly appreciated and is taken without judgment. Your experiences are valuable and will contribute to this study and the best practices of inclusion which could benefit both general and special education teachers.

Finally, your participation is voluntary and you have the right to end the interview at any time. Do you agree to continue?

General Information

Years of Teaching.....

Grade currently teach.....

Have you thought at any other grade level?.....if yes, which ones?.....

Subject currently teaching.....

Number of years teaching.....

Gender.....

Interview Questions: 1: Practice

1. How does additional adult support affect the general education inclusion classroom?
2. Do you have any specific experiences that you would like to share regarding your experiences with inclusion in the general education classroom?
3. In what ways does your administration and leadership support inclusion?
4. In regards to roles of staff, how are the roles are defined among general and special education teachers within the co-teaching model?
5. What training or professional development have you received with regards to the general education inclusion classroom for students with disabilities in the general education classroom setting?
6. What is your experience with the strategies or supports provided from professional development in regards to inclusion of students with disabilities in the general education classroom setting?
7. Do you have any specific experiences you would like to share regarding the inclusive program from the past week in the general education classroom?
8. What supports to you currently receive regarding inclusion in the general education classroom?
9. What are your views on administrative support in regards to inclusion in the research setting?
10. What are your views on collaboration in regards to inclusion in the research setting?
11. What are your views on additional adult support in regards to inclusion in the research setting?
12. Please can you tell me what kind of teaching methods you normally use in order to improve abilities of pupils with special needs education?

13. Can you describe how do you use different teaching methods to meet the needs of pupils with learning difficulties in and out classroom?
14. Do you have any of the teaching aids, especially extra that you use to facilitate learning to pupils with special needs? How do you use teaching aids in your lesson presentation and experiences of pupils with learning difficulties?

Interview 2 Questions: Challenges

1. What do you understand by the term inclusive education?
2. What are your challenges currently with inclusion of the student(s) who have disabilities in your general education inclusion classroom?
3. What challenges did you face with the inclusion of the student(s) who have disabilities in the general education classroom over the past week?
4. What challenges do you face in implementing inclusive education?
5. What are your general suggestions that you think can improve the implementation of inclusive education in primary schools?
6. Do you have any background in inclusive education? (Interested in training and qualifications)
7. How long have you been teaching in an inclusive classroom? (Follow up question: Kind of experience)
8. How do you incorporate manipulative and hands on activities for pupils with learning difficulties?
9. What do you see as areas in need of improvement in regards to inclusion in the general education inclusion classroom?

10. Do you have any areas that you feel more support or training is needed regarding inclusion in the general education classroom?
11. May you briefly explain how do you differentiate the independent level of mastery to pupils with learning difficulties?
12. How do you understand international laws and policies for the proper implementation of inclusive approach to teaching?

Appendix 3: Interview Guide (Amharic)



UNIVERSITY OF GOTHENBURG

ቃለ-መጠይቅ

1. መግቢያ

- የቃለ መጠይቁ ዓላማ በትምህርት ክፍሎ ውስጥ ያሉ አካል ጉዳተኛ ተማሪዎችን ከሌሎች ተማሪዎች እኩል አካቶ ለማስተማር ሲሞክሩ የሚተገብሩትን ልምዶች እና የሚያጋጥሞትን ችግሮች ለመረዳት ነው።
- በጥናቱ ውስጥ የእርስዎ ስም እንደማይጠቀስ ይወቁ።
- ይህ ቃለ-መጠይቅ ከላይ በተጠቀሰው ጉዳይ ዙሪያ ያሉትን ችግሮች ለመመዘን እና ክፍተቶችን ለመሙላት እንዲሁም በአካቶ ትምህርት ዙሪያ ምርጥ ተሞክሮችን በመለየት ለጥናት የሚረዳ ነው።
- ይህ ቃለ-መጠይቅ ሚስጢራዊ መሆኑን ለማስታወስ እንወዳለን። በመሆኑም በእውነት የሚያውቁትን ብቻ እንደሚገልጹልን ተስፋ እናደርጋለን።
- በአካቶ ትምህርት ዙሪያ ያለዎት ልምድ እጅግ የሚጠቅምና ምርጥ ተሞክሮን ለመቀመር የሚረዳ በመሆኑ ለጠቅላላና ልዩ ፍላጎት ትምህርት አስተማሪዎች በእጅጉ እንደሚጠቅም እናምናለን።
- በመጨረሻም በዚህ ቃለ-መጠይቅ ላይ መሳተፍዎ በፈቃደኝነት በመሆኑ ቃለ-መጠይቁን በማንኛውም ጊዜ ማቋረጥ ከፈለጉ ለማቋረጥ የሚችሉ መሆንዎን እንገልጻለን።
- ቃለ-መጠይቁን መቀጠል እንችላለን?

2. ጠቅላላ መረጃ

- የማስተማር ልምድ.....
- በአሁኑ ጊዜ የሚያስተምሩበት ክፍል.....

- ከዚህ ክፍል ውጪ በሌሎች ክፍሎች ውስጥ ያስተምራሉ?.....
- በአሁኑ ጊዜ የሚያስተምሩበት ክፍል.....
- ይህንን ትምህርት ለስንት ዓመታት አስተምረዋል.....
- በክፍልዎ ውስጥ ምን ምን አካል ጉዳቶች አሉ?.....

3. የአካቶ ትምህርትንና የማስተማር ልምድን የተመለከቱ ጥያቄዎች

1. የአካቶ ትምህርትን እንዴት ይረዱታል?
2. የአካቶ ትምህርትን በአጠቃላይ ትምህርት ውስጥ ለማካተት ተጨማሪ የአዋቂዎች ድጋፎች ተዘጋጅተዋል?
3. በአጠቃላይ የትምህርት መማሪያ ውስጥ ከማስተማርዎ ጋር በተያያዘ የአካቶ ትምህርትን በተመለከተ ለማጋራት የሚፈልጉት ልዩ ተሞክሮ አለዎት?
4. የእርስዎ የትምህርት ቤት አስተዳደር እና አመራር የአካቶ አሠራርን በምን መልኩ ይደግፋሉ?
5. በጋራ የማስተማሪያ ሞዴል ውስጥ በአጠቃላይ እና በልዩ ትምህርት መምህራን መካከል ያለው ሚና እንዴት ይታያል?
6. በአጠቃላይ የትምህርት አሰጣጥ ሥርዓት ውስጥ የአካል ጉዳተኛ ተማሪዎችን ለማካተት የሚያስችል አጠቃላይ የሙያ ሥልጠና ወስደዋል?
7. መምህራን በአጠቃላይ የትምህርት መማሪያ ክፍል ውስጥ አካቶን ተግባራዊ እንዲያደርጉ ለመርዳት የሚሰጡ ስልቶች ወይም የድጋፍ እርምጃዎችን በተመለከተ ያለዎት ልምድ ምንድነው?
8. በአጠቃላይ የትምህርት መማሪያ ክፍል ውስጥ ባለፈው ሃምሳት ውስጥ የአካቶ ትምህርትን በተመለከተ ሊያካፍሉ የሚችሉት ያጋጠሞት ሁኔታ አለ?
9. የአካቶን ትምህርት በተመለከተ የአስተዳደራዊ ድጋፍ ምን ሊሆን ይገባል ይላሉ?
10. በክፍል ውስጥ አካቶን ለመተግበር ምን ዓይነት የትብብር ጥረት ይካሄዳል?

11. በእርስዎ አመለካከት በአካቶ ትምህርት ሂደት ውስጥ ተጨማሪ የአዋቂዎች ድጋፍን እንዴት ይገልጹታል?
12. እባክዎን በክፍል ውስጥ የልዩ ፍላጎት ትምህርት የሚያስፈልጋቸውን ተማሪዎች ችሎታ በማሻሻል ምን ዓይነት የማስተማሪያ ዘዴችን እንደሚጠቀሙ ሊነግሩኝ ይችላሉ?
13. በክፍል ውስጥ የአካል ጉዳት ያለባቸው ተማሪዎች የመማር እንቅስቃሴዎችን ለማመቻቸት ለማስተማር ተገቢ የሆኑ የማስተማሪያ መሣሪያዎችን ተጠቅመዋልን? (አዎን ካሉ መሣሪያዎቹን ይጠቅሱልን እና እነሱን ለመጠቀም የእርስዎን ተሞክሮ ያብራሩልን)

4. አሁን ያሉትን የአካቶ ችግሮች በተመለከተ የሚነሱ ጥያቄዎች

1. የአካል ጉዳተኛ ተማሪዎች በአጠቃላይ የትምህርት ክፍል ውስጥ እንዲካተቱ ያጋጠሞት ችግሮች ምን ምን ናቸው?
2. ባለፈው ሳምንት በአጠቃላይ የትምህርት መማሪያ ክፍል ውስጥ አካል ጉዳተኞችን ለማካተት ምን ምን ፈታኝ ሁኔታዎች አጋጥሞታል?
3. በመጀመሪያ ደረጃ ትምህርት ቤቶች ውስጥ ሁሉን ያካተተ ትምህትን አተገባበር ለማሻሻል የሚረዱ አጠቃላይ ሀሳቦችን ቢያጋሩን?
4. ስለ አካቶ ትምህርት ሀሳብ እና ልምምድ ሥልጠና አግኝተው ያውቃሉ?
5. በአካቶ የትምህርት ክፍል ውስጠረ ምን ያህል ሲያስተምሩ ቆይተዋል?
6. አካላዊ የአካል ጉዳት ላለባቸው ተማሪዎች እንቅስቃሴዎችን እንዲያደርጉ እና በእጅ የሚሰሩ ልምምዶችን እንዲያደርጉ እርስዎ የሚያደርጉት ጥረት ምንድነው?
7. በአጠቃላይ የትምህርት ክፍል ውስጥ የአካቶን ትምህርት ለማሻሻል በጣም አስፈላጊ ናቸው የሚሏቸው ነገሮች የትኞቹ ናቸው?
8. በአጠቃላይ የትምህርት መማሪያ ክፍል ውስጥ አካቶን በተገቢው ሁኔታ ለመተግበር ተጨማሪ ድጋፍ ወይም ሥልጠና እንደሚያስፈልግዎ የሚሰማዎት ክፍተት ያሉብዎት አካባቢ የቱ ነው?

9. የመማሪያ ችግር ከሚታይባቸው ተማሪዎች መካከል የተሻለ ወይም ጥሩ ውጤት የሚያሳዩበትን የተለየ መስክ ለመለየት ይሞክራሉ? በዚህ ጉዳይ የእርስዎ ልምድ ምንድነው?
10. የአካቶ ወይም ሁሉን አቀፍ የማስተማር አቀራረብን ተግባራዊ ለማድረግ ሃገራዊ እና ዓለም አቀፍ ሕጎችን እና ፖሊሲዎችን እንዴት ይገነዘባሉ?

Appendix 4: Observation Guide

Observation Guide

Grade..... Subject.....

Date of Observation: _____

Grade Level: _____

Length of Observation: _____

Subject _____

Date _____

Part I. Practice

1. Looking at the classroom arrangement and organization if it facilitates inclusive education.

.....
.....

2. Observing the interaction between teacher and pupils in an inclusive classroom.

.....
.....

3. Communication between the teacher and pupils with special needs education.

.....
.....

4. Identified methods which teachers use in an inclusive classroom

(a).....

(b)

(c)

5. Observing the effectiveness use of teaching aids.

.....
.....

6. Observing the way pupils with special needs use learning materials.
.....
.....
7. Observing the time pupils with special needs education spend on task.
.....
.....
8. Identifying teacher's knowledge and ability in instructing pupils in an inclusive classroom.
.....
.....
9. Observing the way teachers use syllabus, scheme of work and lesson plan.
.....
.....

Part II. Challenges

1. What aspects of the framework for inclusion are observed support these themes?
 - A. Collaboration:
.....
.....
 - B. Redefined roles of general and special education teachers:
.....
.....
 - C. Additional adult (Para pro/teacher aide) support:
.....
.....
 - D. Redefined roles among students in the classroom:
.....
.....
 - E. What appear to be the challenges presented in the inclusive environment?
.....
.....

F. Unstructured Observational Notes Regarding Inclusive Environment:

Appendix 5: Different Photos of the study Areas







