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ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

**CURRENT PRACTICE ON THE IMPLEMENTATION OF THE
EDUCATIONAL RIGHTS OF CHILDREN WITH PHYSICAL
DISABILITY IN ADDIS ABABA: THE CASE OF MENELIK II PRIMARY
AND PREPARATORY SCHOOLS**

BY

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November, 2014
ADDIS ABABA

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AND PREPARATORY SCHOOLS**

**A THESIS SUBMITTED TO THE
SCHOOL OF GRADUATE STUDIES OF
ADDIS ABABA UNIVERSITY**

BY

BLEN TILAHUN

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF ARTS IN
SPECIAL NEEDS EDUCATION**

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Board of Examiners

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ACKNOWLEDGEMENT

First of all I would like to thank the Almighty God for all the strength and courage he has given to me. Secondly, I would like to thank my advisor Dr. Tilahun Achaw who especially cooperate me from the start up to the end of my research work by providing me constructive comments in conducting this research. Then, a heartfelt gratitude should be extended to my dear friend Daniel Tesfaw who has given me his precious time to help me in writing this thesis without showing a sign of negligence. My sincere thanks also go to my best friend Dawit Belay for his precious help in editing the paper and his continuous encouragement.

Special thanks go to the interviewees of this research and participants of the focus group discussion. They expressed their good will to render the information they have as relevant to this research. Finally, my deepest thanks go to my whole family and friends for their persistent encouragement, advice and support, without which the thesis would not have been successful.

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Acronyms

AAEB	Addis Ababa Education Bureau
ASCEB	Arada Sub-City Education Bureau
CAT	Convention Against Torture
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CRC	Convention on the Rights of Child
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Civic Society Organizations
DPO	Disability Persons Organizations
ECDD	Ethiopian Center for Disability and development
ENAPH	Ethiopian National Association for the Physically Handicapped
EFA	Education for All
ESDP	Educational Sector Development Programs
ETP	Educational Training Policy
FDRE	Federal Democratic Republic of Ethiopia
FENAPD	Federation of Ethiopia National Association of Persons with Disability
FGD	Focus Group Discussion
GoE	Government of Ethiopia's
ICCPR	International Convention on Civil and Political Rights
ICESCR	International Convention on Economic, Social and Cultural Rights
MDG	Millennium Development Goal

MoE	Ministry of Education
MOLSA	Ministry of Labour and Social Affairs
NGO	Non-Governmental Organizations
PTSA	Parent Teachers Students Associations
PWD	Persons with Disability
SNE	Special Needs Education
SNNP	South Nations Nationalities and People
SWD	Students with Disability
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nation Convention on the Rights of Persons with Disability
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
VAMCPAA	Voluntary Association Mobility Challenged People in Addis Ababa
WHO	World Health Organization

Abstract

The purpose of this research is to examine the current practices on the implementation of the educational rights of children with physical disability in Addis Ababa by taking Menelik II Primary and Preparatory Schools. It specifically explore the level of awareness, the status of discrimination, the situation of availability and accessibility of different services and facilities like class rooms, pipe water, toilet rooms, library, laboratory etc. and the role of stakeholders in making the school environment accessible and comfortable for students using wheelchair. The researcher collects primary data from students using wheelchair, teachers, directors, PTSA and other relevant Governmental and NGO stakeholders. This research employed questionnaire, question guides, focus group discussion, field observation and photography were used to collect relevant data. The result indicates that wheelchair user students lag several years behind their age mates in accessing basic education. There is a problem in awareness mainly on students and society in relation to the educational rights of persons with physical disability. Besides there is a chronic challenge on accessing services and facilities like class rooms, pipe water, toilet, separate toilet for students with physical disability, library and laboratory. In order to create a harmonious school environment for students using wheelchair the research forwards conducting awareness raising training to the students, government officials, society etc, employ inclusive approach to involve students using wheelchair in decision making, working together to make school accessible, amend/revisit the existing CSO and develop different incentive mechanisms for those NGOs working on the educational rights of persons with disability.

CHAPTER ONE

INTRODUCTION

1.1 Background

Education is one of the major instruments for nation's development and has an enormous potential to develop citizens with an all round personality. It is also a means to bring up citizens who respect human rights (Stubbs, 2008). The Ethiopian Education and Training Policy (ETP) issued in 1994 stipulates that the objective of education and training is not only to develop the physical and mental potential but also to bring up citizens who respect human rights, stand for the well-being of people, as well as for equality, justice and peace, endowed with democratic culture and discipline (MoE, 1994). Furthermore, Article 26(2) of the 1948 Universal Declaration of Human Rights (UDHR) states that:

“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.”

Moreover, the ETP (1994) specifies that provision of education can bring citizens endowed with human outlook, country wide responsibility and democratic values having developed the necessary productive and appreciative capacity in order to participate fruitfully in development and the utilization of resources and environment at large (UNESCO, 2004).

Education is the most basic insurance against poverty through providing opportunities, it empowers people with knowledge, skills and confidence they need to shape better future (UNESCO, 2011).

There are number of international documents propagating the role of education in promoting human rights and fundamental freedoms like the 1948 UDHR and 1966 International Covenant on Economic, Social and Cultural Rights (ICESCR). All the documents assert that the right to education provides an entry point to the enjoyment of all human rights. It includes human rights education, the right to learn about those rights, and the ways and means to protect and promote their rights (UNESCO, 2011).

As a member of the UN, Ethiopia propagates the right to education in the 1995 Federal Democratic Republic of Ethiopia Constitution (FDRE Constitution), proclamations and policy documents. The 1995 FDRE constitution considered provision of education as a state obligation under article 41(4) and article 90 (1&2) believing that it has a vital role for the prevalence of rule of law, good governance, protection and preservation of human rights and bringing sustainable development in the country. In addition according to article 41(5)

“State shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and mentally disabled, the aged, and to children who are left without parents or guardian.” (FDRE Constitution, 1995)

Therefore, this research tried to examine the educational rights of persons with physical disability enshrined under the Constitution, Educational Policy, Strategies and other international documents. By doing this, it assess the situation of children with physical disability who are wheelchair users by taking Menelik II Primary and Preparatory Schools for Higher Education as

a study areas. Due consideration is given to the rights of access to education, the right to participation, and the level of inclusive education of the learning environment of children who use wheelchair.

1.2 Statement of the Problem

Article 41(4) and Article 90 (1&2) of the FDRE Constitution imposes an obligation to allocate ever increasing resources to provide to the public health, education and other social services. In addition, all international human right documents that are ratified by Ethiopia also imposed the duty to fulfill educational rights to all. Specifically Article 41 (5) of the FDRE Constitution addresses the rights of vulnerable social groups through imposing the duty to fulfill on the government.

Although the Constitution and other domestic and International legal documents impose an obligation to fulfill the educational rights of persons with disability in general and physical disability in particular on the government, it gives a little attention recently while formulating the Educational Sector Development Program (ESDP III, 2005). Even the current ESDP IV also give due consideration to the expansion of educational opportunity for students with disability. However, ESDP IV reveal the fact that still there is a gap in fulfilling this right.

In this regard, however, the researcher could not identify that adequate research conducted in assessing the implementation of right to education of PWD which is done specifically on students using wheelchair in Addis Ababa. Even the existing researches conducted by MA students of AAU did not address the issue by giving special emphasis on the educational rights of persons with physical disability as well as they fail to analyze the human rights based approach to educational rights. For instance, Daba (2000) focuses on investigating the implementation of community –based rehabilitation program for children with physical

disabilities in Adama Town; Misrak (2006) discusses the challenges and opportunities of access and mobility in Addis Ababa: the case of people with motor and visual impairments; Mindahun (2006) addresses employment opportunities and discrimination against persons with disabilities: the case of the blind and the physically impaired; Shimels (2011) addresses the issue of electoral participation as a fundamental political right of persons with disabilities in Ethiopia; critical examination of the law and the practice; and Hiwot (2011) give special emphasis on the right to education of children with intellectual disability and its implementation in Addis Ababa. Though these array of researches attempt to address the issue of persons with disability they failed to emphasize the educational rights of persons with physical disability.

Therefore, this study has been conducted in order to assess the educational right status of children with physical disability in schools in general and children using wheelchair in Menelik II Primary and Preparatory schools in particular by using a holistic and human rights based approach. Moreover the study identified the level of awareness on the rights of persons with physical disability and stake holders' involvement in fulfilling the educational rights of persons with physical disability.

1.3 Objective of the Study

1.3.1 General Objective

The general objective of this research is to assess the current practice on the implementation of the right to education of children with physical disability.

1.3.2. Specific Objectives

- To explore the perception of school community on the educational rights of children with physical disability in the study areas;
- To assess the existing practices of educational rights focusing on accessibility and availability for children with physical disability in schools;
- To explore the physical accessibility of the school in addressing the needs of children with physical disability;
- To evaluate the role of stakeholders i.e. Schools, Parent Teacher and Students Association, Addis Ababa Education Bureau, Arada Sub City Education Bureau, Addis Ababa Bureau of Labor and Social Affairs, The Ethiopian Human Rights Commission and DPOs in fulfilling the educational rights of accessibility and availability for children with physical disability.

1.4 Significance of the Study

The relevance of realizing the existing situation prevailing in primary and high schools is unquestionable to human rights protection and promotion. Being education as one of the major canal for any kind of development, understands the specific issues of the nature, incidence and consequence of human rights protection and practice in schools have strategic importance for the governors.

Recognizing the status of persons with physical disability educational right will serves as a source for the government to find possible solutions for those practical problems going to be pointed out in the research and help as baseline information for conducting further research studies in this area. It also provides recent and practical data on the quality of education by those

schools in Addis Ababa. Besides, it highlights the possible area of work for the government, NGOs and any concerned body to effectively realize the right to education of children with disability. It also attempts to bridge the knowledge gap in the area of the right to education particularly accessibility for persons with physical disability

1.5 Scope and Limitation of the Study

The scope of the research is limited to evaluating the implementation of the right to education of children with physical disability in Addis Ababa primary and high schools. These children are entitled to every right just like their peers. However, in this research it is not possible to discuss each and every right of children with physical disability rather because of limitation of time and financial constraints. It focuses only on "right to education" specifically accessibility and availability.

Geographically the study was designed to assess the existing situation of the schools environment, which is found in Addis Ababa from the physical disability educational rights point of view. However, it was confined to the spatial limit of Arada Sub-city specifically in Menelik II Primary and Preparatory Schools for Higher Education. There are a number of reasons to select these two schools that are found in Arada sub-city as a study area. One of the reasons is their special feature as well as geographic condition. These schools are the pioneers in providing educations for students with disability. Geographically, the schools are located relatively at the center of the city. This condition helped me to reach the target population with a minimum transportation cost. The short period allotted to conduct this research was another reason to focus only on one sub-city. The last reason was the researcher's financial constraint.

While conducting the study, the researcher faces different limitations. The main problem was lack of adequate researches in the area, especially on children's using wheelchair in Ethiopia in general and in Addis Ababa in particular which resulted difficulty to support the findings with literature. In addition, interviewees especially school directors and respondents from the government office were very busy which took the researcher more time to get the required information; so it was impossible for the researcher to address interviewees in short days. Despite all these limitations, the researcher has accomplished her study.

1.6 Organization of the Study

The research report is divided in to five chapters. The first chapter covers an overview of the research focusing on introduction. The second chapter presents review of the literature, while research method is discussed in chapter three. Chapter four addresses data analysis and presentation. The last chapter presents conclusion and recommendations.

1.7 Operational Definition

Right to Education: is a legally protected right enshrined under international and national legal instruments. It is a universal access to free and compulsory primary education as well as availability and accessibility of secondary education. Right to education also encompasses the obligation to rule out discrimination at all levels of the educational system, to set minimum standards and to improve.

Discrimination: is any distinction, exclusion, restriction or preference based on person's impairment, enjoyment or exercise, on an equal footing of human rights and fundamental freedoms with in and/or around the school.

Physical Disability: For the purpose of this research, Physical Disability refers to children and youth who use wheelchairs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

The notion of *education* goes back to antiquity and has a direct relation with civilization. It is considered as “*a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations*” (UNESCO, 2007). Though education is an old discipline, for the first time it was considered as a human right in 1948 with the declaration of the first human right document. In the following years different legal instruments were promulgated in relation to the right to education. Pertaining to the right to education, there are some social groups which have not enjoyed this right like any other persons due to different socio-economic, political and physical reasons (Morawa, 2003). Thus, special attention to fully provide the right to education to them is necessary. One of these social groups is persons with disability.

Under this chapter the research tries to briefly address the notion of equality, non-discrimination, disability and models of disability. It also discusses the nexus between education and human rights as well as the different international and national policies and legal framework pertaining to the right to education by giving special emphasis on the rights of persons with disability. Furthermore, the research gives special emphasis to inclusive education and the learning environment which has direct impact on the realization of the rights to education i.e. accessibility. Last but not least, the research tries to address the role of different stake holders in the promotion and protection of the right to education and other related human rights of persons with disabilities.

2.2 The Notion of Equality & Discrimination

▪ Equality

Equality in a human rights context means that all human beings possess inherent rights and are equally entitled to human rights by virtue of being human regardless of any unique differences that each person may have (INTERIGHTS, 2011). The purpose of equality is the pivot for creating a fairer society where individuals and communities can participate and have opportunities to fulfill their potential; and to identify ‘patterns of experience based on group identity, and the challenging processes that limit potential and health and life chances’ (Lord, et.al, 2012).

Equality for all persons before and under the law is cardinal to the full exercise by individuals, groups and communities of their human rights. All persons are entitled to the equal protection and equal benefit of the law without discrimination (Schulze, 2012). Equality of opportunity propagates all individuals must have an equal opportunity to gain access to the desired benefit, taking into consideration their different starting positions. This aims to provide equal chances but not equal results (Lord, et.al, 2012).

▪ Discrimination

Equality and discrimination has an inverse relationship, discrimination occurs when a person on account of his or her identity is treated less favorably than another person in a similar situation where such treatment cannot be objectively and reasonably justified (Makkonen, 2002). Discrimination may arise on account of a person’s trait: that one’s disability cannot be educated nor need special, separate educational programmes etc. Direct discrimination is most relevant in dealing with situations of formal inequalities. In other words, indirect discrimination occurs

where requirements, conditions or practices, imposed equally on everyone, say by a school or employer, have a disproportionate adverse impact on a particular group's possibility of gaining an education or a job (Sheppard, 2011).

In order to avert discrimination and create a fair society, different measures have to be taken by individuals, family members, community and government. Of the different measures the principle of inclusion is the pivotal one (Sheppard, 2011). This concept is particularly relevant in the classroom where inclusive education seeks to engender full acceptance of all students so that they may have a sense of belonging in the classroom community. This principle eschews segregation, exclusion and marginalization (Sheppard, 2011). Article 2 of the Convention on the Rights of Persons with Disabilities (CRPD, 2006) clearly states that there should be reasonable accommodation for PWD. Reasonable accommodation refers to necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (CRPD, 2006).

2.3 Disability and Models of Disability

- **Disability**

There is no single definition for disability, even the CRPD avoids a specific definition of disability; but it has two significant pointers. It notes that:

'... disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others' (CRPD, 2006).

Article 1, of the CRPD (2006) states that persons with disabilities include: *‘those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others’*

This definition may be contrasted with that of the WHO’s International Classification of Impairments, Disabilities and Handicaps (1980), which defines disability as a term which, in relation to an individual, describes a functional limitation for performing tasks, skills and behavior which he or she may have arising from physical, intellectual or sensory impairment, medical conditions or mental illness. Such impairments, conditions or illnesses may be permanent or transitory in nature. Consequently, it is useful to outline models and definitions of ‘disability’ which are in use.

- **Models of Disability**

Different types of models of disability or approaches over the years have been employed to mediate between the needs and interests of persons with disabilities and the rest of society: the most known are medical or bio-centric model, the charity model, the social model and the human rights model.

- A. The Medical Model of Disability**

Through the medical model, disability is understood as an individual problem which is seen as a condition of people who have impairments arising as a result of their impairments (Albert, 2004). If somebody has impairment with visual, mobility, or hearing, their inability to see, walk, or hear is understood as their disability (Albert, 2004).

The medical model is often known as the ‘personal tragedy model’ because it regards the difficulties that people with impairments experience as being caused by their impairments (Mute, 2012). The medical model of disability refers to an understanding of disability as a narrow, medical problem that needs to be ‘fixed’ or an illness that needs to be ‘cured.’ This perspective implies that a person with a disability is somehow ‘broken’ or ‘sick’ and requires fixing or healing (Mute, 2012).

B. The Charity Model of Disability

The charity model of disability regards persons with disabilities as objects of pity and charity, helpless dependents who are unable to live independently. As passive recipients of social welfare, they are viewed as a burden on family and society instead of contributing members in their community (Mute, 2012).

The medical and charity models have long dominated legislative frameworks and policy and continue to foster negative attitudes towards persons with disabilities. They are narrow perspectives that do not reflect a comprehensive understanding of persons with disabilities as holders of rights and as active participants in their communities (Mute, 2012). While persons with disabilities require medical care like other persons, defining disability simply as a medical problem that needs a medical solution ignores the many barriers that prevent persons with disabilities from full participation in society (Mute, 2012). Many of these barriers are created by society and cannot be ‘fixed’ or ‘cured’ by doctors. These models allow individuals, societies and governments to avoid the responsibility of addressing the human rights obstacles that exist in the social and physical environment (Mute, 2012).

C. The Social Model of Disability

According to the social model, disability is understood as an unequal relationship within a social world in which the needs of people with impairments are often given little or no consideration (Barens et.al, 2012). People with impairments are disabled by the fact that they are excluded from participation within the mainstream of society as a result of physical, environmental and attitudinal barriers which prevent them from gaining equal access to education, employment, information, housing, public transport, leisure opportunities, and so on (Barens et. al, 2012).

This model focuses on eliminating barriers created by the social and physical environment that inhibit the ability of persons with disabilities to exercise their human rights such as: promoting positive attitudes and perceptions, modifying the built environment, providing information in accessible formats, interacting with individuals with disabilities in appropriate ways; and making sure that laws and policies support the exercise of full participation and non-discrimination (Quinn & Degener, 2002)

D. The Human Rights Model

The Human Rights model recognizes the various ways in which persons with disabilities enjoy their human rights. Persons with disabilities are holders of equal rights. According to this model equal right should be exercised by every person allowing the participation of persons with disabilities in all aspects of society (Albert, 2004)

The human rights model of disability is predicated on the rights-based approach to disability, as follows:

- Empowerment: A human rights approach to disability aims to empower persons with disabilities to make their own choices, to advocate for themselves and to exercise control over their lives.
- Enforceability and remedies: Persons with disabilities should be able to enforce their rights at the national and international levels.
- Indivisibility: A rights-based approach to disability must protect the civil and political rights, as well as the economic, social and cultural rights of persons with disabilities.
- Participation: Persons with disabilities must be consulted and participate in the process of making decisions that affect their lives (Mute, 2012).

2.4 The Nexus between Education and Human Rights

Many international documents as well as scholars considered education as a continues process of transferring knowledge, skill and attitude among peoples. It is the most basic insurance against poverty through providing opportunities (UNESCO, 2011). It is considered as a means to an end as well as an end in itself for the betterment of mankind (UNICEF & UNESCO, 2007). While human rights are universal legal guarantees protecting individuals and groups against actions which interfere with fundamental freedoms and human dignity (UNICEF & UNESCO, 2007). These human rights elements have been manifested in the form of declaration, convention, protocol or treaty. Those human right instruments like UDHR, ICCPR, ICESPR, CRC and CEDAW enshrined education as one of fundamental human rights.

The relationship between human rights and education emanates from these international legal documents. Since those documents considered education as fundamental human rights,

denial of education is a violation of basic human right and a synonym for disempowerment (Fisher & Angelina, 2004).

According to the WHO and the World Bank (2011) World Report on Disability, educational participation of children with disabilities is less and has lower rates of staying in school. As per this report, children with disabilities are less likely to be in school than their peers without disabilities which is more pronounced in poorer countries. Partly as a result of building rural schools and eliminating tuition fees, Ethiopia more than doubled its net enrolment ratio, from 34% in 1999 to 95.3% in 2013 (MoE, 2013). The total number of students enrolled in 2012/13 academic year both at primary(9,133,374 male and 8,296,920 female) and secondary (1,010,406 male and 888,432 female) schools were 19,330,316; of which 74,955 (0.39 %) was children with special needs education enrolled in primary and secondary schools (MoE, 2013). From the total 74,955 students 18,632 were enrolled in the primary schools and 3,232 were enrolled at secondary schools were students with physical disability; this accounts 29.17% from the total special needs education.

Seeing the USAID/Ethiopia (2011) Disability Inclusion Strategy 2011 – 2015, in Ethiopia a large number of people are denied access to education. Children with physical disabilities cannot afford to access mobility canes, wheelchairs and related mobility training which is effectively limiting their ability to equally participate in schools. In addition, they face many barriers in different places and situations related to: accessibility, discrimination, stigma, negative attitudes, low expectations, and low self-confidence, lack of organizational support, and safety and security.

The Disability Inclusion Strategy further stated that though progress has been made in the education sector, through a few pilot projects in Ethiopia, the majority of the country is not

implementing the GoE's inclusive education policy. There keeps on to be a serious lack of supplemental education materials, trained and available human resources, and physically accessible classes. Besides it is clearly stated on the Disability Inclusion Strategy that teachers are not trained to accommodate SWD appropriately, support and meet their needs properly.

2.5. Policies and Legal Framework on the Right to Education

There are a number of International documents promulgating the right of children with disability to education and its role in promoting human rights and fundamental freedoms; and that it is a vital instrument in fighting poverty and helping people to lead a better life. All the documents declare that the right to education grants a threshold to the enjoyment of all human rights and better life (Victor, 2004).

The first International Human rights document i.e. UDHR (1948) stated under Article 26 (1&2) that:

“Everyone has the right to education and the objects of education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups.”

Subsequently different international legal instrument such as ICCPR, ICESCR, CRC and CEDAW promulgated incorporating the right to education. In response to these international human rights instruments, states took measure by ratifying and enshrining basic provisions in domestic legal documents, such as the constitution, proclamations and policies. As a member of the United Nations, Ethiopia ratified the major international human rights instruments specially those which address the right to education. This part will discuss those

international human rights instruments which embrace the right to education and Inclusive Education in the Ethiopian education system.

2.5.1. International Legal Instruments on the Right to Education

As mentioned, the right to education has been included in several international instruments. The UDHR proclaims that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. Articles 13 and 14 ICESCR, Articles 28 and 29 CRC, Articles 10 and 14 of CEDAW, and Article 5 of CERD contain detailed provisions regarding education. In addition the UNESCO convention against Discrimination in Education seeks not only to ban discrimination, but also promote equal opportunities and equal treatment in education for the individual. These reveal the fact that education is part and parcel of fundamental human right.

These declarations and conventions established an entitlement to free and compulsory primary education for all children; an obligation to develop secondary education supported by measures to render it accessible to all children. The CRC (1989) further strengthens and extend the concept of the right to education; in particular through the obligation to consider in its implementation the Convention's four core principles: non-discrimination; best interests of the child; the right to life, survival and development of the child to the maximum extent possible. Besides the right of children to express their views in all matters affecting them and for their views need to be given due weight in accordance with their age and maturity. The Convention elaborates an understanding of the right to education in terms of universality, participation, respect and inclusion.

i) Elements of the Right to Education

The right to education has four essential elements: availability, accessibility, acceptability and adaptability. These are commonly known as the 4As'. These essential elements were elaborated by the United Nations Committee on Economic, Social and Cultural Rights (CESCR, 1966) in cooperation with UNESCO in 1999. The four elements of right to education are discussed below.

- a) **Availability:** The educational institutions and programs have to be available in sufficient quantity within the jurisdiction of the State party. They should be free and government funded with an adequate infrastructure and trained teachers. The proper functioning of educational institutions depends on numerous factors, including the developmental context within which they operate. The minimum requirements all institutions and programs are buildings, sanitation facilities for both sexes, safe drinking water, trained teachers receiving domestically competitive salaries, teaching materials etc... Facilities such as a library, computer facilities and information technology are also basic requirements.
- b) **Accessibility:** it refers to the physical and economical accessibility of educational institutions and programs without any ground of discrimination. Physical accessibility in education relates to safe physical reach or proximity either by attendance at some reasonably convenient geographic location e.g. a neighborhood school or via modern technology. Economic accessibility is related to affordability. Education should be affordable to all. The convention imposes an obligation on the government to progressively introduce free secondary education in a progressive manner. And education

must be accessible to all, especially the most vulnerable groups without discrimination on any of the prohibited grounds.

- c) **Acceptability:** refers to the form and substance of education, including curricula and teaching methods. There must be minimum standards in law and fact for the quality of education – it must be relevant, culturally appropriate, and non-discriminatory and the contents of curricula, textbooks and methods of instruction must be of good quality to students and, in appropriate cases, to parents. In addition schools must be safe and environmental health standards must be adhered to.
- d) **Adaptability:** Education should evolve with the changing needs of society and contribute to challenging inequalities, such as gender discrimination, so that it can be adapted locally to suit specific contexts. One of the obligations of the state is to adapt education to the best interests of each child, especially regarding children with disabilities, or minority and indigenous children. Education should be flexible so that it can be adaptable to the needs of changing societies and communities and responsive to the needs of students within their diverse social and cultural settings, by eliminating prejudices and reconciling diverse values through dialogue and respect for differences. Education should enhance the human rights of children, e.g. their ability to gain employment, increase gender equality, prevent conflict, avoid socio-economic exclusion, etc.

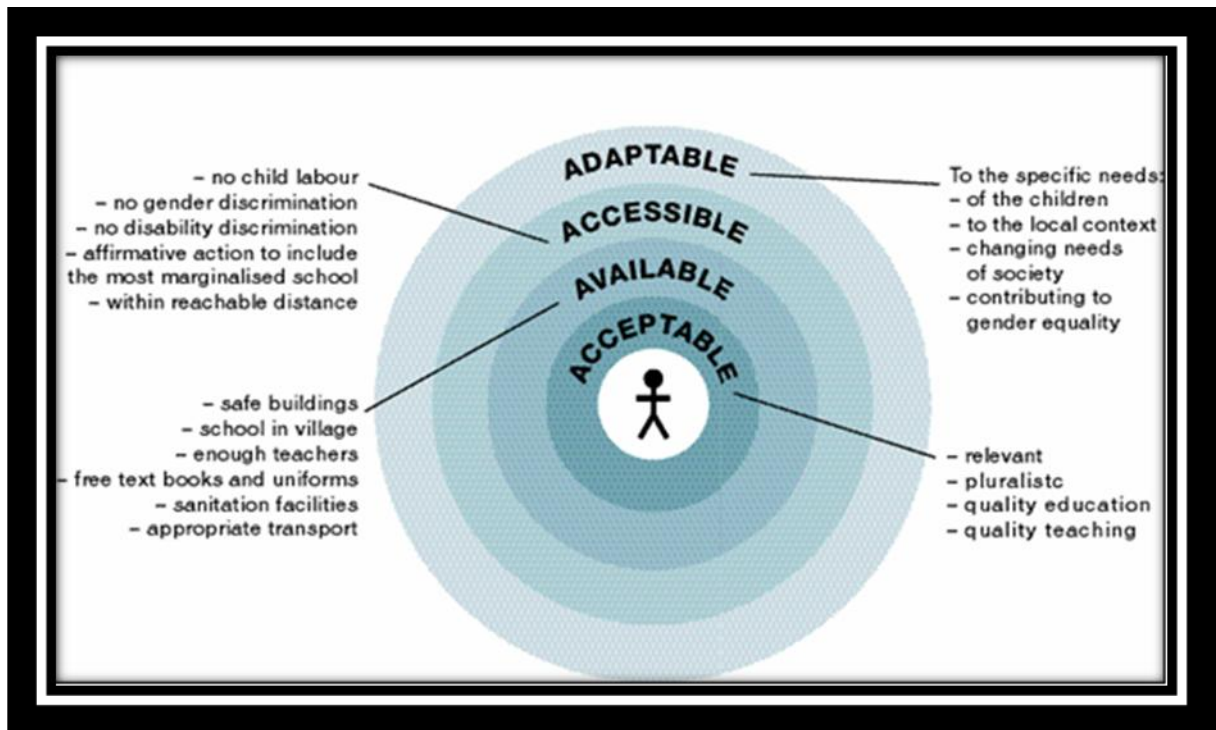


Figure 2.1: The Four A's diagram adopted from Action Aid;

Source: <http://www.right-to-education.org/node/102>

2.5.2. National Legal Framework on the Right to Education

2.5.2.1 The EFDRE Constitution

FDRE constitution declares that “*State has the obligation to allocate ever increasing resources to provide education and other social services*” under Article 41 (4) (FDRE Constitution, 1995). In addition, the government has also an obligation to formulate educational policy with the aim of access to education to all Ethiopians to the extent the resource of the country permit under Article 90 (1 &2). This indicates that like the international legal instruments the constitution also considered education as one of the fundamental right of the people.

According to Article 9(4) of the FDRE constitution, international agreements ratified by Ethiopia are considered as the integral part of the law of the country. Besides, the constitution has clearly stated on Article 13(2) that human rights stated in the constitution must be interpreted in a manner consistent with the UDHR, international human rights covenants and conventions ratified by Ethiopia.

2.5.2.2 Policy, Legislatives, Strategy and Programs

According to Proclamation No. 41/1993, the MoE has the power to formulate the country's educational policies and strategies and, upon approval, follow up and supervise their implementation. Based on this the MoE formulate the Federal Democratic Republic Government of Ethiopia Education and Training Policy (ETP) in 1994. The ETP had the general objective of bringing up citizens endowed with *human outlook*, country wide responsibility and *democratic values*; have the development of the necessary productive and appreciative capacity enabling fruitfully participation and the utilization of resources and environment at large (MoE, 2004). In addition, under the specific objective of the ETP, it is affirmed to "...enable both the handicapped and the gifted learn in accordance with their potential and needs" (MoE, 1994). This indicates that MoE makes special needs education as one of the agenda during the entail stage of the Training Policy.

For the realization of its objectives MoE has launched a series of Education Sector Development Programs (ESDP I, II, III and IV). These programs were designed with the aim of improving the quality, relevance, efficiency and equity of education at the national scale. These programs had been implemented to enable the government to expand access to education with special emphasis on primary education in rural and underserved areas, as well as the promotion

inclusive education in the country, as a first step to achieving universal primary education by 2015 (MoE, 2004).

Although the 1994 Educational and Training Policy incorporated special needs education, ESDP I and ESDP II didn't enshrine the issue of inclusive education. For the first time the government gave special attention for inclusive education on ESDP III which gave due consideration to the expansion of educational opportunities for children with disability in order to achieve the Education for All (EFA) goals (MoE, 2010). On the other hand, one of the objectives of ESDP IV concerning the case of children with disability is to reduce the gap and to actualize Education for All. Thus, according to ESDP IV, MoE has designed a strategy for Special Needs Education with the final goal ensuring access and quality education for marginalized children with disability (MoE, 2010).

2.5.3. Inclusive Education in Ethiopia

The Salamanca Framework focuses on inclusive education as a strategy to include children with special educational needs in mainstream education by responding to the needs of individual learners (Inclusion International, 2009).

'Inclusive education' implies that children and youth with special educational needs should be included in the educational arrangements made for the majority of children... Inclusive schools must recognize and respond to the diverse needs of students, accommodation of both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities' (UNESCO, 1994).

Inclusive education requires a shift of importance on the task of persons providing educational services to make sure that the educational setting were adjusted to provide accommodation for children with disability the special educational needs rather than trying to make them fit in to the given education setting (Tiruseew, 2005). As a result Inclusive education is a process of addressing and responding to the diversity of needs of all students through increasing participation and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structure and strategies to respond to diversity needs (MoE, 2010). In general inclusive education focuses on the change of the whole system of the school environment to the need of the individual child (MoE, 2010). The question therefore needs to be reformulated by asking what is wrong to the school rather than what is wrong with the child (Tiruseew, 2005).

The UNCRC (1989) protects and promotes the rights of all children; including children with disability. Particularly, Articles 2, 23, 28 & 29 are relevant to the rights of children with disability, all rights apply equally to all children without exception. As per Article 2 of UNCRC, signatory states have the obligation to protect children from any form of discrimination and to take positive action to promote their rights without any prejudice. This has clearly designated that children with disability have a right to education and schools have a responsibility to educate all children. Therefore, children with disability have equal rights as other children including the right to education, to survival and development, to know and be cared for by their families, to participate in leisure activities, and to have their opinions heard. However, children with disability consistently face discrimination and they do not attend school because of discriminatory attitudes or lack of awareness as to how they should be included (UNICEF, 2013).

Children with disabilities in Ethiopia face many barriers in different places and situations related to: accessibility, discrimination, stigma, negative attitudes, low expectations, and low self-confidence, lack of organizational support, and safety and security (USAID/Ethiopia, 2011).

There are environmental barriers; transportation services and building of many schools are not accessible to all. These problems will be worse especially for wheelchair users (USAID/Ethiopia, 2011). Due to environmental issues and negative attitudes, PWD are often excluded from educational, health, and other government services. Moreover, many Ethiopians with disabilities cannot afford to access mobility canes or wheelchairs and related mobility training, effectively limiting their ability to equally participate in society (USAID/Ethiopia, 2011). In general, people with disabilities in Ethiopia do not participate equally with people without disabilities in education, training, work, recreation or other community activities (USAID/Ethiopia, 2011).

2.6 Learning Environment

The learning environment has a direct relationship with the students' achievement and performance. A positive and sound learning outcome generally sought by educational system, is attained when undertaken in a conducive or a high quality learning environment. There are a number of elements which contribute towards the existence of good learning environment. These elements can be broadly grouped into physical and safe and healthy environment.

2.6.1 Physical Environment

Physical learning environments are the places, in which formal learning occurs, range from relatively modern and well-equipped buildings to open-air gathering places. The quality of

school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Some authors argue that “extant empirical evidence is inconclusive as to whether the condition of school buildings is related to higher student achievement after taking into account student’s background” (Fuller, 1999).

The quality of school buildings may be related to other school quality issues, such as the presence of adequate instructional materials and textbooks, working conditions for students and teachers, and the ability of teachers to undertake certain instructional approaches. Such factors as on-site availability of laboratories and a clean water supply, classroom maintenance, space and furniture availability all have an impact on the critical learning factor of time on task. When pupils have to leave school and walk significant distances for clean drinking water, for example, they may not always return to class (Miske and Dowd, 1998).

The study conducted by UNESCO (2009) stated that many children with physical impairment are excluded from school. Most schools are physically inaccessible for children who depend on wheelchair, calipers and crutches for mobility. In addition, classrooms and school facilities like libraries, laboratories, toilets, sport grounds and play areas must be made physically accessible for all students. It is understandable that for Children who use wheelchairs, calipers or crutches it will be very difficult to move around within a traditional classroom blocked by rows of chairs and desks Therefore it is essential that to “set up” the classroom in such a way that all the children can move about freely. Children must not just have physical access to their own desk, but also to other parts of the classroom for group works or just to fetch something from a shelf or cupboard, or to paste a drawing on the wall. Children with disability may easily get tired; they should be allowed to take rest in the school. Thus, a place to rest has to be provided by the school (UNESCO, 2009).

The study further mentioned that children with physical impairments may sometimes need to use their own furniture, such as ergonomic chairs and sloped writing tables which should be accommodated without being interfering for the other children. Specially-designed furniture should, if possible, be made available for those who need chairs and tables that differ from classroom furniture standard. The chairs can be designed based on local models, which is not expensive. Some children especially children with back injuries, would be more comfortable standing rather than sitting down which should be accommodated in the classroom (UNESCO, 2009).

Besides, it was stated on the study that many children with physical disabilities will need extra time to read, write, or take notes. This may affect their classroom participation as well as the time they would require to finish assignments. Teachers and school administrators as well as school inspectors and supervisors should control that the children concerned get the time they need to properly show what they have learned in school. This is important for all children with disabilities. It is particularly significant that complementary time is given during exams. Some children with physical impairment may need extensions on deadlines for homework and classroom activities that involve locating and using library resources. Teachers should therefore provide reading lists, a list of things to do, and learning material well before the start of the activity, so that the children concerned can be prepared well and begin early (UNESCO, 2009).

Activities that take place outside of the school such as visits to museums, galleries, sport activities, and school trip should be considered and implemented in such a way that all children can participate and benefit from the activities. If the class visits a museum or exhibition, it should be a place that is physically accessible for everyone. If sport activities are organized, there

should be a plan that can address all students including children with physical disability according to their individual potential and abilities (UNESCO, 2009).

2.6.2 Social Environment

Within schools and classrooms, a welcoming and non-discriminatory condition is very important in creating a high quality learning environment (WHO, 1998). Reducing discrimination is critical to quality improvement in learning environments. Most countries, in all parts of the world, struggle with effective inclusion of students with special needs and disabilities. An examination of special education policies and practices in China, Indonesia, Japan, Malaysia, New Zealand, South Korea, Thailand and Viet Nam testified that although most educational policies include some philosophy of inclusion, significant gaps between policies and actual practices in schools and classrooms exist (Mitchell, 1995).

In Ethiopia, the major challenges in relation to inclusive education are: limited understanding of the concept of disability, negative attitude towards persons with disabilities and a hardened resistance to change (MoE, 2010). In addition, lack of awareness about diversity, rigid and poor teaching methods, inconvenient learning environment, lack of identification processes, and inadequate assessment procedures are the key barriers of implementing special needs and inclusive education in Ethiopia (MoE, 2010). Consequently children without disability in the class should be encouraged to help and assist their classmates with disabilities as part of their own social, emotional and academic development (MoE, 2010).

2.7 The Role of Stakeholders

Achieving the goal of education is enormously more complex since it is not exclusively the effort of the government. It urges the cooperation of others for its fulfillment and success.

The document prepared by UN entitled “A Human Rights Based Approach to Education for All” stated the main actors in the processes of education. These are government, parent, community, school administration and teachers, civil society and the international community (UNESCO and UNICEF, 2007).

A) Government

To ensure the realization of the right to education for all, states have an obligation to promote, protect and fulfill fundamental educational rights:

- **To fulfill the right to education:** by ensuring that education is available for all children and that positive measures are taken to enable children to benefit from it, for example, by tackling poverty, adapting the curricula to the needs of all children or engaging parents to enable them to provide effective support to their children’s education. According to Article 28 of UNCRC, states has duty to ensure that primary education is free and compulsory for all children including children with disabilities, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity.
- **To work on awareness creation:** Article 8 of the UNCRPD (2006) specifically requires ratifying states to promote awareness throughout society about the rights and dignity of persons with disabilities and their capabilities and potential contributions. It also requires them to fight stereotypes, prejudice and activities that might hurt PWD. Measures to support these aims include, among others, public awareness campaigns and awareness-raising training programmes about the rights of PWD which also should be applicable for children with disability in schools. Article 27 of the UNCRPD (2006) recognizes the right

of people with disabilities to earn a living by work freely chosen or accepted in inclusive and accessible to persons with disabilities.

- **To respect the right to education:** by avoiding any action that would prevent children accessing education such as access to school buildings is a fundamental precondition for educating children with physical disabilities. In Ethiopia those children with physical disabilities are likely to face difficulties in travelling to school if, the roads and bridges are unsuitable for wheelchair use and the distances are too great. Even if it is possible to reach the school, there may be problems of stairs, narrow doorways, inappropriate seating, or inaccessible toilet facilities (USAID/Ethiopia, 2011).
- **To protect the right to education:** the government should take the necessary measures to remove the barriers to education posed by individuals or communities, for example, cultural barriers to education or violence and abuse in the school environment. The international community suggests the national governments to have political will and commitment; involved in capacity building; prevalence of good governance; and devolution of power for the realization of quality and respectful learning environment in a given state (UNESCO and UNICEF, 2007).

The UNCRC which Ethiopia is a signatory protects and promotes the rights of all children, including children with disabilities. Articles 2, 23, 28 & 29 are particularly relevant to the rights of children with disability. Article 2 of the convention has clearly stated that all rights apply equally to all children without any exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights. Children with disability have a right to education and schools have a responsibility to educate all children equally. Consequently, children with

disability in Ethiopia have the same rights like other children as well as the right to education.

CRC (article 4) and the ICESCR (articles 2 and 13) require that states undertake all appropriate legislative, administrative and other measures to the maximum extent of their available resources for the implementation of education rights. To this effect governments need to develop strategic plans for the progressive realization of educational rights that include a time frame for the introduction of measures to extend access to both primary and secondary education, raise the quality of education and introduce the necessary legislative and policy measures to ensure the protection of the rights of children with disability in schools. Quality in education can only be achieved through the development student friendly learning environments that are dedicated to a holistic approach to children's development.

B) Parents

Parents are the other stakeholder for the realization of the right to education. They have a substantive role for their children behavioral and academic development. The main responsibilities of parents for their children are:

- Supporting and recognizing the right to education and the value of education for all their children particularly children with disability.
- Refrain from overburden their children with domestic and other work to the detriment of their schooling. Parents need to create space and time in children's lives to enable them to attend school and do their homework. Special focus and help should give for their children with disability.

- Ensuring that children are prepared for school and able to travel, arrive, ready and on time, when school is in session.
- Getting involved in the school and supporting its work – through participation in fund-raising, meetings with teachers, committees, consultations, governing bodies, etc.
- Showing encouragement and support for their child’s work and, where possible, helping with homework.
- Advocating for children’s right to education – holding schools and education authorities to account in fulfilling their obligations to children, monitoring progress and challenging rights violations of children with disability.
- Ensuring that local traditions and customs, such as child marriage, considering children with disability as an insignificant members of the society do not prevent their children from going to school (UNESCO and UNICEF, 2007).

C) Communities

Local communities have a key role to play in encouraging environments that are conducive to fulfilling the right to education for everyone. In collaboration with partners in the community, key persons like local authorities, traditional leaders, and elders have the responsibility of promoting awareness of the value of education among local communities and enlisting their support for local schools and the fulfillment of right to education for all including children with disability (UNESCO and UNICEF, 2007).

Local community members can generate critical advocacy for education and raise resources to improve school facilities. They can contribute financial support, organize fund-raising activities, join school governing bodies, support community based curricula activities, contribute to ‘working parties’ to maintain the school environment, campaign for improved

funding, help adapt school buildings so they are more accessible for children with disabilities and encourage the elimination of child labor in their communities (UNESCO & UNICEF, 2007).

D) Teachers

Teachers are the prominent stakeholders to create an impact on the day-to-day experience of students in school. A quality education, in which students want to take part, is dependent on the commitment, enthusiasm, creativity and skill of teachers (UNESCO and UNICEF, 2007).

Teachers have a number of responsibilities for the realization of educational rights for every child without any grounds of discrimination. Some of the duties of teachers are:

i) Introducing Practical Measures for Inclusion

Students need to feel welcome and confident of equal treatment in the school as well as schools need to promote an atmosphere of respect for all students. In addition, students should never be stereotyped or insulted on the basis of their disability. Therefore, teachers need to take active measures to involve children with disability and children without disability on an equal basis.

ii) Accommodating Differing Needs

Using an inclusion approach necessitates action to accommodate student's differing needs. It may be necessary; to ensure the accommodation of different needs starting from the structure of the school up to the daily routine of the teaching learning activities. For example some classes are held on ground floors to accommodate wheelchair users; teachers should take into account the distance of student's home for their arrival; and equal class room participation among students (UNESCO and UNICEF, 2007).

iii) Encouraging Local Engagement

Teachers should encourage students with disability to be attentive and active participants in local engagements such as involvement in community and social clubs. By creating such opportunity, students with physical disability developing imitative emotional leadership experience for their future life as well as realize the appreciation of the needs of local community and striving to fulfill it (UNESCO and UNICEF, 2007).

iv) Engaging Students as Partners

Teachers have a duty to consider all students as one of the main stakeholders in the school. They should give recognition and engage them to actively participate at all levels: as peer educators and mentors for younger children; in setting up and running school councils; in helping develop school policy and rules; in providing feedback and evaluation on the curriculum and teaching methods; as mediators; and in participating on school governing bodies (UNESCO and UNICEF, 2007).

E) Civil Society Organizations (CSO)

CSOs are also one of the stakeholders which have a significant role in the fulfillment of the right to education in two main dimensions. They are directly involved in the educational service provision activities and as advocates to fill gaps in areas like capacity building, physical infrastructure delivery or conducting research etc. In most countries throughout the world, international, national and local civil society organizations play a central role in the realization of rights, whether as service providers or as advocates challenging duty bearers to fulfill their obligations (UNESCO and UNICEF, 2007). They are often the source of considerable expertise, not only in identifying gaps in provision of service in local communities but also in developing

strategies required to address those gaps. Building partnerships with these organizations is thus of considerable importance.

The private sector is also playing an increasingly important role in the provision of basic services, including education, and needs to comply with its corresponding obligations as duty bearer. It can therefore be a significant partner in many countries in order to address the rights of education for children with disability (UNESCO and UNICEF, 2007).

F) The International Community

The international community can be a major participant in the realization of the right to education of children with disability as it provides support to build the capacity of both governments and individuals. The Dakar Framework for Action expressly introduces a role for the international community, for example, in the allocation of a larger share of resources to support primary and other forms of basic education, and in ensuring that education strategies complement other strategies for poverty elimination, such as the United Nations Development Assistance Framework (UNDAF) and poverty reduction strategy papers. The 2005 Paris Declaration on Aid Effectiveness also spurs development partners towards such rights-based approaches in terms of, for example, capacity-building and accountability. This role has been further affirmed in the Organization for Economic Co-operation and Development/Development Cooperation Directorate Report ‘Integrating Human Rights in Development’, which calls on development partners to:

- Deepen their institutionalization of human rights considerations, looking at their systems, procedures and staff incentives and allocating adequate resources to better translate their policies into practice.

- Support the strengthening of national ownership of human rights in the context of development partnerships, particularly around poverty reduction strategies.
- Push for the integration of human rights into thinking and practice around new aid effectiveness processes and instruments and modalities of aid delivery.

CHAPTER THREE

METHOD

3.1 Research Design

The type of research design applied in this study was qualitative research. This type of research design helped the researcher to investigate the situation and identify the problem; furthermore qualitative design helps to obtain information concerning the prevailing practice of educational rights of person with physical disability in the schools.

3.2 Target Population

In this research, the target populations were students with physical disability enrolled in the year 2013/14 at Arada sub-city Primary and Preparatory schools.

According to the survey made by the MoE, the total number of students with physical disability in primary and secondary schools in the year 2013/14 were 15 and 8 respectively. (See table 3.1) This data included all types of physical disabilities. This indicates that there is a high probability of the number of students with physical disability to dropout and discontinue their secondary education.

Moreover, because the study also aims at developing a comprehensive insight around the plight of students with physical disability, in regard to the right to education, further and related information were gathered from school principals, DPOs on physical disability, NGOs working in the area, and concerned bodies from government offices that are closer to the issue.

3.3. Data Sources

Primary and secondary data sources were used in this research. Qualitative data were collected mainly from primary sources through questionnaires, open ended and semi-structured interview guides, FGD and field observations. Laws, proclamations, policies and international human rights instruments which enshrined the rights of person with disability are also used as primary sources. Secondary data were also collected from published and unpublished materials, books, thesis, reports, journal and articles.

3.4. Participants

The researcher employed convenience sampling technique, and Arada is selected as a sample sub city and the schools by the name Menelik II Primary and Preparatory School for Higher Education were selected by employing purposive sampling technique. The reason why these schools were preferred for the study is mainly because of the availability of wheelchair user students. In addition, comparing with other schools, the schools are acknowledged as a pioneer by Arada Sub City regarding the case of inclusive education to provide education for students with disability. Besides, these schools accessible for the researcher to gather the relevant first hand information within the existing time.

The researcher also employed, purposive sampling technique so as to access subjects such as school principals, teachers, associations on physical disability, DPOs, NGOs working in the area, and concerned bodies from government offices that are closer to the issue.

Table 3.1: Secondary School Students Population and Students with Disability Distribution in Addis Ababa Sub cities

Sub cities	Primary Schools										Secondary School									
	No. of Scho ols	Students Population			Children with Disability *			Children with Physical Disability **			No. of Scho ols	Students Population			Children with Disability*			Children with Physical Disability **		
		M	F	T	M	F	T	M	F	T		M	F	T	M	F	T	M	F	T
Addis ketema	18	18953	22195	41148	134	107	241	27	8	35	7	6283	6842	13125	5	3	8	3	2	5
Akaki Kaliti	19	16592	18128	34720	62	24	86	31	5	36	12	5770	5897	11667	1	4	5	0	1	1
Arada	16	15729	19513	35242	93	105	198	7	8	15	22	9117	10567	19684	116	80	196	4	4	8
Bole	14	23852	28937	52809	36	28	64	9	7	16	25	6638	7789	14427	0	0	0	0	0	0
Gullelie	12	18727	22646	41373	47	52	99	8	4	12	16	8922	9581	18503	10	9	19	2	0	2
Kirkos	13	15935	20226	36161	37	29	66	8	5	13	14	6398	7342	13740	3	3	6	3	2	6
Kolfe Keranio	21	39605	48576	88181	67	64	131	22	15	37	24	9189	10009	19198	0	1	1	0	0	0
Lideta	12	10755	13411	24166	50	55	105	8	9	17	4	3280	3888	7168	0	0	0	0	0	0
Nifassil k Lafto	15	30296	38729	69025	100	119	219	13	9	22	28	8466	9676	18142	10	4	14	6	0	6
Yeka	31	26272	34350	60622	811	781	1592	27	24	51	16	7882	9053	16935	12	11	23	6	5	11
Total	171	216716	266711	483447	1437	1364	2801	160	94	254	168	71945	80644	152589	157	115	272	24	14	39

*Disabled Students - Children with Disability

**Handicapped Students - Children with Physical Disability

Source: Ministry of Education Data Base (2013)

3.5 Instruments and Data Collection Techniques

In order to gather adequate and reliable data, the researcher developed three instruments. These were questionnaires, semi-structured interview guide and field observation checklist. Two questionnaires were developed for students using wheelchair and teachers in Menelik II Primary and Preparatory schools. In order to get additional information about the educational rights of SWD open ended and semi-structured interview guide was prepared for FGD. In addition, semi structured questions were also prepared to identify the implementation of educational rights of SWD from stakeholders. Moreover, an observation checklist was ready for the purpose of identifying the status of the school environment in relation to accessibility and availability of different services for students using wheelchairs.

The questionnaires had both closed and open ended questions. All the questionnaires and question guides were prepared in English initially and then translated in to Amharic so that the respondents can simply understand it.

3.6 Data Analysis

A thematic analysis has been employed so as to develop understanding and meaning from the data obtained. The analysis for qualitative data, which were collected through interviews from key informants, focus group discussions and field observations described, interpreted and explained through supporting the related issues addressed by the questionnaires collected from students with physical disability and teacher respondents.

3.7 Ethical Consideration

First and foremost instruments of the research were checked by the academic advisor and then translated into Amharic language. After identifying the key informants with whom to begin the interview process, discussion with all participants of the study was made. Clear explanation was made by the researcher about the right to withdraw participation at the process of the research, the right of getting any clear information about the study and insuring confidentiality of participants' identity.

Consequently the researcher obtained consent of all participants both in verbal and written form to start the interview process. The researcher was on time during data collection and appointment with interviewees. Right to privacy of the respondents had been respected. There were no voice recordings without the consents of the interviewee. Similarly, the researcher has tried her best to create a friendly environment.

CHAPTER FOUR

RESULT AND DISCUSSION

This chapter is comprised of five major parts. The first part describes basic feature of respondents' characteristics. Part two discusses about respondents level of awareness on The Rights of Persons with Disability. Part three describes about the practice of educational rights in the school by students with physical disability who use wheelchair. Following this the right to education will be addressed with special emphasis on availability and accessibilities. The last part of this chapter addresses the role of stakeholders in promoting, fulfilling and protecting the educational rights of children with physical disability.

4.1. Background of Respondents

To describe and analyze the current status on the implementation of educational rights of children with physical disability in the study area, the researcher gathered information from four key informant students with physical disability who use wheelchair through in-depth interview and two FGD with 5 members in each from Menelik II Primary and Preparatory Schools for Higher Education. In addition data were also collected from the school principals, the city administration educational bureau, the sub-city regional bureau, two NGOs representatives and different DPO representatives through interview.

4.1.1 Students Using Wheelchair Respondents Characteristics

- **Sex**

A total number of four, two male and two female wheelchair user students were enrolled in the schools (Menelik II Primary and Preparatory Schools Administration/Registrar Offices).

- **Age and Grade Level**

According to the CRC (1989) which Ethiopia has made the ratification without any delay, a child means every human being below the age of eighteen years old. Besides, according to Article 215 of the EFDRE family code (2000), child is defined in the same way to be under the age of eighteen; where internationally students should complete their secondary school education at this age (UNESCO, 2010/11).

The above mentioned documents as well as other literature indicates that, universally agreed age for a child to start basic education is seven and if she/he does not repeated or drop out at any grade level, she/he will be able to reach general secondary education at the age of fifteen.

For instance, under normal circumstances, a child at the age of 13 is expected to be at grade seven, though one of the respondents at the stated age in this research is still in grade one. Again the other respondent who is 38 years old is yet about to complete secondary education. (See Table 4.1) Hence the research revealed that wheelchair user students lag several years behind their age mates in accessing basic education mainly because they start primary education very late among their peers. This intern leads to denial of multiple opportunities as well they suffered multiple discriminations since their child hood.

Table 4.1: Wheelchair user respondent's Sex, Age, Grade level and Duration in the school

No.	Item	Alternative			
		Menelik II Primary		Menelik II Preparatory	
1	School				
2	Sex	F	F	M	M
3	Age	13	20	30	38
4	Grade	1	7	11	12
5	Duration of staying in the school/years	2	8	1	2

Source: Field observation, 2014/15

- **Duration**

The respondent students, who stayed in the school ranges from one year to eight years; this indicates that they have enough experience to answer about the school environment. (See Table 4.1) Having significant years of experience, is an asset for this research to scrutinize the challenges that hamper educational rights of person with physical disability.

4.1.2 Teacher Respondents Characteristics

The researcher distributed a total number of ten questionnaires by giving a quota of five for primary and the remaining five for the secondary school teachers. From the total, nine questioners were properly completed and collected. This shows that the response rate was 90%. As of the total respondents most of them (66.67%) were male and the remaining 33.33% were female. (See Table 4.2)

Pertaining to respondents' age distribution a significant number of teachers are within the range of 30-35 and 42-47years. The respondent age is useful for the outcome of this research, because, they can provide valuable information about the situation of SWD in the school based on their reach experience. In relation to this the teacher respondents working at the study areas range from two years up to sixteen years. The duration of experiences have also an asset for the credibility of the data.

Table 4:2 Sex, Age and Educational Level of Teacher Respondents

No.	Items	Alternative	Number
1	Sex	M	6
		F	3
		Total	9
2	Age	30-35	4
		36-41	1
		42-47	4
		Total	9
3	Educational level	Diploma	1
		BA/BSC	8
		Total	9

Source: Field observation, 2014/15

4.2 Respondents Awareness on the Rights of Person with Disability

This section discusses about the status of awareness of respondent's SWD, students without disability as well as teacher's the right to education in general and the rights of PWD in particular. It gives emphasis on the legal framework they know, sources of knowledge or information, and the level of awareness on the rights of persons with disability.

4.2.1 Student Respondent's Awareness on the Rights of Person with Physical Disability

With the exception of one, every student respondents with physical disability stated that they have prior knowledge about the right to education in general and the rights of person PWD in particular. However, they only mentioned that PWD have equal educational rights like other students, without explaining the right to education as well as persons with physical disability rights. They were not able to mention and explain what specific rights that are enshrined in the constitution, international human rights instruments including Convention on the rights of Persons with physical disability and other legal documents. With regards to their sources of

information, they listed radio, television, peer groups, Associations of PWD, newspapers and magazines.

Therefore it can be concluded that their awareness level about their right is inadequate. As a result they are susceptible for abuse and unable to claim their rights that are enshrined under international instruments; such as making the school accessible and available all the necessary utilities such as water, toilet and reasonable accommodation.

The two FGDs carried out among children without disability; five students from the primary and another five students from the preparatory school. The main purpose of these FGD is to identify the level of awareness of student without disability about educational rights of SWD who are learning with them. Participants of the FGD stated that they have some information about the right to education in general and the rights of person with physical disability in particular. However they could not mention more than the right to get protection and education. The discussion with students without disability indicates that, they are unaware of the rights to education in general and right to education of PWD in particular. Thus, unknowingly they might infringe the rights of persons with physical disability.

4.2.2 Teacher Respondent's Awareness on the Rights of Person with Physical Disability

Teachers are the prominent stakeholders in protecting, defending, fulfilling and promoting human rights in general and specifically educational rights as well as rights of children with disability in particular. As a result awareness of teacher's on the areas of human rights in general and the rights to education of SWD can play a significant role for creating conducive school environment. Teacher with a sound knowledge about rights may involve in the

activities of protecting students from violation of her/his rights, preventing them from any infringements and fulfilling some of the rights within their capacity in collaboration with other stakeholders like government and DPOs as well as creating awareness to the school community.

In relation to teacher respondent's awareness, with the exception of one, all affirm that they have prior knowledge on the right to education as well as the rights of person with physical disability. They further properly described some of the rights such as the right to life, education, employment, freedom of thought, speech and movement, employing affirmative action and reasonable accommodations. With regards to their sources of information, they listed radio, television, and publications like books, magazine, gazette, peer groups and formal education. They also stated that, they did not have adequate knowledge on the subject matter particularly on the rights of PWD.

Article 8 of the UNCRPD (2006) specifically requires states to promote awareness throughout the society about the rights and dignity of persons with disabilities and their capabilities and potential contributions.

4.3 Educational Rights Situation of Persons with Physical Disability in the School

In this section the researcher will present and analyze the situation of educational rights for PWD in schools. In relation to this different issues like the occurrence and the corresponding people commonly committing of discrimination, the level of participation and employing inclusive approach are discussed by taking mainly student and teacher respondents reflections.

- **Discrimination**

The information gathered through questionnaire from students with disability and teachers indicates that discrimination is not an impediment in both schools. From the total of four student

respondents three of them declared the non existence of discrimination. Only one female student in primary school affirmed that other students are insulting and beating her because of her disability. In addition, majority of teacher respondents stated the non-occurrences of discriminatory acts in all service provision areas such as classroom allocation, seating place allocation and text books distribution. Merely few teacher respondents declared the existence of discrimination by students and the society occurs in the school due to lack of awareness.

However the data gathered through field observation depicts that, in Menelik II Primary School services like library, laboratory, pipe water and mini media room are totally inaccessible for the wheelchair students. Likewise except the service of the library, all the other school facilities are inaccessible for wheelchair users in the Preparatory School. Since all the services in the school are not accessible for them, these students can't receive the same education as a non wheelchair bound student. Thus, in both schools, students using wheelchair can't receive education which is comparable to their peers. This lead the researcher to conclude they are treated less favorably than their noon wheelchair peers.

In both schools, toilets which are intended for the non wheelchair bound students are available. However, there is no separate toilet room for wheelchair users, even those toilet rooms which targeted students without wheelchair are totally inaccessible. In addition, the play ground, administration office, cafeteria etc. are not accessible for students with wheelchair. From this it can be concluded that there is discrimination against students with physical disability while implementing Education for All students in inclusive education system.

- **Participation**

Under this point student with physical disability level of participation in the teaching learning process, school administration and extracurricular activities is going to be presented by using the data obtained from students with physical disability, teachers and FGDs both at the primary and high schools.

In relation to students with physical disability participation in the teaching learning process /in the class room/ all the information gathered from teacher and student respondents as well as FGDs assert their involvement in the class room discussion. They also affirm the absence of any forms of hindrance which refrain from participation.

However, some teacher respondents stated that students with physical disability do not actively participate because of their own personal problem like their shy character, fear of peer groups mock and lack of knowledge. Both student and teacher respondents also stated the non participation of students with physical disability in educational trips. This is mainly because the trip sights as well as the transportation are not conducive for them. From this one can easily realize that there is a sort of problem in applying inclusive education.

With regards to the extents of participation of students with physical disability in the decision making process, all the students with physical disability from primary and secondary schools, explicitly affirmed that they did not involve in the preparation, amendment and execution of school bylaws, rules and regulations. They farther explain that they have a minor involvement in method of teaching, school plan and matters related to administrative. Likewise

the teacher respondents of primary and high schools also confirmed the lesser involvement of students with physical disability in the schools decision making process.

Pertaining to the existence of club, which addresses the issue of persons with physical disability both primary and preparatory school teachers as well as students stated that there is no club which works on SWD. From the observation the researcher is also able to realize the non existence of an office for such type of club both at primary and preparatory schools. This can clearly indicate that SWD do not participate in leisure activities that can help them to have their opinions heard.

4.4 Educational Rights

As it is already mentioned above, Comment No. 13 which elaborates Article 13 of the ICESCR classifies four major elements of the right to education. These are Availability, Accessibility, Acceptability, and Adaptability. This part tries to address the situation of the first two elements: availability and accessibility in Menelik II Primary and Preparatory Schools by taking data acquired mainly from field observation, students with physical disability and teacher respondents.

4.4.1 Availability

As stated above availability is one of the essential element of the right to education. It asserts the state has an obligation to provide the minimum requirements that are relevant for schooling. These requirements should also be provided freely and supplied with an adequate infrastructure. The minimum requirements all institutions and programs are likely to have are buildings, sanitation facilities for both sexes and SWD, safe drinking water, teaching materials,

and so on; while some will also require facilities such as a library, computer facilities and information technology.

Table 4.3: Availability of Different Items at Menelik II Primary and Preparatory Schools

No.	Items	Availability		Remarks
		Primary school	Preparatory School	
1	Pipe water	There is a pipe water in 2 paces	There are pipe water in more than 3 different places	
2	Separate toilet rooms	There is no separate toilet for SWD	There is no separate toilet for SWD	There is solely separate toilet For female & male non wheelchair students
3	Library	There is a library at the 1 st floor	There is a library with ramp	
4	Laboratory	There is a laboratory room	There is a laboratory room	
5	Clinic	There is no proper clinic service	There is no clinic service	There are first aid rooms
6	Pedagogy center	Doesn't give any service	There is a pedagogy center	
7	Entertainment place	There is a playground	There are a number of entertainment places	Recreation area, football field, basketball and volleyball fields
8	Internet service	No service	There is an internet service	
9	Administration offices	Yes, there are offices	Yes, there are offices	
10	Department offices	Yes, but not sufficient	Yes	
11	Clubs	No	No	Some of them are not effective
12	Cafeteria	Yes	Yes	It is primarily giving service for teachers
13	Mini media	Yes	Not functional	
14	Elevator	No	No	
15	Road (layouts)	There are different layouts	There are different layouts	

Source: Field observation, 2014/15

Table 4.3 depicts that primary and preparatory schools have pipe waters, toilet rooms for male and female non wheelchair students, library and laboratory. Both primary and preparatory

schools have entertainment place for the students, rooms for administrations offices, departments, clubs and cafeteria.

On the other hand both Primary and Preparatory schools do not have separate toilet rooms for students with wheelchair. The field observation identified in both schools there is no clinics are they only have first aid providing rooms. Besides, the Primary school does not have pedagogy center and internet service. Likewise the Preparatory school does not have mini media.

The field observation indicates that both schools have G+1 house serving as administration offices, library, laboratory and clubs for Primary school; and class rooms for preparatory school. However the G+ 1 houses which are found at Menelik II Primary and Preparatory Schools does not have elevators. (See Figure 4.1, 4.2 & 4.3)



Figure 4.1: Ramp which makes the ground class rooms accessible for students using wheelchair in Menelik II Primary School

Source: Field observation, 2014/15

Pertaining to the intra-road, though there are substandard, there are layouts in both Primary and Preparatory schools. For instance the entrance and almost all parts of the interior layout of Menelik II Primary School is covered by gravel stone which is not conducive to wheelchair users. To the contrary the front side of Menelik II Preparatory School is covered by

coble stone. This is relatively comfortable for persons with physical disability particularly using wheelchair. (See Figure 4.2 & 4.3)

4.4.2 Accessibility

As it is already stated in the literature part, once the different educational facilities become available within a given school the next and related requirement is to make those facilities accessible for all students without discrimination. Accessibility encompasses physical and economical; the former refers to accessibility in education related to safe physical reach at some reasonably convenient geographic location; while the later is related to affordability. Education should be affordable to all. The CRC imposes an obligation on the government to provide free and compulsory general education for children as well as progressively introduce free secondary education in an expanding manner. Moreover education must be accessible to all, especially for the most vulnerable groups, without any discrimination on any of prohibited ground.

- **Physical Accessibility**

This part reveals the physical accessibility of the school and different services provided by Menelik II Primary and Preparatory Schools for students with physical disability using wheelchair.

The distance from home to school for both primary and preparatory students using wheelchair is ranging from 15-25 minutes. Moreover the roads are not comfortable as well as relatively long distance for wheelchair users plus the wheelchairs are not driven by the user themselves they usually pushed by another person.

Inside the schools, most of the class rooms are not accessible for them, because they don't have ramp and almost all have high edges which are very difficult to pass by wheelchair. For instance in Menelik II Primary School, almost every class rooms are located at the row-house, however they have high edges and a break to use up the surrounded road. These edges hold back students while using their wheelchair and make it hard not to freely or easily enter in to the class rooms. Likewise there is a hindrance to enter into the class rooms at the Menelik II Preparatory School. Since most of the classes are found at $\geq G+1$ houses and this house do not have ramps or elevator. As it is stated by teacher and student respondents, (See Figure 4.3) once they enter in the class room, wheelchair users sit at the front which is relatively conducive for them. Thus the front desks are usually reserved for them and they are compatible for them to sit.



Figure 4.2: The physical condition of Menelik II Primary School.



Figure 4.3: The back yard of the school serves as entertainment is partially accessible, but the G+4 class rooms are totally inaccessible for students using wheelchair at Menelik II Preparatory School.

Table 4.4: Accessibility of Different Items for Students with Physical Disability

No.	Items	Accessibility		Remarks
		Primary school	Preparatory School	
1	Pipe water	Not accessible	Not accessible	Fenced and have ragged road
2	Separate toilet room	Not available for Wheelchair users	Not available for Wheelchair users	Not available for Wheelchair users
3	Library	Not accessible	Accessible	At the 1 st floor
4	Laboratory	Not accessible	Not accessible	It has stares with high edge
5	Clinic	Not available	Not available	
6	Pedagogy center	Not functional	Yes, there is a pedagogy center	It is on the 1 st floor
7	Entertainment place	Yes there is one playground	Yes there are a number of fenced fields	Fenced and the door is too narrow
8	Internet service	Not available	Yes	It has stares with high edge
9	Administration offices	Yes, but not accessible	Yes	The primary school is totally not accessible; some of the preparatory school offices has ramp
10	Department offices	Yes	Yes	Has high edge
11	Clubs	Not available	Not available	Has high edges and the roads are ragged
12	Cafeteria	Not targeting for students	Not targeting the students	Has high edges and the roads are ragged
13	Mini media	Not accessible	Not available	With high edges and ragged pave ways
14	Elevator	Not available	Not available	
15	Road	Not accessible	Not accessible	The pavement is ragged & not conducive for wheelchair

Source: Field observation, 2014/15

Table 4.4 depicts the physical accessibility of different services provided by Menelik II Primary and Preparatory Schools for students using wheelchair. Although, there are pipe water, separated toilet for male and female students, library and laboratory, all of them are not accessible for wheelchair user students. Particularly, separate toilet room for students using wheelchair is very important, however, it is not available in both schools and even those restrooms which are intended for the non wheelchair students are not accessible for them. This

is mainly because of the designing problem i.e. the buildings were not designed and constructed by taking in to account the question of SWD using wheelchair such as building ramps or installing elevators in order to access all rooms. The other major obstacles to reach some of the services which have ramps are the intra roads; the passes to pipe waters, toilet rooms, libraries and laboratories are paved by large stones which are not comfortable for wheelchair (See Figure 4.4 - 4.10) .When we closely look at the toilet rooms, they are not constructed by taking in to consideration the needs of students using wheelchair. Usually students using wheelchair should have a separate toilet room.

As it is stated in the literature part, in order to say that there is equality, all individuals must have an equal opportunity to gain access to the desired benefit, taking into consideration their different starting positions (Lord, et.al, 2012). However in both schools, students using wheelchair are not getting equal opportunities to access pipe water, separated toilet for male and female students, library and laboratory. This can lead the researcher to judge that students using wheelchair are not equally treated like other students without disability in both schools which implies that the same thing is true in other schools.



Figure 4.4: The surrounding stones and absent of properly paved layout causes pipe water inaccessible for students using wheelchair at Menelik II Primary School condition



Figure 4.5: The existing edge and hole for drained water in the vicinity of the pipe water causes inaccessible for students using wheelchair at Menelik II Preparatory School

Source: Field observation, 2014/15

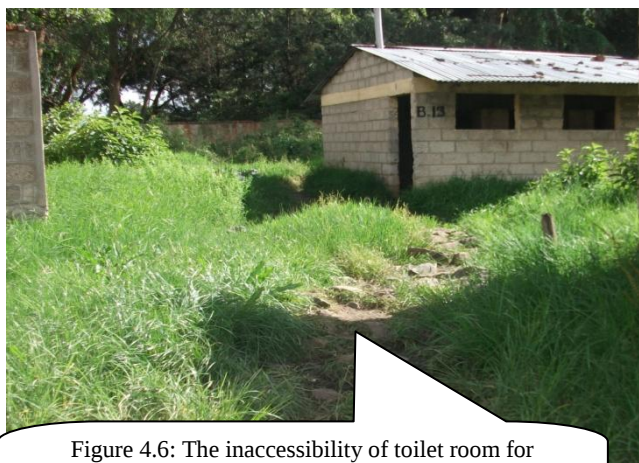


Figure 4.6: The inaccessibility of toilet room for female students using wheelchair at Menelik II Primary School

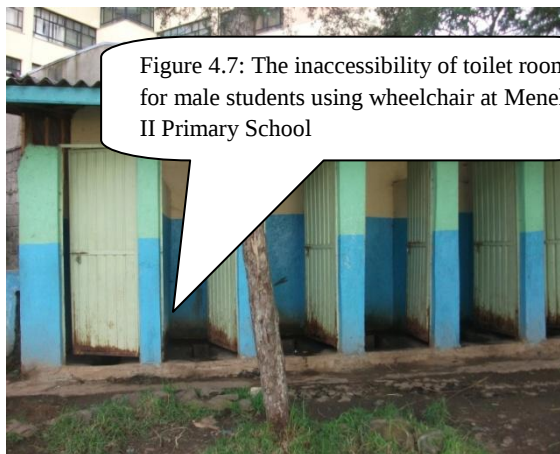


Figure 4.7: The inaccessibility of toilet room for male students using wheelchair at Menelik II Primary School

Source: Field observation, 2014/15

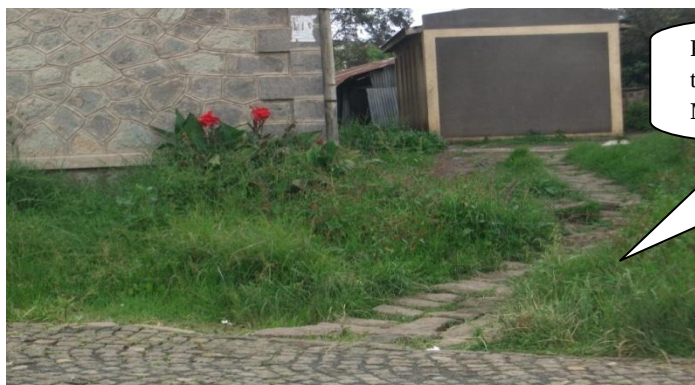


Figure 4.8: The existing path makes inaccessible the toilet rooms for students using wheelchair at Menelik II Preparatory School

Source: Field observation, 2014/15



Figure 4.9: The stairs causes inaccessibility Science Laboratory for students using wheelchair at Menelik II Primary School



Figure 4.10: The inaccessibility of library for students using wheelchair at Menelik II Primary School

Source: Field observation, 2014/15

Similarly, office rooms in Menelik II Primary and Preparatory Schools used for pedagogy center, administration, department, clubs, cafeteria and Mini Medias are not accessible for students using wheelchair; due to absence of ramps and there are high edges. (See Figure 4.11 & 4.12) Even the path to those service delivering rooms is not comfortable for wheelchair using students. (See Figure 4.11)

Figure 4.11: The stairs and high edges make administrative offices inaccessible for students using wheelchair at Menilik II Primary School



Figure 4.12: The existing high edge at the entrance of Mini Media causes inaccessible for students using wheelchair at Menelik II Primary School



Source: Field observation, 2014/15

Although the Government designed an education policy, strategies, programs, promulgate different laws and ratifying international conventions which addresses the interests of PWD in general and persons using wheelchair in particular, the situation clearly indicate that they are still marginalized, subject to formal discrimination, and vulnerable for psychological and physical rights infringements. Still there is lack of special considerations to fill the existing gaps in providing the school services for students using wheelchair.

As per Article 2 of the CRPD (2006) there should be reasonable accommodation for children with disability to exercise on an equal basis with others of all human rights and fundamental freedoms'. This can lead the researcher to analyze that there is no accommodation

for students using wheelchair in both schools, therefore, it can be declared as they are not practicing their rights is not practicing their educational right .



Source: Field observation, 2014/15

▪ **Economic Accessibility**

Economic accessibility refers to the student parents or guardians otherwise the students her/him self financial capability to cover all educational related payments. ICESCR and CRC stated that the government is duty bound to provide general education without any charge for school age child. Even the 1995 FDRE constitution, the 1994 Country educational policy and the Educational Strategic Program IV (2010) enshrined the provision of general education for free with a motto of “Education for All”.

Even though the government provided general education for free, there are a number of reasons which causes economic inaccessibility for students using wheelchair. First and for most is the majority of the students using wheelchair have poor family or no relatives at all. Even some of them do not have a family as a result they are living in child care organizations like Mother Teresa. These students normally face many difficulties to buy educational materials like exercise books, pens, reference books etc. Besides, there is no maintenance service for their

wheelchair in cases of damage. For that matter, as students using wheelchair replied, there are a number of children who do not attend schools because they do not have wheelchair. This usually hamper the slogan i.e. “Education for All” as well as it challenges the Millennium Development Goal (MDG), which the country striving to bring all the school age child to school by the end of the year 2015.

The last reason is the society’s attitude towards children with disability. As it is clearly stated on the ESDP IV, children with physical disability in Ethiopia are considered as unable to perform any activities without the help of others. They are also considered as they don’t have a bright future like other children without disability. Usually the society propagate charity model for children using wheelchair. As a result they do not encourage children with disability to attend schooling. This is one of the major reasons for the low enrolling rate of students using wheelchair.

4.5 The Role of Stakeholders

There are various stakeholders that are involved for the realization of education in a given school. Different documents and international human rights instruments encompasses government, parent, community, teacher, directors, civil society, and student as the main stakeholder. This section will try to present and analyze to what extent those stakeholders involved in different activities for the realization of educational rights of persons with physical disability in the study areas.

A. The School Community

This section mainly discuss about the impact of students, teachers, school administration and PTSA contribution in making comfortable and accessible for wheelchair user students in the

school. To begin with, students without disability did not perform any useful acts for students using wheelchair to make the school environment accessible for them. During the time of FGD they stated that students usually provide support through pushing their wheelchair when they enter the class, bringing them water when they request and borrow some books from library if it is a type of book which can be borrowed. Beside these they did not do anything. For that matter they even do not know how to help them, though they are willing to assist and help them.

With regards to teachers, they assist and help those SWD particularly those students with hearing and visual impairment through providing guidance and counseling services, giving sign language interpretation, brail, educational materials and food for those who are the poorest of the poor especially in the Primary School. Teacher as well as student respondents stated that this assistance and much attention were not given for students with physical disability using wheelchair in the school.

Pertaining to the school administration, in both Menelik II Primary and Preparatory Schools the administrators give a little attention for those students using wheelchair. Their little effort are demonstrated by constructing ramps in some building gets both at Primary and Preparatory schools and covering the school yards by cobble stone at the Preparatory school. Other than this there is no significant work which was made for students using wheelchair by school administrators in relation to making the school facility accessible for them. As it is affirmed by the representative of the PTSA, lack of awareness about inclusive education and budget limitation are their major challenges to work on the accessibility of education for children with physical disability.

As per the interview made with Ato Habtomm Hayle, Menelik II Primary School principal, reveal the fact that there is no budget fixed for special needs as well as for students using wheelchair. The principal has further stated that the school has made an effort to contact local and international NGOs to construct road which can solve the problem of wheelchair users; however, it was not successful. On the other hand they were able to construct ramps in different blocks of classrooms. The best experience they consider as a main success regarding children with disability is that they made announcement to welcome all school age children with, including children with disability to enroll in the school for free.

In relation to PTSA, all students using wheelchair and teacher respondents as well as FGDs reveal, in both Primary and Preparatory schools PTSA did not perform well for students with physical disability as well as students using wheelchair. An interview with PTSA representatives of the two schools also stated that they were not doing anything for students using wheelchair, except allotting the ground class rooms for them through discussion with the school administrations.

As it is already stated in the literature part, previous research affirmed that in Ethiopia, majority of schools are not implementing the GoE's inclusive education policy. There keeps on to be a serious problem in accessing services, trained and available human resources. Besides it is clearly stated on the strategy that teachers are not trained to accommodate SWD appropriately, support and meet their needs properly. This research also identified that the study areas did not practicing inclusive education and the schools are also inaccessible for students using wheelchair.

A. Government

This part will briefly discuss the interview results of Addis Ababa Educational Bureau, Arada Sub-City Educational Bureau, Addis Ababa Bureau of Labour and Social Affairs and Ethiopian Human Rights Commission representatives.

- i. The Addis Ababa Educational Bureau (AAEB)** representative Ato Aschalew Adraro mentioned about the existing educational policy, strategy and programs which enshrined the elements of inclusive education. To aware the school administrators and teachers, the bureau disseminates them in all schools as well as educational bureaus at sub cities level. Apart from this the AAEB has been conducting panel discussion on the issues of education for all, inclusive education etc. every quarter since 2013/2014 with concerned government officials such as supervisors, experts of special need, and principal from sub-cities and woredas.

To make the school more accessible for SWD the AAEB perform different activities. According to Ato Aschalew Adraro, the bureau has been doing a number of things especially for children with hearing impairment and visual impairment. To mention some of them the Bureau published books on brail and modified books with sign language for children with visual and hearing impairment respectively. With regarding to children who use wheelchair pilot surveys have been done last year in schools about the accessibility of the school, water pipes, toilets, and classes for wheelchair users, He has mentioned that AAEB has the plan to address these problems and to make accessible for them. Ato Aschalew has also revealed that the constructions of ramp in some schools

have been made but considering the need and the number of schools it can be measured as if nothing has been done in this area.

The representative stated that working in cluster with different stakeholders is one of the main solutions to overcome the existing problems of SWD. However, the AAEB did not have such experience like working together with stakeholders in making schools accessible for SWD but it has the plan to work in collaboration with them.

With regard to challenges in implementing inclusive education, Ato Aschalew Adraro mentioned that experts' reluctance in implementing the policy, lack of interest to accept and registered children with physical disability by school principals' and making the schools accessible for students with physical disability, shortage of skilled man power, inappropriate use of budget and attitudinal problem as the major challenges to make the schools accessible for disabled students particularly students using wheelchair are the most and frequently seen.

- ii. **The Arada Sub-City Education Bureau (ASCEB):** representative stated one of the major activities in relation to awareness creation is conducting two panel discussions on inclusive education. The representative said that, though the Sub-city Educational Bureau has done awareness creation to increase the number of children with physical disability to schools still they did not come to school due to a number of reasons. First and for most, the schools are not accessible for them. Secondly there is no data which indicates the number of children with disability; so that the government should take measures to bring them in the school. Third, lack of cooperation with different stakeholders and last but not least there is lack of awareness in the society. The representative farther stated that

shortage of budget as a main constraint in making the school accessible for students with physical disability.

iii. Addis Ababa Bureau of Labour and Social Affairs: W/ro Ayehu Demeke explains the activities performed by the Bureau in relation to PWD. She said that the Bureau involved in advocacy or awareness creation activities on the rights of PWD. However, the Bureau did not provide any workshop or advocacy on specific rights such as the right to education or the right of persons with physical disability. The representative stated that the Bureau does not have the mandate to provide advocacy on the right to education. It is left for the City Educational Bureau. Due to this they refrain from conducting advocacy works on such activities.

With regards to the level of involvement on the rights of students with disability, only the Bureau takes an action when the students institute their plea to the Bureau. Otherwise the Bureau does not have the mandate to follow and take action on student's educational rights. Due to this the Bureau usually refrains from involving on the rights of children with disability, bringing children to the school etc.

W/ro Ayehu Demeke farther stated that, the office works on social problems and tries to protect vulnerable groups of children such as with multiple disabilities and who are very poor in different mechanisms. Focusing on children with disability she stated that they help them to go to school when they come and request for help, based on the results of doing assessment which can assure that they need a support. Pertaining to the level of cooperation with other stakeholders to alleviate the existing problems in relation to the rights of persons PWD, the Bureau has some experience of working in

collaboration with NGOs like Cheshire Service Ethiopia, Addis Guzo, and Handicap International etc on providing wheelchair for PWD who cannot afford to buy.

Finally, the representative mentioned attitudinal problem of the beneficiaries, lack of awareness on the organ of the enforcement and the society, lack of cooperation with stakeholders and financial constraints as the major challenges in fulfilling the rights of persons with physical disability.

iv. The Ethiopian Human Rights Commission: is one of the responsible organs established by the House of Peoples Representative to promote and protect the rights of citizens. As the representative stated based on the duties stated under its establishment Proc. No. 210/2000, the Commission has been conducted different activates in the areas of advocacy, capacity building, monitoring, investigation and research on the rights of the citizen in general and children's right in particular.

In relation to the Commission's work on the rights of children with disability so far, as the representative stated, there is no major work conducted in promoting and fulfilling the rights of persons with disability with the exception of inviting them to participate on the 'African Child Day' and other international days. Further she explained that the Commission conducted an awareness creation workshop on the right to education and inclusive education in different parts of the region with the different stakeholders like mass-based organizations. And the Commission formulated Human Rights Club in each school, with the hope of awareness creation and prevention violation and discrimination. Beside this the Commission did not give much attention on the rights of children with disability.

Pertaining to the Commission integration with other stakeholders to protect and prevent the rights of persons with physical disability, the representative described that the Commission works with Governmental and NGO like MOLSA, Handicap International to provide wheelchair for those who could not afford it. And also the Commission by its own initiation translated all the International Human Rights Instruments in to brail and distributed it to them.

Like the Governmental Organizations mentioned above, she also revealed lack of awareness of the society, lack of accountability by the executive organ, budget deficit in the area, are the major challenges in promoting and protecting the educational rights of person with physical disability.

Literature depicts that; the international community imposes provision of education for all using human rights based approach on the government. The government responsibility is not limited on providing the service; it goes beyond like create awareness on the society, school community and parents to bring their children with disability to school. However, the study identified that the government did not work much on awareness creation about inclusive education and educational rights of children with disability. Those above mentioned trainings provided by different government offices were delivered to school principals and special needs education professionals. The researcher realized that the awareness creation should not be limited only for principals and SNE professionals; it should also be provided to the school community and the society.

B. Civil Societies

In this part, the interview results of five relevant civil societies namely Ethiopian National Association for the Physically Handicapped (ENAPH), Cheshire Service Ethiopia, Voluntary Association of Mobility Challenged People in Addis Ababa (VAMCPAA), Federation of Ethiopian National Association of Persons with Disabilities (FENAPD) and Ethiopian Center for Disability and Development (ECDD).

In relation to involving on the rights of persons with disability advocacy work, with the exception of ENAPH, all are denied by virtue of Article 14 of Proclamation No. 621/2009 to involve in advocacy. It explicitly stated that

‘...only Local Ethiopian Charities and Societies (those receiving < 10% of their income from foreign sources) can work on the advancement of human & democratic rights, the promotion of equality of NNP and the gender and religion, the promotion of the rights of the disabled and children rights ...’.

- i. **Ethiopian National Association of for the Physically Handicapped (ENAPH):** is one of the associations established by physically impaired people. The Association existed approximately for two decade. However, it did not perform a single work for students using wheelchair in the areas of making the school more accessible for children with disability. For that matter the Association creates strategic partnership with Cheshire Services Ethiopia to get wheelchair, but they distribute the wheelchair to their members. Since the bylaw of the association does not allow children to be a member, they did not enjoy this opportunity.

The current administrators blame the previous one for the association's weak performance. In order to work for the betterment of PWD the association regularly discusses with the concerned government organs such as MoE and MOLSA once in every three month. They usually discusses on the thematic areas of inclusive education, implementation of the Building Proclamation and awareness creation. But still the association did not give a special attention on the educational rights of children with disability. The representative explained, we have facing a congestion of activities which left by the previous leaders. Due to this we work hard on those activities, after that we have a plan to have a national data on PWD by conducting a survey which encompass their demographic feature and educational status of children with disability.

The association has also a plan to make the school accessible for children with disability, but they are waiting for the approval of the final master plan of the city. Until the approval of the city master plan, the association writes formal letters for the concerned government organ in order to conduct proper follow up on new construction sites to assess compliance in line with the Proclamation No. 691. The association claims to the existence of lifts in any new building while they are on construction, but the implementation is still very poor. The Association takes this as lack of awareness on the organs of the implementers.

- ii. **Cheshire Services Ethiopia:** is the only organization, which engaged in providing wheelchair and crutches for people with mobility impairment. The organization usually works on capacity building in its project areas of Harar, Dire Dawa, and Hawassa. Using

this program, the organization tries to give lessons for parents to change their attitude towards PWD.

Pertaining to the accessibility of schools, the representative stated that, they don't have the right to involve in this area but sometimes we give training for school administration when a new building is going to be constructed, how it can be accessible for children with disability especially for the wheelchair users. The representative further stated, in addition to providing technical training for school administrators we also provide not only wheelchair but also other supporting equipments like artificial legs, crutches, manmade physical support, etc. to children with disability. By doing this we brought a number of children to school.

So far the organization works with different stakeholders like MOLSA, Educational Bureaus and NGOs to provide technical and material/financial support for PWD. However, the organization also found lack of implementation of the rules and regulation and lack of awareness of the existing rules and regulations by implementing organs as well as the attitudinal problem of the society towards PWD as a major impediment for promoting, protecting and fulfilling the rights of PWD in general and educational rights of students using wheelchair.

- iii. Ethiopian Center for Disability and Development (ECDD):** is one of the youngest DPOs established with the main objective of capacity building. The organization provides different supports for PWD; however it believes that without a joint effort with other stakeholders it is very difficult to address the issues of PWD

With regards to inclusive education, it is one of the major programs for the organization. The organization involved in awareness creation activities in collaboration with other stake holders in Amhara, Oromiya, Tigray , SNNP regional states. So far ECDD has trained 2000 participants. Specifically in inclusive education the organization provide training for 1200 participants in general trainings on how to teach children with disability, making them aware about the rights of children with disability in schools and how to make the school accessible. Besides, in four regions namely: Amhara, Oromiya, Tigray, and SNNP regional states, the organization started implementing a three years program which mainly support for 20 selected schools in different ways, by providing them resources for children with disability. As the project clearly indicates Addis Ababa is not included.

Pertaining to the involvement of the organization on educational rights of SWD, the representative indicates that, since the work permit does not allowed ECDD to work on rights rather on development. But they are trying to reach such things indirectly in the form of capacity building through providing trainings and making the schools accessible to SWD. The representative farther stated that lack of awareness from the responsible government official side as a major hindrance for the proper implementation of PWD rights as well as educational rights of children with disability. For that matter the administrators as well as employees in government offices did not know properly the rules, regulations addressing the rights of children with disability.

iv. Voluntary Association of Mobility Challenged People in Addis Ababa

(VAMCPAA): is also one of the DPOs working on capacity building of PWD. Like

other CSOs, VAMCPAA doesn't have legal permit to work on rights related awareness creation areas rather on development. However the association indirectly assesses children right to education.

So far the association did not perform significant activities relating to the promotion of inclusive education. Simply the association participates on events which were focused on students with disability, and using the forum they exchange experiences with invited stakeholders. But still the association tries to develop a digital library to make it accessible to all disabled students.

As the association works on disabilities, it conducts a survey in each and every house, and they identified that there is a problem of awareness on Children with disability rights even the society presume that Children with disability will not be successful if they get the chance of education. As a result there are a significant number of students who did not get the opportunity of education mainly due to their physical disability. Until now the association did not involve in any act which support Children with disability to attain schooling. The Association presumes that bringing Children with disability to school is every ones responsibility; however, it simply reports the situation to Addis Ababa Bureau of Labour and Social Affairs. The Association also identified that there is no specific organ that can be considered as responsible.

Since the Association focused on capacity building, it provide technical and vocational trainings for persons living with disabilities. Pertaining to this that major challenge they faced is that the attitude of the beneficiaries. The beneficiaries especially who came from the regional states, are not willing to work by themselves, their mind is set up to live as being charitable, they don't believe that they can be successful if they get

the opportunity of training and get the chance to work by their own, most of them prefer to be charitable. Thus, the community as well as the beneficiaries still apply charity model. The Association also works with other NGOs to provide wheelchair for their members. But it did not provide specifically for students so far.

v. Federation of Ethiopian National Association of Persons with Disabilities

(FENAPD): is the amalgamation of different association of PWD which are working on economic empowerment and capacity building of the members. So far it involved in different activities in regions to minimize the gap of living status of PWD and people without disability. Such as awareness creation to changing the attitude of the society, so that they can realize PWD can learn and change their life if they can get the opportunity.

With regards to the federation involvement for the realization of educational rights of students using wheelchair, the representative said, since their number is too small like 3 to 4 students in each school it requires additional budget they need to refrain for involving on this matter. The representative further stated, FENAPD by its own doesn't do anything for individuals, but by using associations we provide different supports for organizations. Such as in collaboration with Cheshire Services Ethiopia they donate wheelchair to hospitals, but in schools there is nothing done. Like the previous interviewees, the representative also stated lack of awareness on the implementing organ of the rules and regulation as a major impediment to promote the rights of PWD.

Different international instruments as well as literature reviles that CSOs and DPOs have the role of gap filling in the areas of awareness creation, capacity building, physical infrastructure delivery, conducting research etc. They are often the source of

considerable expertise, not only in identifying gaps in provision of service in local communities but also in developing strategies required to address those gaps. Building partnerships with these organizations is thus of considerable importance (UNESCO and UNICEF, 2007).

However, those CSOs and DPOs respondents do not properly perform their gap filling role. The researcher is able to investigate that they don't give much attention on the rights of education of PWD as well as they are not working on the implementation of these rights. Moreover, they don't give priority for Addis Ababa City Administration in the area of awareness creation by the presumption that the problem is more serious in rural areas than cities. The researcher believes that this condition makes the problem more serious in Addis Ababa primary and secondary schools.

Most of DPOs have poor management system which confronts them to work hard on their goal. Besides, majority of them are working in capacity building rather than rights, which has resulted the poor implementation of the rights to education in Addis Ababa. The researcher also identified that one of the major embedment for CSOs refraining from working on awareness creation is the existing CSO legislation Proc. No. 621/2009. In addition, the researcher believes that without a joint effort with other stakeholders it is very difficult to address such issues by a single organization; however in practice, there is less collaboration with each other.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

There are a significant number of students with disability enrolling in Ethiopian primary and secondary schools in general and in Addis Ababa City Administration in particular. This research has focused on children with physical disability particularly on students who are using wheelchair in Arada sub city, Menelik II Primary and Preparatory Schools.

The research identified that wheelchair user students lag several years behind their age mates in accessing basic education mainly because they start primary education very late among their peers. With regards to students using wheelchair and other students' awareness on the educational rights of persons with physical disability, majority of them do not have sufficient knowledge. To the contrary majority of the teachers have sufficient knowledge on the educational rights of children with physical disability.

In relation to the existence of discrimination, majority of the respondents reveal the non existence of discrimination except one respondent who confirmed right violation which usually executed as a result of lack of awareness by students without disability. However as per the finding essential school facilities like library, laboratory, pipe water, separate toilet room, etc are not accessible for students using wheelchair which indicates that they are being treated less favorable comparing with others. Thus the researcher can conclude that there is discrimination against students using wheelchair.

Almost all of the respondents indicate that students using wheelchair were freely and actively involved and participated in the class room. However, few teacher respondents stated that they did not actively participate because of their own personal problem like their shy character, fear of peer groups mock and lack of knowledge. Likewise there level of involvement in the preparation, amendment and execution of school bylaws, regulations, rulings, method of teaching, the school plans and decision making process were minimal or null.

Pertaining to the availability and accessibility of different facilities and services in the study areas for students using wheelchair, the study identifies that almost all the minimum requirements that a school should fulfill are available both at Menelik II Primary and Preparatory Schools. However there is a chronic challenge on accessing those services and facilities. For instance, both in Primary and Preparatory Schools there are pipe water, toilet rooms for male and female non wheelchair students, library and laboratory; however, all of them are not accessible for students using wheelchair. This is mainly because of the designing problem i.e. the buildings were not designed and constructed by taking into account the quest of disabled students using wheelchair such as building ramps or installing elevators to access all rooms.

The other major obstacles to reach even some of the services which have ramps are the intra roads/layouts; the passes to pipe waters, toilet rooms, libraries and laboratories are paved by large stones which are not comfortable for wheelchair. In general almost all the school services and facilities are not accessible for students using wheelchair due to uncomfortable layouts for the wheelchair, absent for ramps and elevator and high edges to access rooms. Like physical accessibility economic accessibility is problematic for students using wheelchair. This is mainly

because of poverty, lack of maintenance and availability of wheelchair and the society's attitude towards toward disabled children.

In order to mitigate the prevailing problems that are hampering students using wheelchair from enjoying their rights to education, stakeholders can play a significant role. However the research identified that different stakeholders did not involve in any activities which makes the school accessible for wheelchair user students. This is mainly because of lack of budget and commitment from the government, lack of awareness from the school community (students, some teachers and administration staffs), lack of commitment from school administration, legal impediment which refrain all CSOs with the exception of Local Ethiopian Charities and Societies (those receiving < 10% of their income from foreign sources) from advocacy works. Besides, different DPOs didn't give emphasis for inclusive education and educational rights of SWD, majority of the Associations of persons with physical disability did not work in Addis Ababa and there is lack of cooperation among stakeholders.

5.2 Recommendations

In order to respect, promote and fulfill the right to education of students using wheelchair in the study areas, the following recommendations are suggested based on the research findings:

1. Majority of the school community has a gap in awareness of educational rights for persons with physical disability. To reduce the existing knowledge gap, different techniques should be employed such as conducting intensive and continuous awareness trainings for the school community, government officials and employees and to the society on the educational rights of persons with physical disability; incorporating human rights elements of persons with physical disability in the school curriculums; using mass medias, mini medias and

establishing clubs to propagate the rights of persons with physical disability as well as persons using wheelchair.

2. Children using wheelchair found to be victim of double discrimination and particularly female students were found to be victim of multiple discrimination. The major rights violated were the right to move freely, inaccessibility of essential school facilities and the right of their dignity. Thus educational rights of persons with disability awareness raising training should be given to the community in general by stakeholders. In addition legal and/or disciplinary measures should be designed and executed to prevent violence and discrimination against children using wheelchair.
3. The research found that the level of involvements of students using wheelchair in issues that concern them such as in developing policies, planning, decision making, etc. were insignificant. Thus, stakeholders involved in learning teaching process should strive to involve students using wheelchair in matters concerning them. In addition few students using wheelchair did not participate in the class either due to fear or lack of knowledge. The Regional Education Bureau in collaboration with teachers and directors should design a strategy to encourage students using wheelchair to participate in the class.
4. The research finding identified that class rooms, offices, pipe water, separated toilet, library and laboratory etc. are inaccessible for students using wheelchair. Due to absence of ramps and elevator, the existing high edges and inappropriate pavement of the layouts/paths. In order to make the school accessible and creating a conducive school environment for students using wheelchair the government should allocate sufficient budget and follow up its implementation, since it is a capacity building activity different CSOs should involve in constructing or remodeling the existing buildings which serves as class rooms, toilet rooms,

libraries, laboratories etc. and constructing the roads/path and the school yards to make more comfortable for students using wheelchair in collaboration with other stake holders mainly the government and the community.

5. The research has also find out that one of the major impediment that hamper NGOs from involving in advocacy or awareness creation activity is the CSOs law Proc. No. 621/2009. To make them actively involved on advocacy, the government should revise the proclamation and make other incentive mechanize for those NGOs engaging on the educational rights of students with physical disability like duty free to import wheelchairs.
6. In general the research finding shows that focus was not given for students living with physical disability in the school community. Thus, at the City Administration, sub-city as well as the schools level, it is advisable to give special attention for students living with disability.

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-Annex A-

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

Questioner prepared for high school students on the purpose of assessing current status on the implementation of educational rights of children with physical disability

Questioner prepared for SWD

The purpose of this questioner is to gather data for the research done by graduate student of Special Needs Education in Addis Ababa University, to evaluate and examine the implementation of the right to education of children with physical disability in Addis Ababa High schools. Your accurate answers will have major role for the doing this research.

Thanks in advance for your cooperation and correct answer.

Principle: please use ‘√’ for questions with choice and short answers for others.

I. General INFORMATION

1.1 City _____ Sub City _____ Woreda _____ Kebele _____

1.2 Name of the school _____

1.3 Grade _____

1.4 Age _____

1.5 Sex: M ☐ F ☐

1.6 How long have you been in this school? _____

II. Awareness about education and rights of children with physical disability

2.1 Do you know about rights of PWD? If your answer is “Yes” how much do you know?

2.2 What is your source of information? (It is possible to choose more than one if the source is more)

No.	Source of Information	Types of Rights	
		Rights of Education	Rights of Children with Disability
1	School		
2	Television		
3	Radio		
4	Intranet		
5	News paper and Magazines		
6	Books		
7	Parents		
8	Friends		
9	Others		

III. Rights of children with physical disability in schools

3.1 Have you ever practiced any discrimination in the school because you are living with disability? Have you ever been abused in the school because of your disability?

3.2 If your answer is “Yes” for the above question, please describe what kind of discrimination you practiced

3.3. Is your disability considered in the classroom arrangement?

3.4. Is the sitting arrangement confirmable for you in the classroom?

3.5. Is there any problem you face during book distribution in the school?

3.6. Do you participate in the class rooms freely? If your answer is “No” please describe the reason_____

3.7. Does the school trips usually include SWD, do you participate in the school trips?_____

3.8. If the answer for the above question is No, why? _____

3.9. Do you have equal right of participation like other students without disability in the school?

If your answer is “No” please describe your reason

- Do you participate when the rules and regulations of the school issued? _____
- Do you express your Idea liberally? _____
- Do you participate in school’s system of teaching, Planning and in general in the school’s administration?_____
- Do you have the right to complain on any decisions made in the school? _____
- Do you have the chance to be member of school clubs? _____

3.10. Is there any club for students with Disability in the school? _____ If your answer is “No” please state the reason_____

IV. Accessibility of the School and other educational services in the school for students with physical disability

4.1 How long does it take to walk from home to school?_____

4.2 How do you travel from school to home and home to school?

4.3 Is your place of sit in the classroom comfortable?_____ If your answer is “No” for the above question please describe the reason

4.4 Are the chairs in the classroom not comfortable for wheelchair user students because of their heights?_____

4.5 Are the classroom and chairs in the school comfortable for students with physical disability to do group works and help each other? _____ if your answer is “No” describe the reason_____

4.6 Are the classrooms in the school accessible for students with physical disability? _____If your answer is “No” describe the reason_____

4.7. Which of the following services in the school are accessible for you?

NO.	Services Types	Accessible	Not Accessible	If it is not accessible, please state the reason
1	Water Pipeline			
2	Special Toilet			
3	Library			
4	Laboratory			
5	Clinic			
6	Center of Pedagogy			
7	Place to relax			
8	Intranet service			
9	Office and Clubs			
10	Cafeteria			
11	Mini Media			
12	Lift service for buildings			

V. Special Support

5.1 Does anyone or any organization provide special support for students with disability in the school? _____ if your answer is “Yes” state them please _____

5.2. Does the Associations of Person with Disability provide special support for SWD in the school? _____ If your answer is “Yes” please state what special support you gathered _____

5.3 Does charitable organization and religious organization provide special support for SWD in the school? _____ If your answer is “Yes” please state what special support does these organization provide _____

5.4 Do Association of Parents, Students and Teachers provide special support for SWD in the school? _____ If your answer is “Yes” please state what special support does these organization provide

5.5 Is there any organization which provides wheelchair for children with physical disability? _____ If your answer is “Yes” please state them

5.6 Is the wheelchair comfortable for you

-Annex B-

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

Questioner prepared for high school students on the purpose of assessing current status on the
implementation of educational rights of children with physical disability

Questioner prepared for Teachers

The purpose of this questioner is to gather data for the research done by graduate student of Special Needs Education in Addis Ababa University, to evaluate and examine the implementation of the right to education of Children with disability in Addis Ababa High schools. Your accurate answers will have major role for the doing this research. Thanks in advance for your cooperation and correct answer.

Principle: please use '√' for questions with choice and short answers for others.

I. General INFORMATION

1.1 City _____ Sub City _____ Woreda _____ Kebele _____

1.2 Name of the school _____

1.3 Subject that you teach _____

1.4 Age _____

1.5 Sex: M ☐ F ☐

1.6 How long have you been in this school? _____

II. Awareness about education and rights of children with physical disability

2.1. Do you know about rights of PWD? If your answer is “Yes” how much do you know?

2.2. What is your source of information? (It is possible to choose more than one if the source is more)

No.	Source of Information	Types of Rights	
		Rights of Education	Rights of Children with Disability
1	School		
2	Television		
3	Radio		
4	Intranet		
5	News paper and Magazines		
6	Books		
7	Parents		
8	Friends		
9	Others		

VI. Rights of children with physical disability in schools

3.1 Have you ever seen any discrimination on SWD in the school because they are living with disability? _____

3.2 If your answer is “Yes” for the above question, please describe what kind of discrimination you have seen _____

3.3. Does classroom arrangement process consider problems of SWD in the school?

3.4. Is the sitting arrangement confirmable for SWD in the classroom?

3.5. Is there any priority given to SWD during book distribution in the school?

3.6. Does SWD participate in the class rooms freely? If your answer is “No” please describe the reason_____

3.7. Does a school trip usually include SWD? _____

3.8. If the answer for the above question is “No” why? _____

3.9. Does SWD have equal right of participation like other students without disability in the school in the following activities ? If your answer is “No” please describe your reason

- When the rules and regulations of the school issued?

- Does they express their Idea liberally?

- Does SWD participate in school’s system of teaching, Planning and in general in the school’s administration? _____
- Does SWD practiced right to complain on any decisions made in the school?

- Does SWD have the chance to be member of school clubs?

3.10. Is there any club for students with Disability in the school? _____ If your answer is “No” please state the reason_____

VII. Accessibility of the School and other educational services in the school for students with physical disability

4.1 Is the school accessible for Students with physical disability? _____

4.2 Is the school compound comfortable for Students with physical disability using wheelchair?

4.3 Is there anything done by the school to make the education service accessible for SWD with wheelchair? _____

If your answer is “Yes” for the above question please state what activities done by whom it was carried out _____

4.4 Does wheelchair user students in the classroom sit in comfortable situation in the classroom?

_____ if your answer is “Yes” for the above question, describe how it is made comfortable for them

4.5 Does wheelchair user students in the classroom sit in comfortable situation in the classroom?

4.6 Are the classroom and chairs in the school comfortable for students with physical disability to do group works and help each other? _____

if your answer is “No” describe the reason _____

4.7 Are the classrooms in the school accessible for students with physical disability? _____

If your answer is “No” describe the reason _____

4.8. Which of the following services in the school are accessible for you?

NO.	Services Types	Accessible	Not Accessible	If it is not accessible, please state the reason
1	Water Pipeline			
2	Special Toilet			
3	Library			
4	Laboratory			
5	Clinic			
6	Center of Pedagogy			
7	Place to relax			
8	Intranet service			
9	Administration Office			
10	Department office			
11	Clubs			
12	Cafteria			
13	Mini Media			
14	Lift service for buildings			
15	Road			

VIII. Special Support

8.1 Does anyone or any organization provide special support for students with disability in the school? _____ if your answer is “Yes” state them please

8.2. Does the Associations of Person with Disability provide special support for SWD in the school? _____ If your answer is “Yes” please state what special support you gathered_____

8.3. Does charitable organization and religious organization provide special support for SWD in the school? _____ If your answer is “Yes” please state what special support

does these organization provide

8.4. Does Association of Parents, Students and Teachers provide special support for SWD in the school? _____ If your answer is “Yes” please state what special support does these organization provide _____

8.5. Is there any organization which provides wheelchair for children with physical disability? _____ If your answer is “Yes” please state them _____

Date: _____

-Annex C-

I. Interview Guide for School Principals

1. Have you worked on awareness creation about children with disabilities in the school on the school environment? If your answer is “Yes” What kinds of works have been done by the school?
2. How much does the teachers and students know about rights of children with disability? How do you describe their status of awareness?
3. Does the school give special support for SWD? If your answer is “Yes” please describe in what ways does the school provide a special support for SWD?
4. Is the school working about Inclusive education? If your answer is “Yes” please describe what specific tasks have been conducted by the school?
5. Did the school supported SWD who use wheelchair in the school?
6. In the case of implementing the rights of Children with disability with whom are you working with?
7. Have you ever tried to work on distinguishing children with disability who did not come to school and help them to use their educational right and learn?
8. Do you have any experiences on implementation of the rights of education for children with disability specifically for children with wheelchair?
9. Have you ever done anything in making the government to give a better attention on making the school and the road accessible for children with disability especially for those who use wheelchair?

10. What major challenges are practiced by the school in implementing the rights of SWD and inclusive education?

II. Interview Guide for the Focus Group Discussion

1. Do you know about rights of children with disabilities?
2. How do you know and how much do you know?
3. Do you think the school and classroom is accessible for children with disability?
4. What kinds of challenges have you noticed for Children with disability in your school?
5. Have you seen Children with disability when they participate equally in your school at different educational activities like; Physical exercise, using library, using laboratory, special toilet, school trips, school clubs etc..?
6. Do you help there them in the school? How?
7. What are the major challenges that you gather that you gather in and around the school?
8. Have you ever seen when any actions taken by the school to solve their problems?

III. Interview Guide for Stockholders

1. Have you worked on awareness creation about children with physical disabilities? If your answer is “Yes” What kinds of works have been done by your organization?
2. What specific tasks are you working on making the school accessible for children with disability?
3. Have you ever tried to work on distinguishing children with disability that are not learning and help them to use their educational right and learn?
4. Do you have any experiences on implementation of the rights of education for children with disability specifically for children with wheelchair?
5. Did your organization worked in providing wheelchair for children with disability?

6. Have you ever done anything in making the road accessible for children with disability who use wheelchair?

What are the major challenges are experienced on the process of implementing the rights of SWD?

--Annex D--

Observation list prepared on the purpose of assessing current accessibility of the school for the implementation of educational rights of children with physical disability

Name of the School: _____

Type of School		Owner of the School		
		Government	Private	
Type of classroom		Classroom location		
		Ground	Vila	Building
NO.	Services	Available	Not Available	If it is not accessible, state the reason
1	Water pipe line			
2	Special Toilet			
3	Library			
4	Laboratory			
5	Clinic			
6	Center of Pedagogy			
7	Cafeteria			
8	Intranet service			
9	Admin and unit leader Office			
10	Clubs			
11	Mini Media			
12	Lift service for buildings			
13	Infrastructure/Road			