

**Status of Inclusive Education of Hearing Impaired Students in Primary
Schools**

**The case of Yekatit 23 Special Primary School and Mekanissa School
for the Deaf in Addis Ababa**

Mohammedhayat Ibrahim

**A Thesis Submitted to
Institute of Educational Research**

**Presented in partial fulfillment of the requirements for the Degree of Masters of
Arts in Educational Research and Development**



Addis Ababa University

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This is to certify that the thesis prepared by Mohammedhayat Ibrahim , entitled: Status of Inclusive Education of Hearing Impaired Students in Primary Schools ,The case of Yekatit 23 Special Primary School and Mekanissa School for the Deaf in Addis Ababa is submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Educational Research and Development complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

Inclusive Education is implemented by few schools in Ethiopia particularly in Addis Ababa. However, their implementation modality, and the facilities available within the schools do not serve and encompass the intended students.

This study tries to assess whether the Inclusive Education is serving and applied to the benefit of the hearing impaired students, particularly in the two Primary Schools namely Yekatit 23 Special Primary School and Mekanissa School for the Deaf in Addis Ababa.

It is a case study that incorporates four hearing impaired students of the two schools and find out the recognition of Inclusive Education by the school community and the Hearing Impaired students, strategies and interventions applied, school facilities available and the teaching methodology applied in the teaching learning process of both schools.

The study has found that, the recognition and gradual acceptance of Inclusive Education by the school community, partners and other stakeholders positively contributes to the proper implementation of Inclusive Education to the benefit of the hearing impaired students. This attitudinal change of the hearing impaired students has also boosted the moral of hearing impaired student and enables them to participate in their school activity. However, the available school facilities and the overall school performance in executing the Inclusive Education need extra effort.

Therefore based on the findings the rights of hearing impaired students to learn and to be benefited from the Inclusive Education should be strengthened through conducting the get together activities and campaigning the awareness creating program with the help of public mass Medias and religious leaders input. Schools which are implementing the Inclusive Education should form consortium and collaborate with funding institutions that are working on disability initiatives.

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Table of Contents

Content

List of Abbreviations and Acronymsix

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study1
1.2 Statement of the Problem.....2
1.3 Objective of the Study4
1.4 Research Questions4
1.5 Significance of the Study.....5
1.6 Limitation of the Study.....5
1.7 Delimitation of the Study5
1.8 Operational definition of basic terms6
1.9 Organization of the study.....6

CHAPTER TWO: REVIEW OF RELATED LITRATURE

2.1 Historical Development of Special Education.....7
2.1.1 The emerging of special Education.....7
2.1.2 Special Education in Ethiopia.....9
2.1.3 The Importance of special Education.....11
2.1.4 Global and Local View of Inclusive Education.....13
2.1.5 Benefits of Inclusive Education to Hearing Impaired Students.....14
2.1.6 The Role of Stakeholders in implementing Inclusive Education.....15
2.1.7 Instructional materials to Hearing impaired students in an inclusive setting.....17
2.2 Hearing Impairment.....19
2.2.1 Concepts and Definition.....19
2.2.2 Types and Classification Hearing Impairment.....20
2.2.3 Causes of Hearing Impairment.....24
2.2.4 Consequences of Hearing Impairment on education.....26

2.2.5	How to Prevent Hearing Impairment.....	29
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CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Research Approach.....	30
3.2	The Study Area.....	30
3.3	Study Participants.....	31
3.4	Sampling Techniques.....	31
3.5	Data Gathering Tools	32
3.5.1	Case Study	32
3.5.2	Questionnaires.....	32
3.5.3	Interviews.....	32
3.5.4	Document review	32
3.6	Data Analysis	33

CHAPTER FOUR: CASE PRESENTATION AND DISCUSSIONS

4.1	Case presentation	34
4.1.1	Case one.....	35
4.1.2	Case two	41
4.1.3	Case three.....	48
4.1.4	Case four.....	57
4.2	Discussions	67
4.2.1	Attitude of the school community to HIs.....	68
4.2.2	Recognition of Inclusive Education by the school Community and the Hearing impaired students.....	69
4.2.3	Strategies and interventions applied in the school.....	70
4.2.4	Facilities to assist HIs in Class.....	72
4.2.5	Teaching Methodology.....	74
4.2.6	Checking mechanism	76

CHAPTER FIVE: SUMMARY, CONCLUSSION AND RECOMMENDATIONS

5.1	Summary.....	78
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5.2 Conclusions.....	79
5.3 Recommendations	80
References.....	83
Appendices.....	85
Appendix 1: INTERVIEW GUIDELINES FOR CASE STUDY.....	85
Appendix 2: INTERVIWEGUIDELINESFORPRINCIPALS,V/PRINCIPALS,&ADMINISTARTION STAFF.....	90
Appendix 3: INTERVIEW GUIDELINES FOR PEER GROUPS OF HIs.....	95
Appendix 4: QUESTINAIRE GUIDELINES FOR TEACHERS.....	100
Declaration	107

LIST OF ABRIVATIONS AND ACRONYMS

ABR	Auditory Brainstem Response
ASHA	American Speech-Language Hearing Association
AN	Auditory Neuropathy
FDRE	The Federal Democratic Republic of Ethiopia
HI	Hearing Impaired Student
IDEA	Individuals with Disabilities Education Act
MOE	Ministry of Education
HS	Hearing Student
NGO	Non Government Organization
OAE	Otto Acoustic Emissions
OHC	Outer Hair Cell
SNHL	Sensor Neural hearing loss
TGE	Transitional Government of Ethiopia
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children’s Fund

CHAPTER ONE

INTRODUCTION

1.1. Background

Education, in general is a form of learning that has a formative effect on the mind, character or physical ability of an individual. Education is informative in serving to a long lasting effect on the person's mind and ability (Thomas, 2009). A suitable example of this is the ability to understand and use language and arithmetic skills that can be used throughout the life of an individual (Ibid).

Furthermore, education is a powerful driver of development and one of the strongest instruments for reducing poverty and improving health promotes gender equality, peace, and stability. Education is also the right to everyone. However, due to different reasons this right is not being enjoyed by some people and certain society in the world (World Bank, 2010).

Disability is any type of disorder or injury that impedes normal physical or sensory functioning. Disability can be classified in to two major categories. These are physical and sensory disability. Hearing impairment is one of the Sensory impairments which are well recognized all over the world. Hearing impairment is the partial or total loss of the ability to hear in one or both ears, caused by damage to or malformation of one or more parts of the ear. An individual may have hearing impairment from birth or may develop the condition at any point during his life. The condition may be based in the outer, middle, or inner ear (Esther 2003).

As the result of the hearing impairment, the opportunity missed is the benefits related to education. To tackle this problem and make education accessible to, the Ministry of Education (MOE) issued Inclusive Education Policy in 2006. This policy is meant to benefit students that need special attention particularly those with physical disability and sensory impairment. Moreover, the Constitution of Federal Democratic Republic of Ethiopia - 1995 supports the International

Declarations of Human Right that focused on the universal right to education. The constitution also emphasizes the need to allocate resources and provide assistance to disadvantaged groups (UNESCO, 2007).

Furthermore, in 1994 the Ministry of Education has developed a strategy for special need education that is directed by Education and Training Policy. This strategy assures that the disadvantaged groups will receive special support in education, create awareness among school administrators and teachers about the need to provide support to all groups of learner. This strategy has also developed support system, procedures and basic skills prior to primary education, especially for children with visual and hearing impairments in order for successful inclusion of all citizens and the society at large. Sign language is taken as medium of instruction to ensure access to learning for hearing impaired children (TGE, 1994).

Special needs education is the education of students with special needs in a way that addresses the students' individual differences and needs (MOE, ESDP IV 2010). Inclusive Education is a process of addressing and responding to the diversity of needs of all learners 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 (Ibid)

1.2. Statement of the Problem

Due to the lack of awareness, many disabled children are not part of the societal activities and nor cannot easily interact with their age groups. Especially in rural areas, Hearing Impairment, as one of the disabilities, is thought as a curse and being unfortunate to Hearing impaired children, thus their families are humiliated of their impaired children and do not usually allow them be shown in public, let alone sending them to school. Even after sending the children to school, the school community perception is very much discouraging to give due consideration to their special need and support. Those students cannot cope up with the courses offered and fail to achieve academic excellence and ultimately become burden to their family and then to the country in general. The biggest challenge faced by the hearing impaired individuals is not the hearing problem

by itself; rather the lack of acceptance, and wrong attitudes and perception from their own parents, the society and different professionals in the field (Tesfaye, 2002).

Furthermore, hearing impaired persons are usually characterized by weary and lack of the right direction which forces them to feel as an outsider to communicate their feelings, abilities, and aspiration and their social life is full of denial from the majority, deprived off their right such as education, work and other equal opportunities intentionally and unintentionally (Joutsalainen,1993).

In addition, the current education system for special need faced with the challenges of limited understanding of the concept of disability, negative attitude towards persons with disabilities and a hardened resistance to change become the major barriers impeding special needs and inclusive education. The main barriers to learning are lack of knowledge about diversity, rigid and poor teaching methods, inconvenient learning environment, lack of identification processes, and inadequate assessment procedures (MOE, ESDP IV 2010).

The problem is deep-rooted especially in rural areas, where education is not available for all and where the village or certain Kebeles are not covered. It is hard to admit the hearing impaired children to any school system where there are no special facilities to “accommodate” the hearing students. Admitting students that have hearing problem by the schools is unlikely. Hence most of those with disabilities in rural areas remains behind at their home, for those who are fortunate, they are made to serve the nearby church/Mesjid; as if they have no right to education and have no the capacity to contribute something valuable to their society and to the country, in general .

To this end I have assessed whether the Inclusive Education is serving and applied to the benefits of the hearing impaired students, particularly in the two Primary schools namely, Yekatit 23 Special Primary School and Mekanissa School for the Deaf in Addis Ababa.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study is to assess whether the Inclusive Education is serving and applied according to the benefit of the hearing impaired students in the two primary schools in Addis Ababa, namely Yekatit 23 Special Primary School and Mekanissa School for the Deaf.

1.3.2. Specific Objectives

- Examining the handling and attention given to the hearing impaired students in their class.
- Examining the progress of the hearing impaired students' enrollment within the school community.
- Assessing the contribution of teachers, school administration, peer groups, and parents in the implementation of Inclusive Education in relation to its benefit to Hearing impaired students.
- Assessing the understanding and right to exercise the Inclusive Education by the Hearing impaired students.

1.4. Research Questions

The research study has focused on the feedbacks given to the following research questions:

- What is the general attitude of the school community to the hearing impaired students?
- What is the degree of understanding about the Inclusive Education by the Hearing impaired students, Teachers, School Administration, peer groups and parents?
- What facilities are made available to assist the hearing impaired students when applying Inclusive Education?
- What are the strategies, interventions and teaching methodologies applied in the schools to assist the hearing impaired students?

- What are the assessments made by the teachers to confirm Hearing impaired students equally understand the course as other classmate students do at the end of the class?

1.5. Significance of the Study

The findings of this study have indicated key points on the Inclusive Education and its applicability in the two schools. The overall implementation of Inclusive Education, the strategy followed by the school, its teachers and administration and the contribution of the stakeholders and partners by maintaining the rights of hearing impaired students in the schools is assessed. In addition, the conclusion and recommendation part of this study has highlighted key points to be either developed or strengthened for the proper implementation of Inclusive Education and enable the Hearing impaired students to exercise their right. The research findings would help to bring a change in perception and handling of hearing impaired students. Finally, this research paper has come across to appealing facts which might be of interest to other researchers who are interested to conduct similar study in this area.

1.6. Limitation of the Study

A lot can be done with Inclusive Education in relation to the Hearing impaired students that need special attention. Due to limited time, financial source and discouraging cultural drawbacks like parent's lack of will to talk and bring their children with disabilities to the outside environment, lack of awareness and immoral perception towards the disabled, this research is only limited to the students with sensory impairments, particularly students with hearing impairment.

1.7. Delimitation of the Study

Due to limited time and financial source, the research paper has focused on only two Primary schools in Addis Ababa City Administration that allow to have hearing impaired students studying with Hearing students in one class namely, Yekatit 23 Special Primary School and Mekanissa School for the Deaf.

1.8. Operational Definition of Basic Terms

The following words and phrases have definition according to this research study.

- **Hearing Impairment:** It is the partial or total loss of the ability to hear in one or both ears, caused by damage to or deformity of one or most parts of the ear.
- **Special Education:** It is the education offered for students with special needs and attention due to their unique behavior, brain dynamism, and physical body difficulty.
- **Primary School:** These are schools that hold grades from grade 5 to Grade 8.
- **Inclusive Education:** An education system that is open to all students, regardless of economic status, gender, ethnic backgrounds, language, learning difficulties and impairments.

1.9. Organization of the Study

This research study is organized in five chapters. The first chapter has dealt with the background of the study, statement of the problem, significance of the study, limitation and delimitation of the study and operational definitions of the key terms used in the study. Presentation of related literatures is the main focus of the second chapter. The third chapter is about the methodology and procedures used to collect and analyze the data. Data presentation, discussions and interpretation of the findings are dealt in the fourth chapter. The last section, chapter five is about the findings, conclusions and recommendations forwarded.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents Hearing Impairment and Inclusive Education in general and in particular, Historical development of Special education, Hearing impairment and Inclusive Education. It further deals with Global view of Inclusive Education, Special Education in Ethiopia, and Importance and benefits of Inclusive Education.

2.1. Historical Development of Special Education

2.1.1. The emerging of special Education

Across the society there is a gap and misunderstanding human being in different way. There is some point where the society and culture make a judgment as to whether an individual is normal or abnormal. Those considered abnormal are variously labeled as exceptional, disabled or deviant (Margaret, 2006).

According Yasseldyke, many professional argue that labeling is bad that, it leads to negative expectations, exclusion from schooling, and society and has the effect limiting opportunities and making students feel bad about them (Yasseldyke, 1995).

As noted by Edwin, persons with physical and mental disabilities have been the target of discrimination across cultures for thousands of years. Virtually, in every continent there are records of isolation, exclusion, and even destruction of persons with disabilities. Governmental treatment of persons with disabilities begins with their placement in institutions and moving slowly into the educational system and the workplace, is a relatively recent pattern (Edwin, 1996).

This perception was not changed until the early eighteenth century and until Europe gives attention for education to disabled students. This attention created new outlook for disabled persons and the pioneers who teach them. France was the crucible where innovative pedagogies to assist those deaf, blind and intellectually disabled emerged and flourished (Margaret, 2006; Winzer, 1986).

Gradually other countries follow the initiative from France, development of special education provision was expanded in a way that Hearing Impaired persons were the first to be served, followed by services to assist blinds and services for persons who are intellectually disabled. Besides much education for people with disabilities has been inspired by evangelical members, pioneers and teachers arose from the clergy (ibid).

As noted in history, in the middle of the Eighteenth century individual perception was reduced. Disability was not harmless boundary; rather it is a liability in social and economic participation. By the end of the century there was a growing literature a spawning of ideas and innovative individuals interventions particularly with hearing impaired persons (Winzer, 1986).

Coupling to these, children and youth with disabilities have historically received unequal treatment in the public education system. In the early 20th century, the performance of the related required laws in the states began to change the educational opportunities for these students. Opportunities for admittance to public schools were greater, but many students nevertheless did not receive an effective or appropriate education. Beginning in the late 1960s and early 1970s, parents and advocates for students with disabilities began to use the courts in an attempt to force states to provide an equal educational opportunity for these students (Mitchell, 1998).

Other supporting reference noted that emergency of special education is a recently phenomena especially in England. The London School Board established a special class for hearing impaired student in 1874. Even earlier in Scotland there is authorized granting of license to charitable Institutions to train and care the imbecile children (Philip, 2009.)

Further more in the mid of 1960s and 1975, the United States of America federal courts, and Congress produced strong educational rights for children with disabilities that is mandating, encouraging, and funding special education programs. Besides it gives more emphasis on the equal protection and guarantees that schools could not discriminate on the basis of disability and that parents had rights related to their children's schooling (Edwin, etl., 1996).

Education efforts, and emphasis on educational rights, were strongly influenced by the civil rights movement. One of the activists of these civil rights according to Edwin W, is, the Individuals with Disabilities Education Act, (IDEA), created educational rights for children with disabilities. It was supported by congressional bills which became Public Law 94-142 in 1975 and were originally introduced in 1971, and state courts provided a series of reinforcing actions (ibid.).

The Rehabilitation Act In 1973, Public Law at Section 504, introduced a declaration related to non discrimination that states:

“Any recipient of federal financial assistance (including state and local educational agencies) must end discrimination in the offering of its services to persons with disabilities.”(Act: 504).

Coupling to this, Congress used the second approach, an educational grant program, in 1975 in Public Law 94-142, the Education for All Handicapped Children Act. This act required that all students with disabilities receive a free, appropriate public education and provided a funding mechanism to help with the excess costs of offering such programs. The title of the act was changed by amendments in 1983 and again in 1990 and renamed as “Individuals with Disabilities Education Act”. Throughout this article, this act is referred to as the IDEA (Edwin W. 1996).

2.1.2. Special Education in Ethiopia

The modern education for disabled persons was started in Ethiopia by voluntary and religious missionary organizations in 1944 at the time the first school for the blind was established in western Ethiopia, Dambidolloo. These educational services offered to visually impaired, hearing-impaired, and mentally retarded children of the country. (Dagne, 2001; Tadesse, 1991).

Other scholars added that the trend of development of education of the disabled in general and the hearing-impaired in particular is similar to that in other

developing countries. Missionaries established almost all of the special schools for hearing-impaired children in Ethiopia (Ababa, 1996).

Further with the introduction of Education and Training Policy of the country (TGE, 1994), recognition is given to children who deserves special attention to their education due to their various disability. It is clearly stated in the policy that:

"Special attention will be given in the preparation and utilization of support input for special education." (TGE, 1994, Art. 3.7.6, P29)

The educational program for the hearing impaired children is not satisfactory. More than 95% of the hearing impaired children do not get access for education. The accommodation for the teaching learning process, resource rooms, special classes, supportive materials, trained special teachers, are not sufficient to apply the education program (Tirussew, 1999,)

The Mekanissa special school for the deaf was established by American church of Christ missionaries in 1963. This school is still serving hearing impaired students. Besides, it also currently involves hearing students . Other schools were established, Like the Hosanna primary boarding special School for the deaf, that provides education for grades 1-8, the Ethiopian Evangelical Mekane Eyesus church which was established it in 1981. The Entoto technical and vocational secondary special school/class that is considered as the first and the only secondary school for the deaf in 1986 for students of grade nine. The school still offers only academic education for Hearing Impaired students in their respective special classes of grades 9 -12 (Dagne, 2001).

According to the Ministry of Education previous policies, the development of special educational programs, have shown favorable trends that can have affirmative impact on the future development of special need education in the country. As the government has shown concern for the education to the disabled children after the down fall of the Monarchy in 1974, the special education

section within the Ministry of Education was established in 1976 to consider the responsibility of coordinating and promoting the education of the disabled. Furthermore, the special needs education has gained attention and recognition along with and as an integral part of the overall educational development programs of the country, in line with the objectives to provide education to all, gradually (MOE, 1987).

The Educational and Training Policy of the country gives much attention to the provision of Special Needs Education in the country. It stated in the policy of training and education 1994, article 17:

"Special education and training will be provided for people with special needs" (TGE, 1994: Art 3.2.9 P17).

This policy encourages the establishment of more schools and enrollment of disabled children particularly hearing impaired ones. Currently there are many schools which are offering education for students that are entitled to get special need education comparing to the late governments with education policy that does not include disabled children at all (Kokkola 1997).

2.1.3. The Importance of special Education

For more than a quarter of a century, schools have been challenged to meet the desired education for students with disabilities. Special education has evolved from primarily segregated learning environments, often characterized by low academic expectations, social isolation for students and their teachers, and a curriculum poorly aligned with general education. Today, special education is viewed less as a place and more as an integrated system of academic and social supports designed to help students with disabilities. Special children should be given a great deal of help thus special education is offered to children to help them live normally and deal with their society (Michael, 2003)

Special educations programs enable students with hearing disability to use the same set of words or statements every time they are praised or corrected. Many students do not easily learn well from experiences. They just follow an organized

routine that they see and feel from the people around them. Infrequent, special educational classes are established in specific subject areas of special education and likewise for the educational support of students exhibiting temporary difficulties. These learning groups are taught, supported and cared for by special educationalists (Ashley, 2006).

Special support is provided inside the classroom, during the class lessons or, if necessary, outside classroom teaching; part-time or full-time depending on the individual, organizational, personal or institutional situation. This form guarantees the right of impaired students at any school environment.

In addition the students are linked to external organizations to obtain assistance of social support. Furthermore, Special education permit impaired students to take up an occupation which is specially designed for the disabled, with the aim of facilitating future permanent inclusion into a work environment that help him/her to be prepared for an occupation that has been adapted to his/her individual capabilities and skills and will enable him/her to lead an independent life or be prepared for employment in a workshop (American Youth Policy Forum & Center on Education Policy, 2002).

Coupling to these, the special education grants appropriate public education that meets their unique needs, regardless of the type or severity of their disability. Children with disabilities are educated in the least restrictive environment possible. Schools are responsible for providing whatever supplemental services or accommodations are necessary to fulfill this requirement. Each student with a disability is to have an individualized education that describes the education and related services to be provided to that student. Parents of students with disabilities have the right to be notification, informed consent, due process, and involvement in key decisions about their child's eligibility, placement and other areas - Hearing Impairment and Inclusive Education(Ibid).

2.1.4. Global and Local View of Inclusive Education

Inclusive Education is now seen as central to human rights and equal opportunities and a priority policy objective. Inclusion challenges all those policies and practices that serve to exclude some children from their right to education. The underpinning ideal is that all children have the right to be educated together regardless of any special need or disability (Eileen Winter and Paul O’Raw, 2010).

Inclusive Education is the primary agenda of each country in the world. Accordingly, the United Nations Educational, Scientific, and Cultural Organization (UNESCO) came up with the view and declaration that states:

“Special needs education an issue of equal concern to countries of the North and of the South cannot advance in isolation. It has to form part of an overall educational strategy and, indeed, of new social and economic policies. It calls for major reform of the ordinary school (UNESCO, 1994).

“...the most effective means of combating discriminatory attitudes, building an inclusive Society and achieving education for all.” (UNESCO, 199:9).

Based on UNESCO definition, Education for All means, ensuring that all children have access to basic education of good quality. This implies creating an environment in schools and in basic education programs in which children are both able and enabled to learn. Such an environment must be inclusive of children, effective with children, friendly and welcoming to children, healthy and protective for children and gender sensitive. The development of such child friendly learning environments is an essential part of the overall efforts by countries around the world to increase access to, and improve the quality of, their schools (UNESCO 2005:10).

Besides the 2000 Dakar Framework for Action concluded that, any program for Education for All “must take account of the need of the poor and the most disadvantaged, including those with special learning needs.” (The World Education Forum, Dakar, Senegal, April 2000).

Inclusive Education has become a global movement. Following the conferences and agreements already discussed, UNESCO, UNICEF, and a number of smaller, non-governmental organizations all over the world have increased their efforts to expand access to education to children with disabilities. As a result there are a

number of systems now in place to support an Inclusive Education program (Christian Relief Service/Vietnam Education Team, 2007).

Furthermore the global view for inclusion is further associated with human right. It is strengthened by conventions and international laws. Thus Convention on the rights of the Child (UN, 1989), such as the right of children not to be discriminated against, stated in Article 2 and Article 23. It stipulates that children with disabilities should have:

“effective access to and receive education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child’s achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.” (Article, 23)

There are a few difficulties that make inclusion of hearing impaired students more challenging. Perhaps the most obvious difficulty is the communication barrier between hearing impaired students and their non-impaired peers and teachers. Communication can be difficult with someone with a hearing impairment, especially with emotional and complicated topics. Inclusive Education is more than the physical presence of a student in a normal classroom; it requires engaging students both socially and educationally (Thomson, 2009).

2.1.5. Benefits of Inclusive Education to Hearing Impaired Students

An important part of many cultures, especially in poor and rural areas, is strong support systems of neighbors, extended families, and schools. Families of children with disabilities may either voluntarily remove themselves from this network because of embarrassment and shame, or be involuntarily excluded by the community. Inclusive Education brings the child into the community through daily interactions with other students, students’ families, and teachers. In this way, families of children with disabilities are able to meet each other and other families, and benefit from the support of their neighbors.

The benefits of Inclusive Education for hearing impaired students are very noticeable. Hearing impaired students who have been included in regular classrooms have shown stronger academic results when compared to those who have been educated in separate classrooms. This increased performance could be attributed to interaction with higher achieving students and the enjoyment of

working with peers and being included in a normal setting. If students no longer feel excluded, and are seen as equals to their peers, there will be fewer barriers to their education and they will be free to expand their knowledge (Tapasak & Walther-Thomas, 1999).

Additionally, there are many benefits common to both hearing impaired and non impaired students. Students with disabilities and their peers typically feel good about their performance in inclusive classrooms. This could be attributed to the development of valuable communication skills, problem solving skills, and both individual and group work skills. Exclusive classrooms do not allow these skills to be developed to their fullest for all students. Whereas in an inclusive classroom, students need to be more open to challenges and understand how to overcome them while allowing everyone to participate. In order to be successful in an inclusive classroom, all students need to learn how to communicate and work with their peers, regardless of any barriers that may be present. This ability to effectively communicate with all students is a skill and asset that will help students communicate successfully with all people they encounter throughout their lives (Ibid).

Coupling to these, Inclusive Education introduces concepts of individualized education and diversified methods of teaching, such as games, songs, drawing, and participatory activities, as opposed to lecture and note memorization. The methods used to teach children with special needs greatly benefit the education of all children. Furthermore, teachers participating in Inclusive Education programs often receive additional training, including exposure overseas. All children benefit from better educated teachers (Tapasak & Walther-Thomas, 1999).

2.1.6. The Role of Stakeholders (School community, Parents and government) in implementing inclusive Education

Inclusive Education is understood differently by government, parents, disabled people's organizations and other key stakeholders. This is evident at all levels, and affects the acceptance, design, implementation and quality of the entire process.

Stakeholders are much expected to contribute their share on the implementation of Inclusive Education to tackle the various problems faced by the Hearing impaired students. Students with hearing impairment problem bear a particularly hard burden, they do not attain a high school diploma at the end of high school, and dropout rates for youth with disabilities in general are three to four times higher than dropout rates for youth without disabilities. Their rates of high school graduation, graduation with a diploma as opposed to a certificate of attendance, entry to post secondary education, and success in the labor market are dramatically lower than rates for students without disabilities (Lex , 2004).

Another significant barrier to education for children with hearing impairment is negative attitudes. This manifests itself among parents, professionals, government officials, and members of the community. Negative cultural or social attitudes towards hearing impairment result in some parents not wanting to be associated with a child with a hearing impairment because of the stigma. Special schools are often, therefore, considered an ideal place to 'hide' such children (Mansour and Martin, 2009).

In order to enhance the quality of Inclusive Education program then we need a shift in attitudes, government commitment and action to coordinate all aspects of inclusive education, strong linkages and good preparation. Formal and informal stakeholders need to be involved at every stage to ensure successful inclusive education. Parents and community members are the best people to judge whether or not communication strategies used by the school are successful. Schools seeking to improve their communication strategies should consult with parents and the school community (Ibid).

The scholars give more emphasis on the community than the rest of other stakeholders. The community take more share than the other stakeholders that, because it shares the practice of intimacy with the school community by keeping up the norms, values, beliefs and assumptions of the society associating to school context. Moreover inclusive practice and implication

cannot be understood unless it is aligned to the social norms, understanding and changing that harmful perception of impaired children .Besides Community practice is intrinsically beneficial, for the reason that community is a force to be reckoned with, for better or for worse, engagement in action, interpersonal relationships, shared knowledge and community is hold the key to real transformation , the kind that has real effect on children future fate (Tony Booth and Alan Dyson, 2004 :).

Further more research indicated that, on improving educational outcomes for students supports the cooperation of those who have the greatest influence on them, namely parents, teachers the government . Parental involvement makes a significant difference to educational achievement. When schools and parents are able to work together in constructive and meaningful ways, much can be achieved. Developing a strong partnership between parents and educators may be challenging and it should never be taken for granted that the partnership will automatically work productively. It is important that parents and teachers recognize the significant benefits of involving parents and the essential role that parents perform in their child's education. A particular focus of this resource is the emphasis on schools encouraging, developing and nurturing positive relationships with parents (Sanders, 2008).

2.1.7. Instructional Materials to Hearing Impaired Students in an inclusive setting

The hearing impaired children have the intellectual and emotional potential often together. They can learn like any other normal children when information is presented to them. Their communication skill can be developed well if the teaching aid materials and methodology carefully takes care of their needs and capacity. These materials should have specific linguistic, environmental, psychomotor activities, and other components. In addition, factors like the age at which a child enters the school, gender of the child, the differential quality of hearing impairment, the quality of parental care, the quality of parental awareness and preparation, the quality of non-parental care, religious and other belief assumptions regarding deafness, family economic condition and overall hygiene, etc. can have great impact on the development of the communication skills in the hearing impaired child. Children with congenital hearing impairment

would have their own special needs regarding the teaching methods, quality of understanding concepts and language (Sam Mohanlal, 2007).

Sam added that, during lectures and other teaching session's pupil who are deaf or hard of hearing often use vision as a primary means of receiving information. Lecture information is presented in a visual format like chalkboard, overheads, power point slides, handouts ,captioned videos, overheads, diagrams, and other visual aids are useful instructional tools with suitable seating arrangements in the room which the hearing impaired student can see everyone in the class. The hearing impaired student knows where it is best to sit; this will often be near the front, slightly to one side of the instructor (Ibid).

To elaborate more, the scholar Robert E. assumption focuses on, Variations in the learning modes and learning abilities among Hearing impaired students demand variations in methods and materials. Teachers of the Hearing impaired student must be adaptable and must have teaching materials and devices that are adaptable and designed for use by the Hearing impaired student. Instructional strategies must vary according to the diagnosis of the learning problems and the possibility of communication available to the teacher and student. Instruction must be planned at a level to enable understanding and yet at a level to challenge the student to grow and develop intellectually and socially. Learning styles are not more homogeneous among Hearing impaired student than among hearing students. Instructional media of all kinds can be adapted for use by nearly all hearing-impaired learners. The teaching materials and methodologies should involve several senses, demonstrate ideas, assist impaired communicative skills, provide access to information, simulate experiences; and serve as a response mode and form of creative expression.

Teachers must be skilled in the selection, utilization, and production of instructional materials. Many materials currently available on the commercial market can be used without alteration for the all hearing-impaired students; others will have to be adapted; and still there are areas in which no materials exist, or none that can be used with the hearing-impaired learner. For these latter needs, the teacher must be capable of designing and producing his/her

own materials. Teachers of the hearing-impaired must be resourceful, flexible, and must have expertise in many areas (Robert and Steppe, 1981).

Further the positions in class assist the teacher in the delivery of instructional material to hearing impaired students, interpret between the student and teacher, supervise children in activities outside the classroom, and perform clerical tasks involved in the preparation of instructional materials at the direction of the teacher. Also Positions in the class are distinguished from other instructional assistant positions by the requirement to communicate effectively in sign language and the emphasis on adaptation of instructional materials and methods to the hearing-impaired student (ibid).

The teaching learning process for Hearing impaired students are effective following the suggestions forwarded by scholars specialized in this field:

- Instruct hearing impaired students in small groups on a variety of communication skills such as audition listening, speech or lip reading, and sign language in combinations appropriate to each student's level of skill; instruct students in areas such as vocabulary, word meanings, sign language, and syntax.
- Tutor hearing impaired students on a one-to-one basis as necessary; assign extra work for quick learners and assist in remediation and completion of assignments by slow-learning students.
- Instruct hearing impaired students in number skills from counting to more complex math skills.
- Instruct hearing impaired students in social and play skills, self-help and survival skills; conduct a calendar group to develop a sense of time, age, seasons and weather.
- Manage student behavior in the classroom, lunchroom, and on the playground; encourage hearing and Hearing impaired student interaction.

2.2. Hearing Impairment

2.2.1. Concepts and Definition

Hearing impairment is the most frequent sensory deficit in human populations, affecting many people in the world, with consequences that include inability to

interpret speech sounds, often producing a reduced ability to communicate, delay in language acquisition, economic and educational disadvantage, social isolation and stigmatization (Colin, 2003).

Further, hearing impairment can be shortly defined as a decrease in the ability to hear. However, the understanding of hearing impairment is not the same for everybody. It can vary from mild to total loss of hearing and occurs in one or both ears based on the degrees of hearing impairment categories (Martin, 1996).

2.2.2. Types and Classification Hearing Impairment

Adhering to the view of Martin (1996), the most common categories of hearing impairment are mild hearing loss, moderate hearing loss, severe hearing loss and profound hearing loss. These categories are elaborated as follows.

Mild Hearing Loss

On average, the quietest sounds that people can hear with their better ear are between 25 and 40 dB. People who suffer from mild hearing loss have some difficulties keeping up with conversations, especially in noisy surroundings.

Moderate Hearing Loss

On average, the quietest sounds heard by people with their better ear are between 40 and 70 dB. People who suffer from moderate hearing loss have difficulty keeping up with conversations when not using a hearing aid.

Severe Hearing Loss

On average, the quietest sounds heard by people with their better ear are between 70 and 95 dB. People who suffer from severe hearing loss will benefit from powerful hearing aids, but often they rely heavily on lip-reading even when they are using hearing aids. Some also use sign language.

Profound Hearing Loss

On average, the most quiet sounds heard by people with their better ear are from 95 dB or more. People who suffer from profound hearing loss are very hard of hearing and rely mostly on lip-reading, and/or sign language.

Coupling to these, Janet (2010), added that, hard of hearing as a person whose hearing is disabled to an extent that makes it difficult (usually 35-69dB), but does not prohibit the understanding of speech through ear alone, with or without a hearing aid.

Also Vernon and Andrew (1990) define Profound type of hard of hearing as an auditory impairment in which the individual can hear sufficiently to understand most but not all conversation in a one-to-one situation in which he or she is looking at the speaker.

As indicated by other scholars also, hearing loss is considered to be the most common sensory disorders and is the consequence of sensory neural and conductive malfunctions of the ear. The impairment may occur during or shortly after birth caused post natal by genetically factors, trauma or disease (Rafi, 2008).

Rafi further explained that age-related hearing loss is the loss of hearing that gradually occurs in most individuals as they grow older. It is a common disorder associated with aging. Hearing loss may be pre-lingual (i.e., occurring prior to speech and language acquisition) or post-lingual (i.e., occurring after the acquisition of speech and language (Ibid).

As noted by the American Speech-Language Hearing Association (ASHA), based on the anatomic location of the problem (site of lesion, i.e., middle or inner ear) hearing impairment falls in to three main categories. The Conductive, Sensor neural and Mixed hearing loss.

Conductive Hearing Loss

It is due to problems in the outer or middle ear that interfere with sound passing to the inner ear. It usually involves a decrease in sound level (ability to hear faint sounds) and can often be corrected by medical or surgical treatment.

In addition to this, Conductive hearing loss occurs when sound is not sent easily through the outer ear canal to the eardrum and the tiny bones (ossicles) of the

middle ear. Conductive hearing loss makes sounds softer and less easy to hear. This type of hearing loss can often be corrected medically or surgically.

Furthermore the Conductive hearing loss occurs when sound waves are blocked in the outer ear or middle ear and cannot reach the inner ear, where hearing is still normal.

This hearing loss is characterized by an obstruction to air conduction that prevents the proper transmission of sound waves through the external auditory canal and/or the middle ear. It is marked by an almost equal loss of all frequencies. The auricle (pinna), external acoustic canal, tympanic membrane, or bones of the middle ear may be dysfunctional. Conductive hearing loss may be congenital or caused by trauma, severe Otitis media, otosclerosis, neoplasm, or Arteria of the ear canal. Some conductive hearing loss can be treated surgically by the use of aids and assistive listening devices (Rafi S. 2008).

Sensor Neural Hearing Loss (SNHL)

This happens when there is damage to the inner ear (cochlea) or to the nerve pathways from the inner ear to the brain. Most of the time, SNHL cannot be medically or surgically corrected. This is the most common type of permanent hearing loss (ASHA, 2013).

Coupling to this Sensory Neural hearing loss accounts for 90% of adult hearing problem. It occurs when the hair cells in the cochlea (inner ear) become damaged and sound cannot reach the brain where it is processed. Sensor Neural hearing loss is permanent. Hearing aids can help in most cases.

As noted by Rafi S. Sensory Neural hearing loss occurs when the sensory receptors of the inner ear are dysfunctional. Sensory Neural deafness is a lack of sound perception caused by a defect in the cochlea and/or the auditory division of the vestibule cochlear nerve. This type of hearing loss is more common than conductive hearing loss and is typically irreversible. Many patients with sensory neural hearing loss can be habilitated or rehabilitated with the use of hearing aids. Patients with profound bilateral sensory neural hearing loss (e.g., at least 90 dB) who derive no benefit from conventional hearing aids may be appropriate

candidates for the cochlear implant device, which bypasses the damaged structures of the cochlea and stimulates the function of the auditory nerve (Rafi , 2008).

Rafi further elaborate that, Auditory Neuropathy (AN) is a type of sensor neural hearing loss that can be congenital or acquired. Unlike other types of sensory neural hearing loss where both Otoacoustic Emissions (OAE) and Auditory Brainstem Response (ABR) tests are likely to be abnormal, Auditory Neuropathy is characterized by normal OAE results and significantly abnormal ABR responses, even when measured with very loud sounds. The combination of normal OAE responses and severely impaired ABR responses is thought to reflect normal outer hair cell (OHC) function in the cochlea and abnormal auditory nerve function. The site of lesion for AN is often unknown, but possibilities include cochlear inner hair cells, cochlear spiral ganglia, synapse and/or eighth nerve fiber disorders. Audiograms of children with AN vary from hearing in the normal range with complaints of difficulty hearing in background noise to profound hearing loss (Ibid.).

On the other hand Sensory Neural hearing loss affects both the quantity and quality of sound. This means that not all sounds will be heard clearly, and some sounds will not be heard at all. A Sensor Neural loss is considered permanent because most cannot be treated medically at this time. A cochlear implant does not cure deafness and it does not restore normal hearing, but it does allow profoundly or very deaf people some access to sound.

Distortion is often associated with a sensory neural hearing loss. Distortion affects the quality of sound that is heard. Even if two students have the same degree of hearing loss, they may experience different levels of distortion. This means, their ability to understand speech will be different (The State of Queensland, Department of Education, 1998).

Sensory Neural hearing is typically permanent. On occasion, the exact nature of the hearing loss cannot be determined. This type of hearing loss is called “indeterminate.” (Patrick, 2002).

Mixed hearing loss; this is the third category that has both conductive and sensory dysfunction. Mixed hearing loss is due to disorders that can affect the middle and inner ear simultaneously, such as otosclerosis involving the ossicles and the cochlea, head trauma, middle ear tumors, and some inner ear malformations. Trauma resulting in temporal bone fractures may be associated with conductive, Sensor Neural, and Mixed hearing loss (Unitron Corporate International, 2013).

Mixed hearing loss occurs when a conductive hearing loss happens in combination with an SNHL. In other words, there may be damage in the outer or middle ear and in the inner ear (cochlea) or auditory nerve (American Speech-Language Hearing Association, ASHA, 2011).

A great many, including what exactly constitutes with some professionals being still unconvinced that it exists as a separate clinical entity, poor understanding of the boundaries and overlap between language or other developmental disorders, and lack of uniform accepted guidelines regarding testing and management of Mixed hearing loss (Rafi ,2008).

2.2.3. Causes of Hearing Impairment

Hearing loss may occur at any age and remains the same over time, while others can change. Resources of Third Age Media indicated that there are many reasons to cause Hearing impairment problem (Third Age Media, 1997:1).

Theses causes can be classified per the type of hearing impairment problem. Per the note indicated further by Third Age, that the conductive hearing impairment caused as a result of blockage by ear wax, fluid in the middle ear, a disorder in the middle ear, hole in the ear drum and Tumors (*Ibid*).

Furthermore, conductive hearing impairments is resulted due to the infections of the ear canal or middle ear resulting in fluid or pus buildup, Perforation or scarring of the eardrum, Wax buildup, dislocation of the middle ear bones (ossicles), foreign objects in the ear canal, abnormal growths, repeated or chronic infection (Otitis media), and obstructions in the outer or middle ear,

which prevent sound from entering the middle ear. Voices and sounds may sound faint, distorted or both (Patrick, 2002).

The second type hearing impairment is the Sensory Neural hearing loss. As resources noted that, it is caused as result of damage to the inner ear (cochlea) or the major nerve pathway (cranial nerve) that goes from the inner ear to the brain. In addition to a decrease in sound level, it also affects the ability to understand speech. This type of hearing loss is permanent; it cannot be corrected medically or surgically but can be treated with hearing aids and assistive devices. per Rafi S. identification in his research; congenital malformation of the inner ear, intense noise, trauma, viral infections, Autotoxin drugs (e.g., Cisplatin, Salicylates, loop diuretics), fractures of the temporal bone, meningitis, cochlear Otosclerosis, aging or genetic predisposition, either alone or in combination with environmental are other factors that cause Sensory Neural hearing loss (Rafi, 2008).

On the top of this, most cases for Sensory Neural hearing loss are inherited. These may or may not be apparent at birth, and they may very well progress with time. Problems with inadequate oxygen at birth, noise exposure, certain intravenous antibiotics used for serious infections, viral infection of the inner ear, and infection around the brain (meningitis). Others are aging, Injury, excessive noise exposure, viral infections, Autotoxin drugs (medications that damage hearing), Meningitis, Diabetes, Stroke high fever, acoustic tumors and when inner ear nerves are damaged and do not properly transmit sound signals to the brain. It is the most common type of hearing loss caused by the withering of the hair cells in the inner ear due to age, noise damage or medications. Without the hair cells the ear cannot detect sounds properly (Patrick, 2002).

Mixed Hearing Loss

This type of hearing loss is a combination of sensor neural and conductive hearing loss. According to Rafi S. study, mixed hearing loss is caused by certain birth defects (like the large vestibular aqueduct syndrome) and disorders of the inner ear bone, which may affect both the inner and middle ear. Middle ear infections can cause mixed hearing loss. Other factors are genetic factors

(hereditary deafness and deafness associate, maternal rubella, prematurity, Rh factor and postnatal cases. Causes include aging, repeated exposure to excessive noise without proper hearing protection, diseases like mumps, meningitis, multiple sclerosis or Ménière's disease, drugs (i.e. Cisplatin, quinine or certain antibiotics) or rubella (German measles) contracted during pregnancy (Rafi ,2008).

2.2.4. Consequences of Hearing Impairment on Education

Most hearing impaired students go to school and grown up surrounded by hearing people. They communicate using speech and listening when they interact with others. Identifying the nature of a learning disability in such case becomes difficult due to the limitations in accurately measuring cognitive and academic ability of children with hearing impairment (The State of Queensland, Department of Education, 1998).

It is important to recognize that just because someone has a hearing loss, they may not necessarily see themselves as having disability. Deaf people throughout history have led rewarding and satisfying lives. (Individuals with Disabilities Education Act (IDEA), 2009).

With the help of hearing aids students may coup up their communication especially in schools. Students with moderate hearing loss will usually have difficulty in both social and work situations, such that hearing aids or other means of amplification will be necessary. Using hearing aid equipments they usually progress rapidly in learning to talk. They can attend regular schools, but may need special help. Furthermore they can detect vowel sounds, pitch, some consonants, and stress clues from speech. With their eyes, they can learn to detect about 25% of the consonant sounds. With lip-reading and listening together, they may receive about half of the clues that normal hearing people use to understand speech (Ibid).

According to Patrick, students with severe loss will not learn to talk intelligibly without hearing aids and special help. Severely impaired children who receive

hearing aids early have a far better chance of acquiring speech than children who remain unaided longer. Many children that do not receive aids until after age six; will never develop clear speech or the ability to easily understand spoken words. All children with severe hearing loss require special help because they receive only a portion of the clues usually available in speech sounds (Patrick, 2002).

In more elaboration, Patrick added that, any degree of hearing loss affects a student's ability to access their environment in a number of ways. Hearing impaired students may have reduced opportunities to learn incidentally through television, radio, audiotapes, videos, theatre performances and lacks to acquire accurate speech and language patterns.

In addition to this many typical classroom strategies involve listening and talking, thus a hearing loss may affect a student's ability to attend ('tune in' to what is going on), concentrate, listen for long periods of time, without becoming tired, access all information presented in the classroom, like what is said in videos, television programs and group discussions, make sense of new information respond quickly to questions or comments, remember things with large chunks of information and may get difficulty to improve their vocabulary and use new words appropriately (The State of Queensland, Department of Education, 1998).

Besides, hearing loss may affect a student's ability to learn about appropriate social behavior incidentally, hear and understand directions, communicate effectively with others, initiate interactions with others, work effectively in large groups, use appropriate language when interacting with different people, express their feelings and emotions in words, develop confidence and a positive self esteem.

Some students with a hearing loss may become frustrated when they are not able to communicate clearly with others, or they cannot understand what is happening around them. Sometimes they may behave inappropriately because of this. They may also behave in ways they believe might gain them more acceptance as a member of the class, e.g. by being the class clown or always

agreeing with others' points of view (Individuals with Disabilities Education Act (IDEA), 2009).

In general, the educational impact of hearing loss can be categorized in to three according the research done by the State of Queensland, Department of Education. A hearing loss can affect a student's communication skills, learning skill and social skills.

In communication skill the student with hearing loss may lack language skills, speech skills and listening skills. A hearing Loss may affect the language skill that is required for learning a set of sounds used to speak the language, the names or labels we give things, how words go together to make sentences. On the other hand the speech skill also affected which is required to produce certain sounds, blending sounds together, speaking clearly, changing and controlling volume and using pitch and rhythm to convey meaning. A hearing loss may affect listening skills that is required to detect sounds discriminating between sounds and words, identifying sounds and words.

Coupling to this, Students with hearing loss will face difficulties in learning especially with the skills associated to attending regularly, concentrating, accessing information, comprehending new information, learning incidentally, responding quickly and improving vocabulary.

The third category that is affected by hearing impaired students is related to social skill. These are learning appropriate social behavior incidentally, communicating effectively initiating interaction, working effectively in groups expressing feelings and emotions and developing confidence and a positive self esteem (The State of Queensland, Department of Education, 1998).

All students need to feel accepted, to have friends, to experience success, to have fun and to feel safe. Hearing impaired students have these same needs although they require some extra support to have these needs met. All members of the school community staff, families and students have a role in providing a positive and supportive environment. Teacher aides, who support teachers of deaf/hearing impaired students, have a significant role in assisting these students to participate fully in their learning experiences and at the full array of

school activities. Several essential elements are necessary if students are to feel as though they are members of an inclusive environment such as positive attitude and a strong belief in the students' abilities (Ibid).

2.2.5. How to Prevent Hearing Impairment

The goal of treatment for hearing loss is to improve hearing as much as possible. The kinds of treatment used depend on the type of hearing loss and the underlying causes. Conductive hearing loss can often be corrected by medical or surgical treatment. Most types of Sensor Neural hearing loss are permanent and cannot be corrected medically or surgically, but hearing can be improved with hearing aids and assistive devices. Infrequently, sudden Sensor Neural hearing loss can be treated with high dose steroids (Third Age Media, 1997).

Further Patrick forwarded his remark regarding the first assumption that every concerned party should primarily put in mind is:

*“Remember, your child is a normal person who just happens to have a hearing impairment and should not be treated much differently than other children. All youngsters need love, guidance and discipline”.
(Patrick, 2002:12).*

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discusses the research design, the sampling techniques, data collection procedure and administration in the study area and data analysis techniques. The detail explanation is stated here under.

3.1. Research Approach

The purpose of this study is to assess whether Inclusive Education is serving learners and being applied according to the benefit of hearing impaired students, particularly in the selected two Primary Schools in Addis Ababa, Yekatit 23 Special primary School and Mekanissa School for the Deaf. Therefore, to attain the desired objective and to get deep information that are related to attitude and perception, qualitative approach has been used as a research methodology.

The study focused more on the participants' experience with their school community and the teaching learning situation in the schools they are attending. This research methodology assists the researcher to explore the issues under study deeply and to present the findings from the participants' experiences and observation. Within this methodology the researcher applied case study.

3.2. The Study Area

The study area is focused on two primary schools namely Yekatit 23 Special primary School and Mekanissa School for the Deaf in Addis Ababa. Mekanissa School for the Deaf was established in 1963 by volunteer American missionaries at a rented private house. It has been started by few Hearing impaired students. In 1975 the school introduced Inclusive Education by three hearing students of the staff. And gradually it continues enrolling hearing students residing near by the school.

Yekatit 23 Special Primary School was started in 2008 by 70 students who volunteered to be split from their former school called Yekatit 23 Secondary

School. The reason for the spilt had been the number of hearing impaired students increment every other year, thus the school get difficulty to accommodate both students with limited school facility, particularly the hearing impaired students became a challenge for the school requesting faire school facility that accommodate hearing impaired students. To this end, it has been decided to establish a new school to accommodate the teaching learning activity that hub the hearing impaired students. Currently the number of students is doubled and the school also extends its accommodation to children who are autistic.

3.3. Study Participants

The participants were four hearing impaired students (direct target group) two girls and two boys attending grade eight and grade seven from the study area schools. These four HI students were purposively selected from a total population of forty two HIs. There are also key informants that are intentionally nominated based on the richness of information on snow ball sampling . These are, Principals, vice principals, Administration staffs, Teachers and peer groups of the hearing impaired students who are hearing students.

3.4. Sampling Techniques

The sampling technique employed was fair and representative of the selected schools. As the number of participants is limited, purposive sampling was applied for the selection of participants. Four hearing impaired students were selected as a subject for the case study. In addition five teachers from each of the two schools were included as study subjects. There were also six senior administrative officers selected from the two schools. The peer group members were also ten, who are hearing students and attending class with HIs, five students from each school. The selection criteria was based on the individual's prior awareness of hearing impaired students, Inclusive Education, good relationship (friendliness, classmate, and coming from the same area etc...)

3.5. Data Gathering Tools

In order to assess and probe insightful information to this research, I used case study, in -depth interview and questionnaires. These tools were helpful to investigate and obtain the desired data for the study.

3.5.1. Case Study

The case study was conducted with four hearing impaired students, two students from each school that attend grade 7 and grade 8 who are active participant at school, have relatively good educational performance and sociable and interacting with their school mates and peer groups. The selection of these students was based on the suggestion of the teachers and vice principal who have close contact with HIs.

3.5.2. Questionnaires

Questionnaire was prepared for ten research participants. These participants were Teachers. The questionnaire contained both open and close ended questions to collect views and suggestions of the selected teachers of both schools.

3.5.3. Interviews

Structured and semi structured interviews were held with Principals, vice principals, School Administration staff and with selected none Hearing impaired students (Peer group). Using different patterns of interview helped me to probe the required information according to their communication style of the Participants. Senior Administration Officer has different communication style as compared to the primary school students who use informal words while conveying their message during interview, thus the interview types was made different.

3.5.4. Document Review

Secondary sources were collected from written materials related to the Hearing impaired students in addition to the primary source. Moreover, student attendance sheet, supervision and inspection formats were referred.

3.6. Data Analysis

The data gathering tools were initially commented by my Advisor for pretest and the necessary feedback has been incorporated before the actual data collection was conducted.

Information obtained through the in-depth interview with the targeted case study students, key informants from school administration staff and peer students were narrated everyday in the research note-taking book. After completing the data gathering, the collected data were organized in line with the research questions, and objectives. Data has been analyzed using qualitative data analysis procedure that requires breaking down the information in to different themes and categories.

CHAPTER FOUR

CASE PRESENTATION AND DISCUSSION

4.1. Case Presentation

The major objective of this study is to assess whether the Inclusive Education is benefiting both HIs and hearing students at Yekatit 23 Special Primary School and Mekanissa School for the Deaf in Addis Ababa.

The qualitative data were collected using in depth interview from four hearing impaired students from the two schools. The students are two male and female from grade seven and grade eight. In addition other respondents are included in this study namely; the school principals, vice principals, the administration staff, and teachers. As a secondary source of data collection, related books, magazines and e-books were reviewed.

The data presented focuses mainly answering the following basic research questions:

- What is the general attitude of the school community to the hearing impaired students?
- What is the degree of understanding about the Inclusive Education by the Hearing impaired students, Teachers, School Administration, peer groups and parents?
- What facilities are made available to assist the hearing impaired students when applying Inclusive Education?
- What are the strategies, interventions and teaching methodologies applied in the schools to assist the hearing impaired students?
- What are the assessments made by the teachers to confirm Hearing impaired students equally understand the course as other classmate students do at the end of the class?

All the cases are given a fictitious name. Based on the data collected the analysis is elaborated herein under.

4.1.1. Case One

Tigist Seife, born in Addis Ababa around Bole Medhanialem area, is a grade 7 student of Mekanissa School for the Deaf. She is the fourth born among the 8 children. She has a hearing impairment problem, so communicates usually by reading lips. She can easily convey messages communicated with facial gestures. So she has not faced major communication problem with the society around her. She attended school up to 3rd grade at normal school around where she is living. However, the school was not comfortable and suitable for Tigist as the school was not accommodated with facilities for HI students. She was expected to cope up with other students. Tigist has consulted this learning problem to someone nearby her residential area. Fortunately that person was a teacher from Mekanissa School for the deaf. It was a good opportunity for her to get a school that fits to her interest. She is delighted to tell the situations when she remembered it how she joins the school.

Tigist has found the school comfortable and she has many friends that can easily communicate and understand each other. The School community for her is the second family. Sometimes she stays at the school compound unless forced to go home.

Currently, Tigist is living at Sebeta areas where her parents has moved 25 Km away from Addis Ababa. Even if it is far from her school she is regularly attending her school at Mekanissa School using public transport. The distance has never discouraged her to attend her school; all her wish is to complete her education until 12th grade.

A - Attitude of the school community to HIs.

Tigist believes that communication is the one of the key aspects of our daily life. She remembers how she has suffered to get along with students and the community in her previous school. Everyone has perceived as if she has lost everything and she was thought as wasting her time by attending school. But at Mekanissa School, the first relieving support was the training of sign language to her parents to start to communicate with her. Subsequently, her parents are

made to be engaged in the teachers-parent associations, to further support and work with her.

Tigist is performing her day-to-day learning activities same as her friends do. She spends her break time by playing with her peer groups both HI and hearing students in the school.

Tigist added that she has a very good interaction with her classmate, when asked about her friend's assistance and cooperation; one can see her confidence talking about them.

My friends are my supporters. I will not worry for the lessons I missed. My friends help me in copying the lectures and revising the lessons. Concerns from my teachers seeking reasons for my absence are always my balancing method to keep the rules as well as see their concerns as I am a girl who always needs tight follow up.(Laughter. . .)

The social interaction of Tigist is significantly improved from the experience she had in her child hood school. She has many friends now. The perception of the school community towards HI is positive; and the attitude of the HI student has changed. Tigist remembers her time at her previous school as always uncomfortable. Due to the lack of ways to communicate with her class mate, she always felt that she was their agenda of discussion whenever her classmates are chatting. This had frustrated her. But at Mekanissa, this was stopped to be source of her discomfort.

B - Recognition of Inclusive Education by the school Community.

Tigist has joined the School because of the teacher whom she knew around her area. The school treat all student fairly and equally regardless of their impairment or not. The communication style is standard for HI, hearing students and for the overall school community in general, that is using sign language and lip reading.

Tigist knows about Inclusive Education when she joined this school. She suggested that Inclusive Education granted her educational right to learn anywhere with anyone and at anytime. In addition, the assistance obtained from

her hearing student friends at the school compound is priceless. This is due to the Inclusive Education and its awareness by the school community.

Tigist has continued the narration about her family's second opinion to quit her studies due to the change in their residential area due to longer transportation time spend to and from her school.

In the beginning my family was not happy to send me to school. But after they had observed the school condition and the school community situation, they were convinced to let me go. In addition, the teachers told them about similar student's cases coming from far distance. I fought strongly and argued that by keeping me home, my previous behavioral problems will happen again and I told them that I'm enjoying my studies at my new inclusive school. After all I am entitled to the right to education (Smile . . .)

During the fifty years of the school service, as mentioned by its principal, it has tried to accommodate Inclusive Education in a better way than any other schools in Addis. This school has a speech therapy and Audiometric center to conduct medical examination of hearing impaired students before accepting them to school.

One administration staff has added in her interview that the school has rich experience in implementing inclusive education. Families are supported to learn sign language which by the way is mandatory. With the Inclusive Education not only include parents with HIs but also it also is given to hearing student parents to help their HI friends.

As stated by the principal, school rules are set out in line with Inclusive Education. They accommodate the rights of the students specially the HIs. Fairness and equity are the guiding principles for all HI and Hearing students. The fairness implementation of Inclusive Education is also reflected during every teacher's recruitment, training on sign language and the like. Proper induction on the school policies are given to all teachers and administration staff. To further refresh the school community to update and strengthen their use of sign

languages and lip reading skills, regular short term trainings are conducted in collaboration with volunteers, foreign counterparts.

C - Facilities to assist HIs in Class.

The class instruction materials are standard. Tigist has given example of her biology teacher bringing Human body illustrations for further clarification which he feels short of conveying the message to the class. Sometimes they are given assignment of model illustration and to prepare them at their home. Tigist further added that there is no any special teaching aid purposely prepared for HIs but there are books that include sign language that are used by both HI and hearing students.

There are 28 students attending with Tigist in one class. Hearing and HIs seat together so as to help each other likewise, Tigist seats in the middle of the class, helping her to follow her class attentively.

Tigist is using hearing aid device supplied by the school free of charge. During play time she loves to play valley ball with her school mates. At her spare time, she assists her family by preparing food, dish and washing clothes. She is also good at drawing; she is member of the drama and sport clubs.

She likes her school trip very much, she enjoyed traveling with her school friends, and she has learned lessons after each of her educational trips.

D - Teaching Methodology

According to Tigist, the teaching-learning process and its performance is conducted well. The teachers who has been serving in this school for long time has good experience in how to approach their students. They encourage their students to communicate for any enquiry they have any time.

During the class sessions, she finds no difficulty in attending each lectures because of the sign languages and reading lip. Most of the times, the teacher's uses facial expression matching with their use of signs. She believed that tutorial class which is given during Saturdays is more valuables than the normal class

because, they will have additional chance to go through their difficulties during their regular class hours; usually conducted by those senior and experienced teachers.

Language subject are mostly preferred by Tigist, since language subjects are equipped with sufficient sign language and easily understood through lip reading. According to the witness of Tigist's classmate who is hearing student;

Our Amharic teacher tries to show us some physical actions using his hand and throats together to show how sounds are produced, but it takes time to capture and some students who are complete deaf produce unpleasant sound and disturbs the class during exercise and sometimes we laugh at those who are HIs and they feel annoyed.

The vice principal added that the teachers are using some physical sound exercise in class, but it does not at all times mean that these exercise are effective. So, the school has a plan to improve these exercise using latest technologies donated from donors.

Tigist is more interested in Amharic and Civic and Ethical education. Civic and Ethical education gives her basic information about the society's right and obligations. This has impressed and interested her in this subject. Mathematics is challenging subject because of the formulas and the calculations involved with many steps. She has mentioned that the problem lies on the ability of the teacher to convey the lesson in simplified way.

The overall educational performance of Tigist is classified as an average. She stood 11th place among her class student. She is happy about her performance of this year as compared with last year.

E - Checking Mechanism

Most of the time, Tigist deals with her assignment by herself. She refers her exercise and text books. She uses the library facilities to supplement her assignments during her break time. Her sister assists her at home in doing her home work. Her sister has the knowledge of sign language in addition to lip

reading. Tigist participates in group work also. She knows the failure to attend her education and its consequences and unless forced by illness or some issues, she attends her classes regularly. If however, she fails to attend her classes, the classmates will help her to cope up with them easily.

Tigist is always tries to entertain any type of exam questions but her preference goes to objective type of questions, mainly true-false questions. She likes to studies at home with her sister and brother.

F - The Recognition of Inclusive Education by His

Tigist believes that the school is trying its best to facilitate the inclusive. According her, education is the basis for her life. She believes education changes everything and a way out to outcome her life challenges and nurture her developmental activities. This according to her is true not only to her but to the country in general with her following statement;

“If Ethiopia has many educated people, development is easy. I saw a scientist in a TV show that lacks the ability to speak and hear but he is a scientist. He is contributing something for his country. My sister told me he is known all over the world regardless of his disability. So, if I got the right education, why not I become like him. This is the reason why I learn with hearing students in the same class to show the capacity and interest I have.” She exclaimed.

The principal of the school added that the number of students is increasing every year. There were 70 students when the school was established and now the number has doubled. Currently there are 184 students most of them HIs.

The school rules are good for Tigist but her peer groups disagree with Tigist idea that there is a problem in the chapel program. Some students are made to attend the program out of their interest. They attend the program with out of their preference. However, the school principal does not accept this idea because the main purpose of the chapel program is, to build the student moral and have them good faith and build their ethical intelligence. The program focuses on common issues which all religions accept.

She likes most the school facilities, but always in fear while crossing over the road to and from her school because of the traffic jam.

Finally she has suggested measures that should be taken to facilitate the learning teaching process like library facilities, the ICT room and the sport places. She emphasized that:

Government should give attention to these schools; close contact should be created between the schools, the parents and the government. Parents should be aware that, it is their major responsibly to teach their children, since most of the parents think it's only the responsibility of the school to teach their offspring.

4.1.2. Case Two

Wubtaye Alemu was born at Nazareth, a town located 99 kilo meter away from Addis Ababa. He is an 8th grade student at Mekanissa School for the Deaf. Wubtaye is the second born child for his family. His hearing was normal till the age of 7 and he lost the sensory of hearing due to Meningitis. By that time he was very depressed and in the state of anxiety. He couldn't communicate with his family and the community he lived with. Wubtaye was discriminated and could not play with his peers. Usually, he was crying day in day out. He aired outs the situation as follows:

...I do not want to remember those times that I was in a challenging situation. I had big dream of being a pilot but what happened made me hopeless. I used to cry a lot and I became aggressive. My communication is limited only with my mother. Oh! It was too tough. I don't want to remember it. [Tears filled his eyes].

With such a situation, he has attended school up to 4th grade at Nazareth regular school being treated as a normal student. But it was difficult to cope up due to communication gap in the teaching-learning process in the school. The school community was not aware about him.

In the mean time, Wubtaye has a cousin who is living in Addis Ababa and learning at Mekanissa School for the Deaf. Wubtaye obtained information about the school and came to Addis Ababa. The School was around 1km from his resident and usually he goes to school on foot.

Wubtaye is good at making many friends with HIs and hearing students. His social relationship is amazing; he doesn't have any communication barrier unlike his previous school. He communicates with the school community through sign language and lip reading.

A - Attitude of the school community to HIs.

The school learning-teaching environment is suitable to Wubtaye. The harmony of the school community and the interaction between the students is comfortable. They play together, discuss and walk around together everywhere thus making it is difficult to see isolated or standing alone student.

I do not feel alone and isolated in my new school. My friends are with me. Their approach and feelings towards me also make me to forget my impairment. The treatment of my teachers, the school community holiday get together, the school educational trip are the most recognized events of my life I always remember. [he smiles]

As mentioned in the above, Wubtaye had few friends in his birth place as he could not play with his peers. His relationship was much focused on sympathy and wrong perception about people with disability, in general and HIs in particular. According to Wubtaye, after joining Mekanissa School for Deaf, his social relationships extremely improved. His confidence and attitude has totally changed and developed the belief that hearing impairment cannot deter him from any activity including attending school. He expressed this in his words:

...you know I am HI but I believe I can be a president, Prime minister or what I want ተስቆ የሚችሉት ግብረሰባን መሆን እቻላለሁ. [he smiles]

Especially the senior and well experienced teachers are the friends of the HIs. They freely interact with their students. The school is based on spiritual phases, thus everyone is equally treated. Being human enough for equal treatment.

According to the Vice Principal who witnessed about Wubtaye in particular and the situation in general, by saying “We are lucky to have Wubtaye as a student of our school. He is visionary. Hearing impairment is not a curse from God; it is simply an accident that can happen any time and to anyone, isolating His from the hearing students is baseless. Some believe that there is work load for teachers, but it is not the case, rather it needs interest to assist HIs.

Another senior administration staff mentioned that he went to Mekanissa School for the Deaf to attend his own business but after watching the school situation and the harmony of everyone, he wanted to contribute a lot as a member of that school and he is still there. He said, all the community have good discipline and respect for each other and this has forced him to stay longer time.

Wubtaye’s peer group witnessed that HIs are good natured if one approaches them in a good manner. HIs are free to share what they have. They do not show unusual behavior; they are open and straight forward at all times. Their friendship has also united their family members.

In fact all HIs needs some time to approach their peers, however after some time, it is very easy for them to interact and create a long lasting attachment. Generally speaking, their perception depends on the first impression of the person whom they approach. Luckily, HIs students are the most welcome the day they join the school.

B - Recognition of Inclusive Education by the school Community.

Wubtaye has found the school very impressive and suitable for him. Later, he came to know many students with similar problems than his expectation. He remembers that on the first day he was warmly welcomed by the Librarian whom he found him in football ground. The Librarian briefed him about the school and encouraged him to be comfortable. Wubtaye being convinced decided to stay in this school until completing his education.

Previously, Wubtaye did not have an idea of Inclusive Education. He got the information after joining this school; and further developed it through the orientations given by the school community and his civics teacher. Wubtaye

mentioned that he had information about the schools that have special classes for HIs only, but he didn't support this situation with the assumption that the communication gap is created in the learning-teaching process. He cited example that "If I change my direction to pick something from the ground some important points will be missed instantly, thus the hearing students assist us to compliment what is said". But this is difficult for students who are all HIs in one class and will not be certain as HIs could understand exactly what is said.

Moreover, for the newly recruited teachers trainings are made available for the sign language, psychological education to help shape the behavior of the students. The school organizes experience sharing visits with other similar schools to help them gain different experiences in inclusive education. The school uses the same curriculum for all types of students.

The sitting arrangements, the fairness of the teachers and admin staff, the priority given during the class discussion to HIs and use of educational materials is faire at all time.

C - Facilities to Assist HIs in Class.

Most the Inclusive Education schools use the standard and common instructional materials. These materials are available in Wubtaye class where 34 HIs and hearing students are attending. But this school is different from other schools that do not apply Inclusive Education in its text books with the sign languages serving both HI and hearing students. There are also some graphs painted on the wall of the class like anatomy of human being, the Amharic alphabet with their sign language meaning and the symbols of arithmetic formula with their meaning in sign language.

Of course, there are some HIs that needs special attention but there are also hearing students who are weak in their performance that needs follow up which necessitates the attention of teachers in a balanced way.

Wubtaye is satisfied by the school supplies that are granted to the student. He express delightedly that the school supplies sport kits, hearing aid and medical

checkups for the students. There is also an audiometer device to identify the level of hearing status of the student to before allowing them to attend their studies at the school. Sometimes there are specialists that examine the students make recommendations for further medical treatment is needed for the HIs.

Wubtaye spends his break time with his friend's school using the available recreation and sport material facilities. The school facilitates also social clubs which are participated by all students. Wubtaye is actively participating in the sport club. He likes to run wants to be an athlete. He participates in school competitions and the school supplies him with sport kits and rewards him to encourage him. He is recognized by the school and his resident area that Wubtaye is an athlete. He has hope that he shall be a famous athlete and will participate in the international Para Olympic in the future. For this the School is supplying him with a material and moral support.

The annual school educational trip is one of the best events. The trips mainly focused on educational in addition to their recreation events. Wubtaye visited Meta Abo Bear Factory and Bishoftu Vehicle Assembly factory. He has enjoyed all the trips. Some religious holidays like Christmas were among the treasured school events for him;

I always go to Nazareth after I celebrate those holidays with my school mates and usually my family are not happy my being late for the family reunion and envies my preference of attending school holiday first. The Holiday ceremony at my school is very memorable. (ገገግም ደምርከኛስ)...

D - Teaching Methodology

The teaching methodology of the school is comfortable for the students according Wubtaye's statement. Mostly the basic media of teaching is sign language. Wubtaye follows his lesson by taking notes from the black board. His friend assists him for issues that are not clear. Besides he has the trend of asking teacher when he gets confused. He has the ability of reading lips and understanding facial expression of the teachers.

Radio education is translated to HIs with the help of sign language and Wubtaye finds it such lessons very important. So he always follows the movements of the translator attentively.

Wubtaye's favorite subject is Geography. He likes to explore the world through books. The teacher with vast experience of the subject matter knows how help Wubtaye and other HIs to capture the subject matter. Wubtaye faces difficulty in mathematics due to the lack of appropriate sign languages to make it easily understood like language studies.

Wubtaye is active in his class; he asks and replays to questions forwarded by the teacher, however he wants to check the replies first with his friends before announcing it his teachers.

Wubtaye's performance in his class is on the average. For example, he has got an 8th rank in his previous semesters among the 34 students. He is working hard to improve this rank in the coming semester. His teachers are encouraging to improve his results as he is among the highly performers and expected to prove himself.

E - Checking Mechanism

Wubtaye handles his assignments and home works in most cases by himself. No one from his family is around to assist Wubtaye with his homework. He usually refers back the examples and notes from his exercise and text books. If faces difficulties in doing his home works, he brings the incomplete home works to the class and seeks the assistance of his classmates and takes correction from his teacher. He participates in group work as and always did his share for the group assignments. He faces challenges when the assignments further needs clarification and his group members could not clarify it to him. His peer group suggested that they face difficulties when the assignments need further reading and understanding and they fail to tutor the group members.

Students are strictly controlled by the home room teachers and the monitors in class. Any student is not allowed to be absent from class without prior permission. According to the principal, there are cases where students are faced

with age related behavioral problem and when they do not want to properly attend their classes, they will bring silly excuses to miss a class. Rather they will be given guidance and support by specialists. But no tolerance for missing a class more than three times in a semester. But Wubtaye does not have any interest to be absent from class.

When exam is approaching, Wubtaye gets ready for the exam. He usually goes to library and revises his lessons. If he faced difficulties, he contacts his teachers. Most of the time Wubtaye is comfortable with an objective type of exam. He said:

The questions are easy to answer. I do not have to think twice, I just simply remember the concept and I find it simple.

Teachers also support most of the student's preference towards objective exam types for different reason and to mention some, handwritings, flow and consistency of the answer and the like.

Wubtaye's parents are living in Nazreth but his uncle who is doing the follow ups. His uncle provides him with educational materials, exercise books, stationeries, pays for his house rent.

F - The Recognition of Inclusive Education by HIs.

Wubtaye is comfortable with the teaching learning situation. The Inclusive Education has addressed his gaps as compared with his previous normal school set ups. Wubtaye after getting the chance to attend his education at the inclusive school, he has started to build his knowledge from time to time and started to understand the social ethics that are required from him. This has created a lot of interest in him. He added that education makes him stronger and enables him to build a confidence to make his own sound decision. He wants to be an athlete in his part time.

The school rules are set in accordance with the Inclusive Education principles. Wubtaye mentioned some of the rules as wearing uniform, attending school on time, doing assignment, respect for others and the like. But he is not comfortable to attend the Chapel program though they are all required to attend it every day. For his violation of some of the rules he has accepted the consequences of his

action. Usually his behavior is very calm but there was one instance where he opened a fight with his school mate due to offensive signs not tolerable at that time; but the situation was resolved smoothly with the help of other students.

Wubtaye believes that the school compound is somewhat attractive, the facilities fairly equipped, the instructional materials also made available and other supporting activities alike different get-together, holiday celebrations and school trips makes the school a comfortable Inclusive Education place to attend his studies. On the other side, he is not comfortable with the way the student behaves when teachers fail to come to class. Wubtaye has suggested some areas of improvements such as renovating the school compound, the sport play grounds are not sufficient enough to accommodate all students, the library is too small also to accommodate all students at a time and usually he said that students are forced to use adjacent Public Library. The sign board warning the passersby outside the school compound is very tiny and thus, cannot convey the right message before accident occurs. In addition, outstanding students with special talent should be publicized so that it will help to change the attitude and perception of the community. Wubtaye also recommends the school needs to upgrade its education level up to grade 12 this in his opinion, will minimize the search for suitable inclusive school further.

4.1.3. Case Three

Bogale Molla, 18 years old, and born in Addis Ababa around Kolfe area. He is grade 8 student of Yekatit 23 special primary school. He is living with his 7 family members. Bogale is the first born. He has lost his hearing ability when he was 2 years old childhood. He communicates with his family using lip reading. His mother took him to many cultural and modern medical centers but Bogale could not h recover from his hearing impairment. He attends school at primary school around his area but it was difficult to coup up with his class mates due to the communication gap and no less attention is given by the school community to him.

It was his mother who brought him to Yekatit 23 special school after so many searches is made for schools that suitable to Bogale. He joined Yekatit 23 special

primary school when he was grade 5. He got relief from his communication and isolation problem encountered at his childhood school. Yekatit 23 is a comfortable school to Bogale that enables him to get many friends who can communicate easily, understand and support him. He spends most of his time at the school; he doesn't have any problem to go home even late hour from school. He is happy to tell about his school now and then to anyone who asks him about his educational life and his current school.

Bogale is now one of the matured students who participate in his school clubs and other related activities of the school. Currently he is ready to take the 8th grade final exam to leave the school which considered it like his home. He discusses about his school situation, the attitude of the school community, the teaching methodology, school facility and the over all Inclusive Education implementation in his school.

A - Attitude of the School Community to HIs.

When Bogale joined Yekatit 23 primary school, his previous school doldrums were with him, so he got some difficulty to react himself with the school community. It took him some days to interact with his class mate too. But he later on the harmony of the students, teachers and the school community in general enable him to recover from his stress. He explained the first situation of the school was very hard to adapt.

As I told you my hearing problem started since childhood, I have difficulties to communicate with the families and with the people around me. I can only communicate using lip reading. So some individuals could not understand what I want to express, rather, they sometimes misinterpret it and could not get what I requested. This communication problem around my resident area and my previous school has continued with me for long years, thus I could not remove it immediately when I joined Yekatit t 23.

Bogale usually plays with his school mates foot ball and other sport games but he prefers to read during his break time. Bogale is comfortable with teaching learning situation in his class. The teachers are using sign language and lip

reading as regular instructional media. Further the hearing students assist the teachers in translating the lessons particularly those who are not well experienced of sign language.

Bogale has friends both HI and hearing students. His social relationship is improved due to the interaction of the school community with students like Bogale.

Bogale experienced in his previous school that, the society has a problem to understand and treat the HI children .HI children are treated as unique creature that are emerged with problem and becomes a burden to the society .No one is interested to listen and approach them, Bogale explained sadly. But it is clear that, HI Children can make difference, if they are properly brought up and learn. Thus Schools like Yekatit 23 should be expanded and increased in their number to reduce the negative perception of the society .Because Bogale witnessed that his negative perception towards the society is changed after he joined Yekatit 23 special primary school.

The principal of the school here supported Bogale's idea that there were challenges when the school started to implement inclusive education. The first step the school took is to prepare awareness creating training to school community, teachers, parents and other related stake holders. Thus the training become a base for the current situation to our school. The perception of the school society is dramatically changed and there is no significant negative attitude observed in the school regarding HIs. The principal added that any one (Stake holders ,the government, or the parents) can observe the reaction of the students how they treat each other. They are always together in same playing ground ,in libraries in IT rooms etc Most teachers spent they break time with the students. They exchange ideas, they develop their communication skills, they try to create new communicating signs, and they update week end events like soccer games and so on.

The principal further added that special school should facilitate the necessary supplies so as to accommodate inclusive education. Good accommodation creates good school environment that help the school society to interact

comfortably. Facilitating favorable situations within the school community will end up with positive attitudinal change.

In addition the school administration prepared sufficient and comfortable classes ,and teachers that have special need skill that serves the mental impaired students that need extra effort. And it can be said that the school society is more devoted and have endurance to serve the captioned students. They also assist the mental impaired students in the school. This is an impressive side of the school.

B - Recognition of Inclusive Education by the School Community

Bogale is interested to continue his education in Yekatit 23. After he is well acquainted with the school, he found it difficult to detach himself from the school. Bogale explained, he has some knowledge about Inclusive Education that, it is all about the right of school aged children to learn anywhere with any one regardless of their disability. He came to know Inclusive Education thorough the subject of civic education.

Bogale is communicating with his teachers using sign language in his day to day learning activity. He uses also lip reading to express his ideas

Bogale believed that schools have obligation to admit students with hearing impairment problem. As a citizen, HI children have complete right to learn like any other student. The principal of the school strengthened Bogales' idea that, the schools should be established to maintain the right of students specially students with disability. Necessary materials should be fulfilled, the school administrative, parents and government cooperation is mandatory to improve the Inclusive Education.

The principal further explained that rules and regulations are set in line with Inclusive education. Check lists are prepared; parents, stake holders, teachers and students are consulted and brought for discussion before the rules are implemented. So that the rules and regulations of the school will not get problem during implementation.

On the top of this the principal confirmed that refreshing orientation is always given to newly joining the school community members. The school updates its

rules and regulations periodically. The school administration staff further added that these rules and regulations are attached in the school notice boards and class room gates so that the every member the school community will see them.

In addition, in collaboration with the sub city bureau of education, training on Inclusive Education is conducted before teachers are placed in the school they are assigned to.

C - Facilities to Assist HIs in Class.

The classes in Yekatit 23 special school are enough but there to accommodate the teaching learning situation but there are some rooms which their wall is not sound proof. The class room which Bogale attending is medium size that can accommodate up to 30 students. There are sufficient chairs there, tables and mirror that is used for lip reading and other body movements.

Bogale narrated that the instructional materials often used by the teacher are the common materials used by any regular school. Black boards, chalk, and duster. In addition there are additional text books that consist of sign language used by both HI and hearing students in class.

Bogale is attending class with total number of student eighteen in one class. He seat in the middle of the class because of his s height and not blocks the short ones. The seating arrangement is made by the home room teacher to accommodate the teaching activity fairly for all students in the class. In addition one HIs seats with hearing students regardless of sex. This is done so as to help each other, especially when there is a communication gap created between the teacher and the student while lecturing (usually new teachers lack signs to convey their message).

Teachers especially science subjects and Mathematics assist their students out of school hours voluntarily. Bogale added that HIs are made free to ask their teachers for unclear lessons anytime and anywhere and the teachers are willing to entertain any enquires forwarded from their students particularly from HIs.

Bogale is more dependants of the sign language and lip reading. Previously he was using hearing Aid, after some time he took it out. Because it is unmanageable

to control heavy noises penetrating his ear while he is walking .Sometimes he uses in class specially when he assumes that the teacher could not explain well the lesson in sign language. But when class discussions are ongoing, noises that are produced by nearby students that have high frequency irritated him.

Usually Bogale's program after school is reading. He is always tied himself in doing his assignments and reading. Besides Bogale has a hobby to be a teacher .He wants to serve his community as a teacher. He wants also to show the society that being HI doesn't prohibit from professional works.

Bogale has good communication with his teachers and school mates. But sometimes he is forced to address his problems of teaching learning situation to the administration office for solution if he tried to correct and fail. His complain are the new teachers. They rush and speak very fast and the students who assist the teachers in translating the lesson, they miss some notes and get difficulty to capture all what is said. Thus Bogale and his peer group's try to communicate the teacher to consider students like Bogale and to take corrective actions for the next sessions.

Other facilities that are available in the school are the school clubs. There are more than ten types of school clubs. Some of them are the Drama and Literature club, Sport club, HIV prevention, Gender and Feminism, Teacher of tomorrow, Explore your Country, Music and Chirography and etc...

Most students participate in the school clubs. As the number of students is small, one student has a probability of being a member for two or three clubs. Bogale participates in sport and teacher of tomorrow as he has the interest of to be a teacher in his future career. In addition the school has got annual education trip which all the school communities participate. Sometimes parents are invited in the school trip to assist the students in the field trip. Bogale remembered that, his current educational trip was at Debrezeit Car assembling factory .He attended the trip with his Mom and his friends. He enjoyed the trip and the trip added him the information that his country is assembling City Bus which he did not imagined. The recreation places are suitable and easily remembered by anyone who attends the trip.

D - Teaching Methodology

The teaching methodology in the school according Bogale's statement is good. Teachers use the standard instructional materials and teaching aid that accommodate both HIS and hearing students together with good treatment and approach in one class. In addition to teaching materials and other supplementary teaching aids like Human Anatomy maps in biology, World Map in geography and some Laboratory elements are used in chemistry period. Teachers exert their maximum effort to convey the lessons using these supporting teaching aid materials. Bogale is attentively following when illustration about the graph is made. He also added that, the teachers carefully translate the graph using sign language and confirms by asking questions for its clarity. But Bogale has reservation especially on the illustration of the chemicals which has scarcity of words to explain some elements using sign language and get confused.

Bogale follows his class activity using his visual capacity. He tries to capture all the messages transmitted using sign language and lip. The facial expression of the teachers assist to clarify the subject matter more. But the new teachers lack some words to explain using sign language and confusion is observed on their face.

When Bogale is asked on how to deal with subjects that have Listening part , he replied comfortably that, there are students that have enough experience of translating words in sign language same as the teachers, and they interpret the listening part without any difficulty in addition to the teacher. Bogale take his Amharic teacher as an example that, she is well experienced in sign language to convey her listening lessons (education by radio). Further she writes additional clarification of the listening part on black board, so Bogale confirmed that he has no problem in dealing with subjects that have listening part .

Bogale has favorite subjects like his peer groups .Accordingly, Physics is his favorite subject from other subjects. Per Bogale assumption, teachers make the subject matter very easily to capture due to the following reasons; the approach and the encouragement made to the students to participate in class and the simplified examples the teacher uses.

Bogale actively participates in class. He answers and asks. The teacher's treatment and approach made Bogale to actively participate in class. Teachers use different motivation mechanism that encourages students to participate. According to Bogale statement the teachers prepare a reward like Pen, and candies for those who participate.

The teaching learning situation is suitable to Bogale. He has good performance in education. He can be said that he is more than average student in his class comparing to the hearing student class mates. He stood 5th rank from the students he is attending in his class. He has hope that he will improve his rank.

E - Checking Mechanism

Teachers have different checking mechanism to follow their lesson whether properly transferred to their students or not. Some of the checking mechanisms are assignments (individually or in group) and attendance.

Bogale is doing his assignments properly. He tries to do his assignments by himself till he gate difficulties that forced him for further clarification and assistance from his peer group or his teachers. He finishes his home work mostly at school. But if he gets difficulty in the assignments, he took the assignment home and takes time to refer the examples in the book and in the exercise books patiently that enable him to finalize the assignments. He has no one to help him doing his assignments at home. Bogale handles group assignments with his class mate. Per his explanation, he active participating member in group assignments. He took leading role mostly and contributes what he knows about the subject matter. He coordinates the group to fulfill what is requested in the assignments. Mostly Bogale's challenge in group work is that, the group members sometimes lean towards chatting and playing, thus Bogale gives them warning and sometimes quarreling with team members.

Bogale sometimes is absent from school. To coup the missed lectures he uses his class mate exercise books to copy the missed lessons. When he is asked what he does to coup up the missed lesson due to his absence

Never ” said Bogale. “Unless I am sick, I have no interest to be absent from school. I tried to come to school even I am sick, I don’t want to miss a class and seat at home .But my mother forced me to stay home and take rest . By the next day I am at school .So I tried to collect the exercise book or work sheets of the missed lessons. My class mate also takes my exercise book to help me copy. But my teachers usually ask me for the reason why I am absent and request medical evidence. I just produce if I go to clinic.

Bogale is interested in asking questions in class. He doesn’t want to skip any unclear issue of the lesson. He is trying to handle issue by himself till he exhausts. He studies most of the time in library alone when final exam is approaching. Some times when he finds difficulties in subjects he seeks support from his class mate. His mother followed his performance of his educations. She is encouraging him to learn. She attends the monthly meeting of stake holders called by the school representing herself as a parent. Many issues are raised in relation to the teaching- learning process of the school.

F - The Recognition of Inclusive Education by HIs.

Bogale has good knowledge about education and its uses. He has the aim of building himself by education and wants to be a person with highest professional capacity. The reply he gave for the question why he is learning is:

Education is a base for knowledge. I want to see myself educated, built with good ethics and knowledge that enable me to help my society, especially children with hearing problem. I also want to contribute some voluble thing to my community. If I am not learning my brain will be idol and all my perception about the environment and the society goes wrong. So I believe education is a ground to development and change. And if HI children get the chance to learn, they will make a difference. Energetic gesture on his face.

Bogale knows about his school rules and regulations. He is oriented during registration time and sometimes there is also refreshing awareness in the morning during Flag raising time. The school rules are set in accordance to inclusive education. Though Bogale is very decent and had never fought with any

one, he has been penalized for attending class with incomplete educational materials. He forgets his Amharic text book and his teacher punished him.

Bogale likes most about his school is, the get together in religious and public holidays, the sport competition made with other schools and annual educational trip. These are the unforgettable events and make him to love his school.

Bogale suggests about the roles of the stake holders and the measures to be taken so as to improve the school and the learning facility is that, the harmony between the school community and the parents should continue, the school compound should be expanded and the government should take role in filling the gaps observed in the school. Awareness creation through training, media and any channel that reaches the society should be done in relation to the attitudinal change of the society towards hearing impairment in general.

4.1.4. Case Four

Roza Nega was born in Addis Ababa in a place called Kuas meda. She is the last child for her family. She was normal hearing person till the age 4 and she lost the sensory of hearing due to accident of falling from hill place at her residence. Roza communicates with her family through lip reading. Her sister and brother can communicate her using sign language additionally.

Roza attended primary school up to grade three where Inclusive Education is not practiced. She learnt with very tough communication like any other students who has the same problem of hearing impairment. She was over looked and treated as hearing student. Her teachers did not recognize that she needs extra effort. The students in her class do not allow her to participate in their group and while they are playing. Roza mostly spent her break time watching her peer groups playing around.

It was her mother that brought Roza to Yekatit 23 special school in 2002. It was a new era for Roza. She explained with bright gesture.

I thought I was born again. At the first place, getting ride off my previous school by itself is a good relief, Second, I found similar students like me .They are joy full ,the play freely ,they run here and

there ,some of them discussing in group using sign language. Free very free. (ሲበዛ ነጻ ናቸው). I thought I joined to my lost families. Smile.

The School is found around 1km away from Rachel's resident area and usually she is walking to arrive her school. According to her statement, walking is not convenient to her. Because the place is extremely active where the biggest country cross bus station of the city is based. Thus, Roza fears always she will face car accident any time.

Roza has good communication with her family and with her school mates in the school she is attending now. She communicates using lip reading and sign language.

A - Attitude of the School Community to HIs.

Roza confirms that, the teaching learning process is good particularly when she compares with her previous school. The teachers don't have communication problem to convey their lessons. There are students who can assist the teachers to interpret the lesson.

During break time Roza plays with her friends. She has both HI and hearing student friends. Her friends treat her well. They take care of her so as to not to be engaged in plays that can be hurt. Her per groups select games that can fit to Roza.

Roza is happy attending with hearing students in one class. She is always updated. She has good friends in class. She considered the school community like her family .They treats her well. Her social reaction is extremely improved. She has many friends in the school. There is no hierarchy difference reflected by the school senior officials. The senior official, especially the principal has strong attachment with all students. (I saw the principal maintaining the water pump in the school compound. When I asked him why, he replied, he doesn't want to wait till the plumber is coming,

"The students need water." he replied keeping his maintenance work.

Awel, one peer group of Roza who is hearing student explained about the commitment of the school community that, previously he knows only one HI person in his resident area. He assumes that this person is the only person with hearing impairment problem all over the city. But after he joined Yekatit 23 school, he came to know many HI children and he recognized that they are many in number and they can do equally what he can do and finally his perception towards HI person is completely changed .

The Vice Principal suggested about the attitude of the school community that, there is perception gap with in the society. The society assume, teaching HIs is waste of resources and time. Besides it is additional of work load to the teachers. But this assumption is unacceptable. Because all the staff in the school is volunteer and highly interested to serve these students. And the hearing impaired students HIs have proven that they have the capacity to learn and to participate in different social activities. He further added that, the school has other students with mental impairment. So the work requests devotion, interest and patience of staff to deal with. To accommodate this situation probably it may request some extra effort but this work load is swallowed by the satisfaction which is reflected by

B - Recognition of Inclusive Education by the School Community

Roza found the school is the right choice and her preference to attend. Roza believes that, it is not true to concluded hearing students do not miss anything, and the same is true for the assumption that all HIs missed the entire idea, but through cooperation it can be completed. Thus, Inclusive Education is a tool to accommodate assisting students teachers and the school community each other. And this the way how Roza understands the concept of inclusive education. Fulfilling the gap through cooperation one another.

Roza expressed about her right to learn.

I have the right to learn, not only right but it is a must. Learning helps me at least to interact with different types of society, like my teachers, school staff, peer groups etc...But if I don't build and change myself, life will be difficult to me. As you can see I am a girl with disability, so the community will

undermine me even my family. So the only way for personal development especially in my age is learning. That is why learning is a must for me.

The standard communication way of the school which Roza uses to her day to day learning activity is sign language. In addition facial expression is one supplementary communication way used by Roza.

Accordingly to the principal of the school suggestion, Yekatit 23 is the only school that implements Inclusive Education among the 29 schools found in the sub city. It is the only school awarded by its performance. This due to strong contribution of its staff and proper implementation of inclusive education. He added, Inclusive Education request extra effort and special experience to implement. Staff should be aware and trained to deal with the students so as to smoothen the teaching learning process.

The administration staff strengthen the idea of the principal that, during recruitment sign language is the major criteria required for employment .The deep interest to deal with disabled students is considered as another employment criteria. Because this is believed, the teacher will be acquainted with the school community through training. Thus the staff will not have difficulty in the teaching learning process.

The vice principal also added, there is experience sharing with other similar schools. Our teachers and staff are made to attend related seminars and workshops. Other schools are also invited to our School to observe the implementation of Inclusive Education.

C - Facilities to Assist HIs in Class.

The facilities available in the school which Roza attending are the relatively enough. There are sport play grounds, cafeteria, and sanitation room. The there are about 20 class rooms that can accommodate the 184 students.

Roza's teachers are using different instruction materials in the class. There are Black board, table and chair. Besides there is a mirror that is used to follow up movements and so lip readings. There are books that have sign language used by

both HI and hearing students in the class. The teachers used other supplementary charts and sample artifacts of animals and toys prepared by the students by the school art section.

There are about 14 students in Roza's class. Roza seats in front. The seating arrangement is made by her homeroom teacher. This done to distribute the lecture fairly. The standard seating arrangement is HIs and made to seat with hearing students so as to assist each other and eliminate the feeling of isolation and unfavorable grouping created among the student. But sometimes Roza said, the students can seat with whom they want to seat for group work and for doing some class works.

During teaching learning process some teaching aid materials are brought to class. Students like Roza try to grasp as much as they can from the lecture. Further they refer books and the notes given to coup up the lesson.

Most HIs does not have hearing aid when observed. The same is applied to Roza. She was using Hearing some years back. But she doesn't have now. Per her explanation, the voice interred to her ear is unmanageable, it fluctuates. The loud voices are disturbing, further Roza doesn't have communication problem in both Sign language and especially lip reading thus she preferred to stop it.

Roza spends her break time with her Family. Roza's program after school is doing her assignments. She assists her family in house like washing clothes, ironing, helping her mother while she prepares food.

Roza has no problem in communication with her teachers. When she feel she has difficulties with the teaching learning activities she contacts her teachers any time. She explained, when she needs clarification for example, on assignments that have drawing and map reading she directly contact her teacher and request clarification on how to deal with the assignments. Teachers are happy when students come up with enquiry.

This idea is strengthened by one teacher, he is happy when students are coming with enquires that he confirms that his subject is well understood and create good interest within the students.

The school has different social clubs established by students and teachers. These clubs has great contribution for students. They create good harmony between the school community and with the students in particular. Roza is participating in some of the clubs. Mostly she participates in IT club as she is more interested in information. Her second preference is cultural dancing .She likes to play Amharic Cultural dance. In addition to these clubs, the school has educational trip conducted every year .She has attended all the trips. The Flowers Agriculture around Modjo is the trip which Roza liked it most. She was with her class mate and she got knew knowledge about flowers. She doesn't know that flowers have many types. And she suggested, this type of trip is very important, especially for HIs because their family don't allow them to go alone for trips even they are matured to travel by themselves.

In addition to this, the principal added that, the school has many school facilities. These schools facilities are not always the same and stooped at one time. Gradually they are updated. For example, new computers are installed in the ICT room recently to assist the teachers upgrade their knowledge using Encarta and other current educational related information.

D - Teaching Methodology

The teaching methodology per Roza statement is promising, taking the capacity of the school to supply teaching materials and experienced teachers in to consideration. Mostly the teaching methodology is sign language oriented. Every teacher has knowledge of sign language but the difference is, the experience to retain the sign language for a long time by the teachers.

Roza can understand when the teacher is speaking by using lip reading. The facial expression of the teachers is also useful. She attentively follows the lesson by taking notes from the expressions she observes. Roza asks question related the lessons that are not clear during lecture at the end of the class. The teachers are delighted to respond the issues that are assumed to be not clear.

There are lessons that need special attention like listening. These lessons are dealt with the cooperation of the teacher and students with good translation skill. The listening part is translated first in to sign language and then for further

clarification the teacher writes the important notes on the black board. According the principal statement Yekatit 23 special school is the only school in the country that applies education by radio.

Roza is good at the Mathematics. She said mathematics is difficult with more formulas and steps. But the teacher is experienced enough to simplify the course and make the subject matter understand easily. She usually exercises at class and at home. She works some extra question and answer with her peer groups and this enables her to develop her mathematics skill. But the hardest subject to Roza is Chemistry .She couldn't coup up with formula and name of the elements. She explained that the teacher lacks some words to interpret the lesson and some words are new and difficult to remember.

The students participate in class during session. Roza also participate. The teachers are happy if Roza scores high. Clap is given from the class. But if the reverse happened the teachers request for the exact reason why the score is low. They advise her on how to deal with difficult questions and unclear lessons during study time.

Teachers personally motivate students to participate in class. Sometimes they made students to stand up in front of the students in class and explain what he has understood about the subject matter. Priority is given to HIs to give lecture to the student what is learned.

The Administration officer added that the school has tutorial class for students specially grade 7 and 8.The teachers are volunteer to support the students on their week end holidays. Special attention and tutorial class is arranged for students whose performance is weak after school time. The Administrator also added that, so as to smoothen the teaching learning process there is s on to five grouping system. One clever student is assigned to help 5 weak performer students in his class.

E - Checking Mechanism

Roza doing her assignments by her own at class and at home .Her brother assists her when she is doing her home works. She performs her assignments completely unless she got difficulty to do, and brings to school to discuss the questions with her friends. Per Roza statement students are not obliged to do assignments that are not clear to understand as correction is given in class by the teacher.

Roza actively participates in group works. She contributes her share in terms of ideas and materials if needed. She usually takes a leading role and coordinates the group. During presentation sometimes she lacks some words to explain but her teacher assists her.

Roza remembers one challenge during handling group assignment that, there was communication between the group and the person in charge for the institution .She put it in her words that.

One day our biology teacher gave us assignment to be done in group. We were three members in the group. After we went to the Health center we found a written sign board that indicates the room number of the person in charge of the health center .We found him at his office. When we start to introduce our selves the person become strange and we came to know that, three of the group members were HIs.(ተፋጠን ቆመን ቀረን). (Smiled). So we apologize and return back with hearing student borrowed from the other group to solve our communication gap with the person. And finally we got the information required to our group assignment. This is what I remember as a challenge I faced with my group.

Roza tries not to be absent from class. But sometimes due to natural cases and sickness she becomes out of school. She takes her friends exercise book to copy what she missed. The teachers do not allow students to miss class. They ask for justification and written evidence for students who are absent from class. Her brother also assists her in copying the lessons she missed. She also thanked her friends for the cooperation of revising what she missed in class.

The questions suitable for Roza during exam are Choose type. She easily answers the question. This type exam does not create any confusion. Now a days, parents do not allow Roza to move here and there alone, due to her adolescence age, tight control is made by her family, thus when there is no school she is not allowed to go out of her home. Therefore her brother or her teacher assists her for unclear issues during study for final exams.

Roza's family has strong follow up on her education performance. Especially her brother is always with her .The educational performance of Roza is good. She stood 6th rank from her class last semester.

Roza's parents (Mother) attend the monthly meeting of the school community. She asks Roza if any problem or inconveniency created to her in class or in the school compound before attending the meeting. Her mother discusses about the overall teaching learning activity of the school in the meeting and Roza is updated about the meeting later on.In addition the school has a department meeting every 15 days to discuss on the problems of the teaching learning process.

In relation to checking mechanism the school has supervision sessions of teachers on how they are performing their teaching learning process. Per the principal statement, lesson plans are inspected and approved before lecture is given. The school is also evaluated by supervisors sent from sub city bureau of education semiannually. Sometimes senior delegates come from federal level and Addis Ababa University to visit the school.

The vice principal suggested that the school has attendance report and take measures for teachers who are absent without notifying the administration. Report for the absence of teachers is obtained from the form that is filled by the students in the class.

Per the teachers suggestions put on the questionnaire, tutorial classes are best checking mechanism to follow students and to confirm the got extra support from the teachers. Besides the overall performance of the HIs is promising .For example in grade 8, the student who stood first from the class is HIs.

And finally the school administrator added that students are supplied Bread with Tea and sometimes milk to encourage students to come to tutorial class and to create motivation on their educational performance.

F - The Recognition of Inclusive Education by HIs.

Roza has a dream, and her dream is fulfilled when she learns, she believes. She has a hobby to be a doctor. The purpose of her learning is to change her and to be professional person that can contribute some voluble thing to the society. She wants to confirm that HI person can perform equally like the normal person. Roza emphasizes that society believes by seeing, thus she want show her capacity to the society and forced the society change the negative attitude towards the HI persons. This done through education.

Roza is familiar with the school rules. They are applied to all students regardless of the disability of the students. The rules are set in accordance to the Inclusive education. Rules are set with consultation of parents and the rest of the school community. Orientation is given in class and in morning gathering to raise the flag. The rules are comfortable with students like Roza. She mentioned some of the rules, like wearing uniform, arriving school on time, keeping school property as personal belonging etc.

Roza follows school rules. She has never faced serious punishment .but she remembered that her teacher found her in evening time walking with her friends and tell her off and warned her not to do it again. In addition Roza confirms that she has never fight with any one physically .Of course there are some quarrelers with peer groups due to miss understanding in some issues.

Roza likes most about her school is, the get together, the school trip and the harmony of school community. And what she hates is that the unwanted grouping of few hearing students in the compound, gossip of some groups including HIs, the facial expression is clear that there is gossip not educational discussion.

She suggested what measures should be taken to facilitate the learning process is that, the association that is established from the combination of teachers,

Administration staff, parents and students should be strengthened. Every activity and the progress the school is on the hands of these association members she believed. Thus this association should play role in extending its public relation with the government, with rest of the community.

The school compound should expand; new class rooms should be added. The existing rooms should be changed to big story building, because Roza wants to complete her high school education in Yekatit 23 special school.

4.2. Discussions

This section of the chapter presents finding that support the core ideas and points gathered from the research participants based on the research questions. This research study with four cases on the issues and from the response obtained from the in-depth interview of the four hearing impaired students, school principals, vice principals, administration staff, teachers and hearing impaired students' friends with non hearing impairments has assisted to gather and produce the information required. To have baseline standards theories of the study, secondary sources such as relevant documents, books, magazines and short notes from different websites is added to build up the issue under the study.

I have witnessed that the implementation of Inclusive Education is relatively benefiting the Hearing Impaired Students in the target schools, Yekatit 23 Special primary School and Mekanissa School for the Deaf in Addis Ababa. The research participants and the case students supported the implementation of the Inclusive Education is benefitting them.

It is also found out that, in the study, the school community, teachers, administration staff and the stakeholders play important role in implementing the Inclusive Education in the targeted school. Though there are scarce resources; this scarcity is overshadowed by the benefit generated target students.

The research findings that are based on the in-depth interview, structured and semi structured interview, questionnaires and secondary sources are presented under each of the following category.

- Attitude of the school community to HIs.
- Recognition of Inclusive Education by the school community and hearing impaired students.
- Strategies and interventions applied within the school
- Facilities to assist HIs in classes
- Teaching methodology
- Checking mechanism

4.2.1. Attitude of the school community to His

Based on the findings, the attitude of the school community is found to be completely different from the rest of the community outside the school. There is strong interwoven connection between the school community and the students' particularly with hearing impaired students. The interaction and coordination of efforts among hearing and hearing impaired students especially during class and non class hours is also witnessed as one and the same. One cannot identify who with hearing impairment and who without. My perception and previous attitude towards to hearing impaired person was completely changed due to the attachment created within the school community. The sign language used is common to everyone and exercised every corner and at any time.

Furthermore the school community has created a long established attachment among themselves which makes it very difficult to depart from the school community. The current librarian has served the school for 28 years and he has told me that he has no intention to leave the school until death parts him. He loves the working atmosphere and he is also happy that he has served those children with hearing impairments. This has entitled him as a "father of the school" from the school community.

There is an annual get-together and holiday celebration in the school which the entire school community expects it with enthusiasm. These events are the best time where each community members do it with interest and harmony. Status consciousness and positions within community are not given place at all times. The social and cultural integrations and implications are also exercised. Elders give their blessings, young ones put their wishes, and so on. These events always throw away the fear and stigma that are associated with disabilities.

4.2.2. Recognition of Inclusive Education by

4.2.2.1. The School Community

The principal explained that there was difficulty in adapting the situation especially by new employed teachers. But through intensive training and orientations the problem is solved. In addition, the training and orientation is given to the parents and relatives of the hearing impaired students. The schools were forced to set rule that at least one family member should take sign language training so that the hearing impaired child will be admitted. Thus many communication problems were solved. In addition one non hearing impaired student from the family was allowed to be admitted by the school.

According to the interview session held with the vice principal also, I recognized that Mekanissa School for the deaf becomes well known for its Inclusive Education around its area. Thus, it is getting high demand that is very impossible to accommodate the entire request coming to them. All parents with hearing and hearing impaired children want to send their children. But due to the capacity of the school, the school administration could not entertain all their requests.

There were also students who came from outside Addis Ababa (Gojam, Nazreth) who enjoyed its accommodation and the school recognition for its Inclusive Education implementation. One student who came from Gojam who is hearing student has also strongly supported this idea. Though she has many alternatives to look for other schools, she has preferred to attend her studies in here. The high demand of the school by the society was good indicator of the proper implementation and well recognition of Inclusive Education by the school.

4.2.2.2. The Hearing impaired students

The hearing impaired students who are attending their studies at the schools stressed that the Inclusive Education has focused on their main disability problem and has well address their right to education. The Inclusive Education enabled them to get more acquainted with hearing students as well as with the school community at large in how to go along with everyone. As compared with their previous non-inclusive schools, these two schools have given them the chance and created opportunities in many ways.

According to the administrative staff, those students with hearing impairments have requested no extra favor to be treated separately. They care more and are sensitive whenever they feel that their hearing student friends are mistreated they complain and stood for them.

The principal of the school has also confirmed that all school rules are set out to get along with the implementation modalities of inclusive education. In addition, all school rules are laid out in consultation with teachers, students and parents so as to effectively apply the rules equally to all the school community. The rules are applied to all the school community fairly. According to the interview with the case study, the maximum penalty they received was cleaning part of the school compound for their late attendance. All minor disagreements are addressed by the students themselves and no major complaints and issues were taken to the school administrative staff.

4.2.3. Strategies and Interventions Applied in the School

The target schools have started their operation with very small students. Yekatit 23 special primary school has started with 70 both hearing and hearing impaired students. The Inclusive Education was given at Yekatit 23 Secondary School, currently known as Yekatit 23 Secondary school as a pilot study. There was difficulty of communication among the school community with the hearing impaired students due to lack of appropriate facilities, lack of sign language and other supporting educational facilities that help the students with hearing impairments. So a task force establishment was necessary with the collaboration of the sub city and Woreda bureau of education. However, due to the high

demand of this inclusive education, the special primary school establishment in a different compound was necessary. Many trainings, experience sharing and workshops were conducted to further improve the new inclusive school. According to the administration staff reply, the school has a long term strategy to expand its level to 10th grade and further to preparatory school. For this purpose, the school has asked the Woreda administration for a plot of land adjacent to the existing compound and the administration office has given them the green light. The existing buildings will be renovated.

Further in our discussion with the principal, he has notified me that the school has prepared a new sign language text books which they are expecting the approval from the officials to print and be used in the school.

The same true for Mekanissa School for the deaf. It was established 50 years ago in 1963 G.C by volunteer American Missionaries. It started its operation by admitting students with hearing impairment. Later on it has started to accept hearing students. The school compound was a private rent house until the King, HaileSELLASIE I, who allowed his daughter's residence compound to be used as a school compound.

Currently Mekanissa School for the deaf is a famous school known in Addis Ababa. According to the vice principal's response, the school has passed through different ups and downs and faced many discouraging challenges. The school has made many awareness creating tasks intensively. There were several training, workshops and experience sharing with outside Ethiopia in Germany and US. Mekanissa School has also established a training center for those who are interested and for those parents who wish to send their students to Mekanissa School for the Deaf. Parents are expected to get training for a minimum of six months to reduce communication problem with their children.

Due to the high demand from the community with both students of hearing and hearing impaired, the school's capacity cannot accommodate the existing student's need. According to my observation there are renovations and constructions to expand the existing classes, sport compound like the basket ball

play ground. Additional renovation plan is there to upgrade the medical center and to equip it with latest technology .

4.2.4. Facilities to assist HIs in Class

The school principals have also emphasized that the schools are using their last resort to accommodate all the needs and implement its activities with other similar schools within their sub city. The response from the principal of Yekatit 23 special school, despite all the challenges and insufficient resources, the school has got an award for its best performance among the 29 schools within the sub city.

The teaching learning process is executed with equal pace like other schools without Inclusive Education system which was also observed by the provision radio education attended by both students with hearing and hearing impaired students. An extra support to those with hearing problem to attend these radio educational sessions is given to keep their pace with others.

The class rooms in the target schools were made to accommodate 20 students on the average in a class. The class room arrangement was made by home room teachers that one desk is used by two students hearing impaired and non hearing impaired students together so as to help each other. I noted that all my case studies confirmed me that it was a good sitting arrangement to support each other and particularly during the class discussion and group works.

The teachers are using the standard teaching materials like black board, chalk and other standard teaching materials. In addition to this, there are supplementary teaching aid materials like globe, graphs and charts with fair illustration using sign language and lip reading. Text books that have sign language within are used by both hearing and none hearing impaired students. I have also observed pictures and alphabets illustrations supported by a sign language on each classroom walls, building, and different compound outlets.

The studied schools has additional amenities to retain and their students like provision snack, uniform for those that cannot afford, sport kits, and guesthouse to reside for those students who came from outside Addis Ababa. There is also

financial support Birr 3000 per student for the transportation services for a student confirmed his resident is far away from school and could not afford the transport expenses. Though students are expected to go out of the school compound after they are graduated from the school, still there are some students with nowhere to go and still using the school facilities.

Mekanissa School for the deaf has a pre admission school medical services which help them identify the level of the child hearing impairment. If the child is found to be 100% with hearing impairment problem, then he/she will be admitted to a special class with sign language and other facilities to help him/her cope up with their existing education. For those with a slight hearing impairment problem, they will be provided with hearing aid materials. Further, there are two cases, where the school has treated and supplied further and extensive medical treatments it's students. These procedures were requiring ear surgery in collaboration with hospitals and the medical specialist expatriates who came to visit the school.

Mekanissa School has good relation with different donors and individuals that are willing to help the school in providing teaching aid materials, different facilities and medical services. The school has annual educational trip. The Bishoftu Car Assembly Factory can be taken as a good example of those who have supported during this school educational trip. During their visit to this car assembly, the students have seen the current technological advancements and he said he has never imagined that car assemblies are possible in Africa. Event organizers composed of admin staff, teachers, students and parents (PTA) assess the recreation centers and site visits well ahead of time to ensure their educational benefit and makes risk assessment.

The social clubs established within the schools are other facility supported and initiated by the school. These clubs has enabled students to engage student according to their talents. The hearing impaired students are active participants in a sport and cultural clubs. The sport clubs are strong which made the school to perform sport activities in outstand level which help to earn the school an award in different sport festivals. Some interesting successes have been earned a

special awards by students with hearing impairment competing themselves along with those students without the hearing impairment problem which were attended usually by those students without the hearing impairment.

Among the strengths communicated by respondents are the schools initiation taken to implement the Inclusive Education while standard schools did not take it seriously. The get together, holiday ceremonies, the celebrations of public holidays like the holiday of the Nations and Nationalities of Ethiopia, the school educational trip are the strongest strong cultures of the school. Furthermore, volunteer teachers who give tutorial class without seeking additional fees, the school medical facilities which are made available to all students free of charge as well as the school strength.

The weakest parts mentioned by all the case participants are; the scarce educational material provision, the overcrowded school compound, the service giving areas like library, cafeteria and the number of sanitation rooms are among the major challenges. Due to the location of the school compound where high traffic jam is common, it is very difficult leave the students with hearing impairment to go out of the school compound by themselves. Usually it is very difficult for them to cross the road by themselves because of their hearing impairments. The school has taken temporary measures by providing student traffic polices to facilitate the cross over to and out of the school compound.

Another suggestions forwarded by the respondents are, to work on developing the emotional attachment of the hearing impaired students with the society through awareness creation, engage the community to participate in different activities of the school.

4.2.5. Teaching Methodology

The standard teaching methodology is similar with other schools specially in using the instructional materials. But what makes the Inclusive Education implementing school different is that the school medium of instruction is us of sign language and lip reading. The major staff recruitment criteria for any staff are his/her ability to use the sign language. Refresher trainings on sign language is always given to all school community. In addition, on the job behavioral

training is given to teachers and administration staff that can help them to get along with the school community. It will help them modify their behavior and to acquaint the staff with the students that have different behavioral background. If however, a teacher is evaluated for his/her behavioral makeup and found to be not fit, he/she will be given additional trainings. There was one instance at Mekanissa School, whereby the teacher has resigned from his post due his behavioral problem.

There are some extra teaching aid materials made available in the classrooms during my observations, like mirror attached on the wall. My target case has stated that these mirrors are used for lip reading and facial expressions inputs. Most of the students with hearing impairments has to give their due attention to their teachers lip movement but most teachers sometimes finds it difficult to teach to the class with such high focus from the students with hearing impairments. So, these mirrors minimize the visual problems within the class. In addition they take notes from the black board and referred their text book for further understanding of the subject matter. Asking for clarification in the classroom is very common in the teaching learning process. Teachers encourage high participation in the class room by rewarding the high performance with small gifts like pen and candies.

Lessons that have listening parts like Amharic and English language subject are supported with sign language and repeated lip readings. Mekanissa School has additional speech aid system using their hand attaching to their throat to feel the sounds produced and the type of word and its pronunciation can be identified. This special system is aided by electrical device to assist the hearing impaired student to detect the sound of the words. The school is expecting the latest technological support from donors that help the students to detect the sound of word.

The other finding of the case study is the difficulty of the lack of words in the sign language to understand the subjects like mathematics, chemistry and physics is very limited. This is due to complicated calculations and formulas not supported by the sign language. As further supported by the mathematics teacher, there

are no text books prepared for hearing impaired students that can be easily understood like language text books which are supported by sign language. Some elements in the subject like Chemistry does not have its own sign language and share the meaning of the sign language with other words, thus, at the end of the day the students remain confused.

In other cases, there are subjects that the students can easily capture like language, civic and social studies. Teachers also find it very easy to convey their course subject matter.

The overall performance of the case study target group was average, their class rank is one to fifteenth place. This is a good indicator of the Inclusive Education methodologies to address the problem faced by students with hearing impairment and it has also a promising features.

4.2.6. Checking Mechanism

The success of any activity is checked by timely controls and supervisions and identifies gap areas. The targets schools have different controlling and checking mechanism to evaluate their teaching learning process.

One good indicator of the checking mechanisms is the students' performance to complete their assignments individually and in a group. The case studies said that they have done their assignment except group work assignments that need other student's contribution. The case studies have shown their capability of handling their group work with the role they play as leading members. As part of a group member they have faced challenges of some group members defying their share of the assignment. Sometimes there is also a problem while forming group where one can find only a group of students with all the members are all hearing impaired.

The other checking mechanism which I find in my study is the attendance of the teachers, students and school administrators, zero tolerance for being absent without reasonable justification. The school administration takes strong measures after the third incidents on absenteeism. Regular tutorial sessions help absentees to cope up with the rest of their class.

The principals further explained to me that there is regular supervision and inspection done by bureau of educational auditors and feedbacks are collected to work on the school gap. According to the sub city and the Wereda bureau education auditors' comments these schools are engaged with the regular activities and they are also recommended to include teaching service for other students with disability type other than hearing impairment.

The examination type preferred by majority of the cases under the study was indicated as of objective type of examination. The subjective types of questions are more of complex to most of the respondent.

Parents are active participants in the monthly regular meeting of the school community so as to discuss overall teaching learning situations and update themselves of any changes. Complains are forwarded during the discussions. Students are made to be part of the regular meeting and attend every discussion. According to one of the teacher, overall school activity, its strength and weakness are the major focus points and action points are derived out of these important monthly meetings.

Tutorial class is one of the regular performances checking mechanism. There are volunteer teachers who offer tutorial class. My target case study students confirmed that there is one teacher who provides tutorial class from 7.00am up to 7:45 am early in the morning before the regular class session starts without seeking fees. Any interested student can attend this class. This is one of the additional supports in the teaching learning process increase the performance and engagement of all students.

As mentioned by the principals, lesson plans are thoroughly checked before they are delivered in the class. Surprise checking during the class sessions are usually done to check the attendance, use of instructional materials in a proper way, whether the lessons are conducted according to the lesson plan and the like.

The overall checking mechanism of the teaching learning process as supported by all the respondent is executed with the help of checking the attendance of students, teachers and administration staff, the performance auditing and inspection of the school by external government body and finally the effect of other additional support given on the educational performance of the students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

This study has focused on the State of Inclusive Education of Hearing Impaired students in Primary School; the case of Mekanissa School for the Deaf and Yekatit 23 Special Primary school in Addis Ababa. To collect the related information and data, I have employed qualitative research approach in which the primary data was collected through in-depth interviews with four hearing impaired students of the study in the above mentioned schools. Structured and semi structured interview with principals, vice principals, school administrators, teachers and peer groups of non hearing impaired students that have close relation with the hearing impaired students at the school was held and analysis made afterwards.

Based on the findings of the research, the attitude of the majority of the society towards the hearing impaired persons is still need extra effort to make us all understand and support the need for Inclusive Education and support to those student with hearing impairments in particular. However relatively a change in the attitude is being observed with better understanding of the subject matter in school community particularly in those schools that are implementing the inclusive education. Thus the study has witnessed with evidence that the attitude of the school community towards the hearing impaired students has really changed and further improvements are positive gradually. Affirmative action has been taken towards the hearing impaired students as confirmed by case study in this research at both schools and their community. Furthermore, both schools have been fairly equipped with facilities that support the teaching learning process.

It can be said that the principles of “education for all” as articulated by UNESCO is practiced particularly in those two special need schools regardless of sensory and physical impairments. This research study has shown that Inclusive Education is the primary goal of every country in the world at least according to

the literature of the study. To support this aspect of educational development and success, UNESCO has come up with the view that states:

...the most effective means of combating discriminatory attitude is building an inclusive Society and achieving education for all. (UNESCO, 199:9).

As this particular Inclusive Education is implemented with different stakeholders and partners with integration, the intervention plan of both schools in relation with the expansion plan, building the capacity of the teaching methodology and improvement of school facilities, the studied two schools have confirmed that they are actively working on it with their sub-cities bureau of education, parents and other stakeholders of the school. There are also current activities on the pipe line which supports the above mentioned suggestions and queries already submitted to the bureau of education of the sub-city which needs timely decision to materialize the expected outcome. In addition, volunteers' support and participation from the school community to improve the Inclusive Education is also good evidence that attitude of these two school's community has really changed and improved.

5.2. Conclusion

Despite all the challenges faced by both schools to implement the inclusive education, the gradual improvement and recognition of Inclusive Education fosters hope in the hearing impaired students. The recognition and gradual acceptance of Inclusive Education by the school community, partners and other stakeholders positively contributes to the proper implementation of Inclusive Education to the benefit of the hearing impaired students. Thus, the state of Inclusive Education of hearing impaired students under the studied two primary schools is relatively practical and properly implemented. These facts are supported with the following major findings

The attitudinal change and acceptance of the existence of hearing impairments with its own challenges within the school community and parents during and after every holiday and special event get-to-getters is a good indicator. Previous and after the start of the implementation of the inclusive education, the

acceptance rate in practice was none at all. Now after continued awareness creation activities and involvements of all the community and other stakeholders, positive and promising attitudinal change is witnessed. This attitudinal change of the hearing impaired students has also boosted the student with hearing impairments' moral and acceptance and involvement in every developmental activity that are required from the students themselves. They have started to consider themselves as bigger part of the society and as well as contribute their share.

The fairly equipped school facilities, the availability of text books equally serving students with hearing impairment and hearing students, additional teaching aid materials which serves both type of students, teaching techniques using physical body parts during special lesson like languages subject which deals with listening, strong internal and external monitoring, supervision and inspection, strict follow ups of teachers performance in the teaching learning process by the school, strict follow ups on both hearing and hearing impaired students in relation with their attendance, doing assignments, group work activities and the overall school performance in executing the Inclusive Education needs extra effort.

5.3. Recommendations

Based on the findings of this research and the related literature, the following recommendations are forwarded.

- The attitude towards hearing impaired students by the school community should be strengthened through promoting and conducting the get together activities and ceremonies by inviting neighbor communities of the school who are not part the school community during the celebration will help tackle the attitudinal problem. In addition, students with hearing impairments that have extraordinary talents should be brought to public with their innovative ideas thorough different medias so that the society understood and accepts the idea of hearing impairments not thinking and innovative impairments has

dominated the students. So that the society at the later days accepts its own children and change its perception towards them.

- The schools which are implementing the Inclusive Education should form consortium so as they be able to speak with one voice to policy makers and stakeholders in general. These consortium will be able to share resources, jointly plan activities and enable members to provide better service and more effectively. In addition, they will provide opportunities to their school community to develop new skills and engage in joint advocacy, their service provision improvement; provide them with recent technological findings and save duplication of efforts. This in effect will assist government in general to implement and improve its inclusive policies.
- Availing policy without support and assistance for its implementation is meaningless. Parallel arrangement to support facilities must be arranged side by side with the implantation of the policy. Thus the schools under study should get sufficient compound with the basic educational materials like text books accompanied by sign languages and with the standard class set ups which are build with sound proof materials to impair sound barriers of the existing teaching learning process, the library and the reading materials should be of current editions; outdated books should be replaced. Employment of teachers should not be based on empathy rather based on their qualification; benefit packages for the teachers should be revised. Thus, to improve the general teaching learning process contribution from the parents, school community, students, and other stakeholders must be generated.
- The schools should strengthen their relation with and create contact with funding institutions working on disability initiatives by developing feasible proposals so as to address the school multi-dimensional problems and challenges. Furthermore, they should participate in research and developmental activities which help them to address their problems.
- The supervision on the two schools conducted by the lower level bureau of education is not as strong as it is supposed to be. Thus, regular and

timely supervision and monitoring activities are also the responsibilities of the Wereda and Sub city educational bureaus.

- Both schools should promote and practice the educational competition among the hearing and hearing impaired students and replicate its success stories to other similar schools to show and promote the students' morale and competitive minds.
- The awareness creation and the door to door visit made by volunteer teachers to convince the community to send the children with hearing impairment to schools must be the day to day activity until no one with hearing impaired child remains. This is not only the responsibilities of the volunteers but also the responsibility of all the stakeholders mentioned herein above to promote and create awareness towards the hearing impaired children. This door to door visit can not address the target children; so campaigning the awareness creating program should be also promoted with the help of public mass Medias, and religious leaders input.
- Hearing impaired children should be given to their own air time in a television shows to produce their own program (መስማት የተሳናቸው የልጆች ክፍለ ጊዜ) etc...

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APPENDICES

Appendix 1: INTERVIEW GUIDELINES FOR CASE STUDY

Addis Ababa University
School of Graduate Studies
Institute of Educational Research
Department of Educational Research and Development
*Case study check lists for the Selected
Hearing-impaired students*

Purpose

The major objective of this case study is to assess the Inclusive Education is serving and applied according to the benefit of the hearing impaired students as desired, to get more information about the attitudes of the school community and other stake holders towards Hearing impaired student from the primary source and the direct beneficiaries of Inclusive Education (Hearing Impaired Students). The feedback on the key points of the Inclusive Education exercised on Hearing impaired students, the strategy followed by the Teachers ,School Administration and the contribution and the role of the stakeholders in implementing the Inclusive Education and maintaining the rights of hearing impaired students in schools.

Understanding the importance of this study to the further educational development of the hearing-impaired students, your contribution to the study is paramount and has been considered very high. Thus you are sincerely requested to answer the questions provided here under to the knowledge you know about the issue.

I do thank you very much for your valuable cooperation

Biographical Data

Name of School _____

Sex ____

Age_____ Grade _____

Hearing Status._____

Personal Profile

1. Tell me a few things about your Self and Your family.
2. How did you communicate with your family during the past years and how do you feel about this communication?
3. Tell me about your social relationships.
4. Tell me few things about the schools you attend.
5. How did you get admitted to this school?
6. How do you come to school from your home?
7. How do you communicate with teachers and classmates at school?

8. How is your social life in school?
9. How do you overcome challenges that you faced at your areas and at school?
10. What are the roles played by the school community in general in assisting the Hearing impaired students?

A - Attitude of School community to HIs.

1. What does the teaching learning situation at your school look like?
2. With whom do you like to play at your break or spare time?
3. What is the reaction of your school mates during play time?
4. What is your observation from the Hearing students regarding your inclusion in one class with them?
 - 4.1 What is your feeling regarding attending class with Hearing students?
5. Your inclusion with Hearing students in one class, does your social contact with others increase?
6. What is the approach of your teachers during class session?

B - Recognition of the Inclusive Education by School community.

1. Why do you want to join and attend regular school? Why not with special class of HIs school? Was it your own preference?
2. What do you know about Inclusive Education ?
3. Attending Class with Hearing students is your educational right, how do you express it?
4. Are there any communication difficulties with your teachers, peer groups and the school community in general so far?
5. How do you communicate with your teachers and your class mate?

C - Facilities to assist HIs in class.

1. What type of instructional materials /media does your teacher often use?
2. What visual teaching materials are (purposely prepared for assisting HIs) available at your class and in the school in general?
3. What is the number students in the class your are attending?
4. Where do you seat in class?
 - 4.1 Who arranged the seating arrangement of your class?
5. What extra and special support do you get from your teachers and the school in general?
6. Do you use Hearing Aid? If not why not?

7. How the school does accommodate HIS and hearing students in one class?
 - 7.1 What does your day to day learning activities in class and in the school in general look like?
8. During break time what do you do?
 - 8.1 When you leave school what is your next program?
 - 8.2 What is your Hobby?
9. Have you ever communicate your teachers or the school community members regarding the teaching learning process of the school?
10. Are there student clubs in your school?
 - 10.1 To which club do you belong?
 - 10.2 Do you have special talent?
11. Does your school have Educational Trip program?
 - 11.1 Have you ever participated in the educational Trip (School recreation program)?
 - 11.2 With whom do you spent the time in the recreation?
 - 11.3 Is the recreation place comfortable to HIs?

D - Teaching Methodology.

1. How does your teacher treat you in class?
2. What are the instruction materials/media used by your teacher?
3. Do you understand when your teacher speaks?
4. Is there any teaching aid in your class? Are they accommodating both HIs and hearing students in the class?
 - 4.1 Are the teaching aid assists you to pace equally with your class mate?
 - 4.2 What extra effort does your teacher exert to assist you?
 - 4.3 Does the facial expression and body gesture of your teachers convey the lecture clearly?
5. How do you follow your lesson in class?
 - 5.1 How do you deal with lessons that are not clear during lecture?
6. How do you follow subjects that have listening part in their lesson?
 - 6.1 What do your teachers or peer groups do when these lessons are in place?
7. What subject does give you more interest?
 - 7.1 What subject is difficult to you?
8. How is your class activity?
 - 8.1 What is your teacher's reaction to your participation in class?
 - 8.2 Have you ever get any motivation from your teachers in class?
 - 8.3 What is efforts do your teacher make to encourage students participate in class specially HIs?
 - 8.4 How does your teacher treat you when you score high or low result?
 - 8.5 What is your over all educational performance?

E - Checking Mechanism.

1. How do you work your assignments?
2. Do you participate in group work?
 - 2.1 What is your role in the group work?
 - 2.2 What problems do you face in group works?
3. When you miss class how do you recover the missed lessons for the days you been absent from class?
 - 3.1 What is the reaction of your teacher and your peer group when you missed a class in relation to coping up your lessons?
4. Does your teacher ask you a question in class?
 - 5.1 What is his reaction for your respond?
5. What type of question is comfortable to you to understand and answer?
6. During Examination how do study?
7. What type of examination is comfortable and easily answered?
8. What is the follow up of your family to your education performance?
 - 8.1 Who gives you more attention and strictly follow you at home?
9. Do your family complain to any of your teachers or the school community in connection to your education?
10. Have you ever complained? To whom? Regarding what?

F - Inclusive Education Recognition by HIs.

1. Why do you learn?
2. Do you know about educational right? If yes, could you explain?
3. Do you have family member who learn at your school?
4. Do you know HIs who is learning in special school?
 - 4.1 What is the reason learning there?
5. Do you know about Inclusive Education ?
 - 5.1 If yes, how do you express it?
6. Does your school have school rules?
 - 6.1 Is the Inclusive Education going side by side with the school rules?
 - 6.2 Are the school rules enabling you to enjoy your learning right?
7. Have you ever penalized? If yes, what was the reason?
8. Have you ever fight with any one in class or at school? What was the reason if yes?
9. What do you say about the role of the overall stake holders to be played for the further educational development of the hearing-impaired students in general?(Teachers ,school community, parents and the Government)

10. What do you like most about your school particularly in implementing Inclusive Education?
11. What do you hate most in this in this school particularly in implementing Inclusive Education?
12. What measures do you suggest should be taken to facilitate learning in this school?

Appendix 2: INTERVIEW GUIDELINES FOR PRINCIPALS, VICE PRINCIPALS, ADMINISTRATION STAFF

Addis Ababa University
School of Graduate Studies
Institute of Educational Research
Department of Educational Research and Development
*Interview Questions to be answered by Education professionals
(Principals, V/Principals and senior administrative staff)*

Purpose

The major objective of these Questions is to assess the Inclusive Education is serving and applied according to the benefit of the hearing impaired students as desired, to get more information about the attitudes of the school community and other stake holders towards Hearing impaired student from the primary source and the direct beneficiaries of the Inclusive Education (Hearing Impaired Students). The feedback on the key points of the Inclusive Education exercised on Hearing impaired students, the strategy followed by the Teachers ,School Administration and the contribution and the role of the stakeholders in implementing the Inclusive Education and maintaining the rights of hearing impaired students in schools.

Although it is known that you are busy at this time and your precious time is shared, your contribution to the study is paramount and has been considered very high. Understanding the importance of this study to the further educational development of the hearing-impaired students. Thus you are sincerely requested to answer the questions provided here under to the knowledge you know about the issue.

I do thank you very much for your valuable cooperation

Biographical Data

Name of School _____

Sex ____

Your present status in the school?

a. Head teacher

b. Unit leader

c. If any other please identify

A. Your qualification? Degree Diploma TTI certificate MA

B. For how long have you been as administrative staff? _____ years

C. How long have you been in this school? _____ years

A - Attitude of School community to HIs

1. How do you join this school?
2. What is your feeling and attitude being an administrative staff for school that engaged in teaching both Hearing and HIs in the same class?
3. How does the school accommodate students with HI and Hearing students in the classroom ?
4. Is there any visible attitude from the school community towards the HIs?
5. How is the work load of your teachers in teaching both HIs and Hearing students in one class?
6. How is the performance of the HIs when we compare to Hearing students?

B -Recognition of the Inclusive Education by School community.

- 1- How was the introduction of Inclusive Education at your school?
- 2- Do you have any internal guidance or rules at your school? How do you integrate with the Inclusive Education?
 - 2.1 Do the rules accommodate and assist the HIs?
- 3- How is the Inclusive Education applied at you school?
- 4- Do you get any orientation about the Inclusive Education?

C - Facilities to assist HIs in class.

- 1- How do the teachers in particular and the school community in general communicates with HIS?
- 2- What kind of instructional materials are available for HIS in your school?
- 3- Do you get reports from the teachers or the parents regarding the teaching learning process? Particularly on issues /problems related His?
- 4- What additional facilities are expected for the HIs from teachers and from the school in general do you suggest?
- 5- Do the teachers have enough experience to teach the HIs and Hearing students together in one class?
- 6- How is the student seating arrangement in class? Is there any standard set by the school.

D - Strategies and Interventions applied in the school

Why your school is selected to implement the Inclusive Education (Teaching HIs with Hearing students in one class)?

1. What is the role played by the school community in implementing the Inclusive Education so far?
 - 1.1 What is expected from the school in the future?
2. Do you have any plan and strategies to scale up your school to highest levels? (Admitting higher grades of HIs in addition to the current available grades levels)?
 - 2.1 Does the plans and strategies of your school updated and reviewed timely?
3. Do you have any update sharing with other departments or similar schools regarding inclusive teaching learning activities?
 - 4.1 Is there any effort made by your school to other schools to follow the Inclusive Education in their school?
4. Is there any supervision or evaluation conducted on your school?
5. What is the role of parents played at your school in connection to improving education of the HIs or students with special need?
6. What do you say regarding the improvement of Inclusive Education?
7. In there any enquiry submitted to the school administration by the stake holders or by the concerned government body so far?
8. Do you coach the HIs regarding the school rules and regulations?
9. Do you punish HIs due to the breach of school low?
10. How is the interest of the school community in general of the HIs?

E - Teaching Methodology.

1. What kind of instruction materials/media are often used by the teachers in your school?
2. Is there any standard communication style during lecture time which teachers use to convey their lessons especially for HIs set by the school?

3. Have you ever received a report by the teachers about the difficulties faced in their teaching methodology specially related to HIs?
4. How do you supervise and follow up your teachers that are effective and efficient in their work?
5. How do your teachers accommodate for lessons that have listening part?
6. What extra effort is expected from teachers and the school community in general to assist HIs do you suggest?
7. What teaching methodologies are used in your school to accommodate both HIs and Hearing students?

F - Checking Mechanism

1. How do you follow up and get feedback about the class activity and participation of HIs in the school?
2. How do you evaluate the performance of your teachers?
3. How do you evaluate the lessons are clearly understood by all the HIs in the school?
4. Do you have tutorial time (after school program) especially for the HIs in your school?
5. Do you get attendance reports?
6. What is your action for HIs who has been absent?
7. Does the school have any other unique system or method of checking mechanism of the HIs coup of the courses offered in general?

G -Inclusive Education Recognition by HIs.

1. Does the school community in general have awareness about Inclusive Education?
2. What are the accommodations of Inclusive Education to the school community in general?
3. How does the school community exercise the Inclusive Education?
4. What is the relationship between the school community (Hearing students, Teachers, Administrative staff and other support staff) with the HIs in general?

5. What is the status of HIs enrollment every year at your school?
 - 5.1 What motivation is made to increase the enrollment of HIs at your school?
 - 5.2 What contributions are made to encourage HIs to attend at your school?
 - 5.3 Do you have HIs Drop out?
6. Does the school have social clubs?
 - 6.1 Do the HIs participate in these clubs?
 - 6.2 Do you encourage HIs to participate in social clubs and other school activities and even to play leading role in team works?
 - 6.3 What is the role of teachers and the school community in general played to make HIs participate in school social clubs?
7. Do you communicate the parents of the HIs and discuss about him regularly?
8. Do parents know school rules and regulations?
9. Have you ever checked the HIs feeling towards the school in general?
10. What are the major strengths of your school particularly in teaching students with HI?
11. What are the major weakness in implementing Inclusive Education at your school ?
12. Would you tell me your plan to improve the present situation of education of HIs in your school?

Appendix 3: INTERVIEW GUIDELINES FOR PEER GROUPS OF HEARING IMPAIRED STUDENTS

Addis Ababa University
School of Graduate Studies
Institute of Educational Research
Department of Educational Research and Development
*Interview Questions to be answered by Selected
Peer groups of Hearing-impaired student.*

Purpose

The major objective of these **Questions** is to assess the extent of Inclusive Education is serving and applied according to the benefits of the hearing impaired students as desired, to get more information about the attitudes of the school community and other stake holders towards Hearing impaired students from the primary source and the direct beneficiaries of Inclusive Education (Hearing Impaired Students). The feedback on the key points of the Inclusive Education exercised on Hearing impaired students, the strategy followed by the Teachers ,School Administration and the contribution and the role of the stakeholders in implementing the Inclusive Education and maintaining the rights of hearing impaired students in schools.

You are sincerely requested to answer the questions provided here under to the knowledge you know about the issue.

I do thank you very much for your valuable cooperation

Biographical Data

Name of School _____

Sex ____

Age_____ **Grade**_____

Personal Profile

11. Tell me few things about your Self and Your family.

12. Tell me few things about the school you attend.

13. Could you describe your social life at school?

14. Do you know any HIs at your school?

4.1 How do you know him/her and what is your relationship?

A - Attitude of School community to HIs.

1. Do you have a friend?

1.1 How do you know him/her?

2. Do you know any HIs in your school?

2.1 How is your friendship?

3. Where do you seat in class?
4. With whom do you seat in class?
 - 4.1 If HIs, what is your feeling attending class with HIs?
 - 4.2 Who arranged you to seat?
5. What is the feeling of your class mates to attend class with HIs in one class?
6. What is the overall attitude of the school community towards you about being a friend of HIs?
7. What is the overall attitude of the school community towards HIs?

B - Recognition of the Inclusive Education by School community.

1. What is the awareness of your friend (HIs) about educational right?
2. Attending Class with Hearing students is an educational right, how does your friend understand this?
3. Have you ever discussed about educational right with your HIs friend?
4. Do you know Inclusive Education? Can you express it?
 - 4.1 Does your friend know Inclusive Education?
5. Is there any difference made by Inclusive Education to the social interaction of the HIs with Hearing students in your class and at your school?
 - 5.1 What does it contribute to the attitude of Hearing students towards HIs?
6. Has your friend (HIs) ever penalized? Why? How?

C- Facilities to assist HIs in class.

1. What are your instructional materials/ media in class?
2. What type of instructional material/media does your teacher use in class so as to include the HIs?
3. Is there any special instructional material that is purposely prepared for HIs?
4. What are the School facilities that enable to accommodate the educational needs of HIs?
5. How is your teachers approach towards HIs in your class?

6. How do you explain the teaching-learning process in your class?
Particularly in accommodating HIs?
7. What special benefits do you observe from your teachers and the school community granted to the HIs so far?

D - Strategies and Interventions applied in the school.

1. What special support is given to the HIs from your Teachers?
2. How is the implementation of the Inclusive Education at your school?
3. What type of relationship do you observe between HIs and the rest of the group (Teachers, School community) in the school?
4. Do you participate in school clubs?
 - 4.1 Does your friend participate? In what club? Why?
5. Does your School have educational trip for its students?
 - 5.1 What type of places do you go?
 - 5.2 Does the educational trip accommodate HIs?
 - 5.3 Are the places and the trip comfortable to your friend?
 - 5.4 What was his feed back?
6. What special Talent do you have?
 - 6.1 What special talent does your friend have?
 - 6.2 Have you discussed about his talent?
 - 6.3 Do you know what you're his friend's hobby is?

E - Teaching Methodology.

1. How does your teacher treat you in class?
2. How does the teacher communicate to the HIs?
3. How do you communicate to your HI friend?
4. How does your HI friend communicate to you?
5. How does your HI friend communicate to teachers?
6. How does your teacher approach his student especially to HIs?
7. How does your friend follow his lesson in class?
8. How is your friend's class activity?
9. Does your friend participate in class?
10. What teacher's reaction is towards HIs during class activity?

6.1 How is the approach of your teacher in answering questions asked by the HIs?

11. Is the expression of your teacher enough to convey the lessons to all of you especially for the HIs?

12. What support do you do when listening part is given to your class to assist your friend?

12.1 What does your teacher do when listening part is presented to the class?

13. How does your friend study for test and Final Exam?

F - Checking Mechanism.

1. How do you work your assignments?

1.1 How does your friend work his assignments?

2. Do your HIs friend cope up the lessons given in class?

3. Does the teacher ask HIs in class?

3.1 Does the HIs ask questions that are not clear in the lecture?

4. Does your friend participate in group work?

4.1 What is your friend's role in group works?

5. Does the teacher motivate HIs in class to participate?

4.1 What special encouragement does the teacher for the HIs to participate in class?

6. What support do you make when you friend absent from school to cover the missed lessons?

6.1 What does your teacher do when your friend is absent from Class to cover the missed lessons?

6.2 What reactions do you observe from your friend when he missed courses while he is absent from class?

7. Do your friend's parents have follow up to their child (your friend)? How?

8. Have you observed your friends facial expression during lecture? Could explain?

8.1 Does your friend ask you unclear issues during lecture at the spot?

- 8.2 Does your friend interrupted lecture for unclear lessons during lecture?
9. What type of exam is suitable to your friend?
10. What subject gives more interest to your friend?
- 10.1 What is the overall education performance of your friend?

G - Inclusive Education Recognition by HIs.

1. Why does your friend prefer to learn in this school?
2. Do you observe any complaint made by HIs, or parents to the school?
What were the complaints?
 - 2.1 Did your friend discuss anything about the teaching-learning process of the school?
3. Does the school administrative staff coach you about school rules and other relevant policies? Could you explain?
 - 3.1 Are the school rules enabling your friend to enjoy his learning right?
4. How does the school accommodate HIS and Hearing students in one class?
5. What are the roles played by the school community in general (Teachers, administrative staff, peer group and parents) to implement the Inclusive Education at your school?
6. What should be done to improve learning as well as social and emotional attachment of HIs in your school and in the community at large?

Thank You!!!

Appendix 4:QUESTIONNAIRE GUIDELINES FOR TEACHERS

Addis Ababa University
School of Graduate Studies
Institute of Educational Research
Department of Educational Research and Development
Questionnaire to be filled only by Education professionals (Teachers)

Purpose

The major objective of this Questionnaire is to assess the Inclusive Education is serving and applied according to the benefit of the hearing impaired students as desired, to get more information about the attitudes of the school community and other stake holders towards Hearing impaired student from the primary source and the direct beneficiaries of Inclusive Education (Hearing Impaired Students). The feedback on the key points of the Inclusive Education exercised on Hearing impaired students, the strategy followed by the Teachers ,School Administration and the contribution and the role of the stakeholders in implementing the Inclusive Education and maintaining the rights of hearing impaired students in schools.

Although it is known that you are busy at this time and your precious time is shared, your contribution to the study is paramount and has been considered very high. Understanding the importance of this study to the further educational development of the hearing-impaired students. Thus, you are sincerely requested to answer the questions provided here under to the knowledge you know about the issue.

I do thank you very much for your valuable cooperation

Biographical Data

Name of School _____

Sex ____

Your present status in the school?

a. Department head teacher

b. Only teaching/teacher

D. Qualification? Degree Diploma TTI certificate MA

E. For how long have you been teaching? _____

F. How long have you been in this school? _____

A - Attitude of School community to HIs

1. How do you join this school?

- _____
- 1.1. Do you get any special training to teach inclusive class especially that enables you to teach the hearing impaired students?
- a. No
 - b. I had on-job training
 - c. I had in presence training.
 - d. If any other, please specify _____

2. What is your feeling being a teacher for both Hearing students and HIs in the same class?

3. How do you accommodate both HIs and Hearing students in one class?

4. The inclusion of HIs with hearing students in one class, Is there any different feelings among your Hearing students? _____

5. How is the interest of other teachers to assist the HIs?

6. Do you think the work load of teachers will increase due to the inclusion of HIs at your school?

a. If yes, how? _____

6.1 If not why not? _____

6.2 What is the performance of your HIs comparing to the Hearing students in the class?

B - Recognition of the Inclusive Education by School community.

1. How far do you know about Inclusive Education?

2. To what extent does the Inclusive education accommodate the interest of the HIs?

3. Do you have any internal guidance or rules to assist HIs in your school?

a. Yes b. No.

3.1. If yes, how is the internal guidance or rules interrelated with Inclusive Education?

4. Are there any problems encountered in applying the Inclusive Education?

a. Yes b. No.

4.1 If yes, what problems are encountered so far?

C - Facilities to assist HIs in class.

1. How do you communicate the students with HI in class?

2. Does the school have suitable and enough teaching materials like Maps and visual graphs that assist the HIs?

a. Yes b. No.

2.1 If yes, what are your instructional materials you often use to teach?

2.2 If not, how do you accommodate your learning-teaching activities?

3. Do you think the inclusive Education is appropriately applied and supporting the HIs? How?

4. Does the school have enough facilities to accommodate the HIs (In terms of overall standard school facility)?

a. Yes b. No.

a. If yes, what facilities are available?

b. If not, what does it lack?

5. What additional facilities are expected for the HIs from teachers and from the school in general do you suggest?

6. Do the teachers have enough experience to teach the HIs and Hearing students together in one class?

a. Yes b. No.

6.1 If yes, how far they are experienced?

7. How is the student seating arrangement in class? _____

D - Strategies and Interventions applied in the school.

1. What is the role played by the school in implementing the Inclusive Education so far?

a. What is expected from the school in the future? _____

2. Do you think your contribution has share in implementing of the Inclusive Education?

How? _____

3. Do you have any update sharing with other departments or peer groups regarding teaching learning activities?

4. Is there any horizontal cooperation with similar subject teachers of other schools that have same stream? _____
5. Do your lesson plans and teaching strategies got updated and reviewed timely?

6. Is there any supervision or evaluation conducted by the stake holders or the school administration or supervisors?

7. Is there any support made by your school to encourage teachers to who teach inclusive classes (HIs and Hearing students in one class)?

8. What inputs are required to strengthen the Inclusive Education do you think in your school?

9. Do you coach the HIs regarding the school rules and regulations?
a. Yes b. No.
10.1 If yes, When?

10. Do you punish HIs due to the breach of school rules? If yes, how do you penalize? _____
11. What is the reason behind you think that, your school is selected to include HIs with Hearing students in one class?

12. How is the interest of the school community in general to assist the HIs? _____

E- Teaching Methodology.

1. What kind of instruction materials/media are often you use in your class?

- 1.1 Are the instruction materials /media adequate to accommodate the lecture equally for both the HI and Hearing students?

- 1.2 Are the available materials suitable for HIs?
a. Yes b. No.
- 1.3 If not, what are the problems do you come across in class during lecture and how do you tackle the problems?

- 2 How do you communicate with HIs to convey your lessons easily?

- 3 Have you ever faced difficulties in your teaching methodology specially related to HIs? Please explain. _____
- 4 Are you interested to continue teaching in classes that accommodates both HI and Hearing students together? Why?

- 5 How do you accommodate your lessons that are missed by your HIs being absent from class by justifiable reason?

- 6 How do you accommodate for lessons that have listening part?

- 7 What is your extra effort to assist HIs? _____

F - Checking Mechanism

1. How do you rate quality of learning in your class? _____
2. How is the class participation of HIs?

3. Do you ask HIs questions in class?
a. Yes b. No.
3.1 If yes, what is reaction of the HI students? _____
4. Does the HIs ask for clarifications in the lesson during class or out of class?
a. Yes b. No.
4.1 If yes, what is your reaction? _____
5. Have you ever check you're HIs interest towards your subject? a. Yes b. No
5.1 If yes, what is the level of his interest you observe?

6. Do you encourage HIs to participate in class, to play leading role in group works?
a. Yes b. No
6.1 If yes, what is the motivation style you use? _____
7. Have you ever come across with HIs with incomplete assignments? What were the frequent reasons?

8. What problems are faced by the HIs regarding your subject so far? How do you find them?

9. Do you have tutorial time especially for the HIS?
a. Yes b. No
a. If yes When?

b. If not why not?

10. What is the score of the HIs comparing to the Hearing students? Is that the least score in the class? What was the reason?

11. What do your examination types look like?

a. What type of exam is scored high by HIs?
Why? _____

b. What is your reaction to the HIs who scores below average? _____

12. What is the overall performance of the HIs in your subject compare to Hearing students?

13. Do your HIs communicate with you individually in your office or out of school for help? What was your reaction?

a. What was his enquiry?

14. Do you have any other unique system of checking mechanism of your HIs coup up of the subject? _____

G - Inclusive Education Recognition by HIs.

1. Is there any orientation given to you by the stake holders regarding Inclusive Education?
? _____

2. Does the school community in general have awareness about Inclusive Education?

3. How does the school community exercise the Inclusive Education?

4. What is the relationship between the school community (Hearing students, Teachers, Administrative staff and other support staff) with the HIs in general?

5. Is there any encouragement made by your school to increase the enrollment of HIs at your school?

a. If yes, what type of efforts is made?

5.2 What contribution do you make to encourage HIs to attend your school? If not why?

6. Does the school have social clubs? If yes, what type of clubs are they?

7. Do the HIs participate in these clubs? If yes, which club most? If not why not?

a. What efforts are done so far for the HIs to participate in school clubs?

8. What is the role of teachers and the school community in making HIs participate in school social clubs? _____

9. Do you communicate the parents of the HIs and discuss about them regularly?

a. Is there any complaints forwarded from the parents of HIs? What were the complaints about?

10. Do Parents know school rules and regulations?

11. Do you think the parents know about the educational rights of HIs? Explain.

12. Could explain the major strength and weakness of implementing Inclusive Education at your school? _____

Thank You!

DECLARATION

I hereby certify that I am the sole author of this thesis and that no part of this thesis has been published or submitted for publication.

I certify that, to the best of my knowledge, my thesis does not infringe upon anyone's copyright nor violate any proprietary rights and that any ideas, techniques, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices.

Declared by:

Name: _____

Signature: _____

Date: _____

