

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE

DEPARTMENT OF SPECIAL NEEDS EDUCATION

PROGRAM: SCHOOL OF GRADUATE STUDIES

**INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENT IN
PHYSICAL EDUCATION: CASE STUDY ON ATSE ZERAYAKOB
SCHOOL**

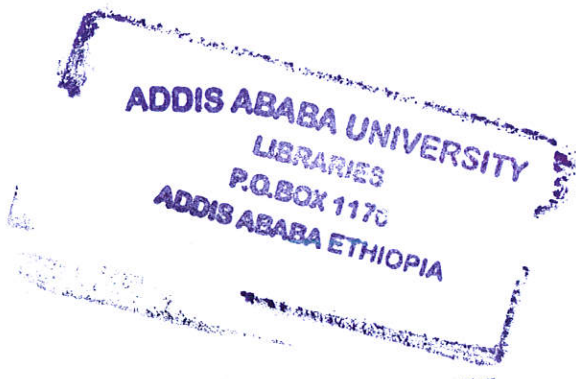
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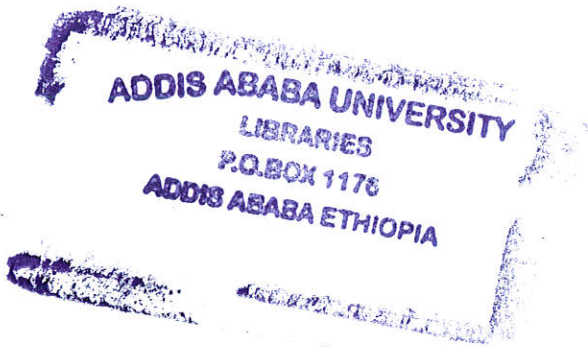
April, 2011

INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENT IN HEALTH AND PHYSICAL EDUCATION: CASE STUDY ON ATSE ZERAYAKOB SCHOOL

A Thesis Submitted to the School of Graduate Studies of Addis Ababa University
in Partial Fulfillment of the Requirements for the Degree of Masters Arts in
Special Needs Education.

By:

Lake Sheto Ergetea



ADDIS ABABA UNIVERSITY

April, 2011

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Employment Opportunities for Persons with Disabilities in
Ethiopia- Rights and Facts

By:

Lake Sheto Ergetea

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Acknowledgements

First of all, I owe the deepest gratitude to Dr. Jana Zehle, my thesis advisor, who has given me her unreserved guidance and comments starting from the very beginning to its realization. She has taken a great care to improve the contents of this paper and tirelessly review each part of the draft.

I would like to offer my deepest gratitude for members of my family W/o Tsedale Asfaw and W/o Astede Woldeyes who were unabated sources of moral before and during my study.

I am also indebted to my friends, colleagues' brothers and sisters who gave me comments and helped me in one way or another.

Finally, I would like to thank the directors, the teachers and students with visual equipment of Atse Zeriakob primary school for their sincere cooperation during data collection.

Acronyms

SWVIs: Students with visual impairment

SWDs: Students with disabilities

AAALF: The American Association for Active Lifestyles and Fitness

PE: Physical Education

Abstract

This study attempts to examine the opportunities and challenges of students with visual impairment including in physical education class. To meet the purpose qualitative study design is employed. The data was collected mainly by semi-structured interview, observation and focus group discussion. The data of this study was gathered from eight students with visual impairment, four physical teachers and one vice director. The additional data was obtained from a team of participants through focused group discussion. Both interview respondents and focus group participants were purposely selected from the Aste Zerayakob Primary School. The presentation and analysis of the data was processed accomplished through qualitative techniques which is thematic analysis.

The findings of the study indicated the physical education teachers have high motivation to include students with visual impairment, low Skill & experience of physical education teachers to include students with visual impairment in their class. High level of student's interest to participate in physical Education Class, Shortage of adapted materials, sport club have massive in put for regular class inclusion. Thus, the study concludes that such factors are highly affects the move to inclusion in physical Education class. Then, the study recommended that the concerned parties are need due attention to work on it.

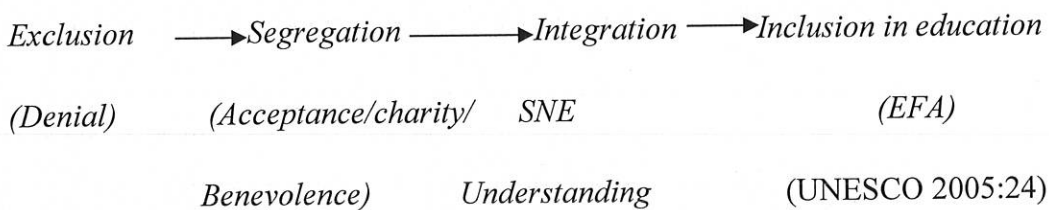
Chapter one

1. Introduction

1.1 Background of the Study

Educational processes of children with disabilities, specifically children with visual impairment with long lasting history of education than others, come across with variety of steps form exclusion to inclusion.

The path to wards inclusion with disability can be summarized as follows P.24)



In the earlier times people with disabilities were excluded and denied from any societal activities. In the second step people wit disabilities were considered as "human beings" (charity). People with disabilities were simply accommodated in the same school. "*segregation was defined an educational setting that does not allow children with special needs to have social contact with their peers referring to both special schools and permanent special classes in regular school settings.*" (Meijer, 1995 as cited in Terussew, (1999, p. 36))

The third step shows that the special needs of children were considered. Children with disabilities are included and having full access to education with their peers, integration became the immediate step to move towards inclusive education.

Inclusive education is the present agenda of successful education to children with disabilities. According to "*inclusion in education is the on going process concerned with breaking down barriers to learning and increasing the participation of children and young people with their local schools*". (Wagner, 1992 as cited in (Desalegn, 2007))

"Inclusion in education is a never-ending process. It involves increasing the participation of learners in and reducing their exclusion from, the culture, curricula and local learning centers.

It requires the restructuring of the cultures, policies, practices in school so that they support the learning and participation of the diversity of learners in their community". Booth (2000, p. 18)

This indicates inclusive education reduces discrimination and enables learners to use their experience for quality education by increasing participation. The schools need to be structured towards an inclusive orientation and consider learners.

Based on the assumption of increasing participation and combating discrimination caused by different factors students with disabilities. *"Inclusive education is commonly associated with participation of children with disability in regular schools. It consists on the elimination of barriers to learning and participation that exist for many children so hat the difference caused by cultural, socio-economic, gender and individual factors do not become source of educational inequality". (Guijarro (2000, P. 40))*

Another important dimension of inclusive education is a *"conceptual approach aimed at achieving quality education by making changes to accommodate all learners regardless of their physical social or psychological difference". (In the guide Line for inclusion UNESCO, (2005, p.15)* In addition, *"inclusive education is not only cost efficient but also cost-effective and quality is the way to excellence. From the constructive and transactional theories quality learning can be enhanced by the diversity of student's involvement". (World Bank Global Research Report UNESCO (2005, p.17)),*

In this regard, inclusive education is cost-effective in the sense of inclusion than segregation. Quality in inclusive education is a result of participation of diversified number of students in a convenient school environment.

Moreover, inclusive education developed out of the belief in human right and social justice. In order to realize thus rights, education for all, ensuring basic education for all with out discrimination. Proponents of inclusion perceive separate education as dehumanizing, labeling, in effective and expansive. The advocates of full inclusion believe that *"separate special education is not needed at all and that all students can receive appropriate and quality education within the context of regular classrooms"* (Stainbock and Stainback, 1984, Morbeg, 1997 as Cited in Tirussew 1999, p. 45).

“Regular schools with an inclusive orientation are the most effective means of combating discrimination, creating well coming community, building an inclusive society, and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of entire education system” Salamanca Statements, UNESCO, (1994, p. xi) with this regard, schools justified based on the educational, social and economic context to ensure inclusive schools.

Proponents of inclusive education argue that children with disabilities provided with variety of benefits as they attain their learning in inclusive setting. In support of this, reveled the fact that *“students with disabilities can profit from learning basic educational tasks by observing non disabled students peer models”*. (Egel et.al., (1981) as cited in Tirussew (2005, p.11) Most studies confirm that *“regular class rooms provides students with disabilities access to non disable students; access to curricula and text books to which most other exposed; subject matter content taught by other subject specialists; access to instruction from a general education teacher whose training is different from special education teacher; access to all of the stress and strains associated with the preparation”* (Zgmond, 2003 as cited in Tirussew, (2005, p. 110).

Further more, the need to work out the necessary modification and adaptation of educational materials, methodology, faculties, equipment and environmental condition so that the child specific education needs can best be served is essential in an inclusive setting. The special support children with disabilities require in the classroom may range from minor modification such as altering seating arrangement to major adaptations and considerable assistance (Smith 1983; Gearheart, et al., 1988; Heward and OrlanSky, 1988, o.22) revealed that some educationalists that have been resist inclusive education and continue to argue for separate specialist services.

More over recently studies about *“successful trends of inclusive education reported in developing countries such as Uganda, Ghana, Lesotho, India, South Africa, Guyana, Palestine, Peru and Chile”* (UNESCO 1998 and 1999, as cited in Tirussew (1999, p.46).

The history of education for visual impairment students was attached to church education with oral presentation for a long time. The first formal school in Ethiopia opened in Denbidolo in the year 1924. Later on, additional few schools where served visual impairment students in the form of segregated school setting. However, *“now day’s children with visual impairment attend their*

learning in both special classes and integrated classrooms with many challenges” (Desalegn 2007).

Moreover, in *“Ethiopia, due to inadequate facilities, insufficient training of teachers, shortage of teaching materials and equipments and the service for the education of visually impaired students are very low in quality” (MOE, 1994, cited in Desalegn, (2007).*

In Ethiopia controversial results revealed on the education of children with disabilities in integrated school. As Tirussaw (1999 p. 47) mentioned that pockets of successful inclusive education trails with children with visual impairment and mental retardation in Kokeb Tsebah primary school (Degne, 2000) in Addis Ababa was reported respectively. In addition, in Mulugeta Gedle primary school at sebeta, teachers, blind students and sighted of materials, in convenient school environment, and support services considered as obstacles (Teferi, 1998, p. 124). More over (Tesfaye, 2005) conducted a study about altitude of teacher to wards inclusive education. Thus the result revealed that regular school teachers and special school teachers have positive attitude towards inclusive education in Mekanisa, Sebeta, and Kokeb Tshebah School. However in the same study Yekatit 23 primary school teachers do not have favor the inclusion program.

Opposite finding were reported in integrated Sodo high school in Weloyta zone about integrated visually impaired student’s educational practice. The study revealed that there is no any indication the move towards inclusion (Anot 2004). Similarly, the study conducted in integrated primary schools of Minilik II at Addis Ababa and Teklehaymanot at Debre Markos about educational problems of blind students. *“Teachers and sighted students have negative perception toward visually impaired students” (Desalegne, 2007)*

Although, there are some findings of the study in Ethiopia about the trend of inclusive education, Tirussew (1999) suggested main rationales for the shift towards inclusive education in Ethiopia are that helps to:

- 1) *“Achieve psychological, social and educational benefits not only by children with disabilities but also by others (such as teachers none-disabled students and school administrators) who are involved in the learning-teaching processes;*

- 2) *Attain a broad coverage of education of children with disabilities by providing them through making access to neighborhood schools, minimize the huge and unbearable cost incurred y providing special educational service;*
- 3) *Enable children with disabilities exercise their right to be served in an educational setting which promotes their holistic development;*
- 4) *Identify and serve children with hidden disabilities (undetected disabilities such as minor sensory, physical and behavioral impairments) who have already been mainstreamed by default in the ordinary schools;*
- 5) *Empower concerned individuals (such as parents, siblings, teachers and students) as the community to contribute to the well being of children with disabilities in general and their education in particular. It is a viable approach in the sense that not only does it minimize cost and is practical but also promotes inclusion beyond the school environment, and,*
- 6) *Enhance the quality of the educational system and curb school wastage, particularly early school dropout and repatriation rates". (Tirussew (1999 p.28)*

However, some of the studies mentioned here showed educational problems of visually impaired students from the perspective of attitudes, materials and equipments, curricular contents, provision of services and physical environment of the school in their findings. As far as my knowledge, no research done to examine the challenges directly related to the awareness and practice of support services in the education of CVI from parents, community and supervisors based on Special Needs Education Program Strategy (MOE, 2006) to move towards inclusive education in Ethiopia.

"Adapted Physical Education is the art and science of developing and implementing a carefully designed physical education instructional program for an individual with a disability, based on a comprehensive assessment, to give the individual the skills necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness"(Auxter, Pyfer, & Huettig, 2001 p.42)

Physical Education is important for the health and well being of people of all ages. *"It is enjoyable, builds self- confidence and improves ones health and fitness".* (<http://s118134197.onlinehome.us/page.php?ITEM=39>), Specific sports skills are developed in individual as well as team sports. Students experience a variety of lifetime and recreational activities. Students who are blind or visually impaired also need to experience physical activity.

The visually impaired student with additional disabilities should experience a program designed to improve their fitness levels by participating in various games, activities and exercises. *“Some students may have developed poor circulation, limited lung capacity, poor muscle tone, poor posture, and a tendency to become overweight. A regular physical activity program will improve fitness and give the student confidence to move through space without instructions. It can also develop motor skills needed for daily living and mobility”*. (Auxter, Pyfer, & Huettig, 2001 as cited in <http://s118134197.onlinehome.us/page.php?ITEM=39>),

Many barriers are encountered by the visually impaired in relation to health and physical education, among which can be highlighted: *“the lack of understanding and knowledge required by society, fear and anxiety caused by the disability, dependence and exposed its deficiency”* (Sorensen, SD, and Moura Castro, 1993; Martinez, 1998; Telford and Sawrey, 1988 as cited in www.pecentral.org/adapted/adaptedsites.html).

“Regular physical activity benefits both physical and psychological health, and reduces risk for heart disease, diabetes, high blood pressure, obesity, and stress-related illnesses” (U.S. Dept of Health and Human Services, 1996).

Children who are visually impaired, and blind consistently exhibited lower levels of fitness than sighted peers (Blessing, McCrimmon, Stoval, & Williford, 1993; Lieberman & McHugh, 2001; Skaggs & Hopper, 1996; Winnick & Short, 1985). Furthermore, for *“children with visual impairment, activities of daily living demand increased energy; and the need to be fit might be even greater”* (Buell, 1982). Other research has shown that *“children with disabilities including visual impairments are often neither fully socialized and not expected to pursue a full range of life options”* (Stein, 1996). *“Physical activity levels of children who are visually impaired and blind can be improved, therefore improving comfort and success of movement”* (Lancioni, Olivia, Bracalente, ten Hoopen, 1996; Lieberman, Butcher and Moak, 2001 as cited on <http://www.campabilities.org/fitnessactivities.htm>).

This study, therefore, is going to examine challenges and opportunities in the educational process of children with visual impairment to move towards inclusive sitting in health and physical education class.

1.2 Statement of the Problem

Children with visual impairment should be educated and participate in health and physical education in both theoretical and practical class of health and physical education with sighted peers in all grade levels with only minor modification and adaptation. *“The limitation imposed by a visual disability do not require special curriculum, but, materials must be provided in modified or adopted form so that the students can learn through sensory channels”* (Gearheart, and Hallhan 1988 p.55).

From studies mentioned and the researchers own experience of teaching in elementary, schools in Ethiopian. I felt that most health and physical education teacher directors and supervisors might fail to make supports, adaptations and modifications in teaching children with visual impairment in inclusive context. This may be because they may not aware of the strategy in special needs education or unable to put in to practice to move towards inclusion.

There are some researches deals on physical education for student with disabilities done by different students of Addis Ababa University, but there is no research in specific to visual impairment. This forces the researcher to focus on students with visual impairment.

To over come the challenges children with visual impairment faced in the health and physical education class and to move towards inclusive education thus it is paramount to conduct a systematic investigation to the actual problem.

Towards this end, the study wills attempts to answer the following basic research questions.

1. What educational challenges do children with usual impairment faced as a result of physical learning environment to move towards inclusive setting in health and physical education?
2. What educational challenges do children with visual impairment faced as a result of curricula contacts and their implementation to move towards inclusive setting in health and physical education
3. What opportunities that in educational process of children with visual impairment faced to move toward inclusive setting in health and physical education

4. What educational and social challenges in the school compound do children with visual impairment encountered in terms of adapted educational materials and equipments to more towards inclusive seating in health and physical education?

1.3 Objectives

1.3.1 General objectives

The main objective of this research is to investigate challenges and opportunities of including students with visual impairments in primary second cycle school health and Physical Education Classes.

1.3.2 Specific Objective

1. Detecting factors which facilitates for effective assessment of students with visual imperilment in health and physical education class with in incisive setting.
2. Detecting obstacles in the physical learning environment to student with visual impairment in health and physical education class with in inclusive setting.
3. Explaining opportunities and challenges of curricular contents and their implementations for student with visual imperilment in health and physical education class with in incisive setting.
4. Assessing the use of available adapted educational materials for student with visual impairment in health and physical education class with in inclusive setting.
5. Evaluating the provided support for student with visual impairment in health and physical education class with in incisive setting.

1.4 Significance of the Study

The research finding will reveal how far inclusion of students with VI is practiced in physical Education classes. Particularly, the study will have the following importance.

1. It might serve as spring board for researchers, teachers, special educators to carry out further study on similar issues.
2. It might serve as knowledge base for policy maker's teacher trainers, and practitioners.

3. It will create awareness among education teachers, college and opportunities for including students with students with visual impairment in Physical Education classes in primary school.
4. It will create opportunities for including students with students with students with visual impairment in Physical Education classes in primary school.

1.5 Delimitation of the Study

It is that the success to inclusive education requires commitment and intensive work of individual in the society particularly the school at large. Although, it is necessary to study all the challenges of educational process of student with visual impairment in all grade levels. However, the study focuses only on the problems and opportunities of educational process in physical learning environment, curricular contents, adapted instructional materials and equipments, educational support services and awareness and practice of special needs education support services and awareness and practice and practice of special needs education strategies at regular integrated schools level in teaching health physical education.

The study also delimited only to Atse Zeriakob, DebreBrhan town. The reason why the research will be confined to one school is due to the geographical proximity and the researcher has easy access to get data in these schools.

1.6 Organization of the Study

This thesis organized in six chapters. The first chapter includes background of the study, statement of the problem, objective of the study, significance of the study, delimitation and operational definition of terms. Chapter two presents the review of related literature. Chapter three contains methodology of the study. Chapter four focuses on presentation of findings. Chapter five concentrate on the summary and concussion, and recommendation of the study.

1.7 Operational definition

Inclusion- Educational process which is open for all students ,which gives equal treat and opportunity for all students in specific to Students with visual impairment and Students with out impairment.

Student with visual impairment -student's who can't detect there environment with there naked eye.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

The educational services for person with disability have got various shapes at varies times. Before 1900, only residential schools which used to offer some instructional and trainings for person with disability existed in some parts of the world. Between 1900 and 1970, special schools and classes became more relevant educational centers. At the same time, residential schools continued to grow and expand. During 1970-1977, movement towards mainstreaming learners with disability in regular classes became the preferred type of educational services. Students with various disabilities who were formerly placed in residential institutions and special schools were made to move into special classes. Since 1977, a substantial number of students with disability have been provided appropriate public education in regular class setting (Schulz, Carpenter and Turnbull, 1991, a substantial number of students with disability have been provided appropriate public education in regular class setting (Schulz, Carpenter and Turnbull, 1991). This obviously indicates that the movement has been from the complete segregation of students with various disabilities to their complete inclusion with their peers in regular classrooms.

2.2. Inclusion

Despite the rather token mention of special needs at the Jomtien Conference, there is now greater recognition that the special needs agenda should be viewed as a significant part of the drive for Education for All (Ainscow, 1995). The idea is that the concept of integration should be replaced by a move towards inclusive schooling/education. Integration demands that" additional arrangements will be made to accommodate" pupils with disabilities" with in a system of schooling that remains largely unchanged"; inclusive education , on the other hand, aims to restructure schools in order to respond to the rearming needs of all children (Ainscow, 1995, p.5). Thus, integration calls for separate arrangements in the regular school for exceptional children, mainly those traditionally labeled as students with disability, though such practices as withdrawal, remedial education and /or mainstreaming. However, inclusive schooling, in the first instance, recognizes that special learning needs can arise from social, psychological, economic, INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENT IN HEALTH AND PHYSICAL EDUCATION

linguistic, cultural as well as physical (or disability) Factors, hence the use of the term “children with special needs” rather than “children with disabilities”. Second, it recognizes that any child can experience difficulty in learning, short-lived or long-term, at any time during the school career and, therefore, the school must continually review itself to meet the needs of all its learners.

Since students as have disabilities have constituted a major focus for exclusion from the mainstream of school and communities, many disability right advocates have been actively supporting the inclusive movement.

Inclusion is a movement of parents, educators, and community members that seek to create schools and other social institutions that are based on acceptance, belonging, and community. It is designed to alter the philosophy for educating all students who challenge the system (Forest& Pierpont, 1991). Inclusion is the process of allowing all children the opportunity to fully participate in regular classroom activities regardless of disability, race, or other characteristics. It involves providing a variety of activities and experiences so that all students can participate and be successful in he regular classroom of their neighborhood school. Educators also use the terms mainstreaming and integration to refer to the placement of students with diverse characteristics into a shared educational setting. Inclusion is a more comprehensive term and emphasizes the addition of specially designed activities that engage all students collectively. Inclusion is about the child’s right to participate and the school’s duty to accept and ensure this right. It is thus about rejecting exclusion of learners for any reason, maximizing the participation of all learners, making learning more meaningful for all children, and rethinking and restructuring school policies, curricular and proactive so that all learning needs can be met (Eklindh and Brule-Balescut, 2006)

2.3. Inclusive education

Inclusive education is a proactive of accepting everyone, regardless of talent, disability, socio-economic position or cultural heritage in regular schools and classes where all the needs of students are fulfilled. Teaching all ht students together with people with disabilities offers opportunity to prepare how their professional skills and the community are enabling the conditions of equality for all. To achieve inclusive education it is necessary that regular education teachers and special education teachers have a joint field of work(Stain back & INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENT IN HEALTH AND PHYSICAL EDUCATION

Steinbeck) According to Tirussew (2000), inclusive education implies that education is about learning to live and learn together with each other and acknowledges and respects differences in children's age, gender, ethnicity, language and disability, inclusive education differs from the previously held notions of 'integration' and 'mainstreaming' which tended to be concerned principally with 'special educational needs' and implied learners changing or becoming 'ready for' accommodation by the mainstream (Eklinde and Brule-Balescut, 2006).

2.4 Why we need to promote inclusion?

Inclusive education is an instrument for promoting human rights and promoting and reinforcing principles spelled out by international conventions and other key documents such as the 1994 Salamanca Declaration. Through research it has been proven that children develop better physically, psychologically, and socially if they learn together with other children (Radda Barnen, 1995 cited by Abate 2001).

Smith et al, 1983; Gearthert et al, 1988; Heward and Orlansky, 1988; Yesseldyk and Agonize, 1995; cited in Tirussew (1990) stated that in inclusive setting, the special support children with disabilities require in the classroom may range from minor modification such as altering seating arrangements to major adaptation and considerable assistance.

The inclusion of people with disabilities in society starts with the inclusion into one of the first forms of society. This is school. Inclusive education gives an opportunity to students without disabilities to share with their peers who are "different" in one way or another and to learn to accept and respect these "Difference" students with disabilities, on their turn, have the opportunity to become part of the school community and get a "realistic" idea of what a multiform and competitive society looks like, as well as their own possibilities and limitations (Steenlandt, 1995 cited in Abate 2001)

Generally inclusive education is promoted nowadays because of the following reasons:

- *It acknowledges that all children can learn.*
- *It enables education structures, systems and methodologies to meet the needs of all children.*
- *It can contribute to the quality of education for all.*
- *It enables children with disability to stay with their families and communities.*

- *It is part of a wider strategy to probate an inclusive society.*
- *It is consistent with the key principles of the UN convection on the Rights of the child (www.eenet.org.UK).*

2.5. Characteristics of inclusive education

According to Booth and Aniscow (2000) and Julka (2006) inclusive education had the following characteristics that involve:

- Acknowledges that all children can learn
- Enables education structures, systems and methodologies to meet the needs of all children.
- Is a dynamic process that is constantly evolving.
- Is part of a wider strategy to promote an inclusive society
- Valuing all students and staff equality
- Increasing the participation of students in, and reducing their exclusion from the cultures, and communities of local schools.
- Restructuring the cultures polices and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorized as 'having special educational needs.'
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning rather than as problems to be overcome.
- Acknowledges the right of students to an education in their locality
- Fostering mutually sustaining relationships between schools and communities.
- Emphasizing the role of schools in building community and developing values, as well as increasing achievement.
- Recognizing that inclusion in education is one aspect of inclusion in society.

2.6. Importance of inclusive education

University of Minnesota listed and described the importance of inclusive of education as follows.

Preparation for Adult Living: The goal of education is to prepare individuals to be contributing members of society. Segregation settings often cannot prepare individuals to function in integrated community and work environments because they do not afford those with or without disabilities opportunities to develop the attitudes, values, and skills required to get along with one another as interdependent members of society. By attending their local schools, students with disabilities can practice skills in the actual community setting where they are needed and they can then develop a sense of belonging.

Improved learning through peers and greater exposure: Students with disabilities who are placed in general education classes have opportunities to grow socially and economically through peer model and exposure to greater variety of experiences.

Growth for peers: Through having students with disabilities in their schools and classes, peers without disabilities learn to develop skills in dealing with others who are different from them. This experience often leads to growth in their self-esteem and interpersonal behaviors, paving the way for the formation of rewarding adult relationships with a variety of people in community, home, and workplace setting.

Friendship development: inclusion affords students with and without opportunities to become friends with one another. Some of the friends that students with disabilities make in schools today will be their co-workers and fellow community members as they reach adult hood.

Acceptance of differences: As students with and without disabilities interact as classmates and friends' opportunities arise to breakdown barriers and help people to understand each other better. Inclusion can help us to create a society that accepts and values persons with and without disabilities as contributing members in all aspects of community life.

Effective use of resources: when students with disabilities are educated in general education class, special educators probed support in that setting. This affords students the opportunity to learn special educators, general education classroom teachers, and classmates. The entire class benefits from the collaboration of general education and special educators: some general

educations feel they have learned from special educators more effective ways to assist all students in the class.

Team Building: Successful inclusion of students with disabilities requires greater collaboration between general education and special education personnel. This teamwork can result in improved instruction for students and improved staff morale. The parents of the students with disabilities also become valued members of this collaborative team, sharing their dreams and aspirations for their children's futures.

Focus on strengths: inclusive education programs are characterized by a focus on the student's strengths, rather than student's deficits. This emphasis enables the educators to look closely at areas where the student is functioning most like his typical peers, and these strengths then used to facilitate positive interactions with classmates.

Support of Civil Rights: the individual with Disabilities Education Act (DEA) entitles all children with disabilities to free appropriate public education in the least restrictive environment. In addition, section 504 of the Rehabilitation Act of 1973 Guarantees that people with disabilities cannot be excluded from any program or activity receiving federal financial assistance ([http://www. Spannj. Org/Basicrights/least-restrictive-environment.htm](http://www.Spannj.Org/Basicrights/least-restrictive-environment.htm)).

2.7. Elements of inclusive education

Inclusive education emphasizes providing opportunities for equal participation of persons with disabilities whenever possible into general education, but leaves open the possibility of personal choice and options for special assistance and facilities for those who need (Peter, 2003). Key elements have tended to feature strongly in the conceptualization of inclusion. The elements are as follows (Peter, 2003).

- Inclusion is a process. It has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from differences. In this way differences come to be seen more positively as stimulus for fostering learning, amongst children and adults.
- Inclusion involves a particular emphasis on those groups of learners that are statistically most "at risk" are carefully monitored, and that, where necessary steps are

taken encourage their presence, participation and achievement in the education system.

- Inclusion is concerned with identification, assessment and removal of barriers. Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creative and problem solving.
- Inclusion is about the presence, participation and achievement of all students. Here “presence” relates to how reliably and punctually they attend. “Participation “ relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; and “achievement “ is about the outcomes of learning across the curriculum, not merely test or examination results.

2.8. How to support inclusive education?

Different stakeholders should support inclusive education in different ways. As it mentioned in the website [www. Org.uk](http://www.Org.uk) every stakeholders can support inclusive education as:

- By carry out situation analysis
- Develop pilot school.
- Lobby for system change in education
- Promote inclusive policies and legislations
- Find simple and cost effective ways of overcoming barriers in the physical environment
- Create child friendly learning environments
- Use simple, clear and consistent language
- Make learning enjoyable
- Make education more relevant to daily life and home situations.

- Accept that children learn at different rates and vary teaching methods accordingly
- Respond flexibility and creativity to the individual needs of children
- Be flexible about seating arrangements
- Use flexible about seating arrangements
- Use multi-sensory teaching methods that attend to the diversity of senses
- Promote active learning and child-to-child activities
- Encourage teachers to observe each other and problem-solve together
- Involve parents and community members in education

2.9. Challenges of inclusive education

Inclusion is not an easy process. It requires a lot of struggle and commitment to overcome attitudinal and social barriers. Inclusive education can only flourish in a system which generates inclusive ideology. Where distrust and uncertainty are fabrics of an institutional culture, inclusion becomes almost impossible (Cobette et al. 1997).

In most of the developing countries, children with special need education still experience barriers for full learning and participation. For example, in the Latin, American and Caribbean region children face problems for learning and participation those problems are in poverty, children of native groups, nomadic families and children with disabilities. Besides, there is disparity between urban and rural areas as well as the distribution of quality educational provision (Guajardo, 2000).

The challenge towards inclusive education could emanate from different directions such as negative attitude towards persons with disabilities, rigid school systems, resistance to change, lack of clear educational guide lines, Inadequate resources and fear of losing one's job on the part of special school teachers, cited in Tirussew, (2000). An inclusive education demands that the teacher be innovative, flexible, creative, ready to learn from the learners and capable of initiating active learning. These are some of the pedagogical challenges facing ordinary class teacher teaching students with diverse educational needs, (1992); Rekkas, (1997).

2.10. Variables for successful inclusion

There are a multitude of variables behind the success of inclusion. The research reviewed indicates that many of the negative attitudes and challenges held by regular classroom teachers towards teaching students with disability in regular classrooms could be changed to a more positive outlook and without challenges if some factors regular setting will remain problematic unless teachers actively support the effort to achieve inclusion.

In the Ethiopian context researchers conducted concern the attitudes of teachers' towards the inclusion of students with disability in to regular classrooms appears to be very scarce. The study conducted by Abate (2001) cited in Demetros (2007), revealed that most so the regular classroom teachers have no favorable attitude towards the inclusion program but the majority of special school teachers favor the inclusion program.

2.11. The role of regular classroom teacher and special education teacher in an inclusive classroom

2.11.1. Roles of regular classroom teachers in an inclusive classroom

It is a fact that regular schools and regular classroom environment often fail to accommodate needs of many students, not in the least those of the disabled. This is the reason why many students with disabilities do not attend regular schools. Until regular schools have developed a capacity to cater to them, it is difficult to argue for inclusion. One of the major challenges to achieve lies in the changing task of the regular classroom teacher (Steenland 1995 cited in Demetros 2007).

“The regular classroom teacher is responsible for any adaptation that may be necessary for student's success in this environment; consequently, this teacher must have the skills to develop and adapt curricula to meet individual needs.” Drwe, et al, (1984; p262) .Necessary skills for the regular classroom teaches include an understanding of how handicapping condition can affect the ability to learn academic skills or to adapt in social situation.

According to Radda Barnen(1995) cited in Abate (2001), it is unrealistic and unfair to expect that the ordinary class teacher would be able to include children with disabilities including in the ordinary teachers must be provided with the training and resources they need to met children's

specific learning and behavioral need. This implies that the regular school will have to develop a greater knowledge and responsiveness with respect to special learning needs in the classroom and should form part of teacher education programs both at the initial level and as part of in-service training. Similarly, Drew et al. (1984) reported that the regular classroom teacher must be able to participate as a member of multidisciplinary team involved in planning appropriate educational services for the child's

Eaton Verna (1996) listed the roles of regular classroom teachers as follows:

- Equal member of the team with regard to planning decision making and problem solving
- Accept child as a member of the class
- Create atmosphere of acceptance
- Incorporate the inclusive education program (IEP)
- Responsible for implementing program daily coordinator
- Adapt learning activities to include the student
- Seek assistance when necessary to plan adapt and implement program
- Be willing to try new ideas, to take risks
- Be a role model-students and staff
- Facilitate peer interaction
- Direct and guide educational assistant :Eaton Verna (1996)

Moreover, the concern is not merely how a good education can be ensured for students with disabilities, but for all students. The challenge is to find ways to help teachers in regular schools respond to the diversity of the children in their classroom, accommodate their different styles and rate of learning, meet their specific needs and ensure quality of education for all. Teachers should continue to have primary responsibility for the education of all children in their classes (Safford, Spodek and Saracho, 1994), cited in Abate (2001) if the teachers are committed and willing to do, they are far better in identifying educational needs of their students (ICDR,1999).

2.11.2. Role of special education teacher in an inclusive classroom (School)

As a group, special educators must increasingly see themselves as a member of the general's education community and work toward more effective inclusion of special and general education (Lilly, 1987; Gartner and Lipsky, 1987; Hahn 1989; Stainback, 1989) cited in Miron (1994). The resources that are tied up in special schools and the skills those specialist teachers and other professionals possess are too valuable to disregard. However, the development of more inclusive systems means that, over a period of time, they have to change the focus of their work so that they can support children in their regular schools and maintain them in their communities.

According to Certo, Harling, and York (1984); Madden and Slavin (1983); Stainback and Stainback (1985) cited in Stainback and Stainback (1990), the resources, knowledge base, and personnel of regular education can not serve the need of all students. Special education resources and personnel cannot serve all needs either. However, special education resources are teamed with regular education resources to become an integral part of the regular education program, and then all students' needs are better met.

Studies show that the inclusion of students with disabilities into regular schools is successful when special education teachers find new ways to contribute to student success. They may team-teach with regular teachers or they may become a support teacher. A natural question to ask is what a supporter teacher does. Steenlandt (1995) and Eaton Verna (1996) listed the major roles (activities) of special education teacher as follows:

- Collaboration with teachers
- Planning, preparing and monitoring programs
- Observing in the classroom
- Provide the necessary information to the classroom teacher prior to the child entering the class
- Assisting (supporting) classroom teacher
- Support facilitator
- Resources facilitator

- Methods and resources teacher
- Scheduling and monitoring teacher assistance and parent volunteers
- Consolation with parents, audience counselors and administrators
- Equal member of the team with regard to planning, decision making and problem solving.
- Completing diagnostic academic assessments with individual students
- Dealing with crisis situations
- Completing paper work related to individual education plans (IEP'S) and other related matters
- Performing general teacher duties such as supervision
- Incorporate the IEP goals
- Be a role model for students and staff
- Coordinate ancillary staff services
- Assist with the dissemination of information to peers and with peer support programs: Steenlandt (1995) and Eaton Verna (1996)

When regular class teachers have this kind of support on day- to -day basis, they can be much more successful in meeting the needs of all children in an inclusive classroom.

2.12. The meaning of Physical Education

PE may be looked at from various perspectives. For PE professionals, it is an essential discipline committed to developing lifetime physical activity patterns. Many educators recognize that PE has a major role to play in the development of young people: However, some individuals mistakenly consider PE to be limited to athletics or competitive sports.

Exercise refers to a subset of physical activity. It is planned, structured, repetitive movement of the body designed specifically to improve or maintain physical fitness. Physical fitness is a set of

physical attributes that allows the body to respond or adapt the demands and stress of physical effort. (Niligoose, 1984; Wuest & Bucher, 2003)

Play is physical activity in which there are no formal rules: no pressure, no winner or no loser no set time, no defined playing area, and people .Just enjoying spontaneous Physical activity. It is a voluntary and distinct activity carried out within arbitrary boundaries in space and time, separate from daily role, concerns and influences and having no serious purposes, meaning, or goals for the actor beyond those emerging within the boundaries and context of the play act itself.

Games range from amusements or diversion to competitions governed by rules. Games are more organized than recreation and play, more formal than play but less structured than sport.

Leisure or recreation is freedom from work, which may or may not be used for physical activity. It is concerned with those activities performed by an individual during hours not at work. Recreation education is aimed at teaching people to utilize their leisure hours in a constructive manner. This implies careful selection of activities. (Niligoose, 1984; Wuest & Bucher, 2003)

Sport is much more organized than play, recreation or games. Sport involves: set rules, area and time, set positions for players, usually vigorous physical activity, complex physical skills which are applied throughout the set time, serious training and preparation, and competition between individuals or teams where winning is important. Sport is defined as an activity that involves competition between teams or individuals in whom the goal is obtain pleasure and/or success. The end result of sport is pleasure and success. (Niligoose, 1984; Wuest & Bucher, 2003)

PE is an integral part of education and contributes to the development of the individual through planned movement, physical activities and exercise. It includes a body of knowledge that depends on many disciplines including the physical, biological and behavioral sciences. It is both academic and physical. PE is also the process through which sport, outdoor adventure activities, dance and games are used by physical educators to help students learn motor skills and to learn about and achieve fitness. PE lesson is defined in different ways based on the objectives and aims of the lesson.

According to Wuest and Bucher (2003) the word physical refers to the body. They stated that it is often used with reference to various bodily characteristics Such as physical strength, physical development, physical, prowess, physical health, and physical appearance. Physical refers to the body as contrasted to the mind. Those terms discussed previously. It is an important part of the educational process.

Meeks (1996) defined PE as follows: -"*Physical education is a planned, sequential curriculum: hat provides cognitive content and learning experience in a variety of activity areas including basic movement skill: physical fitness, rhythms, and balance, games, team, dual, and individual sports; tumbling and gymnastics, and aquatics* " Meeks (1996) (pp: 24 Meeks 1996, p. 24)

Meeks (1996) also explained that quality PE should promote, through a variety of planned physical activities, each students optimal physical, mental, emotional, and social development and school promote activities and spirits that all students enjoy and can pursue throughout their lives.

Knapp (1968) believed that PE is a two headed coin one side represents development and maintenance of physical characteristics including strength endurance, good posture, flexibility, balance and neuromuscular skills. The other side represents what is happening to the total person as he/she develops these physical attributed, and that is a growth in regard to self perception, attitudes interests, aspirations, social and emotional qualities and a general feeling of well being or self realization.

PE is an education which is given mainly t4roughphysical activity to develop and maintain all aspects of personality. The ultimate goal of PE is the all rounded development of an individual. As the definition indicates, PE lesson is different from other subjects because most part of the lesson is given by using different, Physical activities. (Niligoose, 1984; Wuest & Bucher, 2003) PE should also be defined in order to address the needs of person with disabilities. Accordingly, Auxter, Pyfer, and Huetting (2001) cited two major points to define PE from the Individuals with Disabilities Education Act (IDEA). These are:

1. The term PE means the development of
 - A. physical and motor fitness
 - B. fundamental motor skills and patterns
 - C. skills in aquatics, dance and individual and group games and sport (intramural and lifetime sports).
2. The term physical education includes special physical education, adapted physical education, movement education, and motor development

2.13. The Value of PE

The need for children and youth to engage in regular physical activity as one Of the pre-requisites for achieving quality health and quality lifestyles has long been recognized, The UNESCO

Charter of Physical Education and Sport, established in 1978 was one of the first International statements supporting these beliefs.

Historically, PE was not seen as a priority for many policy makers including principals, teachers and parents in our school system. It occupies a tenuous place in the school curriculum and in some cases it is being replaced or given less time in the curriculum. In addition budgetary constraints, inadequate facilities, lack of equipment, insufficient PE specialists, as well as societal factors such as our family culture and the impact of technology have significantly eroded traditional activity levels, and are all contributing to its perilous status.

The existing school programs do not have the capacity to meet the physical activity requirements of children. The average school curriculum does not allot sufficient instructional time to PE for skill acquisition, health fitness and the attainment of a positive attitude to and appreciation for physical activity.

PE focuses on the teaching of skills, the acquisition of knowledge, and the development of attitudes through movement. Schmottlach and McManama (1997) summarize the values that a physically educated person can gain. These are:

1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active life style.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self expression, and social interaction.

The approach to the teaching of PE has changed at this time. As educators become more and more aware of the positive values of PE, they give considerable attention to the improvement of its teaching at all levels.

Omotoso (1986) categorized some of the values of teaching PE particularly at the elementary school level into 'three Omotoso explained the values briefly. These values are presented as follows:

A. Personality development

Some children may respond differently from subject to subject. PE helps children who are usually inward-looking and slow in the class. This is psychologically good for them to distinguish themselves better in at least one subject area. Children who lack encourage or confidence; can learn to take risks in physical activities. Children learn self-control, endurance, co-operation, and team spirit through organized games, gymnastics and athletics. Student can learn the benefits of games through sport activities. They learn how to win and lose. This helps them to learn when and how they are going to be fair and honest. These students will not be over-excited. They can learn how to use their leisure in later life. This is also a great value of education in general.

B. Social co-operation

Children learn when and how to start doing or becoming involved with and share something. One of the values of PE is development of good social behavior. Children learn how to give support and help in order to help achieve or provide their parts for a group effort through organized game. In general, they learn to cooperate with each other towards a common goal through a team spirit which is very important for good citizenship, When they become to understand the purpose they learn how to respect rules and regulations, This is very important for all rounded development of an individual.

C. Physical development

One of the main objectives of a PE program is to advance the general wellbeing of each child. To acquire good posture and move about gracefully, PE attempts to train a person in keeping strong and healthy. The development of skills and endurance are important for an individual who wants to be sportsperson. This leads to greater agility and the ability to overcome fatigue more easily. Sense organs are becoming more alert in each activity that intends to do in the PE program, The pupils become quick to notice and respond to potential danger or problems, They become intellectually active and develop ability to think quickly and make quick decisions and judgments.

PE is an integral part of the total education of any child and is closely linked to other creative and learning experiences and skill acquisition. It makes a significant contribution to the all-round harmonious development of the mind and body. We also believe that the program will help students to develop the competencies and beliefs necessary for incorporating regular physical activities into their lives. Through a well taught PE program, students can achieve physical and personal benefits. (Murphy, et al, 2008)

It is believed that PE contributes to the well-being of the students and to the quality of skills, knowledge and values they need. Nowadays, it is also believed that all students in every class should have the right and the opportunity to experience sustained vigorous physical activity and to participate in daily quality PE program.(Murphy, et al, 2008)

The current emphasis on equal education for all has helped to focus attention in children with special needs. CWDs need additional consideration at times to successfully participate in activities. We need to help our students understand. Accept and live comfortably with persons who have disability conditions. SWDs are functional and "are worthwhile individuals who have innate abilities and can make significance contributions to society (AAALF, 2008). Adapted Physical Activity Council of the American Association for Active Lifestyles and Fitness (AAALF) (2008) recommended the following points to allow the value of PE for persons with special needs.

1. Prepare the differently baled for sport competition particularly where no opportunities and programs now exist;
2. Provide special training for coaches to enable them to work with children who are physically challenged; -
3. Plan, design and provide -appropriate and adequate facilities, equipment and supplies that would cater for the needs of the challenged; and
4. Provide training for volunteers and specialists.

2.14. The Aim of Physical Education

PE for all children, whatever their ability, focuses on a number of aims which are summarized in various forms in most PE texts. Jowsey (1995) extended the general list of aims to include those which are particularly important, or of specific relevance, to CWDs. These reinforce claims that this subject, probably more than any other, holds more potential opportunities and benefits for youngsters with disabilities that for their able-bodied classmates, and so should be made fully accessible to them.

Jowsey (1995) further notes that we should aim, above all else, to provide for a sense of achievement. This can so often be lacking in the life of a child with disability, yet we all need to experience success in some form or ether. Achievement in a physical activity can be immensely rewarding and motivating to the child an 'experience which, therefore, should not be denied him or her.

For this research, the aims of PE can be summarized into general aims of the PE applicable to all children and specific aims of PE for students with visual impairment.

2.15. General Aims of PE Curriculum applicable to all children

PE provides opportunities for success and achievement, so student create a positive feeling about physical activity, and become motivated to attempt more. It optimizes physical development, growth and fitness and fosters a sense of well being. PE has the aim of improving motor skills, develop body and spatial Awareness and enhance the body image. It creates opportunity for social development through learning to cooperate with others and to function as a member of a group. The subject enables each child to express ideas and feelings through movement. Develops aesthetic awareness and foster creativity and develops -recreational and leisure-time pursuits. PE is important to provide opportunity for problem-solving and decision-making and for experiencing the success and failure of competition. In general, PE is necessary to reinforce and develop current work in other curriculum areas through cross- curricular links or themes (West & Bucher, 2003; Auxter et al, 2001 and Jowsey, 1995).

2.16. Specific aims of PE for students with disabilities

PE important to develop particular skills as the individual begins to show readiness do so, example, walking, or because they are needed to improve daily functioning, example, arm or grip strength. PE helps individuals to make the most of their abilities, whilst learning to compensate for their limitations and to gain a realistic perspective of their ability. The subject incorporated in the general education of SWDs, in order to develop self-help skill, example, dressing and wheelchair transfers, so increasing competence in daily living situations and improving independence. PE develops personal responsibility for physical control and management. It ensures that adequate and appropriate language stimulation and Sensory-motor experiences are provided according to individual needs and to use the practical opportunities created to teach or reinforce language and concepts development. In general, to extend mobility, dexterity and independence in all children, through tasks which have functional bases and mastery of which achieves meaningful and worthwhile goals, with some purpose PE is taken to be one of the important subjects given the school program (Auxter et al, 2001 and Jowsey, 1995). Although considerable emphasis is placed on the teaching of specific skills safety procedures and self-care activities, none should of course be taught in isolation. Rather, they should be focused on as the situation arises within the lesson so that their relevance and importance are easily appreciated,

for example, undressing practice becomes much more meaningful when it directly precedes a swimming lesson. (Graham, 2001)

2.17. Benefits of PE for students with disabilities

The benefits of regular physical activity for CWDs are numerous. However, opportunities to participate in fitness and activity programs are lacking for children and -adolescents with chronic conditions or disabilities. Thus, it is not surprising that CWDs have lower levels of cardio respiratory fitness and muscular endurance and higher rates of obesity than typical children (Murphy et al, 2008). Pediatricians are urged to promote the participation of children with disabilities in competitive and recreational sports and physical activities.

For CWDs, physical activity can increase strength, optimize physical functioning and enhance overall well being (Dattilo, 1994). Participation in regular physical activity also can foster independence, coping abilities, competitiveness and teamwork. Special Olympians show gains in self-esteem, perceived physical competence and peer acceptance, while their parents benefit from much-needed informal peer support and the shared experiences among families of CWDs.

A wide variety of sporting activities can be adapted to the interests and abilities of CWDs. Properly designed sports and physical activities should promote cardiovascular endurance, flexibility, balance and strength while also offering accessibility, safety and fun (Meeks, 1996).

murphy et al, (2008) emphasized that exercise that is of longer duration, greater frequency and lower intensity compared with programs for typically developing children may reduce the risks of injury and fatigue. To further minimize risk, careful attention must be directed at proper training, hydration, clothing and equipment. Each child should undergo a sports pre participation evaluation, with input from physicians, coaches, PE teachers, physical and occupational therapists and others. With the proper guidance the risk of participation-related injury for CWDs is no greater than that for typical athletes.

The -participation of- CWDs in sports and physical recreation is influenced by the child's function and perceived self-competence, competing demands and time pressures, financial resources, the home environment, and the availability of nearby facilities and programs. Families who engage in physical activities themselves tend to promote similar participation for their CWDs. In fact, environmental and family factors appear to be more significant determinants of participation than characteristics of the children themselves. (Murphy, 2003 & Dattilo, 1994)

Although improvements are evident, attitudinal barriers such as societal stereotypes, low performance expectations and fears of injury continue to limit opportunities for CWDs. Misconceptions and attitudinal barriers at the level of the individual, the family and the community need to be addressed to better integrate children of all abilities into recreational and sports activities. In most developed countries physical education is a federally mandated component of special education services; therefore, pediatricians and parents of children with disabilities should advocate for programs of adapted PE and recreation in each child's individualized education plan. (AAALF, 2008)

Well-informed decisions regarding each child's participation must consider overall health status, individual activity preferences, safety precautions, and availability of appropriate programs and equipment. Child, family, financial and societal barriers to participation need to be identified and addressed in the context of local state and federal laws.

Physical activity provides meaningful movement experiences and health-related fitness for all individuals in order that they may have the opportunity to acquire the motor skills, strategies, and physical stamina necessary for a lifetime of rich leisure, recreation, and sport experiences to enhance physical fitness and wellness. Wuest and Bucher (2003) and Hart (1983) stated that a quality PE program provides the foundation for a healthy, happy, and physically active lifestyle.

Infants, children, and youth with disabilities have the right to receive the full range of benefits from PE just as their able-bodied peers. Benefits include the development of motor skills and physical fitness, as well as the opportunity to participate in play, active leisure, aquatics, recreation, outdoor adventure, and sport experiences. PE activities should be developmentally appropriate while recognizing individual differences in learning styles and rates regardless of age.

There are significant benefits of a quality PE program for learners with disabilities. Auxter et al. (2001) puts generalized benefits of quality physical education for learners with disabilities as follows:

- The development of equilibrium, sensory discrimination and integration and sensory motor function.
- The development of locomotor and non-locomotor skills.
- The development of object control skills
- The development of play, leisure, recreation, and sport skills.

- The development of a repertoire of movement skills necessary for independent living.
- The development of physical and motor prerequisites to vocational skills required for independent living.

Even if the above points explain the benefits of quality PE for learners with disabilities, those are not clearly understood by the administrators who make program decisions and allocate budgets.

2.18. General Principles of teaching physical education for students with disabilities

Having found out all that it is possible to about the child's condition, his or her movement potential and movement needs, it is helpful to bear in mind a number of; general principles. These should underpin all our work with children with special needs and so lead to their increased and more successful-involvement. Thirteen general principles of teaching PE for CWDs are summarized below.

A. Focus on ability not disability

Establish the individual child's strength and abilities and aim to develop these. Use areas where he/she is likely to be able to succeed (these may be in the less traditional activities) and make sure success is worthwhile, not trivial (Jowrey, 1995).

B. Encourage independence

Check that the environment is organized to enhance this and that physically it does not impede independence. Also, provide opportunities for taking the initiative and for increasing independence in mobility and self-care areas. Specific skills training might be needed, for example, how to transfer from the wheel chair to the poolside; how to put on certain pieces of clothing (Auxter et al, 2001).

C. Encourage the children responsible for his /her management and learning

The child needs to be able to sort out his or her own wheelchair, walking aids, kit, canes or other equipment. He or she needs help, they must be encouraged to ask for it appropriately, explaining what is needed, rather than waiting passively for assistance. He or she must be allowed decisions for him or herself, and if these turn out to be the wrong decisions, then enabled to see why this is so. Too many youngsters with disabilities have too much planned and done for them; PE is an excellent medium through which responsibility for learning can be developed and problem-solving opportunities met (Auxter et al, 2001 and Jowsey, 1995).

D. Be aware of issues

Before any activity is started, all appropriate safety measures have been taken and the practice should comply with official guidelines. It should also be checked that environment is not in a way hazardous and that neither the children with disabilities, nor others can in a way jeopardize the safety of others. For example, we need to find out a child is wearing any jeweler which could cause scratch when supported so that it could be removed during the activity.

E. Teach specific, safety moves, routines or procedures

Through using this approach, wider opportunities and experiences will become available and independence should also be gained, for example, getting down from high apparatus or getting into the swimming pool, can be achieved by sitting with legs over the drops, turning onto the stomach and slowly lowering the legs, by bending at the hips, until the floor is felt or a safe position gained. Hands and arms can be used for support and anchorage.

F. Allow sufficient time

Remember that not only more time be needed to prepare for the lesson, but also to understand and plan for the task, most importantly, to complete it successfully.

G. Be aware of specific' watch points' for each child

Be thoroughly conversant with aspects of task or features in the environment which should be avoided, for example, epileptic children should not use high climbing apparatus and may be affected by lights flickering on the swimming pool. Also know of any signs or symptoms in the child which indicate that the activity is inappropriate, for example, children with a heart condition often turn blue around the lips when overtired (Jowsey, 1995 and Dattilo, 1994) ..

H. Check understanding

It is important that time is taken to ensure that the child knows exactly what is expected of him or her- instructions may need to be simplified or demonstrations of the desired activity given.

I. Appreciate the child's energy expenditure

The physical challenges within the physical education lesson can be extremely demanding and tiring for the child, although theoretically within their capabilities. It may be necessary to extend your normal repertoire in order to be sure that the child appreciates what is wanted and is practicing the desired skill correctly. Child and teacher demonstrations provide good visual

images of what is wanted, and give examples of one way in which a task might be completely. Manual guidance may enable the child to feel the movement correctly.

J. Allow tasks to be met at the child's own level

If movement tasks are clearly and suitably set and not too specifically defined then all children in the group should be able to meet them appropriately, but at their own level. For example, 'practice forward rolls' could become 'practice rolling ensuring a smooth transfer of weight'.

K. Recognize the value of close observation

Careful observation will help the teacher analyze the child's responses to the task and so make appropriate adjustments if necessary. Observing the process is more valuable than seeing the finished product, and provides more information to the teacher; for example, the way in which the child 'shapes up' to bat and actually hits the ball is more important than seeing the ball soaring in the air. Close observation of individuals should also alert the teacher to any situation in which the child might be 'at risk' (Jowsey, 1995 and Dattilo, 1994).

L. Make more specific use of language

Language can be used to check understanding of the task and then to plan, to rehearse and to reinforce the activity, if the child is allowed time to talk it through. Movement education is an excellent time to develop spatial and directional concepts and ascertain understanding of them. For example, ask questions of the child such as 'Which direction are you going to move in?' and 'Which part of your body is highest', as he or she works (Jowsey, 1995).

2.19. The Right to Sport and the- Rights of Persons with Disabilities

Participating in sporting activities in a form of physical rehabilitation that is often crucial for many persons with disabilities who seek to retain their mobility. In the sporting environment one learns teamwork, communication, confidence, and leadership. This is particularly important for persons with disabilities, who, are often prevented from other (such as schools) where these skills are acquired. Sport is a tool for psychological rehabilitation as well, as many persons with disabilities who have been recently traumatized or injured find a peaceful and holistic environment of sport as a way to regain a sense of normalcy. Social interactions that occur in sport can increase the quality of daily life (Schleien, 1993).

Persons with disabilities are often excluded and discriminated against in the arena of sports. This is a result of the discriminatory attitudes within the mainstream sporting community, and the general public about the athletic potential of persons with disabilities. The general public is not aware of the benefits from recreation and sporting activities for persons with disabilities, whether professional or just for fun (Sehleien, 1993).

According to Murphy (2008), Article 30.5 of the United Nations convention on the rights of persons with disabilities emphasizes, on

- Applies to all persons with disabilities and addresses the full spectrum of opportunities in sport.
- Recognizes the athletic potential: in all men, women and children with a disability and gives value and respect to persons with disabilities as athlete participant's integral to the global sporting environment.
- Promotes and advances the access and dignity of persons with disabilities in sport, recreation and leisure, and furthers a broader understanding of the rights that individuals have in the domain of sport and physical activity.

With a view to enabling persons with disabilities to participate on an equal basis with others in recreational, leisure and sporting activities, this article (30.5) also suggests that State Parties shall take appropriate measures:

- To encourage and promote the-participation, to the fullest extent possible of persons with disabilities in mainstream sporting activities at all levels;
- To ensure that persons with disabilities have an opportunity to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources;
- To ensure that persons with disabilities have access to sporting, recreation and tourism venues;
- To ensure that children with disabilities have equal access with other children to participation in play, recreation and leisure and sport activities, including those activities in the school system;
- To ensure that persons with disabilities have access to services from those involved in the organization of recreational, tourism, leisure and sporting activities.

The Constitution of the Federal Democratic Republic of Ethiopia Article 41 (5) states that the state shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and mentally disabled, the aged, and to children who left without parents or guardian. The constitution also indicated that to the extent the country's resource permit policies

shall aim to provide all Ethiopians access to public health and education, clean water, housing, food and social-security.

The 1994 Ethiopian Education and Training policy also give special attention to the preparation and utilization of support input for special education and to those students who did not get educational opportunities in the preparation, distribution and use of educational support inputs. This is an opportunity for students with disabilities to get different educational support in the schools.

The American Federal laws exist to protect the rights of children with disabilities to participate in sports and physical activities. And The Individuals with Disabilities Education Act mandates free, appropriate public education in the least restrictive environment. Students with disabilities have the same right as all students to compete for inclusion on interscholastic teams that use performance criteria to determine who will participate.

As far as the researcher knows there is no study regarding to the participation of persons with disabilities in sports in our country. The combined advocacy efforts of well-informed pediatricians, parents, educators, and others are needed to ensure and promote the participation of all children in sports and physical acclivity.

Disability is a rush of adrenaline, such as javelin, discus, shot-put, marathons and wheelchair racing. This is also the sport which draws the largest number of participants and spectators at the Paralympics. Athletics is open to all disability groups (George & Hart, 1983).

Power lifting

Stopka (2008) stated that power lifting is the ultimate test of upper body strength. Competitors must lower the bar to the chest; hold it motionless before lifting it to arms length and locking elbows. Power lifting is opening to persons with cerebral. Palsy, spinal cord injuries, lower limb amputees who meet the minimal disability criteria.

Soccer

Soccer is one of the world's most watched sports, demands speed, agility and impressive ball handling skills. The sport has been part of the Paralympics since 1984. Susan, et. ai, (2008) indicated that for the person with a disability, there are seven players to a team rather than the usual 11. The field is also smaller. There is no offside rule and throw-ins may only be made with one hand. Soccer is intended for persons with cerebral palsy.

Swimming

Swimming was first used in rehabilitative and physiotherapy programs for disabled persons (Susan, et. al, 2008). Over the years, it has grown into one of the largest and most popular sports in the Paralympics. Competitors pit their skills in Freestyle, Backstroke, Butterfly, Breaststroke and Medley events. Swimming is open to all disability groups.

Different research indicated that persons with disabilities can take part in different sports existing in the world. Modifications are very important to let them to participate in sports. Each teacher may find it necessary slightly to adapt a sport to suit the children in his/her group. -Unless a sport is obviously impossible for a child (e.g. a child with advanced dystrophy could not do archery) then it is worth a try, even if it has to be modified. For instance, volleyball on a full size court may be impossible for person with some kind of disability, but on a smaller court, with a lower net and a lighter ball, volleyball can provide a great deal of enjoyment for children with disabilities. It is essential that a well qualified teacher is in control, particularly in the potentially more dangerous sports, such as more sophisticated. Team games, aquatic sport (George & Hart, 1983). Although the children need a challenge which means they must be stretched to their limits, the challenge must be controlled by someone who not only completely understands the demands of the sport but also the limitations of the individual children.

Types of disability sports

Through the works of modification and creative minds, the world now has plenty of sports which can help a person with a disability develop a healthy lifestyle.

Archery

A test of accuracy, strength and concentration, archers shoot at a target marked with ten scoring zones, from a set distance. Single, doubles and team events are held in the Paralympics. Archery is open to all persons with a physical disability (including spinal cord injury, cerebral palsy, and amputee). Special guidance is available for the visually-impaired as well (Logsdon, et. al., 1999 and George & Hart, 1983).

Athletics (track & field, wheelchair racing)

Being disabled does not mean one will never feel speed, strength, power and endurance again. There are many athletic activities which can bring a person with disability.

Table tennis

Table tennis enjoyed by persons of all disability groups, except the visually impaired.

There are many other disability sports like volleyball, wheelchair fencing, wheelchair rugby, golf and bowling. The only limitation is imagination.

2.20. Methods of Physical Education Teaching and learning process in the elementary schools

The goal of 5th-8th grade physical education is enhancing students' health by giving different physical exercise, giving -knowledge about the use of exercise for overall development of the children, and introducing the benefits of doing exercises regularly.

A. General objectives of the subject PE:

1. Allowing students to participate in different physical exercises programs and enhance their physical fitness.
2. The development of basic skills.
3. Allowing students to play and work with individuals, pairs, and group and develop the characteristics of good citizen. These are self-confidence, helping each other, honesty, respecting rules and regulation, etc.
4. Understand the use of regular physical exercises for the life time development.

Accordingly Grade 5th - 8th physical education lessons are divided into two units and they have five chapters. Unit one discussed about the physical education and physical fitness and it has two chapters. The first chapter deals about the concepts of physical education and the second chapter deals about the physical fitness and its components. Unit two discussed about the basic skills in sports and it has three chapters:-The first chapter deals about the basic gymnastics skills. The second chapter deals about the basic athletics skill. The last chapter deals about the basic skills of different ball games.

According to the implementation of the strategy, at this cycle, physical education lesson has three periods in a week in a total of 102 periods in a-year for grade 5th and 6th. There are two periods with the total of 68 periods in a year for grade 7th and 8th from the researcher's experience as a physical education teacher for the last ten years in different levels of schools; students with disabilities are not well treated to learn the practical session of the PE lesson. Because of low treatment of the PE teachers students with disabilities could not get the benefits which are gained from the subject. The low participation of students with disabilities in physical education practical session is due to different reasons. Some of them are the nature of the subject

and their disabilities, the methods of teaching the subject, lack of trained teacher in adapting the subject and so on.

The nature of the subject is the first factor responsible to the low participation in practical session of the PE lesson; PE by nature needs more physical activity and adaptation of the teaching materials. At this time in the developed world, physical education is adapted for students with disabilities.

Most students who have used wheelchair, crutch, and other devices may not participate in the practical session of the lesson in our school conditions. This is because; all the parts of practical session of the lesson are designed for students with no disabilities.

The teachers who are teaching physical education at this level may not be well trained to teach physical education for students with disabilities. They may not be supported by the administrative staff. This affects the teaching learning process.

Nowadays, the most appropriate physical education for students with disabilities is adapted physical education. The adapted physical education is discussed in the proceeding sub topic.

2.20. Adapted Physical Education

A disability is any physical or mental impairment that substantially limits an individual person in one or more of his/her major life activities (such as walking, talking, breathing, or working) (Smith & Luckasson, 1995, and Hallahan and Kauffman. 1980). Infants, children, and youth with disabilities need opportunities to participate in physical education as much as their non-disabled peer.

The American association of persons with disability in the implementing rules and regulations of the Magna Carta for Disabled Persons defines adapted physical education as the therapeutic application of physical education to rehabilitate learners with special needs whose functional deficiencies are amenable to improvement through exercise. Adapted physical education programs should be planned and implemented in coordination with psychological and medical services.

Adapted physical education for individuals with disabilities is a body of knowledge encompassing

- a. Movement science. Skill development, physical fitness and social and psychological constructs;
- b. Comprehensive assessment practices;

- c. Development, implementation and monitoring of appropriate and meaningful psychomotor skill and fitness pedagogy, including. Sports, dance and aquatics;
- d. Advocacy for equal access to a healthy lifestyle and active leisure pursuits; and.
- e. Public law. (Tripp et. al, 2004 & Auxter, 2001)

Murphy (2008) states that a quality physical education program stimulates the central nervous system for optimal growth and development, assists in bone mineralization: promotes the maintenance of lean body tissue, reduces obesity, improves the function of the heart and develops movement skills' that are necessary for an active lifestyle. Furthermore, for many individuals with disabilities, movement is an avenue for learning and can lead to increased physical independence and mobility and quality physical education for students with disabilities means adapting the activities according to their needs and abilities.

Physical education can help individuals with and without disabilities learn to Work and play together in movement and recreational activities available to all members of the community. Through a quality physical education program that provides challenging activities, infants, children, and youth with disabilities develop self- esteem by way of increased perceived physical competence, self-confidence, assertiveness, independence, and self-control (Jowsey, 1995; George & Marl, 1983)

In most developed countries, physical education is a federally mandated component of special education services, including the promotion of physical and motor fitness, fundamental motor skills, and skills in individual and group games and sports. Pediatricians and parents of children with disabilities can advocate for programs of adapted physical education and recreation in each child's individualized education plan. Schools are required to modify program or teachers, speech therapists, etc.) Most states do not have a special or ulllque certification for teachers of adapted physical education.

The Adapted Physical Education National Standards (APENS) were developed in 1994 in order to define minimum competencies teachers need to deliver appropriate physical education services to students with disabilities. These standards, along with a national certification examination are in place to ensure, that qualified professionals provide physical education instruction for students with disabilities. Teachers that have met the criteria of the national standards have passed a certification examination and are described as Certified Adapted

Physical Educators (CAPE's). This comprehensive service delivery system of adapted physical education in the public schools is one of the most important concepts of IDEA legislation. Adapted physical education helps ensure all infants, children, and youth with disabilities have an opportunity to develop the fundamental motor skills and physical fitness necessary for a lifetime of participation in active leisure time pursuits, exercise, recreation, and sport (Murphy, 2008& Smith & Luckasson, 1995).

Adapting physical education for children with disabilities means allowing them, to participate in the community's leisure and recreational activities. Schleien (2003) indicated that the time has come to adapt a new way of thinking, one founded on the premise that the community belongs to everyone, and everyone regardless of level and type of ability belongs to the community. Inclusive community leisure services can be powerful vehicles for promoting this ideal.

It is the position of the Adapted Physical Activity Council of the American Association for Active Lifestyles and Fitness (AAALF) of the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) that:

1. All infants, children, and youth with disabilities from birth to 21-years old are entitled to and shall receive a quality motor development and/or physical education program specially designed if necessary.
- 2 All infants, children, and youth with disabilities from birth to 21-years old should receive motor development and /or physical education instruction with identified learning goals and including a variety of developmental 1 appropriate activities in many or all of the following areas; motor skills, physical fitness, play, aquatics, active leisure, recreation, outdoor adventure, and sport experiences.
3. All infants, children, and youth with disabilities from birth to 21-years old who require a specially designed physical education program should have that program documented appropriately in the Individualized Family; Service Plan (IFSP) or the Individualized Education Plan (IEP).
4. All infants, children, and youth with disabilities from. birth to 21-years old - who need a specially designed physical education program to benefit from physical education should receive instruction in physical education from a qualified physical educator.
5. All physical education teachers of inclusive physical education classes shall have access to adapted physical education consultants and resources.

6. Facilities that provide physical education services to infants, children and youth from birth to 21-years must be accessible in accordance with federal law.

The goals of the adapted physical education program should be consistent with those established by the regional and federal education agency for every learner who participates in physical education. This is critical, given the current emphasis on the inclusion of learners with disabilities in the general physical education program.

The objective of adapted physical education should include all the learning domains.

CHAPTER THREE

3. RESEARCH METHODOLOGY AND DESIGN

In this section I tried to describe the kind of research methodology & design employed in the study and the rationale for choosing it. At the same time the research site, the kind of data collection tools and data analysis strategies as well as how I went about it were also described.

3.1 Research Methodology

The study is intended to investigate the challenges and opportunities' in including students with visual impairment in Physical Education lesson. I found qualitative research methodology well suited to this end.

Qualitative research is based on what is called constructive philosophical position. Constructivism assumes that humans are not passive beings, rather, they are active in learning and knowledge construction by giving meaning of their own in a given contexts, and hence reality is "socially constructed" (Bogdan and Biklen, 1992; Denzin and Lincoln, 1994; Kincheloe, 1991; Maykut and Morehouse, 1994). So, in order to develop an understanding of the social activity in an educational process, it is quite important to see it from the participants' perspective and in the context they are in.

Whereas quantitative research methods (which are based on positivist philosophy that is more applicable to the natural sciences) focus on "observations that can be compared to other units by using statistical analysis, qualitative research examines people's words and actions in the narrative or descriptive ways more closely representing the situation as experienced by the participants" (Maykut and Morehouse, 1994, p. 2). Researchers identified the following major characteristics of qualitative research methods in education, which I found it workable for this study, too. Qualitative Research:

1. Has the natural setting as the direct source of data and the researcher is the key instrument. This implies that unlike quantitative approach, which is criticized for "context stripping" (Denzin and Lincoln, 1994), qualitative methods accept that actions cannot be understood outside of their context. The role of the researcher is also considered important in the research process rather than being a detached, passive onlooker because it is practically impossible to

isolate the “researcher from the researched” (Kincheloe, 1991) in studying human subjects (Participants).

2. Is descriptive and include interview transcripts, field notes, documents, etc.
3. Is concerned with process rather than simply with products.
4. Tends to analyze data inductively. Unlike researchers of quantitative approach, researchers of this orientation do not search out data to prove or disprove hypotheses they hold before they embark on the study.
5. Takes “meaning” as having central importance in research.
6. Tends to emphasize the uniqueness of cases and contexts rather than on representative ness of samples as is usually the case in quantitative methods.
7. Seeks out an interrelationships between large number of variables, i.e. it uses a holistic approach. (Amare, 2004; Bogdan and Bilken, 1992; Denzin and Lincoln, 1994).

It is with this methodological paradigm that I chose to approach this study and made every effort to follow it throughout the whole research process because I believe that it is more appropriate to understand the research problem.

3.2. Research Design

Qualitative case study research design was used to execute the present research because it is more appropriate in getting in-depth information and insights into the issues related to the inclusion of student with visual impairment in physical education class. According to Yin (2003), the need for a case study arises “*out of the desire to understand complex social phenomena. It also allows to retain the holistic and meaningful characteristics of real-life events*” (p. 2). Qualitative case study is well within the tradition of qualitative methodology and mostly “*the cases of interest in education and social services are people and program*” (Stake, 1995, p. 1). Merriam (1988), cited in Leul Taddesse (2006) also underlined the point: “*when it is important to be responsive, to convey a holistic and dynamically rich account of an educational program, case study is a ‘tailor-made approach’*” (Leslie C. Soodak 2003p. 9). Inclusion of student with visual impairment in Physical Education class, being a case, could then be studied using this research design.

In fact, Yin (2003, p.15)) identified many applications of case studies in relation to program evaluation. For him, case study designs could be used either to illustrate certain issues of the program within evaluation in a descriptive way or to explore those issues in which the program being evaluated has no clear single set of outcomes, among other things.

3.3 Research Participants

Atse Zeriacob second cycle primary school was selected as a research site. This' school is selected using purposive sampling technique. This is because of the typical importance that the researcher has easy access to facilitate the study, accommodating both sighted and blind students, and for their enrollment of relatively more students with visual impairment than other integrated schools in Debre Brihan town.

All four Physical Education teachers where selected using purposive sampling technique. This is because of they are first responsible body to included students with visual impairment in Physical education class. There are twenty one (21) students with visual impairment from grade 5 up to grade 8. Eight (8) of them are female and 13 were male. The following table shows the static.

Grade	5		6		7		8	
	F	M	F	M	F	M	F	M
Number of students with visual impairment	5	2	3	1	2	3	1	4
Total	7		4		5		5	

Eight (8) students are selected from each class. Three were female and five were male. Sport club organizer (chair main) and vice school director are selected purposely because of them responsibility to access education for all.

Research participants

Research participants	Number
Physical education Teachers	4
Students with visual impairment	8
Vice school director	1
sport club organizer(chair main)	1
Special need teacher	1

3.3 Instruments

Focus group discussion, observation and interview were used to collect data. These instruments are most useful for the study. The instrument was prepared by the researcher from review of literature in English language and later translates in Amharic by experts.

3.3.1. Focus Group Discussion

Focus group discussion was developed by researcher from his experience of teaching Physical Education. There are six focus group discussion guides developed by the researcher for discussion(see appendix ii).Three Physical education teachers, a vice school director, one special need education teacher, a sport club chairman and four students with visual impairment were involved in the discussion.

The focus of the discussion was on challenges, solution and opportunities of students with visual impairment related to Physical Education class educational process.

3.3.2 Interview

Semi structured interview were employed which is prepared by the researcher in Amharic language .Interview creates an opportunity for openness, flexibility and naturalism in discussion, i.e., it is directed towards studying reality as it manifests in everyday life events (Sarandakos, 2004, p. 270). As a novice qualitative researcher, I found interview schedule more useful to manage a certain degree of consistency over the issues pursued in the study.

Interview will be the second instrument. The purpose of interview is to obtain data from students with visual impairment, physical education teachers, and principals of the schools about inclusion of students with visually impairment in physical education class.

The interview items to the physical education teachers and student with visual impairments was focus on the challenges, solution and opportunities related to physical education class educational process of student with visual impairment in the integrated class rooms, particularly physical environment support service curriculum and its implementation support services, adapted materials equipments, practice of special needs education in physical education class.

3.3.3 Observation

Semi structured direct observation were employed focusing on practical education process of HPE class and sport club office. Two weeks observations were employed in practical class of HPE. Observation allows a researcher to gather natural and reliable data in its natural setting and using this method is important to get first hand information. In addition, if used properly, observation methods avoid the in accuracy and bias of self report data obtained from tests, questioners , and interviews (Gall efal,1996)more over direct observation promotes an in-depth understanding of the target condition and functioning (Lidz, 2003

To collect pertinent primary visual data I used observation as one of the data collection instrument. Being one of the most important data gathering tools in social and educational research (Somekh & Lewin, 2005), observation is useful in understanding the complex human interaction in and out of the actual classroom situation. I took the role of “participant-observer”, not only because it is the most common technique in case study (Sarantakos, 2004) but also I believed it would keep me very much in tune with what was going on in the training sites. To carry out the observation I developed an observation guide, which I thought should serve not as a rigid outline like that of a checklist but a kind of an open and flexible instrument having just some points of interest for the study.(See Appendix one).

Two weeks observation will be employed in practical class of Physical education. Observations were made in grade 5, 7 and 8, because there are more students with visual impairment. Special attention was given to method of teaching, assessment method, participation of student with visual impairment, availability of materials, the instructional process etc

3.4. Procedure of data collection

After developing the data collection tools I started collecting data. I first used a participant-observer method by which I just found myself as an insider so that I was able to watch what is being done and said in the practical classroom. During observation I made every effort to take a fresh look at and record meticulously every important thing in each site using field notes.

After observation I selected my research participants and each participant was interviewed to get his/her personal views, concerns and understanding on a wide range of issues related to inclusion of students with visual impairment. The interview was conducted with all selected participants in a conversational and friendly atmosphere using Amharic language so that it would be easier to communicate. Starting with a few outlined questions, intensive interview was conducted as further issues emerge in the process. The depth of conversation goes beyond surface talk and rich discussions of feelings and ideas were made. With the exception of the major framework of the basic research questions, each and every questions, issues or themes were not always rigidly planned so that some important issues and questions can emerge as the interview was under progress. That is the way qualitative inquiry goes - its research design is emergent or evolving (Maykut and Morehouse, 1994).

Focus group discussion was used as yet another cross-checking (triangulation) mechanism for the validity of the data and to further strengthen my understanding of the issues collected through observation and interview.

3.5. Data Analysis Strategies

Data analysis and interpretation is the most difficult and yet central part of the qualitative research process. What makes the data analysis in qualitative case study even more difficult is not only that it deals with multiple sources of data but the analysis is also done at every step of the research process (Stake, 1995, p. 71; Yin, 2003, p. 98).

After collecting the data, the first step I took was to prepare such huge volume of raw data as observation notes and audiotape transcripts for analysis by writing them down in a readable manner. Then I gave them a code for the data based on their source (i.e., the kind of data collection tools and the research participants involved) using some forms prepared for this purpose.

Finally I tried to show the implications of the major findings as drawn from the empirical data and forwarded some suggestions for the improvement of the program. Though generalization is not the intent of this qualitative case study, I tried to show how local practice(in one college) can be used as a basis for initiating further research in the field by those who are interested to apply it to their similar situation.

3.6. Ethical Consideration

Denzen and Lincoln (1994), states that ethical issues should be given serious attention in quantities research. Taking this into account to make the research participants well aware of purpose of the research, the researcher made discussion with them the beginning of data collection.

In social science research especially in qualitative research code of ethics are conventional format. Informed consent, deception, debriefing, privacy and confidentiality are the major guidelines in setting the code ethics.

The codes of ethics for this research were

- Participation in this research study was on voluntary bases. Participants were allowed to draw from this research study any time they want.
- All information that is given to the researcher was secured. The researcher used the information which participants where given for this research purpose.
- The researcher was given the participants honorable chance to ask about the study either before participation or during the time they are participating
- The researcher requested participants permission to get the discussion recorded by tape recorder, and also gave chance to edit case where they change their mind on the discussion.
- The researcher was never used participants true names to protect their privacy.

Chapter Four

4. Interpretation and analysis of data

As it was mentioned in many parts of this research paper, the main purpose of the study was to investigate challenges and opportunities of including students with visually impairment in physical education classes.

I have organized the data by forming some thematic issues. In fact, I used four thematic issues to present and analyze the findings easily, clearly and simply.

In this section three individual students' cases included in health and physical education lesson are attached. The researcher believes that those cases may reflect the challenges and opportunities of the entire students with visual impairment included in health and physical education classes.

4.1 Classroom observation on practical physical education class

I had, first, contacted the school principal and explained the aims and objectives of the study and finally got permission to contact health and physical education teachers. The discussion was made with the teachers and they told their students why I was there.

Four observations were done in each class of grades five to eight. During each of my classroom observation, all the things that happened in the practical class of the subject were found to be the same. This helped me to reduce redundancy of events and not to make readers bored. Then I have summarized the four classroom observation as follows.

As I observed the football play ground is not well constructed. There are, for example, small stones, grass obstacles etc on it. On the other side, the basket ball field is an excellent playground.

I have understood that identification of the students' individual differences, all four teachers had shown excellent ability. For example one teacher ordered his students with visual impairment in front of each line by saying: "students with visual impairment stand on front line." another teacher gave permission for students with health problem.

In grade seven and eight, students with visual impairment stand by making their own line but in grade 'five' and 'six', students with visual impairment stand in front of each line.

The warming up exercise given by all teachers was more or less the same, except one class, which was led by teachers. During demonstration of warming up, they were speaking on how to do it. This makes students with visual impairment participate and enjoy freely on their spot.

Teachers in Grades five and six did not give good attention in adapting the lesson for students with visual impairment; they change the whole lesson for students with visual impairment rather than adapting. In those class students with visual impairment do aerobics exercises on the spot while their sighted peers do another lesson. This, of course, may create segregation in the name of inclusion.

In grades seven and eight students with visual impairment perform the same (identical) lessons to their peers.

As I observed in grades seven and eight students get more support from their peers than from teachers. Some students, for example, show them how to perform the exercise.

I have understood that most of the HPE teachers' were enthusiastic to pay attention to students with visual impairment. I have understood this with the following observations:

- close and fast feedback from the teachers
- clear description of the demonstration from the teacher

Some students without visual impairment gave support and feedback for student with visual impairment. I, for example, saw one of grade eight teachers ordering students who master the skill of the lesson to support each student with visual impairment. This situation increases the interaction between students with visual impairment and their peers.

There are no adapted sport materials for SWVI in grades five and six They were forced to perform different lessons (content). In grade seven and eight students with visual impairment use the same materials as their peers. This makes student with visual impairment enjoy the exercise as their sighted peers.

I observed that most students with visual impairment participate actively with some limitation.

Only two female students with visual impairment were made to stay in classroom during the practical class of the lesson. This shows most students with visual impairment have good participation in HPE practical classes.

4.2. Description of Cases

As it was stated in the methodology part of this research paper, two Health and Physical Education teachers, eight students with visual impairment and the vice director of the school participated in the interview. Both HPE teachers hold their diploma in HPE and they have taken courses on special needs education in their college study as part of their professional qualification. The vice director hold his first degree on chemistry and taken special needs education courses with three 3 credit hour.

The findings collected through interview from the physical education teachers, students with disabilities, vice director and focus group discussion were analyzed and discussed by classifying into four thematic issues as follows.

A. Participation of students with visual impairment

I raised the question for teachers about their experience of teaching students with visual impairment. All teachers except W/ro Azeab had some experience of teaching HPE for SWVI before. One of the teachers told me that he has long experience of teaching students with visual impairment. He said

“Before last year (2001E.C), students with visual impairment could not participate in my physical education class. But after I took adapted physical education course, I made big change in my class. Before 2001 E.C, I gave marks based on the results they get from the theoretical examination but now they learn and are practically assessed as their sighted peers. As you know, 60% of the assessment of the subject is given through practical (physical activity) and 40% is covered by theoretical test. So, as much as possible I make them do physical exercise.”

W/ro Azeab raised her experience here. As I have observed she had a female student who became usually impaired in 2001E.C. She, further, told me that her student did not participate in her practical classes of the lesson, even for a single day. She added:

“For example, my student is a postnatal visually impaired girl. She is afraid to move even in classroom, she is not good in mobility. So, I let her to stay in the classroom during the practical period.”

Alemu is one of the participants of this study. He was graduated from DBTEVTC in teaching HPE in 2000 at Diploma level. He believes that if the exercises are adapted for students with visual impairment, the students with visual impairment will be more participant and beneficial. He explained his experience as follows:

“Any physical activity included in our texts can be performed by all students with visual impairment. The point is adapting the exercises. Making some modification on exercises can bring more change on the participation of students with visual impairment in the practical class.”

Grade 7 and 8 teachers believes that “selection” of exercises is best rather than modifying or adapting the exercises. Ato Bekele has been teaching physical education for more than ten years. He believes that aerobics and throwing exercises are more suitable for students with visual impairment. Bekele said:

“In physical education practical classes, there are different types of physical exercises. Aerobics exercises and throwing exercises are more valuable and enjoyable with low risk for student with visual impairment. In my class, when my content is like football, volleyball or other movement full exercise, I will structure aerobics exercise for students with visual impairment. This make them part and parcel of the class.”

I observed that students with impairment in the sample school were able to participate in practical class of the physical education lessons.

Meron is one of the students with visual impairment she is interested to participate in the practical class of the subject. The researcher also observed that she was very active in different type of activities. She said:

“I am very happy when our physical education teacher comes and takes us to playgrounds. I love most to stay on the playgrounds than in the classroom. Most

of my friends love to play with me. Physical education is very important for us.”
(See case one).

Solomon also strengthened Meron’s view. He said:

“I am very interested to learn physical education. My teacher told us how to perform the exercise then I will do it as my teacher said and some of my classmates help me to master the skill. I want to be a member of Ethiopian pro Olympic runner. I stood first in last year’s inter-school Para Sport Day running competition”.

All participant students of this research are interested to participate in the practical class of the subject let’s.

B. Factors inhibiting the full inclusion of SWVI in Health and Physical Education lesson

The participants raised issues related to the factors that inhibit the inclusion of SWVI in HPE class lessons.

Most participants directed the source of the problems towards administration. Some associated the problem with their educational background and still others associate with shortage of materials.

I. Shortage of Materials

Most focus group participants agreed that shortage of material is the big problem that hinders teachers from making SWVI included in HPE classes.

Ato Melkamu is one of the participants of this study. He has taught physical education for more than 3 years and he is a chairperson of the sport club. I raised a question related to factors inhibiting the inclusion of SWVI in physical education. He said:

“If we improve and modify the teaching material for student with visual impairment, they can participate in the practical class of the lesson easily. As you have seen, my blind student was running using the suspended rope hanged from both sides by other students. As I told you earlier, students with visual impairment can also play football if the ball has sound inside. But, there is not any ball with

sound and other adapted sport materials in our school. This inhibited SWVI from learning lessons like football volleyball and other contents.”

As I observed the school have enough amounts of teaching materials to teach physical education. 75% of the teachers who were taken as samples of this study did not improve (modify) the materials for these students. Surprisingly, I have seen teachers who allowed students with visual impairment to participate in the running, throwing, and aerobic exercise. This show shortage of materials makes teachers to limit participation of SWVI. Physical Education teacher Ato Bekele, said:

“When I teach contents like ball games, jumping and other sports, students with visual impairment became idle (segregated) because there is no adapted equipments in our school”.

Physical education teacher Ato Alemu support Ato Bekeles idea and generalize the impact of shortage of materials as follow.

“Avoiding or minimizing risk of injury is the task of the teacher. So I want to let students do another exercise when there is no adapted material. Adapted materials are the backbone of inclusion in health and physical education.”

The vice director also confirmed that shortage of materials is a big problem to include SWVI in health and physical education. He said:

“Our physical education teachers try their best to include students with visual impairment in HPE class. But shortage of adapted materials inhibited them from being successful. Materials like skipping rope, mattress for gymnastics, a ball with sound for football and other adapted materials are not available in our school.”

II. Teachers educational background

As mentioned at the beginning of this sub topic, half of the participants agree the problem is with their education background.

100 % of physical education teacher participants agreed that they are not able to include SWVI in HPE class because of their low knowledge and experience on inclusion in HPE. W/ro Azeab fears to teach SWVI in practical class because she fears about the responsibility if the student faces some kind of physical damage during the physical exercise. She said:

“I feel that my SWVI are at risk to have injury at the time of movement. I also have no enough knowledge skill how to teach SWVI. I didn't take any training about adapted physical education. So to make SWVI included in HPE, I must first upgrade myself”

The sport club chairperson, Ato Melkamu, is convinced that teachers have shortage of skill and knowledge to make full inclusion and he suggested training on adapted physical education for teachers. He said:

“We most HPE teachers took adapted physical education with one credit. This made us to have little knowledge and skill on how to include students with visual impairment in HPE class. I got two successive training but other teachers didn't get. This created the gap. So, every HPE teacher should get successive training on adopted physical education.”

In the focus group discussion, “the factors which hinder the inclusion of SWVI in HPE class” was the main topic to discuss. According to the discussion, the group gave the following suggestions:

- reconstructing the field (playground) is mandatory
- support sport club to make Para Sport Day at least four days per semester
- purchasing (buying) different adapted materials
- facilitating training on adapted physical education for all HPE teachers

C. The sport club input for regular class inclusion

The participants believe that the sport club has high input for including SWVI in regular classroom. Sport club uses as motivating and training center for SWVI. Ato Melkamu, chairperson of the club, explained that the sport club creates opportunities of extra time for

training (mastering skill) and competition. He said:

“Our sport club gives special attention for all students with disabilities, specially for SWVI. The club get financial support from local NGOs and me. The club chairperson get 3 days training in DBTVTC about adapted physical education. Our club has “Para Sport Day”, the day of competition on adapted sports. On that day, SWVI compete in different sports, like throwing, running and aerobics”.

The school experience on “Para Sport Day” is unique for the researcher. So I was interested to ask about their Para Sport Day. As the sport club chairperson said, “it began last year (2002 E.C) in the second semester. The vice director also confirmed that sport club is one of the tool to create motivation and participation of SWVI in the regular classroom”.

Ayalew, a grade 7 student with visual impairment, strengthen the idea of the input of sport club for inclusion of SWVI in regular class. He said:

“After I began to participate in sport club, I have benefited a lot. I have, for example, developed self confidence, my friends began to rely on me; my classmates created good attitude towards blinds... etc. I also have been selected for woreda sport club.”

Ato Bekele also added about the input of the club shortly as follows:

“In regular classroom, we have time limitation to give specific feedback. But the club gives training time. The other benefit is SWVI can learn more from their sighted peers. Now, 6 SWVI are selected for woreda sport club. These students get their training in this school. All things are organized by the sport club”.

Ato Melkamu explained about the aid gained through the club. He said:

“One local NGO bought sport wears for each sport club member students with visual impairment. This motivates SWVI to participate highly.”

As I understood the sport club work is highly organized. There are 21 SWVI from grade 5 up to grade 8. Above half of these 18 students with visual impairment are members of sport club. From 16 students only 4 are female. This shows female students with visual impairment have low participation compared to male SWVI.

The sport club has some problems that prevent to go further. Shortage of material, lack of knowledge and skill, financial and also the attitude of SWVI themselves towards sport competition are the major obstacles in this regard.

As I understand the club have positive massive input for inclusion of SWVI in HPE classes. Research participant SWVI agreed that the club put good values for them. One of SWVI, Solomon said

“The club is like a generator for the regular class. In the class we can get 15 minutes correction guidance and feedback but in the club training time we can get guidance correction and feedback for a long time specifically for us. It also increases our relation to our peers; we do more physical activities in club training time.”

As Solomon said the club should increase its accommodations and make every SWVI participate.

D. The Concept and practice of Moving to Inclusion

The participants believe that inclusion is the proper way of solving problems of SWVI. The vice director, particularly, underlined that inclusion is the direction of our education policy. He said:

“Our educational policy ordered inclusion as structure. As much as possible we also try to include SWVI. We have some limitation but we have tried our best. There was training about inclusion n DBTVTC but no HPE teacher got it. We will allow them to participate. As I know all HPE teachers have concepts of inclusion but I don’t know how much they use it.”

All participant teachers took SNE subject course but they agree that this is not enough for them. To strengthen this idea let take Ato Bekele’s idea. He said

“I learned or know what inclusion is, its principles and benefits. This is great. But we have no model school which can show inclusion in practice. This is a big limitation. Our school has best experiences on inclusion than other schools in our town. If we get more knowledge and skill how to include SWVI in HPE class, we can do more than what we have done so far.”

Ato Melkamu also believes that theoretical knowledge is not enough but also they need practical knowledge (skill) of inclusion. He said:

“If opportunities allow us to observe practical inclusion class of HPE, we will have massive power to include our students with visual impairment”.

Some teachers show their great interest to make their school more inclusive. One of the teachers said:

“physical education practical period provides meaningful movement experiences and health related fitness for all individuals in order that they may get the opportunity to acquire the motor skills, strategies and physical stamina necessary for a lifetime of rich leisure and enhance physical fitness. So every SWVI participate and act actively in HPE class. They must benefit equally to their peers from the subject. We teachers should passionately strive for inclusion of students with visual impairment in HPPE class.”

Inclusion is a process. The school aimed to achieve good inclusion level. In the focus group discussion participants list good opportunities to move towards inclusion as follow:

1. having fund on sport clubs who have students with visual impairment
2. SWVI interest to participate in practical class
3. The existence of woreda and regional Para Sport competition
4. teachers positive attitude on inclusion of SWVI
5. presence of Para Sport Day in the school

Inclusion is a complex concept and process. It takes a long time to be fruitful. The sample school tried the best to include SWVI in HPE class. The experienced HPE teachers Ato Bekele clearly explained it as follows.

“First, we became a welcoming school for SWVI before 10 years. This is the first stage. At that time they learn theoretical class but not practical class. Beginning

from 2001E.C, SWVI began to participate only in warming up activity. This is the

*second stage; and now, they can participate in classes as well as in the sport club.
In my opinion, this is good move towards inclusion”*

The researcher totally agrees with Ato Bekele idea. The school HPE classes are on change towards including SWVI with some limitations.

Case one

Meron is 20 years old student with visual impairment. She became visually impaired at the age of 3 with reflection of light case. She started class very late because her family decided that it was difficult to take her to school every day know she is in grade 7.

Meron is one of the clever students in the classroom. Although she is much older than the rest of her classmates. She told me that she was heat the subject physical education before 2 years but know she is interested to participate in the theoretical as well as practical class of physical education. She said *"I am very happy when our physical education teachers contest and takes us to playgrounds. I love most to stay on the playgrounds and make different physical exercise with my peers most of my friends love to play with me physical education is very important for us."*

As she told me the resin that she became to participate is her teacher support and influence of sport club chairman. She says physical education help as to be strength, flexible, alert and fast.

Meron is the member of sport club beginning from last year. She persuaded herself to become successful in future in running. This can be seen by the effort she is making for her training; she stood first out of 6 capitates in woreda competition. Last year and know she is a member of zonal Para sport club.

Meron didn't loss any training program of her sport club. Her physical education teacher likes Meron very much he fell very sorry about her, because she began training at age of 19.

Meron likes her teacher method of teaching. As she told me, the teacher describes each and every movement vocally. This able her to understand and perform the exercise in good way. She gets successive support and comment from her teacher in the classroom the only thing, which make angry is her behavior of some of her peers. She said *"when students talk (speak) each other they me to listen my teacher. This makes me very angry."*

Teachers attitude and his support, teaching and assessment methods as well sport club trainings are convenient (comfortable) for her. She said *"thanks for God; I like all things in physical education class. The teaching assessment method and training of our sport club are so interesting for me"*

As a result of doing exercises standing on the sport she believes that could not get all benefit from the subject, physical education.

Case Two

Solomon is 20 years old and grade 8 student. He became visually impaired at age of 7. Though there are many issues related to Solomon's life history, the researcher preferred to focus on issues which show the effect of his visually impairment to attend physical education practical class equally to his peers.

Solomon likes the subject physical education more than other subjects. He said, "I am very interested to learn physical education". He has his own two sport wears. He never loses a class of physical education. When I asked him why he likes physical education lesson, she said *"The teachers, who teaching me now and sport club chairman are very good. They are very interested to teach me. I would like to present thanks for them they take care about us, and how we can perform exercise."*

I have raised question for Solomon, what type of physical exercise do you like and participate, he said *"I like and enjoy every exercise except football, volleyball and other games, because those sports have more risk of injury running and throwing are my interested sports"* he is member of zonal Para sport club.

When he speak about teaching learning process of physical education, he said *"my teacher told us how to perform the exercise then I will do it as my teacher said and some of my classmates help me to master the skill"* this his speaking shows her has good relation with teachers and his peers.

Solomon is one of committee members of sport club. He also participates in woreda and zonal sport competitions sport club plays crucial role for his success in sport. He said *"the training in my club make me good sport main and enforces me to like the subject physical education"* he never losses physical education class and training of sport club.

Solomon feels shiny (good) hope when he thinking about physical education. He said "I want to be member of Ethiopian Para Olympic runner. I stood 1st in last year inter school Para sport day running and Javelin throw competition.

Solomon has good relation to his physical education teacher and his peers. In the classroom the physical education teacher help him by describing each and a very movement also his peers help

him to master the exercise. As he said, all students climb their hand when he demonstrates exercises in good way.

Solomon believes he can learn equally to his peers but there are some obstacles that hinder him. He said *"I am visually impaired I want ball with sound, to play football volleyball, and I need smooth different materials to be like my peers but there is shortage of materials in our school"*. Shortage of materials is the big obstacle which make him non participant in some sports. No one can't identify whether he is student with visually impairment or not because of his good physical appearance.

Solomon's physical education teacher likes Solomon's commitment and interest when he performs physical exercises he said *"he is one of role model to proclaim everybody can participate in physical education practical class."*

The researcher observes when Solomon does different physical exercises on mattress he can perform forward and backward rolling and careful gymnastics perfectly. He is fast and open to receive comment of his peers. He said *"my peers comment is very essential for me because they see what I mistaken"*.

Solomon believes that he got most of benefit from the subject physical education. In the sample school most of student with visual impairment participate and got be money benefits from physical education class. He said *"as I know most of students with visual impairment learn physical education not equally but nearly equally to none visually impaired students."*

Solomon said *"I will be like H/Gebresillasse or Kenenisa in Para sport field"* this response reminds me on saying of known Ethiopian athlete. And I want to conclude Solomon's case with this saying.

"If we struggle everything is possible"

H/Gebresillasse

Chapter five

5. Findings, Conclusion and recommendation

5.1. Findings

Inclusion in education is a process of enabling all children to learn together and practice effectively with in the mainstream school setting. It does not segregate children who have different abilities.

The information was gathered and analyzed empirically and results were briefly stated. Based on the research results the following concussions are drown.

Most Physical Education teachers were enthusiastic to pay attention to students with visual impairment. They try their own best, to make students with visual impairment beneficiary from physical Education subject. Teachers use “demonstration ration with clear disruption” as method of teaching. This shows how much they want to support SWVI. Physical Education teachers understand that inclusion is the way to address need of SWVI.

There is shortage of adapted sport materials for SWVI. This shortage of materials forced SWVI to perform different activates. Teachers also have no ability to modify or even develop adapted materials for SWVI from environmental materials. The researcher understands shortage of adapted materials inhabited SWVI from being included in all PE activities.

The physical environment is not safe and supportive for SWVI. Teachers fear to teach SWVI on the field, also interest of SWVI to enjoy different activities on the field with movement is low. This forces SWVI to exercise different activities on the spot (being one place). This may create segregation.

I SWVI have good interest to participate in PE practical class. Interest is the big input of inclusive education.

Sport club creates good opportunity for SWVI to practice and enjoy what they learn in class with their sighted peers. Activities in the club make SWVI like the subject PE.

“Para sport day” is a good experience of the school, which forces SWVI to be active participant in sport club and in PE practical class.

5.2. Conclusion

The following table generalizes (shows) opportunities and challenges to have incisive PE lesson for SWVI in Atse Zeriakeb School.

Opportunities for inclusion of SWVI in PE lesson	Challenges for inclusion of SWVI in PE lesson.
Teachers positive attitude towards inclusion of SWVI in PE lesson .teachers are welcome to include SWVI in PE lesson	Shortage of adapted materials
- the input of sport club for regular class - training time - further training out of class.	Teachers low knowledge and skill on how to included SWVI in PE class
Presence of Para sport day.	Low of quality of the physical environment
Teachers use “demonstration with clear description” as method of teaching which is understandable by SWVI	No repetition of Para sport day’.
Vice director and PE teacher believe that inclusion is the proper way to make SWVI beneficiary from PE practical class	Teachers guide didn’t show how to adapt exercise for student with visual impairment

5.3 Recommendation

The Salamanca Statement and Framework for Action on Special Needs Education recommended that inclusive education, with access to education in the regular neighborhood or community school provides the best opportunity for the majority of children and youth with disabilities to receive an education, including those in rural areas (EFA strategy for all children 2004, p,50)

After analyzing the data the researcher was able to obtain valuable information and based on findings, the following recommendation were suggested.

- ❖ Sufficient budget should be allocated to purchase different adapted materials.
- ❖ PE teachers should take successive training “how to include SWVI in PE lessons”
- ❖ PE teachers should take in-service teacher training on how to make adapted materials from environmental materials.
- ❖ Governmental and NGOs should support sport club, finically to make Para sport day at least four days postmaster.
- ❖ Reconstructing the field (play ground) is mandatory so, the school administrators should establish a procedure to mobilize the local community to adapt the physical environment of schools with less expenditure and with locally available resources.
- ❖ A teacher guide should show how to adapt exercise for students with visual impairment in each activity.

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Appendix I

The main purpose of this interview is to investigate challenges and opportunities of including students with visual impairments in primary second cycle school in health and physical education classes. Your personal experience given is highly appreciated. Thank you for your cooperation.

1. Age _____

2. Sex _____

3. Level of visual impairment A. low vision ☐
 B. blind ☐

4 On set of visual impairment _____

5. Grade level _____

1. Do you like the subject Health and Physical Education?
2. What do you gain from it?
3. Are the available materials convenient to you?
4. Do you participate as your peers (with no visual impairment) do?
 - 4.1. If not .Why?
5. Is your HPE teacher motivating you to participate actively? How?
6. What is the unique feature of the subject compared to other subjects for you?
7. Have you participated in sport club?
 - 7.1 If yes, what have you done?
 - 7.2 If no, why?
8. What are the major problems that students with visual impairment face in learning health and physical education?
9. What things do you want to be improved regarding health and physical education?

Appendix II

Semi-structured interview guide for health and physical education teacher

The main purpose of this interview is to investigate challenges and opportunities of including students with visual impairments in the primary second cycle schools in Health and Physical Education classes. Your personal experience given is highly appreciated. Thank you for your cooperation.

A. Background Information

Age _____ Sex _____

Educational status _____ Field of study _____

Year of completion _____ Year of experience _____

B. Interview Guide Questions

1. Is there special support for students with visual impairment in the practical class?
2. Have you tried to include student with visual impairment?
3. What type of teaching method did you use to include students with visual impairment?
4. Are the available equipments convenient to students with visual impairment to participate freely and effectively?
 - 4.1 Is there any adapted sport equipments? How do you use them?
5. Is there any input of sport club for your class? If yes what kind?
6. Are students with visual impairment participating in Healthy and Physical Education class, especially in the practical class?
7. What are the basic problems that you observe in including students with visual impairment in Health and Physical Education subject?
8.
 - 8.1. What are your solutions for problems mentioned above?
9. Do your lesson plans consider for students with visual impairment?
9. Is there anything that you want to say?

Appendix III

Semi structured Interview guide for the school principal

This interview guide is prepared for school principal. The main purpose of the interview is to investigate challenges and opportunities of including students with visual impairments in primary second cycle school in health and physical education classes. Thank you for your cooperation and lending your precious time.

A. Background Information

Position _____

Year of stay in the position _____

B. Interview Guide Questions

1. Are students with visual impairment included in health and physical education subject?
Clarify your answer.
2. Is there support of administration to physical education teachers and sport club organizer in order to include students with visual impairment in competitive sport activities?
3. Do teachers take training about adapted physical education?
4. At the time of inspection, do you assess the teacher how he/she teaches students with visual impairment?
5. Do health and physical education teachers and sport club organizers report obstacles that hinder them from including students with visual impairment in sporting activities?
6. Is there any significant effort made to overcome those challenges in your school? Would you mention please?
7. Do you have anything to add regarding the health and physical education for students with visual impairment?

Appendix IV

Interview guide for the sport club organizer

The main purpose of the interview is to investigate challenges and opportunities of including students with visual impairments in the primary second cycle schools in health and physical education classes. Thank you for your cooperation and lending your precious time.

A. Background Information

Department _____

Position _____

Year of stay in the position _____

B. Interview Guide Questions

1. Do you believe students with visual impairment can participate in competitive activities?
2. In which type of sport do students with visual impairment participate? In which type of sport are they effective?
3. Is there any support for students with visual impairment to make them active participants in the club?
4. What is the unique feature of this club compared to another school sport clubs; regarding adapted sport activities?
5. What are the major problems you face in including students with visual impairment in competitive sport activities?
6. What is the input of the club to the regular Health and Physical Education class?
7. Is there any plan to include students with visual impairment in competitive activities? If yes please elaborate it?
8. Do you have anything to add?

Appendix V

Focus group discussion guidelines with HPE teachers, school principal, special need teacher and students with visual impairment

The major objective of this focus group discussion is to investigate challenges and opportunities of including students with the visual impairments in primary second cycle schools in Health and Physical Education classes. The task of the focus group discussion members is to focus on questions raised by the researcher and actively participate in the discussion.

All your comments and ideas will be kept in absolute confidentiality .Therefore; you are kindly requested to give your genuine comments on the following questions and ideas.

1. Are students with visual impairment participating in HPE class?
2. Is the available material appropriate to include SWVI in HPE class?
3. How much the school environment is appropriate to students with visual impairment to enjoy physical activity?
4. How much SWVI involved in the school sport clubs?
5. How do you examine the importance of a Para sport day?
6. What are the basic problems that you observe in including students with visual impairment in health and physical education subject?

Appendix VI

Semi structured direct observation guide

Semi structured direct observation will be employed focusing on practical education process of HPE class.

Class_____

Number of students with visual impairment in the cl

Observation	Researcher note
Content of the subject	
Appropriateness of teaching method	
Accessibility of materials for students with visual impairment	
Interaction of students with visual impairment to teacher	
Interaction of students with visual impairment with their peers	
Participation of SWVI on tasks	
Other important observations	

Declaration

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

Name: Lake Sheto.

Signature: .

Submitted to: Department of Special Needs Education,
Addis Ababa University.

Date of Submission: _____.