



Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

The Practice of Inclusive Education at Debre Tabor Town in Two
Selected Primary Schools

By

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Primary Schools

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LIST OF ACRONYMS

AU	African Union
ACRWC	African Charter on the Rights and Welfare of the Child
CRPD	Convention of Rights for Peoples of Disabilities
CwDs	Children with Disabilities
DTU	Debre Tabor University
DB	Debre Birhan
EFA	Education for All
ETP	Education and training policy
ESDP	Education Sector Development Program
FGD	Focus Group Discussion
FDRE	Federal democratic Republic Ethiopia
HI	Hearing impairment
IE	Inclusive Education
ID	Intellectual disability
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Educational Program
MDG	Millennium Development Goal
MOE	Ministry of Education
MOLSA	Ministry of labor and social Affaires
NGOs	Non-Governmental Organizations
SWSN	Students with Special Needs
SWDs	Students with Disabilities
SENs	Special Educational Needs
SENDA	Special Educational Needs and Disability Act
SNE	Special Needs Education
PWDs	Persons with Disabilities
PD	Physical Disability
PWSN	Persons with Special Needs
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations International Children's Education Fund

UPE	Universal Primary Education
USAID	United States Agency for International Development
UK	United Kingdom
UN	United Nations
UNICEF	United Nations Children's Fund
VI	Visual Impairment
WHO	World Health Organization

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ABSTRACT

The main objective of this study was to investigate the practice of inclusive education at Debre Tabor town in two selected primary schools. Qualitative methods of data analysis were used. The study describes valuable information to identify the existing inclusive practices at Debre Tabor town in two selected primary Schools. The basic research questions of the study deals with the practices of inclusive education in the selected schools. The participants of the study were the four Principals, seven classroom teachers, eight special needs education teachers and fifteen students with disabilities. Purposive sampling techniques was employed to obtain the data from principals, special needs teachers, students with disabilities and school teachers. The data were collected through interviews, focus group discussions and observations. Participants stated the need for and potential benefits of inclusive education practices because inclusive education was supporting collaboration among students with and without disabilities and fostering academic achievement. The data obtained were analyzed through thematic and narrative data analysis techniques. The following major findings were obtained. The schools had little opportunities and these opportunities did not pave the way to implement inclusive education. Some of the challenges to implement inclusive education in these schools were, the knowledge's of teachers and parents about children with disability and teachers of students with special needs, lack of attention from the education office of both Zones and Woreda, lack of educational materials, large class size, lack of skilled man power etc. There was also shortage of special educational materials and equipment in the library and resource room such as reference books written in braille, lack of physical space in classrooms, inappropriate infrastructure and inadequate special needs expertise are major problems for effective practice of inclusive education. Based on the findings obtained some recommendations such as arrangement of different trainings to inclusive teachers, modifying the teaching and learning environment including physical accessibility are suggested.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Education is an important investment for a country and also development of a nation (World Bank, 1993). This is because education positively affects socio-economic behavior such as productivity, living standards, health and demographic characteristics of any population. Likewise, it opens infinity of possibilities for society that would otherwise be denied namely; a better chance to lead healthy and productive lives, building strong and nurturing families, participating fully in civic affairs of their communities, molding morals and creating culture and shaping their history.

It is a solid foundation for progress and sustainable development, an inherent human rights and critical step towards dismantling the gender discrimination that threatens all other rights catalyzing freedom and democracy within borders and extending its reach as an agent of international peace and security (UNICEF, 2000). It's therefore, societal obligations to make the provision of education to all people according to the nature of their individual's needs and capacities (Okech, 1993).

Education is real to increase the respect of democratic values of equality and human rights. As a fundamental human right, education is seen as one of the main factors of reducing poverty and improving socio-economic conditions. Education is all about people being able to learn what they need and want throughout their lives and potential.

The Federal Democratic Republic of Ethiopia (FDRE) constitution clearly stipulates the rights of every citizen to equal access to publicly funded social services and support shall be given to accommodate the needs of persons with disabilities (Article 41). The constitution also states that all international agreements ratified by Ethiopia are an integral part of the law of the land.

The 1994 Education and Training Policy (ETP) of the country states that, all learners including those with Special Educational Needs (SEN) learn in accordance with their full potentials and needs. Within the framework of this Policy, the Government of Ethiopia has designed and launched a twenty years Education Sector Development Program (ESDP) to translate policy issues in to action. To this end, due attention has been given for out of school children and children with

Special Educational Need particularly in ESDP III (2005 – 2010/11). Under this framework the ‘Ministry of Education has designed and implemented a Special Needs Education Program strategy ‘(MoE, 2006).

Despite such efforts that Ethiopia has shown in the process of achieving Education for All (EFA), it has been noted that there is still a gap in the provision of access to all learners particularly those with Special Educational Needs. Furthermore, the 2006 strategy has its own gaps during its implementation. To ensure access and quality of education, it is high time to revise and update the 2006 strategy.

Everyone has the right to education. Education shall be free, at least in the primary and fundamental stages. Primary education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace (UN, 1948:26). Article 26 may be perceived as the beginning of a still ongoing international era to secure basic education for all children.

What I understand was that as a result of its newness to Ethiopia, inclusive education is facing a lot of challenges but, some practices are there. So in order to make it practicable and to address the needs of all children, positive attitudinal and societal struggle is expected from every one and this is the reason that the researcher initiated to conduct a research to find out the practices of inclusive education at the grass root level at Debre Tabor town in two selected primary schools.

1.2. Statement of the Problems

Disability creates considerable social, economic and emotional cost to persons with disability, their family and to the wider community. The burden falls disproportionately on those in the developing world persons with disability often live without dignity, victimized by beliefs that evil spirits or proof of divine retribution possesses the (Agegnehu, 2000, p.40).

Even though “Education for all by the Year 2000 - Dakar Framework for Action” has been signed by the Ethiopian Government, the practical implementation is far from desired. The participation of the children with disabilities both in special schools and in special classes is negligible when compared to the number of children with disabilities in school age brackets (i.e. 7-10 years for

First Cycle of Primary Education and 11-14 years for Second Cycle of Primary Education). Even those who have got the chance to join special schools are not getting appropriate support and benefit from the integration in to the education system.

Children with disabilities are put in separate classes with assigned teachers who are trained with basic skills to work with children with disabilities. Children in this situation are more segregated and frustrated (Agegnehu, 2000).

According to UNICEF (2013) report, “out of 100 million children with disabilities under 5 years of age worldwide, 80% live in developing countries where the provision of preprimary education and other basic services tend to be insufficient” (UNICEF,2013,p.17). The recent participation rate of disabilities in worldwide is only 10% of all children with disabilities are in school and of this number only half who begin, actually complete their primary education, with many leaving after only a few months or years, because they are gaining little from the experience.

This would mean that only 5% of all children with disabilities in worldwide have completed primary school (UNICEF, 2013, p.21). Again, save the children UK (2012) stated that 98% of children with disabilities in the world do not go to school, though many have the ability and the desire to learn. Many factors prevent children with disabilities from gaining an education. Children with disabilities are generally abused and they may be locked up in their homes while their caretakers are away. Some locked up for so long that they develop wounds (save the children, UK 2012, p.33).This indicates that in developing countries there are many problems in the issues of special needs/inclusive education.

According to African Union (AU) annual report (2012) of African children on Access to be education, it was noted that the link between disability and marginalization in education is evident in developing countries. Even in some countries that are closer to achieve the goal of universal primary education. Children with disabilities represent the majority of those who are excluded. In addition, the UNESCO reported in 2006 by African Charter on the Rights and Welfare of the Child (ACRWC) that over 90% of children with disabilities in Africa are being denied the right to primary education. Children with disabilities are also more likely to drop out of school and are less likely to achieve positive learning outcomes than their peers without disabilities.

Furthermore, In the Continental Plan of Action on the African Decade of Persons with Disabilities (1999 - 2009), “the AU Member States expected to ensure and improve access to rehabilitation,

education, training, sports, and physical environment’’. Under this objective, Member States of AU are required to ensure education through inclusive education (ACRWC, 2012, p.6) but Ethiopia is not listed in member states those who are required under this continental objective. Indeed, Ethiopia has smart disability SNE/IE strategy, legislations, ratified UN disability convention rights for disabilities and programs in educational system, but in accordance of MDG (2013) report, still the millennium development goal that is Achieved universal primary education did not achieve.

In general, according to MDG (2013) report, despite the fact that several African countries are on track to achieve the net primary enrolment target, low-quality education has led to low completion rates, high repetition rates and low levels of functional literacy. Moreover, inequalities in access to education have caused unequal access to quality education at all levels.

Today, Ethiopian population estimated to be about 105 million. The total number of children with disabilities also estimated to about 3 million. This does not include children or families who hide large number of children with disabilities in separate places. From these, only few children have got opportunity to special needs education in Ethiopia (EFDR, National census, 2007; MOLSA, 2004).

Currently, According to MOLSA (2018), the enrollment of children with special educational needs (Grade 1-8) was 35,177. The total numbers of school aged children (7-14) in the country was 16,050,077 without Somali region, this number is 15,045,047 (MOE, education statistics annual report, 2012, p.26). In general, 10% of any school aged population has special educational needs. In Ethiopia requiring special needs education should be about 1.5 million but the number in school is only 2.3 % (35,177 of 1.5 million) (MOLSA, 2012, pp.26-27). Program Strategy estimates that for a number of reasons the national average gross enrollment rate at primary level was 96.4% in 2010/11, while that of CwDS was merely around 3.2%. This signifies that nearly 96.8% of CwDs are not being served by the education system and are still out of school. Moreover, the quality of education received by CwDs has remained to be very low (MoE, 2012, p.12)

The goal of inclusive education is to provide the most appropriate education for all children in the most enabling environment. The end result of inclusive education, if successfully implemented, is to get all children together whether with or without disabilities in the same classroom. Some researchers conduct research in relation to the major challenges and opportunities inclusive

education in some parts of Ethiopia specifically at primary and secondary schools. So far they could not come across the practice of inclusive education for persons with all kinds of disability in primary school and also in Debre Tabor town. Therefore, this study may be unique; it may be the first of its kind in probing the practice of inclusive education at Debre Tabor town in two selected primary schools.

1.3. Research Questions:

1. What are the practices / implementations of inclusive education in the selected schools?
2. What kind of resources are available for children with special needs in the two primary schools?
3. What are the activities made with accommodation, adaptation and accessibility to implement inclusive education in these schools?
4. What are the challenges facing in the process of implementing inclusive education?
5. What should be done to improve the quality of inclusive education in the selected schools?

1.4. Objectives of the Study

1.4.1. General objective of the study

To assess the practice of inclusive education at Debre Tabor town in two selected primary schools.

1.3.2. Specific Objectives of the Study

The specific objectives include:

1. Assessing the practice of inclusive education at Debre Tabor town in selected primary schools.
2. Assessing the challenges of implementing inclusive education.
3. Assessing necessary resources for students with disabilities
4. A assess the adaptation, accommodation and accessibility about inclusive education.
5. Identifying measures taken to improve the quality of inclusive education in that schools

1.5. Significance of the Study

This study provides better understanding and creates awareness on problems of practice of inclusive education at Debre Tabor town in two selected primary schools.

This study is assumed to contribute in many ways for instance:

- Helps teachers to practice inclusive education.
- Provides ideas, especially to parents, teachers, peers and other people about the potential of inclusive education practice.
- Informs policy makers within education sectors to take necessary steps for ensuring inclusive education for children with disabilities.
- Provides information to classroom teachers to facilitate the education of children with disabilities while considering appropriate strategies.
- Supports teachers and parents of students with disabilities to design future educational plans for children.
- Refers as reference for researchers in Ethiopia as well as other developing countries who may want to undertake further research on topics relating to inclusive education practice.

1.6. Delimitation (scope) of the Study

This study focused on practice of inclusive education in primary schools (grade 1-8). The schools were the Tabor general and Aba Aregay primary Schools. The study focus examining provision, opportunity, participation, quality of education for persons with special needs. Moreover, it focused on the accessibility of environment, community accommodation, right of SNE based on policies.

1.7. Limitations

During data collection, participants could not meet in time because of their workload. The other one is the level of awareness and expertise of informants varied. Most of the research participants did not understand the concept of inclusion. Focus group discussion was not appropriate, as the participants could not get privacy to express their feelings openly because participants could be blamed and criticized by other participants of the group after the end of discussion. In addition, interviewees especially school directors were very busy which took the researcher more time to get the required information; so it was impossible for the researcher to address interviewees in short days. Despite all these limitations, the researcher has accomplished his study.

1.8. Operational Definition

Inclusion: is welcoming of all students without discrimination in to regular classroom.

Inclusive Education: an education system that is open to all learners those with different impairments, disabilities and without disabilities in primary schools.

Challenge: it is difficult situations that limit students with disability, teachers and society's ability and potential in selected schools.

Opportunity: is chance, advantageous, favorable, or appropriate circumstance of students with disability for education in selected schools.

Implementation/practice: It refers to changing the SNE/IE policy into practical means.

Accommodation: is any change in testing material or procedures that enable students to participate in assessment

Adaptation: are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts

Resource: a classroom where a special education can be delivered to a student with a disability and learning difficulties

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Definition and Concepts of Inclusive Education

At the core of inclusion is the principle that students with special or additional learning needs or disability belong in mainstream education. The fundamental principle of an inclusive school is that all children should learn to gather, regardless of any difficulties or differences.

To be an inclusion school, therefore, means that the school accommodates the needs of all students and welcomes diversity as a way to enrich learning for everyone. To exclude a student because of a particular disabling condition is to diminish not only the student but also the community. The underpinning principle of inclusive education is that all children and young people with and without disabilities or other special needs are learning effectively together in ordinary mainstream schools, with appropriate networks of support (Ainscow, 2006, p.12).

The four key elements of inclusion presented by UNESCO provide a useful summary of the principles that support inclusive practice. These elements are:

- 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 difference. Differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.
- Inclusion is concerned with the identification and removal of barriers. It involves collecting, checking and evaluation 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 creativity and problem solving.
- Inclusion is about the presence, participation and achievement of all students “presence” is concerned with where children are educated, and how reliably and punctually they attend; participation relates to the quality of their experiences and must incorporate the views of learners, and achievement is about the outcome of learning across the curriculum, not just test and exam results.
- Inclusion raises a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement. This indicates the moral responsibility to

ensure that those at risk carefully monitored, and that steps are taken to ensure their presence, participation and achievement in the education system (UNESCO, 2009, P.15).

The phrase inclusive education has got its meaning from different scholars in different ways. For example, according to Tirussew Teferra (2005), "inclusive education means welcoming all children without discrimination into regular or general schools. It is a shift service from simply trying to fit the child in to normal settings. Inclusion is an educational approach and philosophy that provides all students with community membership and great opportunities for academic and social achievement.

Inclusive education brings all students together in one classroom and community, regardless of their strengths or weakness in any area and seeks to maximize the potential of all students (Sheehy, 2010). During the last decades; we have experienced many changes in the education of children with disability. These changes include changes in awareness, attitude, availability, methodology, the use of related concepts and the like. These changes are not only relevant for the beneficiaries but for the enrichment of all involved. He also added that the acknowledgment and changes presented above were what gradually brought the practice of integration and eventually stated the process towards inclusion.

The education of children with disabilities, with a shift of emphasis on inclusive education has gained pronounced momentum globally (Tirussew Teferra, 2005). Inclusive education initiatives often have a particular focus on children with disabilities, as well children living in poverty, largely these from linguistic and ethnic minorities or special educational needs (UNESCO, 2004 as cited in Tirussew, 2005).

Inclusive education with disabilities goes beyond for the regular classroom setting to the home, early childhood establishment, the community and the society as large. The positive psychosocial consequences and reciprocal educational benefits of inclusion have been encouraging in diverse social settings (Trussew Teferra, 2005).

Inclusive education means welcoming all children, without discrimination, into regular or ordinary schools. Indeed, it is a focus on creating environments responsive to the differing developmental capacities, needs, and potentials of all children. Inclusion means a shift in services from simply trying to fit the child into 'normal settings'; it is a supplemental support for their disabilities on

special needs and promoting the child's overall development in an optimal setting (Evans J.L, 1998). It calls for a respect of difference.

Therefore, the task becomes one of developing the school in response to pupil's diversity. This has to include a consideration of overall organization, curriculum and classroom practice, support for learning and staff development (Ainscow, 1997).

Inclusive education implies that education is about learning to live and learn together with each other (Cleaesson, 1995). Central to the present thinking is the approach towards learning, which is termed as "inclusive learning", a move away from labeling the student and towards creating special educational environment; concentrating on understanding better how people learn so that they can be better helped to learn; and see people with disabilities and/or learning difficulties first and foremost as learners (Tomlinson J., 1996). The Salamanca Statement and Frame for Action on Special Needs Education (UNESCO, 1994) provides the clearest and most unequivocal call in articles 2 and 7 towards the inclusive approach.

Indeed, there are some children with severe disabilities for whom it would be extremely difficult to create a truly inclusive educational environment; it would neither benefit the child nor others in the setting. However, this does not mean that the child should be segregated and isolated from all life in the community. There should be a range of inclusive settings whereby the child can feel included and be best served. Such settings could be arranged within the school premises, family circles, at community gatherings, at sports events, religious services and other recreation centers which are likely to ensure the opportunities for social interaction (Evans IL, 1998).

2.2 Brief History of Inclusion

Today it is widely accepted inclusion maximize the potential of the vast majority of students ensures rights, and it is the preferred educational approach for the country. Unfortunately, the philosophy has not widely held. Our thinking and acceptance has evolved readily over the last century, and continues to evolve in response to federal and state law. Without changing social and political beliefs, think back when compulsory public education began near the century, no school programs with disabilities. Schools were expected to be efficient assembly lines with each class of students moving from grade to grade and eventually graduating from high school as productive citizens prepared to ensure the workforce. Special classes, at first, did not exist. Lower they were

developed as a place for students who could not meet the standards and keep pace with fellow classmates. By the 1950s, special education public programs were available in many school districts, but some understandable outcomes were becoming apparent. Many authorizes in the field agreed that segregate special were not an appropriate educational setting for most students with special needs for it was clear that educating students with special needs in isolated setting minimized. Father than maximized their potential. (MOE, 2008, P.5).

Simultaneously, the Civil Rights Movement was in its great flow, and the fights for equal rights and non-discriminatory were being culminated in the U.S. supreme court with the historic Brown Decision. In 1954, the case of Brown versus, the Board of Educator established the principle that school segregation denies students equal educational opportunity. Although the decision referred to racial segregation, it began to influence our thinking about people with disabilities. The thinking went something like this if separate is not equal, with about our children with special needs being denied the right and public education, or being placed in separate, segregated, classroom?

One of the outcomes of the Civil Rights Movement is the Enactment of legislation designed to prevent discrimination against individuals with special needs, whether they are children in schools or adults in the workforce. In the early 1970s, landmark civil rights legislation opened the door for all children with special needs to receive a free and public education, and ensured equal opportunity for students to participate in the full range of school activities (UNESCO, 2007)

The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) specifically includes inclusive thinking and practices. IDEA calls for involving students with special needs in general education curricula, assessment practices, and classrooms. Recognizing that traditional strategies result in a lack of learning outcomes for students with special needs, the outcomes of comparable peers are without special education labels. IDEA encourages general and special education teachers to work together for the benefit of each student. The committee reports that accompanied the new law to congress explains the legislators' intent inclusion is a philosophy of acceptance and flexible.

On the 8th of January 2002, the No Child Left behind Act was the signed Law. The legislation encourages the philosophy that the majority of students with special needs be moved out of segregated classrooms, and given the appropriate strategies, accommodations, and teaching to match their unique learning style. The No Child Left behind Act builds on four principles for

education reform. Accountability for results, doing what works based in scientific research expanded parent options, and expanded local and flexibility.

At a fundamental level, inclusion is really about fairness. Responding to each student on need is the meaning of fairness. In the past schools could hide achievement results by excluding students with special needs. This is no longer possible. No Child Left Behind changed the landscape of education by shifting the focus from compliance to outcome; it requires us to measure the progress of all out students so that every can realize the great promise of America (MOE, 2008, P.14).

2.3. Types of Inclusive Education

There are two main types of inclusive education.

Full Inclusion: Schools that practice full inclusion will teach all children, regardless of learning disorders, in a standard classroom from the time the student enrolls. If the special needs child performs and functions according to expectations, full inclusion may prove to be a viable long-term option. However, if full inclusion does not meet the student's needs, special education teachers may visit the classroom periodically to provide supplemental instructions. If the student continues to experience difficulty, the school may switch to a partial inclusion model.

(WHO, 1996).

Partial Inclusion: Though the partial inclusion model emphasizes allowing special needs students to interact with their peers socially and academically, it does not require that the student remain in a standard classroom for all lessons. In many cases, students will meet with a special education teacher or speech therapist in a separate class to avoid disrupting the learning dynamic of the standard classroom. Special education teachers will remain in communication with regular teachers to ensure students are able to understand and complete coursework.

In “regular inclusion” (or partial inclusion), children are taught in the regular classroom for most of the day occasionally they may be pulled out for specialized services that require special equipment or that might be disruption to the regular class in full inclusion,” disabled students receive all the special services they need in the regular classroom and stay there all day full inclusion is considered most practical when a child’s disabilities are relatively mild (WHO, 1996).

2.4. Implementation of Inclusive Education

Prior to welcoming disabled students into their classrooms, general education teachers must be well trained in the principles and practice of inclusion. They need the support of classmates, administrators and parents, and most importantly, help from special educators. At the same time, resource teachers' roles shall be redefined as they work collaboratively with classroom teachers. This collaboration may involve team teaching (teaching a subject or lesson together) or shared teaching (taking turns, lesson by lesson). Some resource teachers take on more of a consultative role, spending short periods of time in the regular classroom before moving on to another class (WHO, 1996).

2.5. Teachers'/Principals Perception on Inclusive Education

In order for inclusion to work in practice, teachers and principals in regular schools must accept its philosophies and demands. According to Salend and Duhaney (1999), in their review of studies (largely American), educators have varying attitudes towards inclusion, their responses being shaped by a range of variables such as their success in implementing inclusion student characteristics, training and levels of support. Some studies reported positive outcomes for general teachers, including increased skills in meeting the needs of all their students and developing an increased confidence in their teaching ability. Negative outcomes included the fear that the education of non-disabled children might suffer and the lack of funds to support instructional needs. For special educators, the benefits included an increased feeling of being an integral part of the school community and the opportunity to work with students without disabilities (Arramidis, 2007, P. 130).

2.6. Students perceptions on Inclusive Education

Inclusive education involves several stakeholders, not least of which are students with disabilities and their peers without disabilities. What are their perceptions of inclusive education? Klinger and Vaughn (1999) present studies of programmes involving students with high incidence disabilities in settings ranging from kindergarten to grade 12. The consensus of the findings is that those with and without disabilities wanted the same activities, books, homework, grading criteria and grouping practices. Both groups recognized that since not everyone learns in the same way or at the same speed, teachers should slow down instruction when necessary, explain concepts more clearly, and teach learning strategies (Arramidis, 2007, P.133).

2.7. Opportunities of Inclusive Education

“It provides students with disabilities access to students without disabilities access to curricula and textbooks to which most other students are exposed” (Disabilities in Ethiopia 2005)

“It developed out of a strong belief in human rights and social justice, it perceive separate special education as dehumanizing, labeling, ineffective and expensive /disability in Ethiopia 2005). Generally, some the opportunities to provide inclusive education in Ethiopia context includes:

A) The Constitution of FDRE

The Constitution of Federal Democratic Republic of Ethiopia (FDRE, 1995), under article 9 stipulates that all international agreements ratified by Ethiopia are an integral part of the law of the land. It has also elaborates that all legislative, executive and judicial organs have the responsibility to respect and enforce what is embodied under that section, which should be done in conformity with human rights considerations.(Art.9:4). This reveals that all international agreements that have been ratified by the country should be implemented and the conserved bodies should play an important role for the implementation.

B) The Education and Training Policy

It confirms the importance of early childhood education .it has further confirmed that efforts should be made to enable the handicapped and the gifted learn in accordance with their potential and needs (ETP, 1994). But when we see the practice of our country, there is no effort made to enable them learns according to their needs and potential.

C) The Higher Education Proclamation

According to the higher Education Proclamation No.650/2009 article 40, states that institutions shall make, to extent possible, their facilities and programs amenable to use with relative ease by physically challenged students. It has also clearly stated that students with disabilities shall during their stay in the institution of higher learning, get special support to pursue their education effectively. In addition to these there are also other education related policy documents which promote the implementation of inclusive education such as the Education Sector Development Program (ESDP IV), the Special Needs Education Strategy Program.

The benefits of inclusive education are numerous for both students with and without disabilities (Bunch & Valeo, 2007, P. 34). Benefits of inclusive education for students with disabilities include:

1. Friendships
2. Increased social initiations, relationships
3. Peer role models for academic, social and behavior skills
4. Increased achievement of IEP goals
5. Greater access to general curriculum
6. Enhanced skill acquisition and generalization
7. Increased inclusion in future environment
8. Greater opportunities for interactions
9. Higher expectations
10. Increased school staff collaboration
11. Increased parent participation
12. Families are more integrated into community

Benefits of inclusion for students without disabilities also include:

1. Meaningful friendships
2. Increased appreciation and acceptance of individual differences
3. Increased understanding and acceptance of diversity
4. Respect for all people
5. Prepares all students for adult life in an inclusive society
6. Opportunities to master activities by practicing and teaching others
7. Greater academic outcomes
8. All students' needs are better met, greater resources for everyone

In an inclusive classroom, disabled children have a chance to feel “like the other kids”.

They are less likely to miss out on social events and they have more opportunities to make friends. The chance to achieve alongside their non-disabled peer can help their self-esteem. With the support of the skilled teacher; they may become more socially competent and feel less isolated. There are potential benefits for non-disabled students, too who may gain greater understanding and empathy as they learn to accept and appreciate their disabled and non-disabled students may

also benefit educationally from the more individualized and personalized approach that inclusive teaching can provide (Bunch & Valeo, 2007, P.35).

2.8. Challenges of Inclusive Education

Teachers are not on board philosophically the whole effort could be undermined. If they are not well trained, or if the classroom is not sufficiently supported by learning specialists and aides, disabled students might not get the extra help they need also, if student behavior is not carefully monitored, disabled children may be not liked in small ways that affect their feelings of self-worth and lead to further isolation (Bunch & Valeo, 2007, P.38).

These challenges are divided into various parts and they include;

2.8.1 Beliefs / Attitude

It is assumed that some of the contributing factors to exclusion and/or marginalization of a certain learners such as children with disabilities from inclusive educational cycle are related to socio-cultural beliefs and attitudes both at home, school and society in general.

According to Munthali et al. (2013), prejudice, mockery and abuse take central part in treating children with disabilities negatively. In addition, there is an assumption in our country that children born with a disability indicates punishment from God. Such children are regarded as liabilities in the society and that are not worth investing in (Mariga et al. 2014).

These are perceptions of the people in our environment. Responses to this inhuman treatment often elicited a charitable or protective response which sometimes led to improvements in the material circumstances of disabled people. Disabled people were objects of charity or shelter and subjected to demeaning attitudes based on the non-disabled person's view of them as not fully human or as incapable of living ordinary lives. They can further be classified as:

a) Society

It was believed that peoples with disability brought bad luck because they had been curse or had had a spell placed upon them by witchcraft. They were often viewed as not fully human or possessed by evil spirits. This made it easy to make fun of or ridicule them. They became the butt of jokes and symbols for all the ills of the world. Clowns, court jesters and 'freak shows' are illustrations of this. There are many cultural and literary manifestations of this thinking which are

still being reinforced in myths, legend or literature. Even modern films, comics and television programs draw upon and reinforce these negative stereotypes. Stereotypes are bundles of negative and untrue perceptions which often precondition how people treat and respond to disabled people

b) Economically

Financing and support of educational services for students with special needs is a primary concern for all countries, regardless of available resources. Yet a growing body of research asserts that inclusive education is not only cost efficient, but also cost effective, and that equity is the way to excellence. The research seems to promise increased achievement and performance for all learners. Within education, countries are increasingly realizing the inefficiency of multiple systems of administration, organizational structures and services, and that special schools are a financially unrealistic option. For example (OECD, 1994) report estimates that the average cost of putting students with special educational needs in segregated placements is seven to nine times higher than educating them in general classrooms.

c) Teachers

According to Agbenyega (2006), many regular education teachers who feel unprepared and fearful to work with learners with disabilities in regular classes display frustration, anger and negative attitude toward inclusive education because they believe it could lead to lower academic standards (Gary, 1997; Tiegerman-Farber, 1998). Additionally, access to resources and specialist support affects teacher confidence and attitudes toward inclusive education (Bennett, 1997; Katzenmeyer, 1997). The teachers' beliefs about inclusion suggest that they do not regard students with disabilities, particularly those with sensory impairments as belonging in regular classes and would rather prefer them being educated in existing special schools, Teachers also believed that including students with disabilities limits the amount of teaching work they could do thereby resulting in incompleteness of the syllabuses, teachers also believed that if students with disabilities were included in regular classes it would affect the academic performance of their peers without disabilities, Teachers perceived that their professional knowledge and skills were inadequate to effectively teach students with disabilities in regular schools. Further, the teachers expressed fear and concern, that because they do not have the required knowledge and expertise to teach students with disabilities who are included in their regular classes; it is contributing to a reduction in the academic success of their schools

2.8.2 Identification and Screening

Assessment is a multifaceted process of gathering information by using appropriate tools and techniques in order to make educational decisions about placement and the educational program for a particular child. Appropriate adaptations and modifications must be made available to assure valid and reliable findings. Since children's needs change from month to month and from year to year, regular periodic assessment must be conducted.

2.8.3 Individualized Educational Plan

After the child's needs have been assessed and determination of eligibility for special education services has been made, the staffing team is responsible for the development in writing, and maintenance of an individualized educational plan (IEP). The Individualized Educational Plan is the primary document that outlines specific plans for the eligibility process and any further information collected by multidisciplinary specialists and by both special and regular teachers can assist with the development of the Individualized Educational Plan. Realistically, the special education teacher will have to conduct further curriculum based assessments to gather the types of instructionally useful data to be able to develop appropriate goals and objectives and to know where to begin instruction (Smith, 1990). The IEP then details the least restrictive, most appropriate placement and outlines the instructional program. The Individualized Educational Plan must be evaluated and then rewritten annually as long as services are still necessary. The major components of the Individualized Educational Plan include statement of current level of performance, annual instructional goals, short-term objective, and statements detailing the special services to be provided and the degree of integration in the regular classroom, schedules for initiation and evaluation of services.

2.8.4. The physical environment of learning for students with special needs

The physical environment (classroom layout and appearance, classroom arrangement, furniture arrangement etc.) contribute a lot to promote active-learning method. According to Dilnesaw (2009), the physical environment in a classroom can challenge active-learning.

According to him there should be adequate well-maintained and furnished classrooms to effectively conduct teaching-learning process. Therefore the place where the child is positioned in the class, the way the classroom materials are arranged, the effects of sound environment and the condition of a building play a vital role in enhancing or retarding the teaching-learning process of visually impaired children.

2.8.5. Teaching Methods and Procedures

Method in general means a particular order imposed up on teaching or presentation of activities. It refers to the construction of how teaching ought to be done. Methods are means of conveying ideas and skills to impart and acquire a certain subject matter in more concerted and comprehensive way.

Methods describe conceptually the instructional process, that is not only how information gets from the teacher to the learner but also how the learner, use it, interact with it, receives guidance and is given feedback. No learning can occur if the students passively sit. The student must actively respond; must participate. Because education is a human experience acquired in the process of means interaction with his physical, and social environment. Basically, method in teaching concerns the way teachers organize and use techniques of teaching, subject-matter, teaching tools, and teaching materials to meet teaching objectives. It consists of formulating the goals and objectives for teaching, selecting the subject matter and the teaching procedures, evaluating the success of the learning activates, and following up their success and failure.

CHAPTER THREE

3. RESEARCH METHOD

This section deals with the research design employed in this study. In addition, the rationale for choosing the research methods was explained to inform the readers. Moreover, information about research site, data collection instruments, research participants, data analysis and interpretation procedures and anticipated ethical issues followed in all steps of the order.

3.1. Design of the Study

Qualitative data was better to understand the practices of inclusive education at Debre Tabor town in two selected primary schools. The researcher preferred to descriptive study because, the issue of inclusive education was not only the concern of Tabor general and Aba aregay primary schools and also all school systems in Ethiopia, but the study conducted at these schools can serve as an example for other schools.

Study Area

This study assesses the practice of inclusive education at two selected primary schools in Debre Tabor town. These two schools were practicing inclusive education in the DT town and near to DT town. Tabor general primary school was found in DT town but, Abargey primary was found out of DT town in Ferte Worede. Researcher selected Abaregay primary school because of nearness to DT town and practicing inclusive education.

3.2. Participants of the Study

There are 5 primary schools in Debre Tabor town, in this study two (2) governmental primary schools were purposely identified in order to make them representatives of Debre Tabor town. These two schools were practicing inclusive education (enrolling students with disability and students without disability) in Debre Tabor town. Participants of the study were special needs education teacher, inclusive education classroom teachers, principal and students with disabilities.

3.3. Sampling Techniques

The sampling techniques selected by the researcher was purposive sampling techniques for school principals and special needs teachers where as simple random sampling for the students with disability and school teachers. It focuses on membership of the selected individual by looking their

experience in teaching, managing, learning and giving services in the stated area. The samples selected are 34 in number. These include:

1. Four school principals
2. Eight special needs teachers
3. Fifteen students with disability
4. Seven school teachers

3.4. Data Collection Instruments

Fieldwork requires more than a single method or techniques. Multiple sources of information were required and used because a single source of information failed to provide a comprehensive perspective on the study. By using a combination of observation, interview and FGD the researcher was able to use different data sources to validate and crosscheck findings.

Creswell (2003) discussed four basic types of qualitative data sources. These were observation, interview, documents and audiovisual materials. For the purpose of this study, researcher employed interviews, observation, and FGD as instruments of data collection that help researchers to answer the research questions.

3.4.1 Interview

The interview guide employed semi- structured guidelines.

The participants of interview included: - four principals, eight special needs teachers and seven school teachers. As a result, researcher carried out interview through face-to-face interview on individual basis.

Before starting the interview, researcher translated the interview questions into Amharic that was easily understandable by participants. During the interview, to capture the response of the participants fully and to reduce the problem of note taking, audiotape recording used based on the permission of participants.

3.4.2 Focus Group Discussions (FGD)

Focus Group Discussions (FGD) was conducted with ten students with visual impairment in both schools five from each school. But students with hearing impairment from Tabor general school only because of students with hearing impairment from Aba aregay were very child and also the

researchers expect that they can understand sign language and give information. The purpose was to ask information on how teachers, the supportive staff and peer relations affected their education as well as existence in schools. It also visualizes that beneficiaries would be in a position to provide information on what they perceived to be the constraints and opportunities of SWDs access schooling and how it affected on their performance. The focus group discussion conducted using Amharic language guideline for more clarity and active interaction among all participants. Focus group discussion held the 15 students with disabilities. Each participant had freedom for discussion and they have their own broker then whole discussion recorded in Audio tape. And sign language interpreter for students with hearing impairments.

3.4.3 Observation

When observation was used in qualitative research, it usually consists of detailed notation of activities, events, and the contexts surrounding events and activities (Best and Kahn, 2001;

Creswell 2003). Taking in to consideration, the above strengths of observation then the researcher observed the activities of primary schools on the special needs/inclusive education (SNE/IE) for those who had special needs / with disabilities. The focus in this observation was on the implementation of SNE/IE accessibilities of service providers of each offices and the physical setting of the school compounds. To carry out the observation, researcher prepared observation checklist.

During the observation researcher observe the learning materials (Braille texts, references; hearing aid, maps, mathematical instruments, etc. The researcher was able to use different data sources to validate and crosscheck findings.

3.5. Data collecting procedure

First the instruments were checked by the academic advisor. Secondly, the researcher corrected the instrument based on the advisors feedback. Thirdly, instruments were translated in to Amharic language because this language assumed as a national language to all participants.

. Based on the result, modifications were made on some items and instructions by correcting spellings and ambiguous words and phrases that were not easy to understand by the participants. In collecting data the first task was obtained permission at different level such as the school, administrations, teachers and students. Then, it was important to create close contact with the

individuals selected as sample. Providing the purposes of the study, preparing sign language interpreter. Adjusting the place for interview and FGD.

3.6. Data Organization, Analysis and Interpretation

For this research different participant's idea was organized analyzed and interpreted by using the qualitative method. The next task was exploring the general sense of data by using preliminary descriptive analysis techniques. Explaining what the student researcher has found by using narrative and thematic passage to summarize the data.

3.7. Ethical Considerations

Participation in this study was completely voluntary. Students with disabilities were told about the purpose of the study and were asked their consent. No one was involved in this study against his/her will. Oral consent was obtained before the FGD given to the informants and the interview was held with the interviewer. Participants were also assured that their response will remain strictly confidential and personal details would be kept anonymous.

CHAPTER FOUR

4. RESULT

The purpose of this study was to examine the practice of inclusive education at Debre Tabor town in two selected primary Schools. This chapter includes the school teachers, special needs teacher, principals and students with disabilities response to the questions presented during focus group discussions, semi-structured interview and observation

4.1. Demographic Characteristics of Students with disability

Table 4.a Distributions of students with disability in both schools

Variables		Name of schools		Total
		Aba are gay	Tabor	
Grade	5-6	4	15	19
	7-8	2	11	13
Age	12-15	13	53	62
	>15	5	26	31
Sex	Male	10	60	66
	Female	5	22	27
Disability type	Hearing	5	38	43
	Visual	7	41	48
	Intellectual	3	0	3

In this research work 15 students with disabilities participated. With regard to the participants' demographic data, interesting results emerged and that could help readers understand the nature of students with disabilities in primary school. By disability type, only students with visual impairment and hearing impairment were involved. Among the two disability types included in this study, 75 (n=10) were with students with visual impairment, 25 (n=5) were with hearing impairment. The number of students with visual disability is much higher than the students with hearing impairments. It seemed that persons with visual disabilities accessed than students with hearing impairment and intellectual disability although it is not known that whether they are evenly distributed in the society.

The informants' age was also asked in this study in order to understand the age distribution of students with disabilities and whether they start schooling at the right time or not. Over 72% of the

participants were between the age ranges of 15-22 years. The average age for this group is 17 years. This trend is almost similar to the two types of disabilities. This age seemed to be appropriate for primary education. It is indicative of the fact that students with disabilities did not as such waste their time to start schooling. Although the majority of the students with disabilities were in the expected age range, researcher also observed students who were as old as 34 years at primary school level study as some start schooling very late due to their disability and by learning religious education. This indicates that some of the students with disabilities enrolled schools relatively older age.

Gender wise, among students with disabilities, only less than one-third of them were females. Male and female students were not in equal number with the larger the number of males, a ratio of 3:1 where 75.4% of males and 24.6% females with disabilities attended schools. This gap was alarming that education of female students with disabilities should be encouraged at school levels.

Demographic Characteristics of participant teachers and principals

Table 4.b Sex, Age and Educational Level of participant teachers and principals in both schools

No	Variable	Category	Quantity
1	Sex	M	6
		F	10
		Total	16
2	Age	20-30	2
		31-40	8
		>41	6
		Total	16
3	Educational level	Diploma	14
		BA/BSc	2
4	Position	Total	16
		Principal	4
		Teacher	12

The range of participants' qualification varies from diploma to BA degree. Hence, except two principals all are diploma holder.

Moreover, among these participants, 6 were male teachers, and 10 were female teachers. The participants' information confirms that they have various experiences or years of services and they were teaching different courses.

4.2. Interview Report from Teacher

Regarding to the types of students with disability they teach

Their response is yes' almost all teachers mention types of disability they teach in the class such as physical, visual and hearing impairment. Regarding the **teaching strategy** used to address the needs of students with special needs they replied like group discussion, pair-work, lecture method to make students active participant and involve in different activities. During the observation session the researcher had also observed that teachers tried to use different methods to involve all students in each activities and to make them active participants. They were also asked whether they give additional time for students with special needs to do their activities, they replied that they didn't give any additional time for them in the regular class because of time limitation. Therefore there was no trends and practice of giving additional time for students with disability different from other students.

Another attempt was made to know whether there is any alternative teaching procedures teachers used to help students with special needs, they said that sometimes they try to low their speed while they present the lesson in order to help these students follow the lesson and understand it clearly. And they also try to write in bold on the blackboard to help students with low vision become independent in their reading.

According to one teacher, methods of teaching were the best of all, as it is the teacher who is responsible for the progress of students. Participants found that enrolling students with disabilities in their classroom helped them shape their practice. One informant appeared frustrated with his teaching practice as he called inclusive education was a discriminatory education system. He, "faced many challenges, and this is creating an extra burden on me." Another teacher found that "the presence of a student with disability would change our practice. Participants developed more participatory methods after they found two students with disability in my class." The school's expectation is the same for all students. And therefore there is no need to use individualized educational program (IEP).

Regarding Challenges facing during the implementation of Inclusive Education

The participants' views on the challenges facing during the implementation of inclusive education in their schools.

Teachers were asked to mention challenges facing during the implementation of inclusive education; the following were their responses: There were no adequate supports for inclusive education from the concerned stakeholders. The government has not been able to effectively implement inclusive education policy framework. In Ethiopia, the education policy was an exclusively one-sided policy and fails to meet the needs of the challenged learners in inclusive education arrangement. By this case in point was the endlessly controversial national examinations, which failed to capture learners' diverse backgrounds and needs. Many students failed in grade 10 and 12 national examination. Most of the teachers did not have adequate training on handling both the students with disability and non-disability learners in one class. This affected the understanding of some of the learners of which it was reflected in their performance. Continued poor performance among the students with disability learners due to the poor teaching skills and abilities of the teachers triggered their poor enrollment in the regular schools.

The two schools were characterized by inadequacies in basic facilities such as properly, furniture suitable for the learners with disability and non-disability learners, safe clean water, playground, toilets and play material among others. This limited the enrollment of the students with disability in the regular schools hence affecting the success of inclusive education.

One the two schools, there were no adequate educational facilities. These ranged from lack of adequate reading materials, to desks, classrooms among others. Free primary education has led to an increased number of learners in the learning institutions. This led to a decrease in the available resources in the schools. Shortages of teaching and learning materials had a negative impact on the learners especially those with disabilities.

Regarding advantages of inclusive education

Teachers mostly described inclusive education as a unique system of education aiming to teach every child in the same classroom. One of the teachers stated that “inclusive education for students with disabilities means conducting teaching and learning activities including all children regardless of gender and disabilities. “In line with this statement, another informants added, “Inclusive education was about values and morality.” Another participants also emphasized that the importance of equality in facilities by stating that “Inclusive education means learners from all stages of a society can be studying in the same institution with equal facilities.” One participants thought that inclusive education was all about children with disabilities. *She claimed, “I think that*

inclusive education is for students with disabilities; it is a way of encouraging them to education; sometimes providing them with opportunities for sports and music (co-curricular activities).” Another participants further added, “Inclusion is an idea, a phenomenon, a motion or action of teaching everyone in the same classroom. Cooperation is the key element.”

It is clear from the above discussion that most participants consider inclusive education from a rights based perspective. The Constitution of Federal Democratic Republic of Ethiopia (FDRE, 1995), under article 9 reveals that all international agreements that have been ratified by the country should be implemented and the concerned bodies should play an important role for the implementation. This encourages an in-depth investigation of the meaning of the phenomenon, because the success of inclusive education depends on how well teachers understand *inclusion*. Interview data also shows that inclusive education is now also taken to include students from a variety of ethnic backgrounds and social classes. *For instance, one informants discovered, the students in the classroom were from different parts of the society and they represented different cultures, identities, and backgrounds. Another participants describes his impressions like this; “When I look around the classroom I can see people from all walks of life, from students with disability to able, from different socio-economic conditions and religions.”*

Informants stated that the need for and potential benefits of inclusive education practice as follows. This is a common philosophy among participants that is reflected in their comments; students with disabilities have the same rights to education like others in the same institution. Similar ideas were expressed by other participants. One of the teachers stated that inclusive practice brought positive change in the mind of all regarding others” potential. As he said, “students with disabilities become mentally strong if they get a chance to be educated with the students without disability and I was afraid when I found one students with visual impaired and one Physically impairment in my class. After a short period of time, I noticed that all the other students were helping them.” From this he drew the conclusion that inclusive education was supporting collaboration among students with and without disabilities.

Another informants also reported similar experiences; in this inclusive education setting, students A and B [both students with visually impairment] can exchange and share their ideas with their peers. The positive effects of inclusive education for individuals and communities were reflected in several responses. The following example was a good illustration: “Inclusion promotes social

integration in the case of one of my students with visual impairment. Once, he was avoided by his peers. I encouraged the class by pointing out his potentials. Now, he is well accepted. Everyone is being supportive, even helping him to come to school or doing other tasks. After all, researchers think that inclusive education is beneficial for all students in education, because it is socially enriching, ensuring better acceptance of students with disabilities, creating chances for them to receive education in their familiar environment.”

Regarding to training about inclusive education

Some participant teacher indicated that they had taken Special Needs Education as common course. Therefore, they lack in-depth knowledge of the subject matter thereby becoming unable to meaningfully support SWDs /SWSN. An informant admitted, “I did not attend the special needs education course sufficiently at the university or college. I studied only to score A or B.” Some respondents have taken training from Debre Tabor University (DTU) and Debre Birhan Teaching College (DBTC).

In order to support the SWDs/SWSN effectively, teachers should have additional skills, and knowledge like Braille reading and writing, mobility and orientation, and sign language. One teacher participant said, “I did not have any ability to understand Braille, sign language and related materials at all,

It was notable that most of the informants ignored or had no knowledge of the such documents as the Convention on the Rights for Persons with Disabilities(UN 2006,) which Ethiopia ratified in 2012, the Special Needs/ Inclusive Education Program Strategy (MoE,2012), and the Education Strategy Development Program ,(ESDP IV, 2012). These documents help to identify the rights to education and necessary fulfillments for the Students with disabilities. A teacher explained:

The cause of why they were ignorant: Our School has none of these documents. It is important to know about legal frameworks, program strategies as well as national plans. Another participant said, “I sometimes heard in the media that December 3 marks Disability day’ so that I have not sufficient information about it

Regarding measures to be taken to improve inclusive education

Regarding to success of inclusive setting, the participants identified the following points in both schools:

- The need for an accurate early screening and intervention system,
- A positive awareness in society,
- Friendly learning environments,
- Involvement of parents,
- Changing the traditional system of teaching-learning activities,
- Making appropriate policies,
- Empowering teachers in taking decisions for their learners' needs,
- Creating scopes of professional development for the teachers
- Developing the support services,
- Provide necessary aids and appliances for the special child, and
- Have an appropriate evaluation system.

Many informants also communicated the following: "It is useless, unless we have an appropriate early intervention system. We need first to ensure students with disabilities acceptance in society. I don't want to lose any of my bright students [without a disability] as a result of inclusion."

Informants also identified obstacles that limit the success of students with disabilities. The need for specific professional development to support the teachers was also indicated by comments such as "I need training to develop my teaching-learning activities. I found that classroom management for students with disabilities was quite different. I need professional development in this area to improve inclusion."

Similarly, the need for different teaching styles for students with disabilities was indicated by comments like this: "We have to teach students with disabilities with great patience and tolerance at the school level. I need to give them equal importance in the classroom."

The need for specific and individualized assessment was highlighted by this comment: "I analyzed them individually, now I am clear about their deficiency. I can now understand them easily." In fact, the participant teachers learned a lot from their experiences, though the inclusion process has not been initiated too long ago. One participants said, "It would be helpful to improve our quality

of education by including students with disabilities into the mainstream classroom. Ultimately, we are going for improved teaching and learning.”

Another teacher felt that their attitudes needed to be changed. He said, “By changing our negative attitudes, we can easily teach students with disabilities in collaboration with others.” From the societal perspective, participants felt the necessity of inclusive education: “Students with disabilities are members of our society. Inclusive education is essential to ensure development. We should try to make them independent rather than a burden to society.”

“These comments indicate that a variety of strategies and considerations must be taken into account in order to achieve `successful implementation of inclusive education’”.

4.3 Interview Report from Principals

Regarding implementation of inclusive education

All principals said that the implementation of inclusive education is difficult because of different reasons but, there is starting in our school like including students with disability in the classroom, government also allocate budget for SWD and there is special needs expert in our school. What researcher observe from both schools was a good starting including students with disability in all grade level and there was special needs expert or teachers. There was service provision like slat and stylus for students with visual impairment and sign language interpreter for students with hearing impairment in both school up to grade four. But there was difference in both schools about the practice of inclusive education. Tabor general school was better than Aba are gay because in my observation there was more than 12 special needs teachers and 79 students with disability in these school. They teach students with disability in types of disability in grade 1-4 means visual impairment in one class and hearing impairment in one class. In addition to that there is exam reader for students with visual impairment and sometimes interpreter for students with hearing impairment about school messages for grade 5-8 in the queue. But in Aba aregay the practice was less because two teachers and 15 students in the school.

Table 4.c N_o. of students enrolled in both school with types of disability.

<i>Name of the school</i>	<i>N_o of students with hearing impairment</i>	<i>N_o of students with Visual impairment</i>	<i>N_o of students with intellectual impairment</i>	<i>N_o of students with physical impairment</i>
<i>Abe aregay</i>	7	5	3	0
<i>Tabor</i>	38	41	0	0

Advantages of inclusive education

They replied that learning in the same classroom made them to develop good self-esteem and to use their potential in education. Moreover, it helped them to learn from each other through interacting with one another pupils. The participants also replied that inclusive education had psychological, educational, social and cultural benefits for students with disability in the school. As they mentioned, the psychological benefit of inclusive education includes both encouragement in life and in their education in specific term. Because of learning with other pupils in the same classroom, they were able to build a sense of ability to perform just like their classmates in their lessons.

Regarding the availability of adequate special educational materials and equipment

Another question was raised to know about the adequacy of the resource room to support students with special needs, they said that although it has abacus, slate and stylus, tape recorder and text books, it was not adequate to provide the service needed for these children and most of the time children use the resource room as a library to read their text books and to do additional activities in their free time. Regarding students' access to library service, they have said that there was no reference materials written in Braille and other supportive materials in the library. Therefore students do not use library and instead they use the resource room as a library. Students with hearing impairment have not use resource room because there is not any sign language book in library and they can't communicate other student's and library professionals. Therefore they don't use library.

Budget allocation

They reported that there is budget allocation from Amhara Educational Bureau for example special needs professional's 150 birr in addition to their monthly salary, for students with visual impairment 300 birr, hearing impairment 250 birr and intellectual disability 200 birr but students with physical disability have not any payment because regional education bureau does not allocate budget for them.

Challenges of Inclusive Education

Concerning the challenges they said that there were many challenges that hinder the implementation of inclusive education such as the attitude of teachers and parents towards children with disability and teachers of students with special needs, lack of attention from the Education Office in both Zones and Woreda, lack of educational materials, large class size, teachers do not have any skill etc.

Supports teacher gain from school

They responded that there is no special support except from some teachers. They got training from Debre Tabor University (DTU) and Debre Bihran College of teacher's education (DBCTE).

Regarding the conduciveness of the physical environment

Concerning the conduciveness of the physical environment for the teaching learning process they responded that the compound is not suitable enough for students with physical disabilities and students with visual impairment and this may have significant impact in the teaching learning process. Other principals of Tabor general school also claimed that the narrowness of the compound and up and down feature of school compound might affect the mobility of the students because it was crowded by students during the break time and as a result they prefer to stay on the floor and in the classroom. What the researcher observe here, was Tabor general school was difficult for especially students with visual and physical disability. Because the school compound was up and down there was tree in the road. It was obstacle for movement and they need support from others.

Regarding measures to be taken to improve inclusive education-;

Some of the major suggestions from the discussion were -

1. Influencing responsible governmental and non-governmental bodies to solve financial problem of the school so as to renovate facilities suitable for students with disability and also to buy supportive educational materials for them.
2. Conducting trainings both for teachers and pupils to provide updated knowledge regarding Inclusive Education and to share practical experiences with other schools.
3. Organizing periodical meeting with parents /relatives of students with disability.
4. Arranging constant counseling programs by professional for students with disability for their psychological and educational benefits.

Tabor general primary school principals suggested some detail activities that could benefits educational activities of the pupil such as preparing competition or other activities in the school and giving award or encouraging students with disability. At the end of the discussion, the school principal added some points such as the school should influence law makers and others higher responsible bodies on meetings to inform them about students with disability and their education. In addition to that, Tabor school principal suggested that, the school had good example for other schools and the community through parents meeting about education. The principals promised that the school would be do more on learners with disability' incorporation with responsible bodies.

Result of the Focus Group Discussion with Students with Disability

Participants of FGD is 10 students with visual impairment and 5 students with hearing impairment. But other types of disabilities are not included because in both school they are not identified. Except in Aba aregay 5 students with intellectual disabilities are identified.

School accommodating for students with disability in terms of:

Service provision-: Students with visual impairment said that it was good but, some students said that it was not satisfactory. Because of some teachers were not considering the presence of students with disability in the class room. Before starting to FGD students with hearing impairment researcher prepare sing language interpreter and selecting students who can understand research questions with support of special needs experts. According to students with hearing impairment

said that there was no good services provision for us except some pocket money. Before we were grade five student there was sign language interpreter after that there was not any sign language interpreter for us.

Environmental accessibility: They said that the school was not accessible for students with visual impairment and physical impairment. *Because the compound was up and down by this case we can't move easily in the compound so that we need the support to move in the compound like to the class room, library, and playing field etc.;* students with hearing impairment said that it was not challenge us because our challenge was hearing of sound and communication with others.

Instructional modification: All students with disability said that there was not any special instructional modification for us. But students with visual impairment said that during exam there was exam reader.

Accesses to available resources: They said that there was not any resource in the school except stylus and slate. So that stylus and slate without braille paper was valueless they said '. The other challenge was absence of cane, tape recorder and toilet. *Students with hearing impairment said that we were not got sign language interpreter in the inclusive class room. Because absence of sign language interpreter in the school. They said it was not inclusive they said it was exclusive because we were simply sitting in the class room without services provision.*

Participation in the class room: Yes they said we participate actively. Students with visual impairment and physical impairment said that we were competent student in the class room, in the school. We got reward from Worede Education Office. *But students with hearing impairment said that we were not participate actively because of teachers can't use sign language. Students and teachers don't communicate each other so we were not communicate with our peers and teachers in any activity in the classroom and out of classroom. Therefore, our achievement was below than our peers they said.*

Challenges of inclusive education:

Concerning the challenges they faced they said that there were many challenges that hinder the implementation of inclusive education such as the awareness of teachers and parents towards children with disability and teachers of students with special needs,

- Lack of attention from the education office both Zones and Woreda,
- Large class size,
- Attitudinal challenges emanate from teachers and students without disability.
- Lack of knowledge about inclusive education,
- Absences of teaching material and resource room,
- Presence of different physical barriers in the school compound,
- Absence of trained professionals,
- Policy issue not include us
- Distance of the school, and
- Absence of toilet.

Measures taken to create accommodating learning environment

The respondents said that school directors give advice for students to supports student with disability. We celebrate disability day in the school. It was the core measure taken to accommodating learning environment.

4.5 Reports obtained from observation

Different settings of the school have been **observed** to evaluate their convenience for the proper implementation of the inclusive education in the school using observation checklist.

Water supply: In both schools there was one water supply located in the school compound. Water supply consists of about 4 water outlets each. But, only these were working only at rest time and lunch time.

Pupils have got to bend down to drink water or wash their hands because the water outlets were located at knee level. In addition to that, pupils have emotional to climb one stair to access the water outlets that made it difficult to use and to drink for specially children's with physical and visual impairment.

Library: There was one small library located near the fence of the school which makes it difficult to study sometimes due to the noise outside the school compound. The library has a size of a classroom. It consist of 12 desks for the pupil, a chair and a table for the librarian and medium

sized shelf for the books. The desks were arranged close to each other and a single chair is assigned for three individuals. In both schools library was not accessible.

Classroom: In two selected primary schools all of the classrooms have similar size. They consist of 20 desks on average and 3 up to 4 students were assigned to a single chair. There were one up to 4 stairs for each of classrooms to enter. The sitting arrangement in the classroom was not convenient for some students with physical disability and students with visual impairment. It does not allow teachers to give due attention for those specific pupils too.

Playing ground: There was a very big playing ground for pupils in the school compound. It was convenient for pupils to run around and play with their friends. But there was no additional playing materials convenient for students with physical and visually impairment. Students were forced to play only football or hand ball on the field. Their physical activities was restricted on the field due to lack of sport materials in the school. The Tabor schools playing ground were not convenient because up and down features of the school compound.

Generally in both primary schools services like library, water supply and office room were totally inaccessible for the students with physical disability and students with visual impairment. Likewise except the service of play grounds of Abe are gay, the Tabor school facilities were inaccessible for wheelchair users and Visual Impairment. Since all the services in the school were not accessible for them, these students can't receive the same education as like students without disability. Thus, in both schools, students with disability can't receive education which was comparable to their peers. This lead the researcher to conclude that they are treated less favorably than students without disability. In both schools there was no separate toilet room for students with disability, even those toilet rooms which targeted students without disability were totally inaccessible. In addition, the playground and administration office were not accessible for students with physical disability and visual impairment. From this it could be concluded that there was discrimination against students with disability while implementing inclusive education for all students in inclusive education system.

CHAPTER FIVE

5. DISCUSSION

The purpose of this study was to assess the practices of inclusive education at Debre Tabor town in two selected primary schools. Moreover, it was guided by the research questions of the study listed in chapter one. In this section, theory and results of this study was discussed

Practices of inclusive education in the two selected schools

All principals said that the practice of inclusive education was difficult because of different reasons but, there was starting in our school like including students with disability in the classroom, government also allocate budget for SWD and there was special needs expert in our school. In both schools there was a good starting including students with disability in all grade level and there was special needs expert or teachers. There was service provision like slat and stylus for students with visual impairment and sign language interpreter for students with hearing impairment in both schools up to grade four (4). But there was difference in both schools about the practice of inclusive education. These findings shared some similarity prior to welcoming students with disability into the classrooms, general education teachers must be well trained to practice inclusive education. They need the support of classmates, administrators and parents, and most importantly, help from special educators (WHO, 1996).

Opportunities of inclusive education

Pupils were benefited educationally, psychologically, socially and culturally due to the practice of inclusive education in the school. These particular pupils were also involved in different co-curricular activities in the school. The information obtained from the participants revealed that all of them agreed that they were benefited learning with their class mates of the same age in the same class room. It helped them develop good self-esteem and confidence in their lives and in their education in particular. Inclusive education with disabilities goes beyond for the regular classroom setting to the home, early childhood establishment, the community and the society as large. The positive psychosocial consequences and reciprocal educational benefits of inclusion have been encouraging in diverse social settings (Trussew Teferra, 2005).

Awareness of the teacher

They said, “By changing our negative outlook, we can easily teach students with disabilities in collaboration with others students without disabilities.” From the societal perspective, informants

felt the necessity of inclusive education: “Students with disabilities were members of our society. Inclusive education was essential to ensure development. We should try to make them independent rather than a burden to society.” *there was an assumption in our country that children born with a disability indicates punishment from God. Such children are regarded as liabilities in the society and that were not worth investing in (Mariga et al. 2014).*

These are perceptions of the people in our environment. Participants to this inhuman treatment often elicited a charitable or protective response which sometimes led to improvements in the material circumstances of peoples with disability. They were objects of charity or shelter and subjected to demeaning attitudes based on the person’s without disabilities view of them as not fully human or as incapable of living ordinary lives

Materials and equipment

All informants have been indicated that there were Braille writer, and slate and stylus, but, there is a shortage of Braille atlas, globe, measuring device, reference book written in Braille and other necessary special materials in the library and resource rooms.

Students have also reported that the library does not have enough special educational materials and the situation in the library was not convenient for students with disability. It was not well furnished with the necessary materials such as tape recorder, talking books, functioning electric socket. In contrary to this literatures show the importance of adapted and modified materials and equipment’s. Tirussew, Teferra (2005) stated that the primary nature of educational program for the students with disability involves the modification and adaptation of educational materials such as mathematical aids, geographical aids, writing aids, talking calculator, closed circuit TV etc.

Accessibility of Physical environment for students with disability in the teaching-learning process

All participants of the study have reported that the compound was not suitable for students with visual impairment and physical disability. They responded that the compound was not suitable enough for students who uses wheelchair and students with visual impairment and this may have significant impact in the teaching learning process. Other principals of Tabor general school also claimed that the narrowness of the compound and up and down feature of school compound might affect the mobility of the students because it was crowded by students

during the break time and as a result they prefer to stay on the floor and in the classroom. According to Dilnesaw (2009) there should be adequate well-maintained and furnished classrooms to effectively conduct teaching-learning process. Therefore the place where the child is positioned in the class, the way the classroom materials are arranged, the effects of sound environment and the condition of a building play a vital role in enhancing the teaching-learning process of visually impaired children.

Economic factor

.An interview that has been conducted with the school principal mainly pointed out the **financial problem** of the school to improve the implementation of Inclusive Education in the school. The school was not able to renovate some school settings and provide supporting educational material for children's with disability in the school to improve their educational performances. But, the school was planning to work with Governmental and Non- Governmental organizations and parents of children's with disability to tackle its financial problems and promote the proper implementation of Inclusive Education in the school. According to Mariga et al. 2014 Poverty status or limited resources of a country and/or a family is assumed to have a greater impact in the implementation process of inclusive education.

One the two schools, there were no adequate educational facilities. These ranged from lack of adequate reading materials classroom and among others. This led to a decrease in the available resources in the schools. Shortages of teaching and learning materials had a negative impact on the learners especially those with disabilities. Student's **academic achievement** was below their peers. Because of most of the teachers did not have adequate training on handling both the students with disability and non-disability learners in one class. This affected the understanding of some of the learners of which it was reflected in their performance. Continued poor performance among the students with disability learners due to the poor teaching skills and abilities of the teachers triggered their poor enrollment in the regular schools. The literature review shares some similarity's students with and without disabilities wanted the same activates, books, homework and grouping practices. Both groups recognized that since not everyone learns in the same way or at the same speed, teachers should slow down instruction when necessary, explain concepts more clearly, and teach learning strategies (Arramidis, 2007, P.133).

CHAPTER SIX

6. SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The main purpose of this study was to assess the practice of inclusive education at Debre Tabor town in two selected primary schools. In order to achieve the purpose of the study, researcher conducted interviews, focus group discussions and observations. Participants of in researchers study was school teachers, students with disability, school principals and special needs teachers. The study had basic research questions were raised such as the practices of inclusive education in the school. The participants of the study were the four Principal, seven classroom teachers, eight special needs education teachers and fifteen students with disabilities. Purposive sampling techniques were employed for principals and special needs teachers to obtain the data but simple random sampling techniques were employed for students with disability and the school teachers. The data were collected through interviews, focus group discussions and observations. Qualitative methods of data analysis were used. The study describes valuable information to identify the existing inclusive practices at Debre Tabor town in two selected primary School. Informants stated the potential benefits of inclusive education practices was supporting collaboration among students with and without disabilities and fostering academic achievement. The data obtained were analyzed through thematic and narrative data analysis technique.

Based on the above major findings of the study, the following summaries were made for the implementation of inclusive education. The schools have little opportunities and these opportunities did not pave the way to implement inclusive education. But both schools faced many challenges to implement inclusive education.

Some of the challenges to implement inclusive education in these schools are, the knowledge's of teachers and parents towards children with disability and teachers of students with special needs, lack of attention from the education office both Zones and Woreda, lack of educational materials, large class size, lack of skilled man power etc. There was also shortage of special educational materials and equipment in the library and resource room such as reference books written in Braille and some geographical and mathematical aids. In addition to this the situation in the library was not convenient for students with special needs.

6.1 Conclusion

Depending on the results of the study, some conclusion has been made. All of the children's with disability in the school were learning with their classmate of the same age in the same class room. Therefore, it could be concluded that inclusive education was in progress in both schools.

There were no any special classes for children's with disability except grade 1-4. The result showed that children with disability in the two selected schools were benefited due to inclusion practice both psychologically and educationally.

School facilities should be improved to assist the proper implementation of inclusive education. But the result obtained from observation of the school setting showed that most of the school facilities such as toilets, water supplies, class rooms and library were not convenient for students with physical disabilities and visual impairment in both school. This has also a major impact on the proper implementation of inclusive education. In addition to the school facilities, the school also had shortage of materials in co-curricular activities that restricted all types of disability to involve in their favorite co-curricular activities or it made them lose their interest to participate.

The other factor that affected the proper implementation of inclusive education in the school was lack of adequate training both for teachers and pupils regarding all aspects of inclusive education. Therefore, it can be concluded that lack of knowledge and skill regarding Inclusive Education affected its proper implementation in the selected school.

The result obtained from semi-structured interview with the school principal. This resulted the lack of knowledge among parents about inclusive education and made almost all of them not to participate in their children's education as they should. Due to lack of knowledge about inclusive education, parents were not able to assist or guide their children in their education and they could not take part in the proper implementation of inclusive education in the school. Also economic problem of the school affected the proper practice of inclusive education.

Generally, many challenges of the school affected the proper practice of inclusive education in "Debre Tabor town" Primary School.

6.2 Recommendation

The following recommendations forwarded as strategies for offering equitable basic education for all children (students) with disabilities (or with special needs).

- Reduce the size of the toilet hole for those who are visually impaired and those who are physically impaired to avoid them falling into the pit. Also the toilets should be kept clean.
- The school should creating awareness for the school society
- Collaboration of teachers and allocation of additional time for planning extra tasks to address the special needs of the students should be given more emphasis and this should be initiated and followed by the school administrators and educational supervisors.
- The administration of the school needs to increase support and provide ongoing teachers training in order to help them feel competent in teaching students with and without disabilities in inclusive classrooms.
- Modifying the teaching and learning environments including physical infrastructure as much as possible for all stakeholders.
- Instructional supervisors and leaders should exert their effort to provide additional resources and support from the school its own source and other assisting organizations (NGOs and other donors) to students with special needs in order to build successful inclusive classrooms.
- Teachers must be prepare to differentiate instruction.
- To ensure progress of students with disabilities appropriate examination, evaluation and feedback systems need to be introduced by teachers.
- The school environment also ensures that students“ future facilities such as classrooms, resource room, library, workshop and laboratory are easily accessed by students with different forms of disabilities.

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APPENDICES

ADDIS ABABA UNIVERSITY

Informed Consent

Dear participants

I am a graduate student at Addis Ababa University department of special needs and inclusive education. I am currently doing my thesis on the topic “The practice of inclusive education at two selected primary schools of Debre Tabor town”. The information I will collect will help me to write my research paper. The main objective of this interview and FGD is to collect data on practice and implementation of inclusive education in two selected schools at DT town. Your response is very important for the success of the research, therefore you are kindly requested to give me your response. All of the answer you gave will be kept confidential and will not be shared with anyone. The anonymity of respondents will be respected throughout the data processing and analysis process.

Thank you for your cooperation.

General Information

1.1 Age

1.2 Gender

Male..... Female...-

3. Grade level of the respondent.....

1.4 Which of the following categories best describe your disabilities?

Deaf/hard of hearing.....

Blind or visually impaired.....

Physical/mobility impaired.....

Other specify.....

Instruments

Interview Questions for teachers

Part I

Demographic data that is Sex____Age____Qualification _____Subject you taught _____

Part II

1. Do you teach students with disability?
2. If yes, can you tell about the type of the type of impairment?
3. What type of support do you provide for students with disability?
4. What are the challenges of implementing inclusive education in your school?
5. In your point of view, what are the advantages of inclusive education?
6. Do you have any training in inclusive education? If yes, where and how long
7. What should be done to improve the quality of inclusive education in your school?

Interview Question for principals

Part I

Demographic data that is Sex____ Age____ Qualification _____subject you taught _____

Part II

1. What do you understand by inclusive education?
2. Do you implement inclusive education in your school?
3. Can you tell me about the groups of students with disability enrolled in your school?
Number by type HD_____VD_____PD_____ID_____ etc.
4. What are the main advantages (core values) inclusive educations?
5. As you explained the main advantages of IE, what is the status or level of your school's activities in implementing IE?
6. Please tell me about the assistive materials devices available in your school.
7. Is there budget allocation for students with disability in your school?
8. What are the challenges faced in implementing inclusive education in your school?
9. What sort of support do teachers gain from the school to facilitating inclusive teaching?

10. How do explain the accessibility of the school compound for students with disabilities? In terms of moving from place to place, at toilet, library and a place of drinking water etc.?
11. What should be done to improve the quality of inclusive education in your school?

Guiding questions to facilitate students FGD

1. How accommodating is your school for students with disabilities?
 - a. Provisions
 - b. Environmental accessibility
 - c. Instructional modifications
2. Do you get an access of available resource like Braille, sound recorder, ramp, toilet, sign language interpreter to meet your needs?
3. Do you actively participate in the classroom activity with your peers?
4. What do you think are the challenges of inclusive education in your School?
5. What measures has your school taken to create an accommodating learning environment for students with disabilities?
6. What measures, do you think, your school should put in place to improve the quality of your education?

Observation Check list

Types of disability

School facilities	VD	HD	PD	ID	Others
Toilet					
Library					
Class room					
Play ground					
School compound					

Very Convenient - “V”

Fairly Convenient - “F”

Not Convenient - “N”

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት ፋኩልቲ እና የባህር ጥናት ኮሌጅ

የልዩ ፍላጎት ትምህርት ዲፓርትመንት

ቃለ-መጠይቅ

ይህ ቃለ መጠይቅ በአዲስ አበባ ዩኒቨርሲቲ በልዩ ፍላጎት ት/ት መስክ /ዲፓርትመንት / ስር ለድህረ ምረቃ ተማሪ የተዘጋጀ ነው፡፡ ይህ ጥናት የሚካሄደው የአካቶ ት/ት ትግባራ በደብረ ታቦር ከተማ ከተመረጡ አንደኛ ደረጃ ተ/ቤት / The practice of inclusive Education at Debre Tabor town in two selected primary school/ እርሶ የሚሰጡትን ምላሽ ለጥናትና ምርምሩ ወሳኝ ስለሆነ ተገቢ የሆነ ምላሽ እንዲሰጡን ትብብሮዎን እንጠይቃለን፡፡

አጠቃላይ መረጃ

የታ -----

እድሜ -----

የት/ት ደረጃ -----/ክፍል/-----

ለመምህራን ቃለ-መጠይቅ

የታ -----እድሜ -----የትም/ት ደረጃ -----የሚያስተምሩት የት/ት አይነት -----

1. አካል ጉዳተኛ ተማሪዎችን ያስተምራሉ?
2. ከላይ ለተጠየቁት ጥያቄ መልሰዎ አዎ ከሆነ ምን አይነት ጉዳት ያላቸው ናቸው?
3. ለአካል ጉዳተኛ ተማሪዎች ምን አይነት እገዛ ያደርጋሉ?
4. በእናንተ ት/ቤት አካቶ ት/ት እንዳይተገበር ተግዳሮቶች /ችግሮች/ ምን ምን ናቸው?
5. በእርሶዎ እይታ የአካቶ ት/ት ጥቅሞች ምን ምን ናቸው ብለው ያስባሉ?
6. አካቶ ት/ትን በተመለከተ ስልጠና ወስደው ያውቃሉ መልሰዎ አዎ ከሆነ የት እና ለምን ያህል ልጊዜ ?
7. በእናንተ ት/ቤት የአካቶ ት/ት ጥራትን ለማሻሻል ምን ምን መስራት አለበት ብለው ያስባሉ?

ለ እርሶ መምህራን ቃለ -መጠየቅ

የታ -----እድሜ -----የትምት ደረጃ -----የሚያስተምሩት የት/ት አይነት -----

1. ስለ አካቶ ት/ት ያለዎት ግንዛቤ ምንድን ነው በእርሶዎ እይታ አካቶ ት/ት ማለት ምን ማለት ነው?
2. በእናንተ ት/ቤት አካቶ ትምህርት ተግባራዊ እየተደረገ ነው?
3. በእናንተ ት/ቤት የተመዘገቡ አካል ጉዳተኞችን በአይነትና በቁጥር ሊገልፁልን ይችላሉ?

4. የአካቶ ት/ት ዋና ዋና ጥቅሞች ምን ምን ናቸው?
5. ከላይ ከገለፁት ጥቅም አንፃር በእናንተ ት/ቤት የአካቶ ት/ን ተግባራዊ ለማድረግ ምን ስራዎች ተሰርተዋል?
6. በእናንተ ት/ቤት አካቶ ት/ትን ተግባራዊ ለማድረግ የሚረዱ የድጋፍ መስጫ ቁሳቁሶች ምን ምን ናቸው?
7. አካል ጉዳተኛ ተማሪዎችን በተመለከተ በጀት ተመድበላችኋል?
8. አካቶ ት/ት በእናንተ ት/ቤት እንዲያተገባር ያጋጠማችሁ ችግሮች /መሰናከሎች / ምን ምን ናቸው?
9. አካቶ ት/ት በእናንተ ት/ቤት እንዲያተገባር ለመምህራን ምን አይነት እገዛ /ድጋፍ / ታደርጉላቸዋላችሁ?
10. የእናንተ ት/ቤት ምድር ግቢ ለአካል ጉዳተኛ ተማሪዎች ያለውን ተደራሽነት እንዴት ይገልፁታል /ምሳሌ/ ከቦታ ቦታ ለመንቀሳቀስ /ወደ ሸንት ቤት፣ቤተ-መፅሀፍት፣ውሀ፣ኳስ-ሜዳ/ ?
11. ወደ ፊት የአካቶ ት/ትን ጥራት ለማስጠበቅ /እውን ለማድረግ/ ምን ምን ለመስራት አቅዳችኋል?

ለአካል ጉዳተኛ ተማሪዎች የቀረቡ የመወያያ ጥያቄዎች

1. የእናንተ ት/ቤት ለአካል ጉዳተኛ ተማሪዎች ምን ያህል ምቹ ናው?
 - a. ከአገልግሎት አሰጣጥ አንፃር
 - b. ከተደራሽነት አንፃር
 - c. ከት/ት አሰጣጥ አንፃር
2. በእናንተ ት/ቤት ውስጥ ፍላጎታችሁን ያማከሉ የድጋፍ መስጫ ቁሳቁሶች /ለምሳሌ ስሌት ስታይለስ፣ መቅረፀ-ድምፅ፣ ደረጃ መወጣጫ፣ ሸንት ቤት፣ ምልክት ቋንቋ አስተርጓሚ/ በአግባቡ ተሟልተዋል?
3. በመማሪያ ክፍል ውስጥ ትሳታፋላችሁ ?
4. ለእናንተ ት/ቤት አካቶ ት/ት ተግባራዊ እንዳይሆኑ የሚያደርጉት ተግዳሮቶች /ችግሮች/ ምንድን ናቸው ብለውያ ስባሉ?
5. የእናንተ ት/ቤት ምቹ የመማሪያ አካባቢ ለመፍጠር ምን አይነት እረምጃዎች ተወስደዋል?
6. የእናንተ ንት/ት ጥራት ለማሻሻል በት/ቤታችሁ የተወሰደው ተጨባጭ እርምጃ ምንድን ነው?

Approved for defense by advisor

Professor Tirussew Teferra (laureate)

Signature-----

Date_____