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**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION**

**THE PRACTICE OF INCLUSIVE EDUCATION IN THREE SELECTED  
GOVERNMENT PRIMARY SCHOOLS IN ADDIS ABABA AT ARADA SUBCITY**

**BY**

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**DEPARTMENT OF SPECIAL NEEDS EDUCATION**

The Practice of Inclusive Education in three Selected

Government Primary schools of Addis Ababa at Arada Sub-City

Wondye Engda

This Thesis is submitted to Department of Special Needs and Inclusive Education

Education in partial fulfillment of the requirements for

MA Degree in Special Needs Education

ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES  
DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

This certifies that WondyeEngda's thesis, "The Practice of Inclusive Education for students with Disability in Three Government Primary Schools in Addis Ababa at Arada Sub-City," complies with university rules and standards for originality and quality. It was submitted in partial fulfillment of the requirements for MA degree in Special Needs and Inclusive Education.

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DECLARATION

I, Wondye Engda, thus certify that this thesis is wholly original with me and that all references used in the research paper have been properly cited. To the best of my knowledge and belief, the material included in this research paper has never been presented for the award of a master's degree.

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I, TirussewTeferra (Professor & Laureate in Education) , confirm that this research has been submitted for examination with my approval as the University Supervisor.

TirussewTeferra (Professor& Laureate in Education)

Main Advisor Name    Signature    Date  
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## ABBREVIATIONS AND ACRONYMS

ADHD:	Attention Deficit Hyperactivity Disorder
CRC:	Convention on the Rights of the Child
EASNIE:	European Agency for Special Needs and Inclusive Education
EFA:	Education for All
EHCA:	Education for Handicapped Children Act
EMIS:	Education Management Information System
ESDP:	Education Sector Development Program
ESDP:	Education Sector Development Program
ETP:	Education and Training Policy
HEI:	Higher Education Institution
IDEA:	Individuals with Disabilities Education Act
LRE:	Least Restrictive Environment
LSEN:	Learners with Special Educational Needs
MDGs:	Millennium Development Goals
MOE:	Ministry of Education
NPA:	National Plan of Action
PTA:	Parents- Teachers Associations
SEN:	Special Education Needs
SNEPS:	Special Needs Education Program Strategy
TVET:	Technical and Vocational Education and Training
UN:	United Nations
UNCRPD:	United Nations Convention on the Rights of Persons with Disabilities
UNESCO:	United Nations Educational Scientific and Cultural Organization
UNICEF:	United Nations International Children Emergency Fund
UPE:	Universal Primary Education
WRD:	World Report on Disability

## **ABSTRACT**

*The objective of this study was to investigate the practice of inclusive education in three selected government primary schools in Addis Ababa at Arada Sub-City. In order to investigate the practice of Inclusive Education in the selected government primary schools, a qualitative case study was applied to identify the status of each school in practicing Inclusive Education. A purposive sampling technique was used by the researcher because the information collected from samples are collected applying multiple criteria can be useful to multiple purposes too. To collect a sample of 3 school principals, 12 regular teachers and 24 student with disabilities to share their experiences regarding the practices of inclusive education. To seek corroboration or assertion of data, the researcher applied triangulation using different research tools. Various instruments such as one-on-one interview with regular teachers and school principals, focused group discussion with students with disabilities, classroom observation was taken by the researcher. As well as in secondary data, document analysis was used by the researcher in this study. The results obtained were presented, analyzed and discussed in line with the themes derived from research questions by using narrative. It was found that the school principals and regular teachers attempted to actualize inclusive practices in spite of the truth that they did not have in-depth knowledge and aptitudes or skills in what constitute Inclusive Education. Although the envisaged idea of inclusive education is to ensure education for all learners, the school principals and regular teachers were of the opinion that inclusion can only be applied with confidence to a limited extent. Moreover, they maintained that not all the learners found in their respective schools are eligible to be taught in regular schools. This assertion was attributed to poor school infrastructure which does not respond to the call of Inclusive Education and that obstructs inclusion of learners with special/diverse needs. Results suggested that the IE could not enthusiastically practice due to different challenges. Hence recommendations were made to relevant school stakeholders and further research to be conducted in the implementation of Inclusive Education.*

*Key words: Inclusive education, special/diverse needs, inclusive practice*

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## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background of the Study

The origin of inclusive education relates to the 'Salamanca Statement' adopted at the 'World Conference on Special Educational Needs: Access and Quality' which called upon all governments and urged them to adopt as a matter of law or policy (UNESCO, 1994). Because inclusive education is enrolling all children in regular schools unless there are compelling reasons for doing otherwise.

Hence, education is human right, as reflected in the principle of Universal Primary Education, and Education for All goals to which Ethiopia has committed. Ethiopia has ratified the UN Convention on the Rights of Persons with Disabilities in 2006, which recognizes the right of persons with disabilities to inclusive education at all levels of the education system. This enhances its recipients' quality of life, enabling them to become independent, productive citizens with sense of dignity and self-worth.

Therefore, Inclusive Education can be defined as welcoming all students with and without disabilities to become part of a school community (Cologon, 2013) in sum up, the term Inclusion implies ending all prohibition for all students with disabilities and realizing full time arrangement in standard instruction with suitable educational back inside in regular classroom.

Moreover, inclusive education means that students with disabilities are taught with their peers in a mainstream classroom for a majority of the school day. When most experts speak of 'inclusive education', this does not include special units or special classrooms (segregation), or placing children with disabilities in mainstream settings so long as they can adjust (integration). Inclusive education begins with the assumption that all children have a right to be in the same educational space (Cobley, 2018).

The principle of basic education as a human right has been accepted internationally. Overwhelming support is being shown by human rights activists, non-profits, governmental organizations, governments and international agencies, all in favour of inclusive education as the most beneficial type of education for people of all ability levels (Jha, 2012).

The benefit of inclusive education is for all students both with and without disabilities or other disadvantages. For example, The European Agency for Special Needs and Inclusive Education (EASNIE) (2018), has provided an ample evidence that inclusive education

increase social and academic opportunities for both student with and without disabilities, and tremendously enhances the possibility that students with disability enrol in higher education and have better employment and life outcomes (Black-Hawkins & Rouse, 2017).

According to estimates, more than a billion people worldwide live with an impairment of some kind, with 93 million children under the age of 14 having a moderate or severe disability. Despite the significant number of PWDs, many have been denied the opportunity to fully engage in a variety of societal activities (WRD, 2011).

One of these prohibited rights is the right to an education, among others. As a fundamental human right, the right to education is necessary for the full enjoyment of all other rights. A number of international conventions, such as the Convention on the Rights of the Child (CRC) and, more recently, the Convention on the Rights of Persons with Disabilities, have further elaborated this right that applies to all people. The Universal Declaration of Human Rights of the United Nations, which was first adopted in 1948, first defined this right.

In order to examine the rhetoric of 'Education For All' and the reality on the ground in Ethiopia; (Tefera, Admas and Mulatie,2008) reviewed different Ethiopian legal documents and publications such as Constitution, Education and Training Policy, Education Sector Development Programmes, Special Needs/Inclusive Education Strategies, National Growth and Transformation Plan, Statistical Publications of Ministry of Education mainly from 2008/9-2012/13, and local empirical investigations and student dissertations till 2014/15.

Paper commissioned for the 2010 Education for All Global Monitoring Report has summarized the scale and causes of the educational marginalization of people with disabilities in Ethiopia and Rwanda, and reviewed selected educational policies and plans in relation to disability. One would imagine how challenging such practices can be in contexts such as the Ethiopian context where the social, political and academic discourses are only beginning to make sense, (human, material and financial) resources are extremely low, and the culture is as yet stereotype (Abate, 2010) in many ways.

In addition, the Education sector and development program (ESDP IV) states that "the international estimation by WHO of an average 10% prevalence of persons with disability in any population, in Ethiopia less than 3% of them have access to primary education"(ESDP IV, 2010). From this, in the country, access of education opportunity, equity& quality (efficiency) issues are still with serious challenges in the provision of SNE for all student

with disabilities. So, the purpose of this thesis is to investigate the practice of Inclusive Education in Menilik, Behere Ethiopia and AtseNaod government primary schools in Addis Ababa at Arada Sub-City

## 1.2. Statement of the Problem

The Ethiopian Journal of Education Studies world's attitudes towards people with disabilities have been shifting positively; one of the robust barriers to inclusive education in Ethiopia is unfavourable and negative attitude. The majority of research demonstrate that student with disabilities are prevented from participating fully in the educational system by the negative attitudes that are imposed by regular teachers, school officials, parents, students without disabilities, and society (Tirussew, 2005).

One of the biggest obstacles to adopting inclusive education is the skill/knowledge gap. As (Belay, Fantahun&Missaye, 2015) stated that schools lacking specially educated and certified teachers are a barrier to special educational need students attending government schools. However, inclusive education believes that school administrators and teachers should have information that goes beyond basic beginning courses and should have knowledge and expertise concerning the special needs of all children (UNICEF, 2014).

It is also agreed that schools should have to find ways for educating all children but researchers boldly stated that one of the main challenges to implement inclusive education in Ethiopia is lack of knowledge to develop a pedagogy which is responsive for all children (Mitiku, Alemu&Mengsitu, 2014; Tirussew, 2005; and Zelalem, 2018). Hence, this requires well-trained and skilled teachers and school managers (Tirussew, 2006). Even though teachers have an opportunities to receive training on inclusive education, the training system for teachers in Ethiopia also mainly focuses on theories but not practical (Yoshiko, 2019). And after they received the training the teachers do not work through their field either the will be other subject teacher or business man.

Children with disabilities have begun to attend schools, but one of the challenges is that the school community lacks the necessary skills to help them. Lack of abilities to screen and identify students' needs for individualized education programs was the main competence issues were cited by Ludego (2020). He also noted that repeat students with disabilities were more common because of the hostile learning environment in his field of study.

Additionally, Tirussew, (2005) and Yoshiko, (20 19) revealed that traditional curriculum is the most acknowledged within the teachers and teachers feel more confident in traditional

school culture in Ethiopia. Owing to these factors, researchers indicated that inclusive practice more relies on knowledge, skills, understanding, resources, and attitudes (Tirussew, 2006 and Melese, 2019). This was again supported by Dessalegn, Adugna&Kasech (2016) as one of the challenge to inclusive education in their research area was linked to teachers' lack skills and knowledge to teach students from diversified groups.

The second new special needs education strategy addressed problems despite rapid expansion of the education system; however the sector faces several key challenges relevant to the education of special children Ministry of Education (2012). These includes: weak capacity to plan, manage and check the education system, low-level of awareness and capacity to address special needs education in schools, out of school children, drop-outs insufficient trained support staff, inaccessible and unsafe built environment, insufficient materials, lack of interpreters for deaf learners, graduates from special needs lack practical skills and so on.

Additionally, teachers do not always use student-centered, tailored educational supports, or practical, student-centered techniques. Teaching and learning are haphazard, traditional (chalk and talk), teachers lack the necessary tools to match students with their unique requirements, and students struggle with a lack of proper assistance. (Canteach.ca. 2011).

There is a consensus at a government level among schools about the necessity of promoting equal opportunities; however, at practical level this is not the case as there are serious misconceptions related to, disability and education, inclusive education and even about student with disability itself DFID (2000).

According to Education Management Information System (EMIS), 2007 many invisible children with learning difficulties are suffering from unjust education system in regular classrooms. However, they started to attend the schools. Students with special educational needs are not profitable in the academic education as a result of the above mentioned reasons.

As Belay, Fantahun, and Missaye (2015) noted that many Ethiopian schools are inaccessible to student with disabilities. This goes against a claim made by UNESCO (2006) that accessibility should extend to recreational spaces, paved walks, and door handles in addition to hallways, stairs, and ramps. For example, classrooms are not designed to accommodate assistive technology to suit the specific needs of students with disabilities (Jaffer&Aminu 2020). This runs counter to the principle of inclusive education, which is concerned with removing all barriers to learning and involving all students who are at risk of marginalization and exclusionary behaviours (UNESCO, 2009).

According to various academic works, an accessible setting is crucial for student with disabilities to fully benefit from their education (Alemu, & Mengsitu, 2014.). But one of the biggest obstacles to implementing inclusive education is the lack of accessibility in the school environment. However, the existing empirical evidence in contrast with more settled theoretical evidence show mixed results. It means in different areas empirical evidences are also varied. In turn still, there are issues in respect to practice of inclusive education including attitude of the regular teachers and school administrators in primary education of government primary schools that require further study. So, this study attempted to answer the following research questions.

### 1.3. Research questions

1. What are the teachers' roles in improving the participation of student with disabilities in the selected government primary schools?
2. How do general education teachers work to fulfil the specific needs of every child in inclusive classroom?
3. What are the most successful strategies that promote inclusive education in the selected government primary schools?
4. What are factors that hinder implementation of inclusive education in selected government primary schools?

### 1.4. Objective of the Study

The main objective of this study was investigated how inclusive education is implemented in regular class room in selected three government primary schools in Addis Ababa at Arada-Sub-City.

### 1.5. Significant of the study

This study's significance was more for regular teachers and school administrators found in selected wereda by serving for them as the cue to their decision for providing inclusive education to citizens and in turn improving also education quality. The study also provided valuable information in respect of opportunities and challenges in walk through of materializing inclusive education. At the same time, it has shown the status in achieving inclusive education in selected primary government school of Addis Ababa. Moreover, the study served as of a reference for those researchers who are interested in the area of the study.

### 1.6. Scope of the study

Inclusive education is a broad concept, which consists of numerous interactions but the scope of this study was restricted to its practice. The spatial aspect of the study was limited to three government primary schools of Addis Ababa. Actually, the study was carried on the purposively selected Arada sub-city. Only this Sub -City is selected because of time and financial constraints. Thus, the study may not generalize to primary schools found in other Sub-Cities.

### 1.7. Limitation of the Study

The personal condition and inattentiveness of the respondents can be taken as one limitation; the data collecting tools were FGD, observational check list and semi- structure interview since there are other important key variables that can be detected as valuable input can be taken as another pitfalls.

### 1.8. Organization of the study

This study is organized in to five chapters .The first chapter is an introduction, which deals with the background of the study, statement of the problem, its objective, limitation of the study and significance of the study. Chapter two presents the review of related literature, and the third chapter is about the methodological approaches of the study including the research design, participant selection and data collection tools, main procedures of the study, ethical consideration and method of data analysis. The fourth chapter deals with analysis result and discussion of the main findings using relevant literature and the researcher's views under the themes. Lastly, the fifth chapters focus on the summary of the study. This chapter also presents the conclusion, and recommendation of the study.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1.Introduction

This chapter encompasses on reviewing theoretical literature on such topics as theoretical frame work and definition of inclusive education, history of inclusive education, international policy framework on inclusive education, Understanding the practice of Inclusive Education , benefits of inclusive education, Strategies to promote inclusive education in the general education classroom, Challenges and Opportunities for inclusive Education, regular teachers and school administrators attitude towards implementing inclusive education & empirical evidence on inclusive education till the study leads towards summary of literature review/research gap.

#### 2.2.Theoretical Framework and definition of inclusive education

##### 2.2.1. Theoretical Framework

The Salamanca Statement (1994) proclaimed that:

- Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning.
- Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.
- Those with special educational needs must have access to regular schools which should accommodate them within a child-centred pedagogy capable of meeting these needs (United Nations Educational, Scientific Cultural Organization [UNESCO], 1994).

Smyth et al. (2014) argued that international convention and treaties such as the UNConvention on the Rights of the child (1989) and the UNESCO Salamanca statement(1994) have played a great role in the development of inclusive education. Barton Liasidou (2012) explained that the radical human rights approach to inclusive education concentrates on redressing inequalities of power and discriminatory practices on the basis of student with disability as well as other forms of social disparities.

It is imperative that alongside a commitment to the rights of children there is equal recognition from educational systems to guarantee that their rights are valued through the provision of quality education. As a result, policy makers have been experiencing immense

pressure to come up with policies regarding inclusive education. This has led many countries to draft policies or implement the policy that promotes inclusion of learners with special or diverse needs in regular schools (Avramidis&Kalyva, 2007). Meanwhile, Florian and Linklater (2010) noted that the manner in which learners with disabilities are taught has under-gone a great change over the past decade. Teachers are faced with a great task of teaching children with varying abilities, therefore demanding teachers to be committed to making inclusive education a reality.

Johansson (2014) noted that various governments have policies regarding inclusive education, but could not come up with appropriate inclusive practices in various schools. Ferguson (2008) argued that the difficult part is on the practises of inclusive education rather than policy making. Inclusive education can be attained if the teachers who are central to its success are given enough support and resources.

Furthermore, coherent and supportive inclusive policies should be in place to make inclusive education successful. Thus researchers argued that the development of inclusive school practices, like all best educational practices must be a dynamic and evolutionary process (Winter &O'Raw, 2010).

Pijl, Meljer and Hegarty (2010) noted that over the past decades, the general belief was that children with disabilities cannot be educated in regular schools. As a result, the education systems were characterised by two parallel systems made up of the regular schools and special schools for those thought to have learning difficulties.

However, with the emerging paradigm shift and transformative views on education for all, the emphasis is to teach all children together irrespective of their abilities and disabilities. Johansson (2014) asserted that policies need to focus on moving beyond the track-systems and adopt pragmatic strategies that are context sensitive in order to successfully implement inclusive education.

Selvaraj (2015) also argued that there is need for great analysis regarding the fusion of policies and practices of inclusive education. Successful implementation of inclusive education entails implementing the government policies which supports inclusion and ensuring schools have sufficient resources to enhance their capacity in handling diversity.

The impetus provided by the Salamanca Statement and Framework for Action on Special Needs Education shapes the Inclusive Education and Education for All that Ethiopia seeks to

achieve. This conceptual framework is important for this study to provide literature that is evident in bridging the gap that exists between education and human rights.

### **2.3. Definition of Inclusive Education**

UNESCO's definitions of inclusion stem from the pioneering 1994 Salamanca Conference, and emphasise that inclusion is a movement, directly linked to improvements in the education system as a whole:

“Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.”

These definitions both refer to children's education, rather than learners of all ages, although the principles are widely applicable. Some definitions specifically refer to schools, such as the definitions in the Index for Inclusion. Again, the principles and approaches within this definition could apply to education in a much broader sense.

Polat (2011) also states that inclusive education is a process of changing values, attitudes, policies, and practice. Therefore, inclusive education does not mean simply offering classroom settings for all children together but practicing child-centred quality education that meets individual needs and thus ultimately brings change to society.

At the practical level, there is no single model of inclusive education that suits all countries. Practices and adoption of inclusive education vary depending on the country. Regarding the practice of inclusive education for children with disabilities, there are one-track, two-track, and multi-track systems ( Göransson, Claes, & Karlsson 2011; Ochiai & Shimada 2016).

The one-track system comprises a complete inclusive education system in which all children learn in regular classes. In the two-track system, both regular school and special schools coexist. Multi-track systems are varied and broad, lying somewhere between one- and two-track systems. As observed in the Salamanca Statement and the UN Convention on the Rights of Persons with Disabilities, the one-track system has been suggested. However, even most developed countries have multi-track systems. One of the issues discussed is whether the multi-track system is closer to the one- or two-track system.

## **2.4. History of inclusive education**

Inclusive education is an outgrowth of several social and political movements that have emerged since the middle of the 20th century. In the United States, the Civil Rights movement of the 1950s and 1960s intensified awareness that even in liberal democratic societies; many individuals were still being excluded from social institutions, including schools.

By the late 1960s and 1970s, movements such as second-wave feminism, gay rights, and person with disability rights arose in order to also combat other forms of exclusion such as those due to gender, ethnicity, sexual orientation or disability. One significant outcome of these movements, both in the United States and in many other countries, was the passage and implementation of laws and policies designed to ensure citizenship rights and opportunities of all kinds, including access to education. In the United States, federal and state laws were passed, mandating that children with disabilities were entitled to public education and that the government and its schools must actively facilitate these opportunities.

The first such federal law was the Education for Handicapped Children Act (EHA) in 1975. Legal theorist Martha Minow has pointed out that until the 1970s, many children with disabilities did not have access to formal education, and the majority of those who did attend school were educated in separate classrooms or even segregated in special schools.

During the 1970s and 1980s, owing to the passage of the EHA as well as a number of state laws, a larger percentage of children with disabilities were provided with educational opportunities and support. Much of this support continued to take the form of special education classes or schools.

In 1990, the EHA was replaced by another federal law, the Individuals with Disabilities Education Act (IDEA). The IDEA reflected and extended three already existing trends. First, there was a growing insistence that communities be responsible for educating children in their neighbourhood schools, rather than segregating them in separate schools or even in separate classrooms. Second, there was a related demand to educate children in the “least restrictive environment.” Third, there was a move towards more individualized assessment of children, in order to devise education plans that could accommodate each child’s distinctive needs. The IDEA has undergone several revisions and expansions in the years since it was first passed.

Many countries around the world have passed laws and instituted policies implementing inclusion. Inclusive education has been also mandated by international and non-governmental organizations. For example, the Salamanca statement of the United Nations (1994) and the UNESCO Dakar “World Declaration on Education for All” (2000) note the importance of inclusive schooling, both as a means of ensuring access to educational opportunities for all children, and as a way to combat discriminatory attitudes and to socialize rising generations to be more accepting of all kinds of diversity.

In addition to these social, political and legal developments, there is another factor contributing to the recent emphasis on inclusive education. This is an increase in the number of children diagnosed with disabilities, specifically neurological and psychiatric disorders. It is possible that there are more children with autism; ADHD and other neurological impairments than there were in the past. However, the rise in such diagnoses appears also to result from the increased focus on assessment and early detection, along with an expansion in the number of diagnostic categories, the development of new assessment technologies, and a lowering of diagnostic thresholds. For all these reasons, there are currently many students in the world especially in the United States who are receiving services and are eligible for accommodations and modifications in educational settings.

## **2.5. International Policy Framework on Inclusive Education**

- UNESCO, in September 2015, countries including Ethiopia endorsed the 2030 agenda for sustainable Development and adopted a set of goals SDG. Each of the 17 goals has specific targets to achieve over the next 15 years. Under target four, this aims to "Ensure inclusive education and equitable quality education and promotion lifelong learning opportunities for all".
- The Special Needs /Inclusive Education Strategy was published in 2012 acknowledging education as a human rights, as reflected in the principle of UPE, and EFA goals by 2015 to which Ethiopia is committed.
- National Plan of Action of Persons with Disabilities 2012-2021 Ethiopia aims at making Ethiopia an Inclusive society. NPA based on UNCRPD at the framework for all Action in support of equality of opportunity and full participation of people with Disabilities.
- MoE enrolled the SNEPS in 2006 to meet UPEC and EFA Goals underlining education as a fundamental human right, and one of the main factors that reduces

poverty and improves socio-economic conditions. The strategy aimed at an education system open to all learners and stated that all children and students can learn and many of them need some form of support in learning and active participation.

- 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 elaborated 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 concerned bodies should play an important role in the implementation.

The Higher Education Proclamation According to the Higher Education Proclamation No.650/2009 article 40, states that institutions shall make, to the 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, also other education-related policy documents promote the implementation of inclusive education such as the Education Sector Development Program (ESDP IV), the Special Needs Education Strategy Program.

## **2.6.Practices of inclusive education**

The practice of inclusion and its achievements rests on governments' willingness and capacities to adopt pro-poor policies, addressing issues of equity in public expenditures on education, developing inter sector linkages and approaching inclusive education as a constituent element of lifelong learning (UNESCO, 2000).

The fact that education is an equally fundamental right for everyone cannot be overlooked, which means that inclusiveness in education is not a matter of choice but, rather, an expression of one's commitment to human rights due to educational inclusiveness can support social justice by breaking the cycle of person disability and poverty. Save the Children also believes that disability and poverty are interrelated because impoverished families are not, usually, in a position to offer the appropriate kind of education to their children with disabilities (World Health Organization, 2013).

Similarly, families struggling with disabilities are more likely to exhaust their financial resources in the effort to help their disabled members. Education can offer the skills and knowledge to break this cycle. Additionally, inclusive education also can enable student with disabilities to fight against prejudice, to make their voice heard in the community, and to gain the practical skills and confidence required for them to take their rightful place in society.

## **2.7. Benefits of Inclusive Education**

Even there is not any research that shows any negative effects from inclusion done appropriately with the necessary supports and services for students to actively participate and achieve IEP goals, the benefits of inclusive education might have for students with and without disabilities; it also contributes to the greater goal of an inclusive society.

According to (Peters, 2009) by including all students in a general curriculum and in all school activities, this atmosphere of equity in the school micro system can be brought by students into the community. As inclusive education is founded on the principles of equality, it challenges practices allowing for exclusion and marginalization and can be considered as a persuasive resource in the battle against ignorance, indifference and social irresponsibility.

Research evidence overwhelmingly supports inclusive education. As well as positive outcomes for social justice and a sense of community and belonging, there are benefits for learning outcomes and for the social, behavioural and physical development of children and young people who do and do not experience disability.

### **2.7.1. Benefits for students who experience disability**

- Better academic and vocational outcomes than their peers in non-inclusive settings
- Greater social interaction, resulting in more opportunities to establish and maintain friendships
- Increased independent communication and speech and language development, in turn supporting greater inclusion and active participation
- A sense of belonging and a self-concept of not just being a receiver of help but also a giver of help
- Access to a broader range of play and learning activities, which can stimulate physical development and enhance children's experiences.

### **2.7.2. Benefits for all students**

- A more positive sense of self and self-worth
- Greater independence

- Greater social development and the opportunity to develop friendships they may not have considered or encountered otherwise
- Enhanced communication and language development

### **2.7.3. Benefits for teachers and educators**

- Professional growth
- Higher quality of engagement with students
- increased personal satisfaction
- Greater confidence in their ability as an educator.

### **2.7.4. Benefits for families and the community**

- Greater psychological and economic wellbeing for parents
- Parents may feel more supported and confident to return to work
- A more inclusive school community
- Greater community cohesion and the breaking down of discriminatory beliefs and ableist practices.

## **2.8.Strategies to promote inclusive education in the general education classroom**

Although, Special Needs Education (SNE) program has been going on in the country for several years by various providers, it was conducted in fragmented and arbitrary manner. This was primarily due to the absence of a nationally governing strategy for the program. By way of addressing this problem, Ministry of Education (MoE) designed the first SNE Program Strategy in 2006 based on the country’s Constitution and Education and Training Policy (ETP)

“The overall objective of the strategy is to build an inclusive education system which will provide quality, relevant and equitable education and training to all children, youth and adults with SEN and ultimately enable them to fully participate in the socio-economic development of the country.”

### **2.8.1. Strategic Issues of inclusive education**

#### **2.8.1.1.Strengthening Educational Management Administration and Allotting Sufficient Budget**

- SNE/IE services are offered within the existing education and training structure. Therefore, the various hierarchies in the education structure (from Federal Ministry to each educational institution)will take full responsibility and accountability for ensuring that all children, youth and adults are served by the education system,

- SNE/IE experts should be assigned at all educational levels, i.e., Higher Education, VET, Regional, Zone (if necessary) and Woreda levels to take care of inclusive education issues (i.e., offering professional assistance to schools, organizing trainings, aggregating data on LSEN, ensuring that NE/IE activities are mainstreamed in planning, budgeting, monitoring, evaluating and reporting ,etc.) in their respective places.
- MoE will allocate adequate budget for activities to be undertaken at Federal level for progressive realization of the SNE/IE strategy,
- Regional governments and City Administrations should ensure that adequate budget is allocated and properly expended for progressive realization of the SNE/IE strategy,
- Federal MoE solicits additional fund from donors and other development partners in order to strengthen SNE/IE practices in the country,
- Higher Education as well as TVET institutions should ensure that students and trainees with special needs receive appropriate services by allocating sufficient amount of budget,
- Similarly, Regional/ City Administration Education Bureaus, WEOs and schools are expected to devise mechanism for soliciting additional resources for the implementation of SNE/IE strategy in their respective jurisdictions.

#### **2.8.1.2.Preparing Implementation Guidelines and Data Collection Instruments**

- MoE in consultation with stakeholders will prepare the necessary guidelines for the implementation of the SNE/IE strategy and REBs as well as HEIs and TVETs adapt the guidelines in the context of their respective regions and institutions,
- MoE in consultation with REBs, City Administrations and HEIs will prepare appropriate instruments to gather data on various aspects of LSEN, particularly on CwDs. Each educational institution, region and city administration will be responsible and accountable to systematically gather and send relevant data to Educational Management Information System (EMIS) of MoE.

#### **2.8.1.3.Creating Friendly School Environment**

Education leaders at all levels, particularly school management bodies should strive to create friendly relationship between and among student with disability and their non- disabled

peers, teachers, administrative personnel and supportive staffs by raising the awareness of the school community.

## **2.9.Opportunities and Challenges of Inclusive Education**

### **2.9.1. Opportunities of Inclusive Education**

Effective implementation of inclusive education is complex process. It requires a clear vision and commitment to overcome all types of barriers in implementation mainly an attitudinal and socio-cultural. The effective and successful implementation of inclusive education depends on a myriad of functional variables to create the ideal system of education (Johnson et al., 2014) and requires significant changes in policy, structure and delivery system of education to all students (Sharma et al., 2013).

Most of the studies on inclusive education concluded that, successful implementation of education requires over all reforms in educational system. For instance, in order to translate the ideology of inclusive education into practice, as Oliver (2006) suggested developing such educational system that valued differences, morally committed to the integration of all children into a single education system, urged school to work with children, and adopt flexible curriculum. Thus, building an educational system that accommodates and respect diversity is the primary task to steer the effective implementation of inclusive education.

The formulation of such education system requires reevaluation of current educational strategies. Along with the reform in educational system; the successful inclusion requires a fundamental change in the culture of schools and its roles and responsibilities. The implementation of inclusive education becomes problematic when the school has complex culture and organizational structure (Clark et al., 1999). In order to address this challenge, every school at present time needs to accept wider diversity.

Mittler (2000) suggested that, every school need to move from 'a deficit model' where the problem essentially was located within the individual to a 'social model' that believes disability is created through social institutions by oppressive, discriminatory and disabling practices. It means successful implementation of inclusive education requires the transformation of schools in such a ways that helps to increase their capacities to respond to all learners and not just children with special education needs (Biklen, 2000).

In order to make inclusion more effective, school must recognize and respond to the diverse needs of their students, accommodating different styles of instruction and ensuring quality

education to all through appropriate curricula, organizational arrangements, teaching strategies, utilization of resources and partnership with their communities (UNESCO, 2005).

Most importantly, successful implementation of inclusive education requires effective teacher why because teachers have pivotal role in realizing inclusive culture in the school. The attitude, skills and willingness of the teacher has significant influence on effective implementation of inclusive education. The effective practice of inclusion depends upon adequate number of teachers and their professional development (Sharma et al., 2013).

When teachers are adequately trained and have access to appropriate resources and support and have a positive attitude towards including students with disability, there is a high possibility of good practices of inclusive education within their classrooms. These teachers, called 'high-impact teachers,' who have a positive effect on students because they discussed children's home and community lives and made an effort to connect these experiences with the classroom curriculum (Boyle et al., 2011).

Additionally, to develop positive attitude and response of the teacher towards diversity and disability, teachers are urged to learn and adopt new ways of teaching and interacting with students as part of the overall cultural transformation of their schools (Ainscow, 2007).

Similarly proper knowledge on the perspective of inclusive education, its policies and strategies among teacher and educator is also very necessary to handle the diversities and disabilities in the classroom. It has enlarges the thought of the teachers and educators and helps to build positive attitude (Schadock et al., 2007). Successful inclusion also requires technical skill and capacity among teachers and educators to handle diversities and differences in classroom and it could be achieved through teacher training programme.

The Council for Exceptional Children (CEC) has added the following additional elements for successful implementation of inclusive schools:

- A vision of equality and inclusion, publicly articulated,
- Leadership, which publicly espouses inclusion and equal opportunities,
- An array of services that are coordinated across and among education and agency personnel,
- System for cooperation within the schools,
- Flexible roles and responsibilities, and
- Partnership with parents (Thomas et al., 2005).

Hutchinson (2010) proposed two basic strategies for effective practice of inclusive education as: a) reform in curriculum and instruction methods that must be beneficial to all students, and b) provide continuous supports and services for students and teachers. Similarly, Winter and O’Raw (2010) offered some key to success with respect to inclusive education. These include effective leadership, committed teacher, positive attitude, teacher training, sufficient resources, trained and knowledgeable teaching assistant, family involvement and flexible curriculum.

According to Brakenreed (2011) information sharing workshops, time management for planning, adequate resources, reducing class size, and training for school administrators are integral part in the implementation that help to promote inclusive education. Furthermore, Brakenreed (2011) advised to change in educational values and philosophy to establish inclusive education system. Slavica (2010) emphasized greater commitment and a clear vision to flourishing implementation of inclusive education.

In sum up, the essence of inclusive education is to transform educational system that brings people together, improve the system, and promote the inclusive society. To achieve this goal through the effective practice of inclusive education, school requires a high quality of service, well-trained teachers, support personnel and material resources. Moreover, inclusive schools are the heart of inclusive education. Such schools promote cooperative relationships, not only in school but also between school and the whole community.

Inclusive schools are also committed to proactive responsiveness to foster an inclusive educational culture in the school and teachers play a key role in this process. By developing an inclusive pedagogy, teachers in inclusive school are able to connect individual learners and their own way of learning to the curriculum and with the wider school community (Corbett, 2001). Thus, school community has vital role in effective implementation of inclusive education through creating inclusive culture in school.

UNESCO (2001) asserts that, full participation and equality should be encouraged for the special child since children’s learning does not only take place in schools, but also from their families through contact with peers, friends and participation in all diverse activities that occur in communities. Additionally, the practice of inclusion and its achievements rests on governments’ willingness and capacities to adopt pro-poor policies, addressing issues of equity in public expenditures on education, developing inter sectorial linkages and approaching inclusive education as a constituent element of lifelong learning (UNESCO, 2000).

As well as equality of opportunity exists where everyone is accorded the same chance to develop his or her capacities and to be acknowledged for personal accomplishments irrespective of characteristics such as gender, religion, political stance, colour of the skin, or social background, that is, characteristics which are not related to their personal performance (Hradil, 2001).

It provides students with disabilities access to students without disabilities access to curricula and textbooks to which most other students are exposed” (TirussewTeferra, 2005). Even there are some challenges of implementing and practicing inclusive education, there are opportunities as well. Educating children with disabilities in various schools is an advantage for everyone (Lewis, 2009).

Inclusive education opens opportunities for students with disability and realizes their right to be educated in the regular schools (Kuyini, 2010). Inclusive education creates many opportunities which include making the government builds or provides more facilities to benefit simultaneously student with disability and non-disability, teachers, parents and society in general. According to the Nevada Partnership for Inclusive Education (2016), inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social participation and achievement.

#### **2.9.1.1. Building and Providing Facilities**

If the government wants to implement and practice inclusive education, it builds more schools and provides more facilities, which do not only benefit disabled children but everyone around them. Building more facilities encourages more children to be in schools because a lack of facilities becomes a barrier for many children who find themselves out of the school system (Singal, 2010).

This lack has led many children to drop out of school when there are not sufficient facilities to accommodate them (Miles and Nidhi, 2010). As more facilities are provided, it encourages more children to stay in schools and this also encourages teachers to develop a positive attitude towards children with disabilities.

Creating more facilities reduces the number of students in a classroom to help the teacher have time to focus more on each student. The result is that when teachers get more time for all the children, they also have time to encourage their students to help one another in the classroom. Furthermore, as the government builds or provides more facilities, it effectively

reduces cost because it is more economical to build facilities that accommodate and benefit all children than building separate facilities for disabled children (Bines and Philippa, 2011).

As the government reduces cost by providing facilities to benefit everyone, they can use the remaining money to help train more teachers and develop the expertise to help the teachers handle and teach diverse students in the schools. As teachers are trained, they get innovative ideas, techniques, teaching approaches and styles to teach disabled students. This develops teachers to be creative and innovative in their teaching strategies (Macartney, 2010).

As more facilities are provided and teachers are trained, this encourages the implementation and practice of inclusive education to become effective. This then leads to the provision of appropriate teaching aids and equipment to support all children to learn which makes children's needs and interests taken care of. Furthermore, it encourages more flexibility in the teaching methods and approaches by teachers (Tsegaye, 2014). This furthermore leads to a positive attitude developed by teachers and children. Therefore, inclusive education encourages the government to provide more facilities and resources to support its implementation and practice.

### **2.9.1.2. Developing Positive Attitudes**

When we see an Inclusive Education, it puts both non-disabled and children with disabilities in the same school and classroom with teaching approaches that benefit all of them. The environment is free and safe. There are facilities to accommodate all children and this encourages everyone to develop positive attitudes towards children with disabilities. When teachers are educated, trained, and supported in inclusive practice, it helps to develop a positive attitude and behaviour towards disabled children (Macartney, 2010). This encourages teachers to teach and train their students to do the same.

Gadagbui (2010) added that as children are encouraged to respect each other, they play, work, study and help one another when one is in a difficult situation or does not understand the subject being taught in the class. It brings about collaborative learning as they study together. This makes children with disabilities feel accepted by their peers and encourages children to stand up for one another to prevent any discrimination among them. They develop mutual respect. Moreover, families and society develop positive attitudes as well when they have knowledge about inclusive education. It promotes a union between the school and parents, making teachers and parents help each other in helping within children with

disabilities schools. This encourages parents who want to withdraw their children from schools to reconsider their choices (Macartney, 2010).

Everyone should be able to comprehend the value of inclusive education, which encourages people to accept and assist all children with disabilities in schools and communities, as articulated by Slee (2011). People in the neighbourhood respond by offering to assist them with their homework and other tasks (UNESCO, 1994). Children who are supported and encouraged become more socially connected, which helps us all have a positive attitude and behave well toward them (Agbenyega, 2007). This encourages the children to participate in society as well. People who receive inclusive education adopt favourable attitudes toward people with impairments (Bines and Philippa, 2011).

### **2.9.1.3.Children with Disabilities developing themselves and the Society**

Developing good behaviour towards children with disabilities encourages them to participate in the school. It helps them to get a proper quality education to develop themselves. Inclusive education promotes quality education and social development for disabled children (Lei and Juliette, 2011). As they develop themselves, it leads them to participate in activities and work to develop the society and nation. As they better situate themselves in society, it generates people to accept, appreciate and respect them. This leads to the development of the nation because it encourages them to do more for their country. Children with disabilities had the chance to do life skills activities such as weaving baskets for trading in the country, which helps to generate incomes for them and the government, and the government uses the income to develop the nation.

It brings advantages in respect of the evolution of the society, on the labour market, more income to generate from the work they do as well as other children to develop the country. Furthermore, as children with disabilities are developing themselves, acceptance, appreciation, and respect from people around them are generated and this helps to bring tolerance and harmony among people in the country. This helps to develop the country by creating a better future for today's generation and the generations to come and to a greater degree, include everyone whether disabled or not to live together in society (UNESCO, 2010).

It increases social inclusion, builds relationships, encourages networking and gives an opportunities for people to interact among themselves as with other communities and nations (Gadagbui, 2010), thus, preparing all for inclusive life and society in the future. Therefore, it

is important to implement and practice inclusive education for disabled children to develop themselves and their country. Each and everyone's contributions help in the development of the country (Lewis, 2009).

## **2.9.2. Challenges of implementing Inclusive Education**

### **2.9.2.1.Lack of Finance**

The main problem of an effective implementation of inclusive education is resource constraints. Despite the introduction of inclusive education in all countries, it is reported that most of the developing countries suffering from a lack of financial resources to implement inclusive education. Due to this problem, the practice of inclusive education is affected mainly from insufficient materials and equipment provision, lack of teacher training program, and lack of support staff (Dagneu, 2013).

Along with the resource problems, educational system factors also affects in implementation of inclusive education. These factors include physical environments of school, school curriculum, language and communication, socioeconomic status of the parents, educational policies, and organizational structures. Most serious factors are inadequate education and professional development for teachers, and specialist support staff, lack of funding and limited support from educational authorities (UNESCO, 2010).

Simui&Waliuya (2008) found that there were large number of children with disabilities not accessing education in schools, inaccessible infrastructure, negative attitudes by regular teachers towards student with disabilities, regular teachers lacked skills in sign language and Braille thereby not be able to communicate with pupils with hearing and visual impairments and teaching and learning materials were not suitable for children with disabilities (Peters, 2009).

### **2.9.2.2.Lack of Facilities and Infrastructures**

If teachers are to develop a positive attitude towards inclusive education, they must first be educated, trained and supported. The government needs to provide the various schools with the resources and materials to help with the practice and implementation of this program. Proper facilities and infrastructures need to be provided in the schools to encourage and motivate teachers to teach children with disabilities (Teklemariam and Temesgen, 2011).

Agbenyega (2007) added that it is important to provide the resources and facilities to offer opportunities for disabled children. This is part of the proper organization to help include

children with disabilities in to mainstream schools and make sure the facilities needed to improve their learning are provided in the school (Peters, 2009).

The Ministry of Education (2006) stated in the report about guidelines and standard of inclusive education in Ghana that the government will provide the necessary facilities in support of the inclusive practice. Kuyini (2010) supports the idea of providing the necessary facilities for the implementation and practice of inclusive education to be effective (Teklemariam and Temesgen, 2011).

### **2.9.2.3.Lack of resources**

Successful implementation of inclusive education requires resources that are nevertheless not as expensive and expansive as those required for parallel education systems, such as special education. Due to socioeconomic challenges, many developing countries are however experiencing a serious challenge of lack of resources in implementing inclusive education. In effect, general lack of support and resources contributes significantly to the poor implementation of inclusive education in many of the countries in Sub-Saharan Africa (Dagneu, 2013). This is often due to competition for limited educational resources between and among educational reforms such as basic adult education and early childhood development (ECD).

### **2.9.2.4.Structural barriers**

Many mainstream schools that were build way before the Persons with Disability Act (1992 revised 2001) lacked ramps and wide doors for children using wheelchairs, rails for students who are blind and sound proof class rooms for children who have hearing impairment for example, some schools had 2 or 3-storey buildings which were difficult to access by children using wheelchairs. Lack of access to sanitary and ablution facilities were another major barrier to inclusive education particularly in rural areas (Bines and Philippa, 2011).

Even facilities such as libraries were not easily accessible to many children with disabilities. These structural barriers complicated the process of implementing inclusive education and the situation was made worse where cultural barriers and negative attitudes toward disability still dominated the education environment (Peters, 2009)

## **2.10. Teachers and School Administrators Attitude towards Inclusive Education**

Teachers are the key to quality education but in emergencies or after an emergency many are faced with a challenge of how to implement the required education in emergencies due to

lack of confidence and lack of proper training (Peters, 2009). Teachers' positive attitudes towards inclusion depend strongly on their experience with learners who are perceived as 'challenging'. Teacher education, the availability of support within the classroom, class size and overall workload are all factors that influence teachers' attitudes. Inclusive education opens opportunities for disabled children and realizes their right to be educated in regular schools (Bines and Philippa, 2011). So, it is significant for teachers and school leaders to be aware of what inclusive education is all about, which means, they need to be introduced to the concept.

The teachers and educators have a lack of clear understanding of the philosophy of inclusive education. The lack of common understanding and lack of knowledge about the practice of inclusive education is a barrier to inclusion itself. Research studies showed that the common misperception among teachers and educators is to perceive inclusive education as it requires a child (who is being included) to fit within a setting. This is not a real concept of inclusion; it is a notion of assimilation rather than (World Health Organization, 2013).

Similarly, another frequently reported problem is an attitude (Westwood, 2013). Teachers and educators tended to have a negative attitude towards mainstreaming children with disabilities. Most of the teachers expressed doubts about the efficacy and feasibility of attempting to teach an ever-increasing range of children with disabilities in one classroom (Kangwa and Grazyna, 2003).

As the teacher has a central role in the practice of inclusive education, their attitude has a direct impact on successful implementation. Teachers' attitude towards inclusion found to vary according to the nature of the disability of the students. Like attitude, there are various problems that are also identified with relation to the teacher. Research evidence showed that a teacher has a lack of desired skills and expertise to implement inclusive education successfully and to teach students with special needs (Macartney, 2010).

The main critical factor in the successful implementation of educational decisions at school level is the teachers in the mainstream schools. Hence Pijl et al. (2011) assert that their attitudes are therefore important in the implementing process (Mac Arthur, Purdue & Ballard, 2003).

Research suggests that school teachers who hold more negative attitudes towards inclusion do not make efforts to learn and apply successful strategies that help learners with disabilities (Macartney, 2010). Thomson (2013) claims that inclusion can only be successful if teachers

show willingness and are able to implement the interventional strategies in their classrooms (World Health Organization, 2013).

Clough & Corbett (2000) also strongly assert that there is a need to develop teachers who are interested in enhancing the welfare of children with disabilities; teachers who love and respect children, those who can acknowledge and are ready to stimulate children to use their knowledge and creativity (Macartney, 2010).

School Principals and other school leaders have also several considerations to make as they guide their schools to implement inclusive practices. This guide provides a general overview of the role of principals as they support to develop a culture of collaboration and support the changing roles of educators (Mac Arthur, Purdue & Ballard, 2003).

School staff exhibited largely negative attitudes toward inclusion that could be attributed to lack of training, resources, knowledge and personal experiences with students with disabilities. The researchers found that although the principals were supportive of the philosophy of inclusive education, they had a lot of reservations about its actual implementation (Kangwa and Grazyna, 2003).

### **2.10.1. Previous studies**

#### **2.10.1.1. Empirical evidence on Inclusive Education**

For discovering effective and high-quality education for student with disabilities, research on inclusive education has mostly examined teachers' practices and early interventions (Johnstone and David, 2009). This approach has often adopted children's learning outcomes as indicators of showing the effectiveness of only preschool education on children's social skills and school progress but not primary school progress. However, when scholars examined children's participation, the studies revealed the relevance of considering the child's voice and involvement in social situations. Souza (2010) showed how children can be active participants in constructing knowledge (Teklemariam and Temesgen, 2011).

Lúcio and L'Anson (2015) discussed children's participation and citizenship in terms of everyday experiences, showing children's diverse roles as community members. Based on the sociology of childhood, researchers have shown children's active roles in constructing culture and contributing to peers' development (UNESCO, 2015).

Studies have also looked into the value of setting up environments and procedures that promote child interaction (Müller & Carvalho, 2009; Rutanen, Amorim, Colus, & Piattoeva, 2014), as well as the significance of free play as a chance for kids to create culture (Lucena,

2010) in a welcoming setting (Kangwa and Grazyna, 2003). Recently, researchers have discussed children's participation by investigating its impact in the development of school activities and architecture, showing how children perceived themselves as confident learners and discussing the need to incorporate children's perspectives in institutional management planning (Jansson, 2015; Nah & Lee, 2016; Sandseter&Seland, 2016).

On the other hand, despite a solid body of research that indicates the competency and agency of student with disabilities in constructing culture and participating in learning situations, and the previous knowledge on teachers' instructional practice and the interaction between children, the challenges faced on the practical level of promoting participation and achievement of students with disabilities in inclusive settings points to the need for further research. Previous studies highlighted the challenges that faced student with visual or intellectual impairment but not the benefits of inclusive education for student with have different disabilities and non-disabled as well as creating inclusive school environments and inclusive society.

## CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

### 3.1. Introduction

As (Creswell, 2009) explained that research methodology denotes the design and procedures that the researchers used to describe, explain and predict the phenomena under study. Therefore, identified the overall design, research sit, population of the study, sample and sampling technique, data collection method, procedure of the study as well as method of data analysis and ethical consideration were intended to apply in this chapter.

### 3.2. **Research Design**

This study was conducted by qualitative case study research design. In order that the researcher is formulating research question about how and why questions on the process rather than just the outcome are optimal for this type of research, it was concerned with exploring the existing current status of inclusive education practices in the selected three government primary schools. As well as data collection in case study research is usually depends on interview, focused group discussion and observation of participants and their environment (Yin, 2018).

### 3.3. **Research site**

The three government primary schools at Arada Subi-City were selected by the researcher. Those are AtseNaod, Bhere Ethiopia and Menelik primary schools. They are found in Addis Ababa City Administration at AradaSub-City.

The researcher selected these schools since they are offering comprehensive, high-quality, and pertinent education for students with different types of disabilities. In addition, the researcher selected these schools, they are started to Inclusive education practice and they serve students in needs of such types of school settings.

### 3.4. **Population, Sample and Sample size of the Study**

The total numbers of regular teachers in the three government primary schools are 195 and the total number of students with disability in the selected three government primary schools are 197. The population includes regular teachers, student with disabilities and the three school principals. These schools were selected by using the purposive sampling method for this study (Fraenkel and Wallen, 2000).

In addition to the regular teacher participants, each of school principals of the three primary schools were included as study participants were included to obtain a lot of information for the study.

Purposive sampling technique was used by the researcher because of the nature of research design, aims and objectives, his own judgment in order to get deep information regarding to the practices of Inclusive education.

Senior teachers they were taught from three up to five years from the selected government primary schools and school principals particulate in in-depth interview for their experience to be school principal above four years and students with disabilities were participated in focused group discussion because of their prolonged time with in schools and disability (Black.K, 2010).

**Table 1** Number of children with disabilities in the selected 3 government primary schools

School name	student with hearing impairment(hard of hearing impairment)			Student with physical impairment			Student with visual impairment(partial)			Student with intellectual impairment			Student with learning difficulties			Student with multiple impairment			Others		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
ATSE NAOD PRIMARY SCHOOL	1	1	2	3	2	5	2	2	45	3	1	4	2	1	3	-	-		7	6	1
BHERE ETHIOPIA PRIMARY SCHOOL	1	2	3	3	6	9	1	1	29	1	1	2	-	-	-	-	-	-	-	-	-
MENILIK PRIMARY SCHOOL	5	1	2	5	1	7	1	1	36	-	-	-	-	-	-	2	4	6	5	4	9
Total	7	2	2	1	9	2	5	5	11	4	2	6	2	1	3	2	4	6	1	1	2
		2	9	1		1	2	8	0										2	0	2

**Table 2** Total number of regular teachers at the selected primary school

School name	Teaching qualification:	<i>Number</i>		
		M	F	T
ATSENAOD PRIMARY SCHOOL	Certificate in Education			
	Diploma in Education	9	11	20
	Degree in Education	14	15	29
	<b>Total</b>	<b>23</b>	<b>26</b>	<b>49</b>
BHERE ETHIOPIA PRIMARY SCHOOL	Certificate in Education			
	Diploma in Education	13	11	24
	Degree in Education	19	16	35
	<b>Total</b>	<b>32</b>	<b>27</b>	<b>59</b>
MENELIK PRIMARY SCHOOL	Certificate in Education	0	5	5
	Diploma in Education	14	35	49
	Degree in Education	27	21	48
	<b>Total</b>	<b>41</b>	<b>46</b>	<b>87</b>

### 3.5. Sources of the Data

The source of the data for the study was obtained from the primary and secondary data sources. The primary sources of data were obtained through interviews, FGD and observation from school principals, regular teachers and student with disabilities. As per the documents of schools, whereas the secondary sources of data were obtained from documents, reports, journals, articles, and internet sources.

### 3.6. Data Collection Instruments

Since the role of researcher was attempted to collect information on respondents and to know their real life of student with disability, the researcher was gathered data in the form of description and also the researcher used observation, interview, focused group discussion, and document analysis as data collection tools. To get relevant and convincing information, it requires using different data collection tools. Accordingly, 4 methods of data collection were employed at the time of data collection.

### 3.6.1. Interview

Semi-structured interview was conducted with 3 school principals and 12 regular teachers for the three selected government primary schools. Because semi-structured interview is widely used in research that encourages two-way communication both the interviewer and the candidate can ask questions, which allows for a comprehensive discussion of pertinent topics. As well as because of the conversational tone, the candidates also feel more comfortable expanding on techniques (Holland and Janet, 2013). Furthermore, an interview that was taken place with the participants were confirmed the information obtained and it helped the researcher to gather in-depth and accurate data that have higher response rates with greater understanding about the issue. Before starting the interview, the researcher translated the interview questions from English language into Amharic language that is easily understandable by participants. During the interview, in order to capture the response of the participants fully and to reduce the problem of note taking, audiotape recording used based on the consent of participants.

### 3.6.2. Observation

The second tool for the study was observation. Observation was used to check both the school and the classroom environment. The school and the classrooms of the sample schools were checked to identify if they were comfortable for inclusive education. To achieve this, a checklist was used. The researcher based on the checklist prepared and carried out school and classroom observation the classroom observation was conducted three times at grade 3 and 4 once a week. All observation was used videotaped depending on the consent of class room teachers and students. Because it supported that the process of enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities (Dewalt, 2002).

### 3.6.3. Document analysis

In this study the researcher was investigated what types of instructional materials produced by teachers or coordinators to assist children with disability and it was statistical information about the number of children with disabilities in the three selected government primary schools by gender and type of disabilities as well as information regarding their school performance the researcher to give voice and meaning around an assessment topic (Bowen, 2009).

#### 3.6.4. Focused group discussion

The researcher was selected eight (8) students each school for focused group discussion because various researchers indicated that FGDs are typically carried out with between 6-12 people. They are normally based around a short list of guiding questions, designed to probe for in-depth information. Particularly, how the school stakeholders support their individual needs and what they like and dislike things in their schools are produced by them. Finally, accordingly the willingness of the participants preferences, the discussions have been audio and transcribed afterwards.

#### 3.7. Procedure of the study

To collect data from the selected 3 government primary schools, the researcher obtained permission from those three government primary school principals. Having this, the researcher made an agreement with the regular teachers before collecting data from them. Following this, the researcher collected the required data by qualitatively. The interview to be made with school principals and regular teachers were carried out before observation as well as the focused group discussion was carried out with student with disability after observation because of knowing their real life. After the researcher observed and the respondents gave so many data about the practices of inclusive education in their school, then the researcher grasped the reliable information from observation and focused group discussion. In sum up, collected through observation, interviews, document analysis and focused group discussion were analyzed.

#### 3.8. Method of Data Analysis

The data collected through observation, interview, document analysis and focused group discussion were analyzed qualitatively that was focused on the exploration of the practices of inclusive education in three (3) selected government primary schools. The researcher was followed the process of systematically searching and arranging the interview checklists, observation notes, or other non-textual materials to increase the understanding of the phenomenon within the study scope.

The process of analyzing qualitative data was involved coding or categorizing the data. It was involved making sense of huge amounts of data by reducing the volume of raw information, followed by identifying significant patterns. The researcher was drawn meaning from data and was built a logical chain of evidence. The researcher used direct participants' wording,

field notes, and documents to state the real result. Then the researcher was summarized the result into much smaller categories and themes.

The data interpretation was taken place by interpreting the findings inductively, synthesizing information, and was drawn inferences. Based on the results that was stated through the use of descriptive text and narrative explanation, the discussion was held by integrating results with the review of related literature and researcher knowledge. Lastly, the researcher stated the conclusion and recommendation separately based on the interpretation of the result and the professional judgment of the investigator.

### **3.9. Ethical consideration**

Before starting this study, the researcher was asked permission from the school with legal letter from Addis Ababa University Department of Special Needs and Inclusive Education. Then after rapport strengthen with the members by using dialogue on the proposed learn about intention and their right till the cease of the study.

Therefore, throughout the study the researcher strongly considered the following ethical issues privacy and confidentiality would be maintained at all times, all findings were represented in a confidential manner. No personal or identifiable information were recorded or printed in the study. The researcher was used codes instead of the names of participants when presenting the data in this study. Therefore, the researcher obtained the informed consent of all participants verbally to start the interview process for the research.

## **CHAPTER FOUR: FINDINGS AND DISCUSSION**

### **4.1. Introduction**

This chapter presents the data analysis and findings of the study on the practices of inclusive education in selected three government primary schools of Addis Ababa at Arada sub-city. Therefore, the chapter presents the interpretations of the data gathered from the participants of students with disability, school principals and the school regular teachers through semi-structured interview, FGD, observation and document analysis. In the time of data analysis process, the qualitative method was employed as a technique of study. In this study there were 39 participants (3 school principals and 12 regular teachers). Furthermore, 24 students with disability participated in the FGD and the researcher made classroom as well as overall school physical environment.

### **4.2. Data results and analysis**

Since this study used qualitative method the data obtained through interviews, FGD, observation and document analysis were presented in an integrated format in line with the research questions posed. Some emerged themes were also used to present the data gathered from different groups of participants. Therefore, the data which are presented below illustrate practices of inclusive education in AtseNaod, Bhere Ethiopia and Menilik primary schools.

The data results and analysis was based on the interview with regular teachers and school principals and focus group discussion with students with disabilities from the three selected government primary school, classroom observation, and document analysis in the three selected government primary school.

### 4.3. Demographic Characteristics of the Respondents

**Table 4** Demographic Characteristics of students with disability

Total Number of Participant students			student with hearing impairment(hard of hearing impairment)			Student with physical impairment			Student with visual impairment(parti al)			Student with intellectual impairment			Student with learning difficulties			Student with multiple impairment			Others		
M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
12	12	24	3	3	6	2	2	4	3	3	6	1	1	2	1	1	2	1	1	2	1	1	2

<b>School name</b>	<b>Total</b>	<b>2</b>	<b>2</b>	<b>4</b>
<b>BHERE ETHIOPIA PRIMARY SCHOOL</b>	Diploma in Education	1	1	1
	Degree in Education	1	1	1
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>4</b>
<b>MENILIK</b>	Certificate in Education	0	1	1
	Diploma in Education	1	0	1
	Degree in Education	1	1	2
	<b>Total</b>	<b>2</b>	<b>2</b>	<b>4</b>
<b>Total Number of Participant teachers</b>		<b>6</b>	<b>6</b>	<b>12</b>
<b>School name</b>	<b>Academic</b>	<b>Gender</b>		
	<b>Qualification</b>	M	F	T
<b>AtseNaod primary school</b>	Degree in Education	1	1	2
<b>Bhere Ethiopia primary school</b>	Degree in Education	1	-	1
<b>Minilk primary school</b>	Degree in Education	1	-	1
<b>Total number of school principals</b>		<b>3</b>	<b>1</b>	<b>4</b>

#### 4.4. The roles of teachers in improving the participation of student with disabilities

All participant teachers were asked that what roles they have in regular school to improve the participation of students with disabilities. As the response of all participant teachers, the roles of regular teachers are highly important to increase the engagement of students with disabilities in the general education classroom. The participants were asked to declare whether their primary schools had qualified teachers to educate learners with special education needs (SENs) or not.

*“Cooperation between teachers and assistance to hire teacher assistants, psychologists are very vital to improve the participation of students with disabilities but tolerance,*

*trust and genuine efforts to support. As well as teachers should possess sufficient knowledge about learning styles in order to improve the participation of students with have different disability (p3) he additionally said that the teachers who are skilled to treating and handling children with special education needs may reduce the genuine learning problem of them. If teachers may instead even label that particular child to be dual or a slow learner when he or she is actually not and if they support them in addition, if regular teachers should give an attention doing something for the progress of implementation of inclusive education, the participation of student with disability will be too well.”*

*“We are aware that the teacher plays a crucial part in the practice of inclusive education and that the way they approach their job directly affects how well it is carried out.*

*Accordingly X1 on the type of the students' with disabilities, teachers' attitudes toward inclusion can differ. Moreover, inclusion can only be successful if teachers are willing and able to adopt intervention tactics in their classrooms. We also strongly assert that there is a need to develop teachers who are interested in enhancing the welfare of children with disabilities; teachers who love and respect children, those who can acknowledge and are ready to stimulate children to use their knowledge and creativity*

*“The teacher has a central role to play in this process of inclusion. The duty of regular teacher is not only transforming the knowledge and help the students as philosopher and guide but he/she has to help as reformer in inclusive (three school principals). The teacher is sufficiently responsible for educational planning, instruction, evaluation, and reporting and curriculum adaptation and so on. Teachers to thought in an inclusive classroom say the philosophy of inclusion hinges on helping students and teachers become better members of a community by creating new visions for communities and for schools because Inclusion is about membership and belonging to a community (X3)*

*Any teacher dealing with diverse abilities in regular classrooms will feel that including these children can be a difficult and complex matter. Generally, teachers think inclusion demands high levels of teaching competence and organizational changes aimed at promoting affective learning that is so important for schools”(P3)*

#### **4.4.1. General education teachers work to fulfil the specific needs of every child in inclusive classroom**

*“Although the philosophy, focus and intent of inclusion in our schools today is challenging and changing attitudes and expectations of all the students it serves, it still has a long way to go before those involved in education are committed to valuing the diversity of every child in the classroom. If we are to celebrate and value inclusion in the wider community, the classrooms of today need to be the models of the world for our future.*

*P1 said that Teachers must be prepared to set the example of acceptance along with valuing each classroom member. There is an obligation for teachers to embrace and value the diversity of every child in their classroom. However, it is the attitude of the teacher that most strongly impacts on how every child is valued”.*

*“I know every child has the right to be educated in the regular school including student with disability. Student with disability does not be segregated and enrol in special schools. His needs can serve as in a natural setting in the regular school. Thus, the goal of every teacher is an inclusive classroom is to make learning meaningful for every learner in his/her class. In addition to, teacher has to notice if students have disabilities in the classroom and see to meet their needs in regular classroom within the school premises with the help of resource teacher” (P2).*

*I believe that Inclusion is about school change to improve the educational system for all students. It means changes in the curriculum, changes in how teachers teach and how students learn as well as changes in how students with and without disability interact with and relate to one another and participation by all respect for the right of others(X4)*

#### **4.4.2. The most successful strategies that promote inclusive education in the general education classroom**

The success of inclusive education resets with the schools, which should believe that inclusive is not just for students with disabilities but also for all students, educators, parents, families and community members so what are the most possible strategies to promote inclusive education in regular classroom explained by school principals and regular teachers under here.

*“Inclusive curricula are based on a view of learning, as something, which takes place when students are actively involved in making sense of their experiences, which*

*emphasizes the role of the teacher as a facilitator than the instructor. The curriculum should be flexible enough to respond to the needs of all students. It should therefore not be prescribed rigidly, but constructed flexibly enough to allow not only for school level adaptations and developments, but also for adaptations and modifications to meet the individual student's needs to suit each teacher's style of working(p2)*

*More curricula that are inclusive make considerable demand on the teachers, as they have to become involved in curriculum development at a local level and be skilled enough to adapt the curriculum at their classrooms. In addition, they need to manage a complex range of classroom activities, be skilled enough in planning the participation of all the students and know how to support their student's learning without giving them predetermined answers (x3.)*

*They also need to understand how to work outside traditional subject boundaries and in culturally sensitive ways. Curricula that are rigid and content heavy are generally the cause for segregation and exclusion, making it obvious that the development of an inclusive curriculum is the most important factor in achieving inclusive education. ”*  
(x3)

According to the regular teacher and school principal's explanation, in performing the various activities in the inclusive curricula; the teacher in the inclusive classroom needs to use a variety of organizational and graphic aids to help all students make better sense of the curriculum. Under the leadership of the special education teachers, the general teachers and educators teach students the strategies that help them to overcome the difficulties in processing and training the acquired information.

#### **4.4.3. Factors that hinder the implementation of inclusive education**

##### **4.4.3.1.Lack of qualified teachers**

*As they think about members were inquired to state whether they had qualified teachers to educate learners with SENs in their regular schools and the need of qualified teachers' trouble the execution of inclusive education. The following information regarding to inclusive education practice*

*"The problems of having no qualified and trained teachers in Special Needs and Inclusive education in primary school would seriously influence student with disabilities and eventually a few of them are reasonable suspension from the school(x3.)*

*The teachers who are not skilled to treating and dealing with children with uncommon instruction needs may not realize the veritable learning issue of them. Even in Ethiopia teachers are preparing counting uncommon instruction college and university (p1).*

Out of the two respondents who underwent in-depth interviews, only one school acknowledged having one teacher who is qualified to give special education classes to children. The directors and regular teacher agreed that the majority of students with disabilities were likely to drop out of school because of the shortage of trained teachers who are equipped to administer inclusive education. It is difficult for teachers to manage and cultivate a good attitude toward these students when they are not prepared to do so in regular schools. Regarding the shortage of qualified SNE teachers matter is indicates in different researches and journals that the development of an inclusive education and teacher training programs are the most challenging issue in the process of implementation of inclusive education.

#### **4.4.3.2. Availability/adequacy and relevance of physical facilities and infrastructures Concerns**

*"I personally disagree with the notion of teaching students with disabilities in regular classrooms. For instance, I cannot think of any infrastructure at my school that might help students with disabilities. There are not any ramps for the use of wheelchairs, no marked ground to enter and exit the classroom, the classrooms are too tiny, and the floors are full of potholes. Even though special needs education teachers were hired the atmosphere it might not be conducive to the learning of children with SENs (x1) "*

*"In our school, there has been faced shortage of resources which include classrooms, desks, and textbooks. For instance, talking books, Braille machines for student with visual impaired, sign language interpreter and classrooms constructed using rumps to facilitate the movements of students with visual impairment; there is no assistive technology for their students with visual impairment needs such as large prints to*

*teach them through touching, compact discs, and also talking calculators and other necessary equipment. In general, a lot of challenges are seen in the schools as my colleges explain (p2)."*

*The conducted observation confirmed that these schools have no conductive infrastructure that can be friendly to children with special needs. For instance, there are no ramps for wheel chair users, the toilets are also not conducive for children with disability specially student with visually impaired and physical disability. So, there should be many activities to be done as the needs of students with disabilities have the right to access education in school that fit their needs. To solve these major challenges and implement inclusive education in primary school*

The researcher also observed that the infrastructure from the three schools were not friendly for student with disability as well as teachers are not use any teaching materials and the classroom pathway is not clear and the tables and chairs cover much of the space and there is no free space to play by using materials on the floor at school .For instance, some of the floors in classes were very rough and not conducive for the movement of learners with special educational needs. All the teachers touched that physical facilities of the schools were inadequate citing and they were not organized to provide accommodation for the learners. The classrooms of the students in the selected primary schools of study established that, the facilities were not adjusted to accommodate learners with special educational needs.

#### **4.4.3.3.Inaccessibility of play and teaching material resources**

The inaccessibility of play materials and teaching learning equipment was another factor affecting the implementation of inclusive education for students with disabilities in the three government primary schools: The school directors, regular teachers, and student with disabilities gave the following remarks about the Inaccessibility of play and teaching material resources.

*"Since I've been here, teachers in my school have been involved in planning and presenting the needs of students with various disabilities to the administration, as a requirement from the Ministry of Education that should be available in primary schools. Aside from that, I constantly noticed that they received no response when it comes to purchasing playing items and teaching aids for students with disabilities, which I tell you create a lot of negativity, variation, and discouragement. In any case,*

*play materials and teaching aids will be completely inaccessible to implement inclusive education for children with different impairment (x4)."*

*"The physical environment plays a critical role in any schools for the successful implementation of inclusive education practices. I know the main objectives Ministry of Education is that to enhance provision of accessible safe and friendly environment and facilities for learners with special educational needs. The learners with specific educational needs require specific educational resources at individual and school levels depending on the nature and extent of their disability. Inadequacy of specified educational materials like, Braille machines tactile models for student with visual impairment as well as sign language interpreter for student with hearing impairment, and also accessible physical environment for student with physical disability are very difficulties (p1)."*

*"In our school, the classroom space is not allowing the students to move freely in the classroom. The chairs and table are not separated and designed to using for three or more children together. But it is not comfortable for the children while they are learning and need to be age appropriate educational practices (x2)."*

*"It is clear that, from the head of ministry of education, inclusive education is still mistreated. This means that no budget allocation for purchase the necessary children's playing materials, teaching - learning materials and not provide others needs for children with have different disability in our school in our school. As a result the expected achievement is not satisfactory for school community in general (p3)."*

The school principals and regular teachers were pointed out the absence of teaching or learning resources and play materials because of budget constraints and low attention by the government to the program application for the implementation of inclusive education in primary school students. And the researcher also shared all the points which are illustrated by the respondents. Here what the researcher is acknowledged that, classroom environment is widely recognized in the special needs education field that if a setting is developmentally appropriate for a typical child in general.

Almost all no play materials especially outdoor, as indicates in different researches and journals: play is important to the young child's health. Play increase affiliation with peers, releases tension, advances cognitive development, increase exploration and increase the

probability that children will converse and interact with each other. While children interacting they practice the roles they will assume later in life. And during the time of my observation the learning materials concern is huge (like Braille texts, references, maps, mathematical instruments, etc.), the buildings suitability, the other physical environments the classroom settings, the offices layouts, the teachers treatment and others observed, and the findings also shows a number of gaps in the three primary schools (student with disability)

#### **4.4.3.4. Absence of Enforcing Legal Frameworks**

The three school directors stated that;

*"As we know, in Ethiopia, the policy on inclusive education has been totally neglected by the policy makers and to some extent we strongly feel that it has facilitated the slower implementation of inclusive education especially in primary (p1).*

*There is no political will from the policy makers. Most of the people do not even understand what inclusive education is especially in these communities around (p2). Children with disabilities just sit at home because parents think that they can just be educated in a special school or unit. The condition is not good for us, so it need to be seen (p3).*

The three school principals complained that the education policy on inclusive education was not fully implemented and that the whole exercise was not even supported by the policy makers themselves. However, one of the directors showed his ignorance about the policy. The director was not aware of the policy on inclusive education. One director from school had this to say over the policy on inclusive education. Even though, Ethiopia initiated by the formulation of policies to roll out the program of inclusive education implementation in all the public primary schools in the country however, there were several challenges facing the three primary school directors, teachers and student with disability in their quest to respond to the government policy of taking on inclusive education but it is beyond their capacity.

#### 4.5. Discussion

This sub title talked about on the findings regarding the challenges confronted within the hones of comprehensive instruction in Bhere Ethiopia, Atsenaod and Menilik primary schools. School principals and regular teachers within the execution or implementation of inclusive education within the three government primary schools based on considering the three objectives, which were to distinguish challenges faced. To find how the school principals and regular teachers overcome challenges confronted within the execution of inclusive education within the schools and to recommend measures that would improve the execution of comprehensive instruction within the settings.

The results of the study indicated that there were less teachers qualified to teach learners with SENs in the selected three government primary schools. The study has further shown that lack of or the inadequacy of teachers with skills and knowledge in special education in the preschools had a big effect on the implementation of the inclusive education program. The three primary schools had no suitable infrastructure and equipment to aid the implementation of inclusive education program. Teachers said that the infrastructure does not support the implementation of inclusive education. For instance, there was a view that corridors should have both stairs and rumps for the nondisabled and physically disabled respectively. These pertaining information which indicates that the facilities essential for educating learners with disabilities in many primary schools are, absence of support service, large class size and poor infrastructure are some of the obstacles to achieving meaningful inclusion in their schools.

A researcher who reviews that, over time, there have been infrastructure problems and a shortage of permanent classrooms in our schools supports this finding. At the same time, existing infrastructure is generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance (Ainsow, 2010).

Building of user-friendly infrastructure for SEN learners, and provision of support services from government to children with SENs would enhance the implementation of inclusive education. As Stubbs (2000) stated that barriers in the physical environment should be removed to make the classroom accessible to learners with physical disabilities. The ASD (2015) also advised developing countries to build and upgrade education facilities that are disability sensitive and provide safe, nonviolent, inclusive and effective learning environments for all. In addition, UNESCO (2004) highlights a description on some of the modifications needed for inclusive education such as the provision of barrier free environment within compounds used by children who are visually impaired. More still, the

findings of this study pertaining regular teachers and directors reviewed that there was need for more teachers to train in special education and be send to each primary schools which are exercising inclusive education practice.

This is in agreement with the USDG (2015) that states that the teacher's knowledge, belief and enthusiasm on teaching and learning of the SENs pupils are the influential factors in the success of inclusive classroom. However, the two directors showed some dissatisfaction on the issue of the untrained teachers teaching learners with SENs and the infrastructure that was not conducive. Generally, Ethiopian Education and Training Policy of 1994 and the Convention on the Rights of the c u have to mention about the opinion of students with disabilities and the convention on the rights of the children (CRC) that Ethiopia ratified on December 9, 1991 ensured educational opportunity for all children with disabilities but not effectively implement in the three selected government primary schools.

#### **4.6.Findings**

The main purpose of this study is to investigate the practices of inclusive education in Addis Ababa at Aradasub- city in the selected three government primary schools BhereEthiopia ,Menilik and Atsenaod primary schools. This chapter talks over the findings regarding the challenges and practices in implementing inclusive education for student with disability.

This study has shown that there were very few teachers qualified to teach learners with SENs in the selected three government primary schools. On the availability of students with disabilities in the classes, this study has revealed that in almost all the classes there were children with disabilities and that it is only teachers that had little knowledge about handling learners with SEN.

The study has further shown that lack of or the inadequacy of teachers with skills and knowledge in special education in the schools had a big effect on the implementation of the inclusive education program. Qualitatively, the study also revealed that there were very few teachers trained in Special Needs and Inclusive Education in the selected three primary schools except one school has.

Furthermore, These findings pertaining which indicates that the facilities essential for educating students with disabilities in the selected government primary schools are lacking or grossly inadequate and that inadequate facilities, absence of support service, large class size and poor infrastructure are some of the obstacles to achieving meaningful inclusion.

There was lack of teaching and learning resources among the primary and this has an effect on the implementation of inclusion education.

## CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

### 5.1. Introduction

In this segment, the researcher would like to state a rundown of the study besides a few concluding comments on the findings and recommendations. This study bargains or deals the practices of inclusive education in chosen three government primary schools of Addis Ababa at Arada Sub-City. The recommendations are valuable to create convenient interventions for the chosen three government primary schools in order to improve school administrations and program for the students with disability.

### 5.2. Conclusion

Based on the above findings of this study concluded that:-

- ✓ Execution and participatory prepare are still in its infant stage the practice of inclusive education so student with disability will be discriminated from school
- ✓ lack of understanding of the concept of inclusive education, inadequate trained teachers, lack of conducive/friendly environment and infrastructure, lack of specialized learning and teaching materials and lack of involvement of the main stakeholders like parents and teachers have greatly contributed to the slower implementation of inclusive.
- ✓ Additional support to recurrent budget to finance teaching aid is not enough hence the school administrative and stockholders will have not motivate to practice inclusive education because of financial problem
- ✓ Regular teachers at the school have not been adequately prepared are not provided with enough training, experiences and supports in order to include students with disabilities in the regular classroom so student with disability will be felt on academic performance in order that the regular teachers do not consider individual needs of all students in regular class room without getting sufficient training.
- ✓ Lastly, the researcher learns many things on inclusive education implementation practices, special educational need learners' challenges and practices during the time of conducting the research, as a result, I am ready to facilitate and fully engage in the progress of the program as a whole.

### 5.3.Recommendations

- ❖ The school communities should construct special infrastructure for better inclusive education practices.
- ❖ The school should work closely with parents to discuss the types of support that should be given to students with disability to facilitate their benefits at home and school level.
- ❖ Societal awareness creation has to be practiced sustainably from government side and other concerned bodies. Rather than being dependent on additional support to recurrent budget searching for other alternative fund sources.

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## Annex 1

Semi structure Interview guideline for teachers and school principals, observation checklist in regular class room and focused group discussion with student with disabilities about “the practices of Inclusive Education of Three(3) selected government primary Schools at Arada Sub-city in Addis Ababa”.

Addis Ababa University

College of Education and Behavioural Studies

Department of Special Needs Education

I am **WONDYE ENGDA HABTE**, a Master of Education student in Addis Ababa University specializing in Special Needs and Inclusive Education. I would like to thank you for taking time to partake in this study titled: the practices of inclusive education in this school. I would like to assure you that the information you will share with me will be used for research purposes only and your identities will not be publicized. I further assure you that the information obtained from this study will be kept secret and private, unless to be used for the purposes of research only.

### General Instructions

- Please share your views on the subject to the best of your ability.
- There are no right or wrong answers to the questions that will be asked. All responses will be highly appreciated.

### 1. Interview guide for regular teachers about the practices of inclusive education

School name: .....

School type: primary school

#### Section A: Demographic information

Teaching experience in years:

Years Intervals	Indicate with (X)
0-5	
6-10	
11-20	
Above 20	

Teaching qualification:

Level	Indicate with (X)
Certificate in Education	
Diploma in Education	
Degree in Education	
Master in Education	
Others ( <i>specify</i> )	

Their gender classification

Gender	Indicate with (X)
Male	
Female	

Their age classification

Age	Indicate with (X)
25-30	
31-36	
37-42	
43-48	
Above 48	

1. How do you consider your school? Is it inclusive or not?
2. In your opinion, what are the important things to create inclusive school environment?
3. How is the collaboration among professionals (teachers, school principals and others) in your school?
4. Is your school sufficiently prepared for children with disability to enter the first grade? If yes, what are the indicators? If no, why?

5. What are the positive effects of open schools for all and what should be done to make them open for all?

6. In your opinion, what are the characteristics of an inclusive classroom in which all learners with all their differences feel accepted, welcomed and enabled to learn?

7. Do you have any other suggestions regarding inclusive education?

## 2. INTERVIEW GUIDE FOR THE SCHOOL PRINCIPAL S

School name: \_\_\_\_\_

School type: \_\_\_\_\_

### DEMOGRAPHIC INFORMATION

Working experience as school principal in years:

Years Intervals	Indicate with (X)
0-5	
6-10	
11-20	
Above 20	

Qualification:

Level	Indicate with (X)
Diploma	
Degree	
Masters	
Others ( <i>specify</i> )	

Their gender classification

Gender	Indicate with (X)
Male	
Female	

Their age classification

Age	Indicate with (X)
25-30	
31-36	
37-42	
43-48	
Above 48	

1. What does inclusive education mean for you?
2. Do you have school-based inclusive education policy?
3. In your opinion, what are the characteristics of an inclusive classroom?
4. Do you inclusive education resource cent in your school? If yes? What sort of backup support do you give to the center?
5. Do you promote team spirit in your school? If yes, please explain
6. Do you work with parents of children with disabilities? If yes, what do you do with them?
7. What are the major challenges of inclusive education in your school? Please identify.....
8. Do you have a plan to improve the quality of inclusive education in your school? In terms of infrastructure, do you think all learners are accommodated to benefit from all school facilities (toilets, classrooms, playground, etc.)? If yes/no explain.
9. Do staff members believes that all student truly belong at school and that students are responsibility of everyone who works there? If yes/no explain.
10. Have teachers and other staff members recognized that working toward an inclusive environment continues each year? If yes or no explain
11. You are most welcome to comment, suggest or share with me anything regarding to Inclusive Education practices in your school.

3. Observation Checklist

Tick the mark (X) in appropriate box.

Indicators	Good	Very good	Poor	Very poor
Individual activities in the classroom				
Makes a group of students to discuss the lesson				
Use pictorial materials				

Motivate by giving value and incentives				
Individually support				
Use clear language of the students				
Use peer teaching				
Use support staff or resource person				
Use sign language interpreter				
Encourage peer support				

Focus Group Discussion Question guide for student with disabilities on the practices of inclusive education.

School name: \_\_\_\_\_

Sub-city \_\_\_\_\_

Date: (DD/MM/YYYY) \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

Group name/description: \_\_\_\_\_

Of male participants: \_\_\_\_\_

Of female participants: \_\_\_\_\_

**General introduction consent:**

Good morning/afternoon, my name is WONDYE ENGDA HABTE, a Master of Education student in Addis Ababa University specializing in Special Needs and Inclusive Education. I would like to thank you for taking time to partake in this study titled: **the practices of Inclusive Education** in this school. I would like to assure you that the information you will share with me will be used for research purposes only and your identities will not be publicized. I further assure you that the information obtained from this study will be kept secret and private, unless to be used for the purposes of research only.

Consent:

Do you provide consent to document, use, and store and share the information provided for reporting and communication purposes?

YES  NO (if NO, say thanks and let the students leave)

1. How your regular teachers, school principals and school psychologist are interact with you?

2. What kind of support you get in your school to increase your academic performance?

3. What things were difficult for you in your school?

4. What things do you like in your school?

5. What things dislike you in your school?

6. What should be done in the future to improve your quality of education?

7. Do you have any questions? And are you willing to participate in the group?