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**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT: CENTER OF EARLY CHILDHOOD CARE AND**  
**EDUCATION**

**The practice of inclusive education: The case of Mekanissa School for the Deaf inclusive preschool of Addis Ababa**

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**ADDIS ABABA, ETHIOPIA**

**ADDIS ABABA UNIVERSITY**

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EDUCATION**

The Practice of Inclusive Education in case of Mekanissa School for the Deaf  
inclusive preschool of Addis Ababa

**AtsedeMeskelekal**

This Thesis is submitted to Department of Center of Early Childhood Care and  
Education in partial fulfillment of the requirements for MA Degree in ECCE

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**ADDIS ABABA, ETHIOPIA**

**ADDIS ABABA UNIVERSITY**  
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This certifies that Atsede's thesis, "The Practice of Inclusive Education for students with Disability in case of Mekanissa School for the Deaf inclusive preschool of Addis Ababa complies with university rules and standards for originality and quality. It was submitted in partial fulfillment of the requirements for MA degree in Center of Early Childhood Care and Education.

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## DECLARATION

I, Atsede, 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.

Name:                      Sign                      Date  
\_\_\_\_\_

I, **Fiseha Teklu**

Confirm that this research has been submitted for examination with my approval as the University Supervisor.

Main Advisor Name    Signature    Date  
\_\_\_\_\_

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I would like to thank God for blessing me with strength to carry on even when I was at the verge of giving up by so many things that they faced me. I cannot achieve anything without His guidance. Through His endless love I managed to push through till the end. And heartfelt thanks you to my advisor, **Fiseha Teklu** his unreserved effort in providing me all the necessary guidance and encouragements to the successful completion of the study.

Lastly, I am deeply indebted to all school principals, preschool teachers and learners with disabilities and non-disabilities from the selected school in order that they gave a credible information regarding to inclusive education practices in their school.

## **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 practice .The research is conducted in Mekanissa School for the Deaf inclusive preschool of Addis Ababa. A qualitative case study design was used in this research. A purposive sampling technique was used to collect information from 2 school principals, 4 preschool teachers to seek corroboration or assertion of data, the researcher applied triangulation using different research tools. One-on-one interview with preschool teachers and school principals, and classroom observation. In addition document analysis was used to get secondary data. 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 preschool 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 this school is eligible to be taught in preschool. 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

Education is a fundamental right for every citizen and it holds immense significance for everyone. As the Ethiopian Educational Policy (EEP) clearly states, “It serves as a powerful catalyst for the country's economic growth and human development;” (MOE, 2012). Education is not only a personal benefit but also a collective asset that greatly contributes to the overall progress of the nation. By equipping individuals with essential knowledge and skills, education enhances productivity and empowers people to overcome poverty, disease, and ignorance. Hence, education plays a pivotal role in eradicating poverty and promoting socioeconomic development of the Ethiopian society at large (MOE, 2012)

Education opens up a considerable number of spaces and possibilities for leading a better life (EU, 2016). The right to education is, consequently, the question of equity for everyone. Looking at these issues from the angle of social justice, it is certainly the aspect of being granted equal opportunities in life; it is a means and a possibility to participate in social life as a valued member. In other words, educational equity is a main pillar for creating equal chances for individuals to reach a certain quality in life.

As a result, there has been a growing recognition about the importance of ensuring access to education for all individuals including children with disabilities (UN, 2000). This commitment has been acknowledged in various international agreements and amendments, such as by the United Nations Convention on the Rights of Persons with Disabilities (2000), the United Nations Convention on the Rights of the Child (1989), and the Salamanca Statement on Special Needs Education (1994) and by UNESCO. These global traditions highlight the significance of inclusive education and the rights of all individuals, including those with disabilities and special needs, to receive quality education for everyone.

In the past twenty-five years, two national panels The National Deaf Education Project (NDEP) and The U.S. Department of Education have concluded that the education of deaf students must be improved in order to meet their unique communication and related needs. The most recent of these panels, the Commission on Education of the Deaf (COED), recommended a number of changes in the way the Federal government support the education

of individuals who are deaf from birth through postsecondary schooling and training. With this notice, the Secretary implements several COED recommendations relating to the provision of appropriate education for elementary and secondary students who are deaf.

The COED's report and its primary finding<sup>1</sup> reflects a fundamental concern within much of the deaf community that students who are deaf have significant obstacles to overcome in order to have access to a free appropriate public education that meets their unique educational needs, particularly their communication and related needs(NDEF,2021).

Student with deafness often results in significant and unique educational needs for the individual child. The major barriers to learning associated with deafness relate to language and communication, which, in turn, profoundly affect most aspects of the educational process. Hence, as Deaf education is an important topic discussed in various UN documents from a human rights perspective. These documents highlight the rights of deaf individuals to access inclusive education and promote equal opportunities for persons with disabilities.

The Salamanca Statement emphasizes the importance of inclusive education for all students, including those with disabilities. Regular schools with inclusive orientations are the most effective means of combating discriminatory attitudes. Students with disability should have access to regular schools and receive the necessary support to ensure their full participation and learning, Salamanca Statement on Inclusive Education (1994)

Rule 6 of the Standard Rules highlights the importance of students with disability receiving equitable education in integrated settings. Educational authorities should ensure provision for curriculum flexibility, quality materials, and appropriate teacher training and support within mainstream settings and Inclusive Education is the goal, but special education may be considered when the general school system does not adequately meet the needs of learners with disability, Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)

The UN Convention on the Rights of Persons with Disabilities (2006) - Article 24 [1]: Article 24 reinforces the rights of persons with disability, including deaf individuals, to equal opportunities in education without discrimination. State parties are responsible for ensuring an inclusive education system that accommodates the diverse needs of students with disabilities. Accessibility, reasonable accommodations, and support services should be

provided to facilitate the full participation of students with disability in mainstream education.

UNICEF Documents relevant to Education of Children with Disabilities [1]: UNICEF emphasizes the importance of inclusive education for children with disabilities, including deaf children. It advocates for removing barriers to participation and learning, promoting equal opportunities, and providing necessary support services. It supports the development of inclusive education policies and practices that prioritize the rights and well-being of all children, including those with disabilities.

Inclusive early childhood education has numerous benefits as it enables all children, including those with special needs, to learn effectively and participate equally in the classroom by creating inclusive preschool programs that include all children, it fosters an environment where acceptance is learned and children understand that each classmate has unique abilities (Jordan & Stanovich, 2012). This not only promotes a sense of belonging, but also encourages empathy and respect among the students. Moreover, it is essential for educators to recognize and uphold the right of all children to actively participate in the curriculum, ensuring that they are valued as valuable contributors and participants. The study conducted by Imms et al. (2017) emphasized the importance of inclusive teaching skills and student engagement in physical education. It highlighted that students with disabilities often experience restricted participation in extracurricular activities and are less likely to report elevated self-efficacy in order to applying inclusive education compared to their peers. This further emphasizes the need for inclusive approaches that promote the full participation of children with disabilities in all activities of student in regular class.

The barriers are not only limited to lack of inclusive education, hidden costs of education, lack of transportation, stigma and bullying, and low expectations for children with disabilities but also compounded by the fact that governments and schools often fail to address these issues. Perpetuating and exacerbating the obstacles faced by children with disabilities need a series focus in lower socio-economic situation, this leads to limited opportunities for learning, participation, and equal access to educational programs. Without adequate support and resources, both the centers and teachers struggle to understand and cater to the specific needs of children with disabilities, further hindering their educational development. The impact of these challenges is not only felt by the children themselves but also extends to the larger community (Macartney, 2010).

There is some evidence that early childhood centers refuse and/or discourage families from enrolling children with disabilities in their services (Macartney, 2010). According to Chhabra and Ishaan (2010), “It is also pointed out that inclusion cannot be conditional or partial for children with disabilities and their families”. In order to achieve this, it is essential to raise awareness about the importance of inclusivity and advocate for the implementation of inclusive policies and practices in schools, playgrounds, and other recreational spaces. Additionally, providing appropriate support and resources for children with disabilities will enable them to actively engage and thrive in these settings.

As outlined by the United Nations, the importance of providing inclusive and high-quality education to all children, regardless of their gender, disability, or social status, has been emphasized. However, despite the agreement among many countries, including Ethiopia, on these principles, their practical implementation has been lacking, as indicated by various research reports (SDGs, 2015).

In recent years, there has been a growing recognition of the importance of catering to the specific educational needs of young children with disabilities or special needs during their early years (Lei and Juliette, 2011). This shift in focus highlights the significance of providing inclusive early childhood education and ensuring that all children have equal access to quality education. Therefore the constitution gives special attention to providing resources for disadvantaged groups, as stated in Article 41 and 91. The Ethiopian government has shown its commitment to achieving the Millennium Development Goals (MDGs) and "Education for All" (EFA) by participating in various international conventions (Ministry of Education, 2012).

The right to education is highly valued and it is protected by numerous domestic laws, policies, strategies, and programs. However, the actual situation on the ground reveals limited progress in implementing these legal instruments when it comes to educating children with special needs. Despite the presence of these statements in different government policies and the inclusion of Early Childhood Care and Education (ECCE) in the Education Sector Development Program IV (ESDP IV), ECCE has been one of the most neglected areas (Eleweke and Michael, 2002).

There is a concerning issue regarding the inclusion of children with disabilities in early childhood education. Despite the efforts made through Ethiopia's 1994 Education and Training Policy and the MOE special needs education strategy to provide access to education

for students with disabilities, Parents' attitudes differ dependent on the type of disability: whereas an inclusion of children with physical and sensory disabilities is highly supported, the inclusion of children with behavioral problems and severe cognitive disabilities is considered more sceptical (Avramidis and Norwich, 2002.)

Societal attitudes have not changed significantly? As a result, many children with disabilities are still being kept at home instead of being included in schools. As a special needs educator, I am deeply passionate about supporting the needs of children with disabilities. Unfortunately, these children and their parents often face stigma and discrimination in our society. It is my goal to help these children achieve their developmental and educational potential.

To address this issue, I am planning to conduct a study that focuses on inclusive education practices in early childhood education, specifically in inclusive preschools in Addis Ababa. One such school that will be included in the study is Mekanissa School for the Deaf. Through this study, I will attempt to explore and promote effective inclusive education practices that can benefit children with disabilities.

## **1.2. Problem Statement**

Inclusive education is a democratic set-up, which relies on equal rights and equal opportunities. So, to make sure that the children with disability are accepted and discriminated in schools becomes necessary. It also emphasizes that educational environment must be adjusted to meet the needs of all learners. Children with special needs meet a wide range of barriers in learning. Often, these learning barriers are associated with inclusion, and involve several factors such as quality of assessment, placement, quality of services (MujHeri, 2006).

Teaching deaf children in inclusive class settings poses unique challenges that need to be addressed to ensure their effective education. This statement of the problem will focus on the challenges related to teaching deaf children in inclusive class settings in Africa, with a specific emphasis on Ethiopia. One of the main barriers to the inclusion of deaf students in hearing classrooms is the lack of sign language skills among teachers. Many teachers in Africa, including Ethiopia, may not have received adequate training in sign language, making it difficult for them to effectively communicate with and teach deaf students. There are no educational sign language interpreters in preschool as well as preparatory schools in the

country except in Addis Ababa. The situation has created a challenge for most deaf students in continuing their schooling (Mulat, Savolaine, Lehtomaki, & Kuorelahti, 2015).

As Ababa (2000), in her study in Addis Ababa, found that special education teachers and regular classroom teachers held negative attitudes toward integration. She also confirmed the lack of positive relationships between deaf students and hearing students. She concluded that the major perceived factors deterring integration were communication problems and feelings of incompetence on the part of teachers in facing challenges encountered in the integration process. So, Attitudes and perceptions of teachers towards deaf students can significantly impact their educational experience. Negative attitudes, misconceptions, and lack of awareness about deafness and inclusive education can create barriers and hinder the successful inclusion of deaf children in inclusive classrooms. Addressing teachers' undesirable attitudes is crucial for creating an inclusive and supportive learning environment for deaf students.

According to Boitumelo M Diale and Abatihun ASewagegn (2021) supported to the practice of ECCE in Ethiopia is faced with diverse challenges. Some of the challenges are lack of proper training for teachers and caregivers; use of developmentally inappropriate curriculum; lack of pedagogical skill; unfavorable working conditions; inadequate resources; lack of continuous supervision and programmer evaluation; inactive parental and community participation. The pursuit of inclusive education is particularly poignant concerning deaf children in Addis Ababa. Initiatives like the Mekannisa Inclusive Deaf Preschool underscore the importance of tailored educational approaches.

These efforts focus on creating inclusive spaces and methodologies sensitive to the needs of deaf learners, ensuring their active participation and engagement in education (Deginesh and Asrat, 2016). Extending the conversation to emerging societies poses intricate challenges in ensuring inclusive education for deaf children. The complexities of cultural contexts and limited resources necessitate innovative approaches. Institutions like Mekannisa Inclusive Deaf Preschool serve as models, adapting inclusive education frameworks to suit the unique socio-cultural landscapes of emerging societies. This assertion seems true as scholars tried to affirm in their recent studies (Zelalem, 2014).

### **1.3. Research Questions**

1. What are the preschool teacher's roles in improving the participation of children with disabilities in Mekannisa inclusive preschool?

2. How do preschool teachers in Mekannisa work to fulfill the specific needs of for children with disability?
3. What are the factors that hinder implementation of inclusive education child at Mekanissa School for the deaf inclusive Pre-school?

## **1.4 Objective of the Study**

### **1.4.1 General Objective**

The main objective of this study was investigated practice of inclusive education at Mekanissa School for the deaf.

### **1.4.2. Specific objectives of the study**

- Investigate the preschool teacher's roles in improving the participation of children with disabilities in the selected inclusive preschool.
- Describe how preschool teachers work to fulfill the specific needs of every child at Mekanissa inclusive Preschool for the deaf.
- To Illustrate prominent factors that hinder the implementation of inclusive education child at Mekanissa School for the deaf inclusive Pre-school.

## **1.5. Significant of the study**

When there is an inclusive systems provide a better quality education for all children and are instrumental in changing discriminatory attitudes. Schools provide the context for a child's first relationship with the world outside their families, enabling the development of social relationships and interactions. Respect and understanding grow when students of diverse abilities and backgrounds play, socialize, and learn together Towards a Policy of Inclusion (2011). Education that excludes and segregates perpetuates discrimination against traditionally marginalized groups. When education is more inclusive, so are concepts of civic participation, employment, and community life. From the above explanation the study will also an important step to building an inclusive school society as children can learn about diversity and inclusion from an early age and influence their families' views, with a view to change entrenched stigma and negative cultural beliefs.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Introduction**

This chapter focuses on examining the theoretical literature related to various aspects of inclusive education. These aspects include the theoretical framework and definition of inclusive education, the historical background of inclusive education, the international policy framework surrounding inclusive education, the practical understanding of inclusive education, the advantages of inclusive education, strategies to encourage inclusive education in mainstream classrooms, the challenges and opportunities associated with inclusive education, the attitudes of teachers and school administrators towards implementing inclusive education, and the empirical evidence available on inclusive education. The chapter concludes with a summary of the literature review and identifies any research gaps that exist.

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

##### **2.2.1. Theoretical Framework**

The Salamanca Statement (1994) asserted that every child has the inherent right to education and should be afforded the opportunity to attain and sustain a satisfactory level of learning. It emphasized the importance of designing education systems and implementing educational programs that consider the diverse characteristics and needs of individuals. Furthermore, it advocated for the inclusion of individuals with special educational needs in regular schools, which should adopt child-centered teaching methods capable of meeting those needs

Smyth et al. (2014) argued that international conventions and treaties like the UN Convention on the Rights of the Child (1989) and the UNESCO Salamanca Statement (1994) have significantly contributed to the advancement of inclusive education. According to Barton Liasidou (2012), the radical human rights approach to inclusive education focuses on addressing power imbalances and discriminatory practices based on disability and other forms of social inequalities

Ensuring the rights of children are upheld and valued through the provision of high-quality education is of utmost importance. Consequently, policymakers have been facing significant pressure to develop inclusive education policies. This has resulted in many countries formulating policies or implementing measures that promote the inclusion of students with special or diverse needs in mainstream schools (Avramidis&Kalyva, 2007).

Additionally, it is crucial to establish comprehensive and supportive policies that foster the success of inclusive education. Consequently, researchers have asserted that the advancement of inclusive school practices, similar to other effective educational approaches, should be viewed as a dynamic and evolving process (Winter & O'Raw, 2010).

According to Pijl, Meljer, and Hegarty (2010), it has been commonly believed for many years that children with disabilities cannot receive education in mainstream schools. As a consequence, the education systems have traditionally consisted of two separate systems: regular schools for typically developing students and special schools for those perceived to have learning difficulties.

However, due to the evolving shift in perspective and revolutionary ideas regarding universal education, the primary focus now lies in instructing all children collectively, regardless of their varying abilities and disabilities. Johansson (2014) argued that policies should prioritize surpassing segregated educational systems and instead embrace practical approaches that consider the specific context, thereby ensuring the effective implementation of inclusive education.

Selvaraj (2015) also emphasized the necessity for a comprehensive analysis of the integration of policies and practices in inclusive education. To successfully implement inclusive education, it is crucial to enforce government policies that endorse inclusion and to ensure that schools are adequately equipped with resources to effectively address diversity.

The Salamanca Statement and Framework for Action on Special Needs Education serve as a driving force behind Ethiopia's aspirations to achieve inclusive education and education for all. This conceptual framework holds significant importance in the context of this study as it provides literature that substantiates the connection between education and human rights, thereby contributing to the bridging of the existing gap.

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

UNESCO's understanding of inclusion is grounded in the groundbreaking 1994 Salamanca Conference, which underscores that inclusion is not a static concept but a dynamic movement that is intricately connected to the overall enhancement of the education system. According to UNESCO:

Inclusion is perceived as a comprehensive process that addresses and acknowledges the diverse needs of all learners by promoting their increased involvement in learning, cultures,

and communities. Its primary objective is to diminish exclusion within the realm of education and from the broader educational context. Accomplishing inclusion necessitates adaptations and modifications in content, approaches, structures, and strategies. It is guided by a shared vision that encompasses all children within the appropriate age range, and it firmly asserts that the regular education system bears the responsibility of educating all children.

“The definitions mentioned earlier primarily focus on the education of children, but their underlying principles can be applied more broadly. While some definitions, such as those found in the Index for Inclusion, specifically pertain to schools, the principles and approaches within these definitions can be extended to education in a wider context”.

Polat (2011) emphasized that inclusive education is a comprehensive process that entails transforming values, attitudes, policies, and practices. It goes beyond the mere provision of classroom settings where all children are together. Inclusive education prioritizes child-centered, high-quality education that caters to individual needs. By doing so, it aims to bring about positive change not only in educational settings but also in society as a whole.

So, Inclusive education calls for the transformation of policies and practices. This includes revising educational policies to ensure they promote inclusion, equity, and accessibility for all learners. It also involves implementing teaching strategies, instructional approaches, and support systems that address the diverse needs of learners. The goal is to provide an inclusive and supportive learning environment that enables every learner to thrive and reach their full potential.

At the practical level, there is no universal model of inclusive education that is suitable for all countries. The implementation and practices of inclusive education differ from country to country. When it comes to the education of children with disabilities, there are three main approaches: the one-track system, the two-track system, and the multi-track system (Göransson et al., 2016).

In the one-track system, there is a fully inclusive education system where all children learn together in regular classrooms. The two-track system, on the other hand, involves the coexistence of regular schools and special schools. Multi-track systems are more diverse and encompass a range of approaches that fall somewhere between the one-track and two-track systems.

While the Salamanca Statement and the UN Convention on the Rights of Persons with Disabilities advocate for the one-track system, it is worth noting that even most developed countries have adopted multi-track systems. An ongoing point of discussion is whether the multi-track system aligns more closely with the one-track or two-track system.

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

Inclusive education has evolved as a result of various social and political movements that have emerged since the mid-20th century. The Civil Rights movement in the United States during the 1950s and 1960s played a crucial role in raising awareness about the exclusion of individuals from social institutions, including schools, even in liberal democratic societies.

During the late 1960s and 1970s, other movements such as second-wave feminism, gay rights, and persons with disability rights emerged to address different forms of exclusion based on factors like gender, ethnicity, sexual orientation, and disability. These movements had a significant impact in many countries, including the United States, leading to the enactment and implementation of laws and policies aimed at ensuring equal rights and opportunities for all citizens, including access to education.

In the United States, both federal and state laws were enacted mandating that children with disabilities have the right to public education, and the government and schools were required to actively facilitate these opportunities.

The initial federal legislation addressing this issue was the Education for Handicapped Children Act (EHA) of 1975. Legal scholar Martha Minow has highlighted that prior to the 1970s, many children with disabilities lacked access to formal education, and those who did attend school were often placed in separate classrooms or segregated in special schools.

During the 1970s and 1980s, thanks to the enactment of the EHA and various state laws, a higher proportion of children with disabilities were afforded educational opportunities and support. A significant portion of this support continued to involve specialized education classes or schools.

In 1990, the EHA was superseded by the Individuals with Disabilities Education Act (IDEA), which built upon and expanded three preexisting trends. First, there was a growing insistence on community responsibility for educating children in local schools, rather than segregating them in separate educational facilities or classrooms. Second, there was a related demand to provide education in the "least restrictive environment" possible. Third, there was a shift

toward more personalized assessment of children to develop tailored education plans that could address their unique needs. The IDEA has undergone several revisions and expansions since its initial passage.

Numerous countries worldwide have enacted laws and implemented policies promoting inclusion in education. Inclusive education has also been mandated by international and non-governmental organizations. For instance, the United Nations' Salamanca statement in 1994 and the UNESCO Dakar "World Declaration on Education for All" in 2000 emphasize the significance of inclusive schooling as a means to ensure educational opportunities for all children and to combat discriminatory attitudes, fostering greater acceptance of diversity among future generations.

Besides the aforementioned social, political, and legal changes, another factor contributing to the recent emphasis on inclusive education is the growing prevalence of disabilities, particularly those related to neurological and psychiatric disorders. The number of children diagnosed with conditions such as autism, ADHD, and other neurological impairments appears to have increased compared to the past. However, this rise in diagnoses can be attributed not only to an actual increase in the number of affected children but also to enhanced assessment techniques, early detection efforts, expanded diagnostic categories, advancements in assessment technologies, and a lowering of diagnostic thresholds. Consequently, there is currently a significant population of students, particularly in the United States but also worldwide, who are receiving services and is eligible for accommodations and modifications in educational settings.

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

In September 2015, UNESCO and several countries, including Ethiopia, endorsed the 2030 agenda for sustainable development, which introduced the SDGs (Sustainable Development Goals). These goals consist of 17 specific targets to be achieved within the next 15 years. Target four of the agenda aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Published in 2012, the Special Needs/Inclusive Education Strategy recognizes education as a human right, aligning with the principles of Universal Primary Education (UPE) and the Education for All (EFA) goals, which Ethiopia has committed to achieving by 2015.

- The National Plan of Action for Persons with Disabilities 2012-2021 in Ethiopia aims to create an inclusive society. This plan is based on the United Nations Convention on

the Rights of Persons with Disabilities (UNCRPD) and serves as a framework for actions that support equality of opportunity and full participation of people with disabilities.

- In 2006, the Ministry of Education (MoE) implemented the Special Needs Education Program (SNEP) to meet the goals of Universal Primary Education (UPE) and the Education for All (EFA) initiative. This program emphasizes education as a fundamental human right and recognizes that all children and students can learn, with many of them requiring some form of support for effective learning and active participation.
- According to the Federal Democratic Republic of Ethiopia's constitution from 1995, under Article 9, all international agreements ratified by Ethiopia are considered an integral part of the country's legal system.
- The constitution also stipulates that all legislative, executive, and judicial bodies have the responsibility to respect and enforce the provisions of these agreements in accordance with human rights considerations (Art.9:4). This underscores the obligation to implement all ratified international agreements, with the relevant authorities playing a crucial role in their implementation.
- The Higher Education Proclamation No.650/2009, in Article 40, states that institutions of higher learning should strive to make their facilities and programs accessible to physically challenged students to the best of their abilities. It also specifies that students with disabilities should receive special support throughout their higher education studies to ensure effective learning. Additionally, other education-related policy documents, such as the Education Sector Development Program (ESDP IV) and the Special Needs Education Strategy Program, **promote** the implementation of inclusive education.

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

The success of inclusion and its accomplishments depend on governments' willingness and ability to implement policies that prioritize the needs of underprivileged individuals, tackle equity concerns in education spending, establish connections between different sectors, and view inclusive education as an integral part of lifelong learning, as stated by UNESCO in 2000.

Similarly, families grappling with disabilities often find themselves depleting their financial means in order to assist their persons with disability members. Education, however, can serve

as a transformative force, providing the skills and knowledge necessary to break free from this cycle. Furthermore, inclusive education plays a vital role in enabling students with disabilities to challenge societal biases, have their voices heard in the community, and acquire the practical skills and confidence needed to fully integrate into society and fulfil their rightful positions.

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

Inclusive education refers to the practice of educating students with disabilities in regular classrooms alongside their peers without disabilities. The statement you provided highlights that despite a lack of research demonstrating negative effects, when inclusion is implemented properly with the necessary supports and services, it can yield numerous benefits.

For students with disabilities, inclusive education provides opportunities for active participation and the achievement of their IEP goals. By being included in general education classrooms, these students have access to the same curriculum and learning experiences as their peers without disabilities. This can lead to improved academic outcomes, social skills development, and increased self-esteem. Inclusive education also promotes the development of friendships and positive relationships between students with and without disabilities, fostering a sense of belonging and acceptance. Moreover, inclusive education benefits students without disabilities as well. It exposes them to diverse perspectives and experiences, promoting empathy, understanding, and acceptance of individual differences. Students without disabilities can also serve as role models and provide support to their peers with disabilities, creating a collaborative and inclusive learning environment.

Overall, the research overwhelmingly supports the implementation of inclusive education. It not only promotes social justice and a sense of community and belonging, but it also leads to improved learning outcomes and enhances the overall development of children and young people, irrespective of their disability status.

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

It offers numerous advantages such as improved academic and vocational outcomes, enhanced social interaction, better communication and language development, a sense of belonging, and access to diverse activities. These benefits contribute to the overall growth, development, and inclusion of students with disabilities in education and society.

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

An individual having a more positive and favourable view of themselves, as well as a greater appreciation for their own worth and importance. It signifies a shift towards a healthier and more confident self-image. These benefits are often associated with personal growth, increased well-being, and the acquisition of vital life skills that can contribute to success in various areas of life, such as education, career, and relationships.

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

It is important to continuous improvement and progression in an educator's skills, knowledge, and expertise. It involves seeking out opportunities for learning, attending workshops or conferences, engaging in professional collaborations, and acquiring new teaching strategies or methodologies. Professional growth enables educators to stay updated with the latest research and best practices in their field, ultimately enhancing their effectiveness as educators.

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

Enhanced mental and financial welfare for caregivers: This refers to an improvement in the psychological and economic well-being of parents or caregivers. It suggests that when parents experience greater psychological well-being, such as reduced stress and improved mental health, it can positively impact their overall quality of life. Additionally, improved financial welfare implies that parents may have more resources and stability to meet their family's needs.

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

A nationally governing strategy for Special Needs Education (SNE) programs resulted in a fragmented and arbitrary implementation of these programs in the country. Various providers offered SNE programs, but there was no standardized approach or coordination among them. This lack of a unified strategy led to inconsistencies in the quality and availability of services for students with special needs.

To address this problem, the Ministry of Education (MoE) recognized the need for a comprehensive framework to guide the development and implementation of SNE programs. In 2006, they took the initiative to design the first SNE Program Strategy. This strategy was based on the country's Constitution, which emphasizes the right to education for all individuals, including those with special needs. Overall, the strategy recognizes the

importance of creating an inclusive society where individuals with SEN are valued, supported, and given equal opportunities to thrive academically, socially, and economically.

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

Implementing inclusive education can involve several strategic issues. Here are some key considerations;

- **Policy and Legislation:** Developing and implementing inclusive education requires clear and supportive policies and legislation at the national, regional, and local levels. These policies should outline the rights of students with disabilities, establish guidelines for inclusive practices, and provide frameworks for resource allocation and support services.
- **Resource Allocation:** Inclusive education often requires additional resources to support students with disabilities effectively. This includes funding for specialized staff, assistive technologies, learning materials, and infrastructure modifications to ensure accessibility. Adequate resource allocation is essential to create inclusive learning environments.
- **Professional Development:** Educators need professional development opportunities to enhance their knowledge and skills in inclusive education. Training programs should focus on understanding diverse learning needs, implementing differentiated instruction, utilizing assistive technologies, collaborating with specialists, and creating inclusive classroom environments. On going professional development ensures that teachers are equipped to meet the needs of all students.
- **Collaboration and Co-Teaching:** Collaboration among teachers, specialists, and support staff is crucial in inclusive education. Co-teaching models, where general education and special education teachers work together in the same classroom, can facilitate the sharing of expertise and resources. Effective collaboration enhances the delivery of individualized support and instruction.
- **Attitudinal Shifts and Inclusion Culture:** Inclusive education requires a shift in attitudes and beliefs about disability and inclusion. It is important to foster a culture of inclusion within schools and communities, where diversity is celebrated, and all students are valued and respected. Awareness campaigns, training, and community engagement initiatives can help promote positive attitudes towards inclusive education.

- **Assessment and Evaluation:** Assessing and evaluating the progress and outcomes of students with disabilities in inclusive settings is crucial. It is essential to develop appropriate assessment methods that consider diverse learning styles and provide accommodations for students with disabilities. Evaluation processes should focus on both academic achievement and social-emotional development.
- **Parent and Community Engagement:** Inclusive education is best achieved through partnerships with parents, families, and the broader community. It is crucial to involve parents in decision-making processes, provide them with information and support, and ensure their active participation in their child's education. Engaging the community can foster understanding, generate support, and create inclusive environments beyond the school setting.
- **Systemic Collaboration and Coordination:** Inclusive education requires collaboration and coordination among various stakeholders, including education authorities, policymakers, schools, community organizations, and disability advocacy groups. Establishing effective communication channels and coordination mechanisms ensures a cohesive and integrated approach to inclusive education at the systemic level.

Addressing these strategic issues is essential for the successful implementation of inclusive education. It requires a comprehensive and coordinated effort to create inclusive policies, allocate resources, provide professional development, foster an inclusive culture, and engage stakeholders in the educational process.

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

The provided statements emphasize the importance of inclusive education and the responsibilities of various stakeholders in implementing Special Needs Education/Inclusive Education (SNE/IE) strategies. Here are some additional details:

- **The education system's existing structure:** SNE/IE services are not separated from the existing education and training system. Instead, they are integrated into it. This means that the education hierarchy, starting from the Federal Ministry down to each educational institution, is responsible for ensuring that all learners, regardless of their abilities, receive appropriate education.
- **Assignment of SNE/IE experts:** At different levels of the education system (Higher Education, Vocational Education and Training (VET), Regional, Zone, and Woreda), SNE/IE experts should be designated. These experts play a crucial role in addressing

inclusive education issues. They provide professional assistance to schools, organize training programs, collect data on learners with special educational needs, and ensure that SNE/IE activities are incorporated into planning, budgeting, monitoring, evaluation, and reporting processes in their respective areas.

- Allocation of budgets: Adequate budget allocation is vital for the successful implementation of SNE/IE strategies. The Ministry of Education (MoE) pledges to allocate sufficient funds at the federal level to progressively realize the goals of the SNE/IE strategy. Similarly, regional governments, city administrations, higher education institutions, and TVET institutions are expected to allocate appropriate budgets and ensure that the funds are effectively utilized to support inclusive education initiatives.
- Seeking additional funding: Recognizing the need for additional resources, the Federal MoE actively seeks additional funding from donors and other development partners. This financial support aims to strengthen SNE/IE practices throughout the country and enhance the inclusivity of the education system.
- Resource mobilization at regional and local levels: Regional/City Administration Education Bureaus, Woreda Education Offices (WEOs), and schools are encouraged to devise mechanisms for mobilizing additional resources. This means they should explore avenues to acquire supplementary funding, materials, and support systems to effectively implement the SNE/IE strategy within their respective jurisdictions.

These measures collectively demonstrate a commitment to inclusive education and the comprehensive involvement of various stakeholders to ensure that learners with special needs are provided with appropriate services, support, and opportunities for their educational development.

#### **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."
- The role of the Ministry of Education (MoE) in creating guidelines for the implementation of the Special Needs Education/Inclusive Education (SNE/IE) strategy. The MoE will collaborate with stakeholders to develop these guidelines, ensuring that they align with the objectives of SNE/IE. The guidelines will serve as a framework for Regional Education Bureaus (REBs), Higher Education Institutions

(HEIs), and Technical and Vocational Education and Training Institutions (TVETs) to follow. However, it's important to note that REBs, HEIs, and TVETs will have the flexibility to adapt these guidelines to suit the specific needs and conditions of their respective regions and institutions.

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

The relationship between students with disabilities and their non-disabled peers, teachers, administrators, and supportive staff is crucial for fostering an inclusive and supportive educational environment. Here are some additional points to consider:

**Awareness and Sensitization:** It is important to raise awareness and sensitivity within the school community about the needs, abilities, and rights of students with disabilities. This can be achieved through workshops, training programs, and awareness campaigns that educate teachers, students, parents, and other staff members about disability-related issues and promote a culture of acceptance and understanding.

**Peer Support Programs:** Implementing peer support programs can facilitate positive interactions between students with disabilities and their non-disabled peers. These programs can involve assigning peer mentors or buddies who provide academic and social support to students with disabilities, helping them navigate the school environment and fostering friendships.

**Accessible Facilities and Resources:** Education leaders should strive to make schools physically and academically accessible for students with disabilities. This includes ensuring accessible facilities, assistive technologies, and appropriate accommodations so that students with disabilities can fully participate in all aspects of school life.

By prioritizing these strategies, education leaders can create a supportive and inclusive environment where students with disabilities feel valued, included, and have the opportunity to build meaningful relationships with their peers and school community members.

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

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

Successfully implementing inclusive education is a challenging task that involves addressing various obstacles, particularly attitudinal and socio-cultural barriers. Achieving effective and fruitful inclusive education relies on a multitude of operational factors that aim to establish an

optimal educational framework (Johnson et al., 2014). This necessitates substantial modifications in educational policies, structures, and delivery systems to cater to the needs of all students (Sharma et al., 2013).

The majority of research on inclusive education has found that achieving successful education for all students requires comprehensive changes in the educational system as a whole. For example, in order to put the principles of inclusive education into action, as recommended by Oliver (2006), it is necessary to develop an educational system that values diversity, is morally dedicated to integrating all children into a unified education system, encourages collaboration between schools and students, and adopts a flexible curriculum. Therefore, the main objective for ensuring the effective implementation of inclusive education is to construct an educational system that can accommodate and show respect for individual differences.

Furthermore, in order to foster a favourable outlook and approach from teachers towards diversity and disability, it is recommended that educators acquire new teaching methods and enhance their interactions with students, contributing to the broader cultural shift within their educational institutions (Ainscow, 2007).

In order to effectively address the diversities and disabilities present in the classroom, it is crucial for teachers and educators to possess adequate knowledge about inclusive education, its policies, and strategies. This expanded understanding broadens the perspectives of teachers and educators

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

If the government aims to establish and promote inclusive education, it constructs additional schools and enhances facilities. These improvements have positive implications not only for children with disability but also for the entire community. By increasing the number of facilities, more children are encouraged to enrol in schools since inadequate resources currently prevent many children from accessing education (Singal, 2010).

By building more schools, the government can ensure that there are enough educational institutions to accommodate all children within a given area. This helps to address the issue of overcrowding and ensures that there are sufficient resources and spaces for students. The availability of adequate facilities plays a crucial role in fostering inclusive education. These facilities may include accessible classrooms, ramps, elevators, assistive technologies, and

other accommodations that cater to the diverse needs of students, including those with disabilities.

Increasing the availabilities of resources and infrastructures decreases classrooms overcrowding enabling teachers to dedicate greater attention, to individual student. Consequently, when teachers have more time to engage with each child, they can also promote collaborative learning among students within the classroom. Moreover, as the government enhances the construction or provision of facilities, it simultaneously reduces expenses by opting for inclusive facilities that cater to the needs of all children, rather than constructing separate facilities exclusively for disabled students (Bines and Philippa, 2011).

By offering facilities that benefit the entire population, the government can lower expenses and allocate the surplus funds towards teacher training and the development of specialized skills required to effectively educate diverse students in schools. As educators receive training, they gain access to fresh ideas, techniques, and teaching methods for instructing students with disabilities. This process nurtures the creativity and ingenuity of teachers in their instructional approaches (Macartney, 2010).

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

According to Gadagbui (2010), when children are encouraged to show respect to each other, they engage in activities such as playing, working, studying, and assisting one another, especially when someone is facing difficulties or struggles to understand a particular subject in class. This fosters a collaborative learning environment where they study together. As a result, children with disabilities feel accepted by their peers, and it encourages all children to support and defend each other to prevent any form of discrimination. This leads to the development of mutual respect among them.

It is important for everyone to understand the value of inclusive education, which promotes acceptance and support for children with disabilities in schools and communities. The community members respond by offering help with homework and other activities (UNESCO, 1994). When children receive support and encouragement, they develop stronger social connections, leading to a positive attitude and respectful behaviour towards them (Agbenyega, 2007). This positive environment also encourages the active participation of children with disabilities in society. Inclusive education fosters positive attitudes in individuals who receive it, promoting favourable views towards people with disabilities (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.

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

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

Resource limitations pose the primary obstacle to successfully implementing inclusive education. Despite the universal adoption of inclusive education across nations, a significant number of developing countries face financial constraints that hinder their ability to effectively implement inclusive education. Consequently, the practice of inclusive education is primarily hampered by inadequate availability of materials and equipment, a shortage of teacher training programs, and a lack of support staff (Dagneu, 2013).

Simui and Waliuya (2008) discovered that a significant proportion of children with disabilities were unable to attend school, primarily due to barriers such as inaccessible facilities, unfavourable attitudes from mainstream teachers towards students with disabilities, a lack of proficiency in sign language and Braille among regular teachers, hindering effective communication with students who have hearing and visual impairments, and inadequate teaching and learning resources that were not appropriate for children with disabilities (Peters, 2009). One significant barrier was the lack of accessible infrastructure. Many schools were not equipped with the necessary facilities and accommodations to cater to the needs of students with disabilities. This made it difficult for these children to navigate the physical environment and fully engage in the learning process.

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

In order for teachers to cultivate a favourable outlook on inclusive education, it is essential that they receive proper education, training, and support. The government should allocate resources and materials to schools in order to facilitate the effective execution of this program. Additionally, schools must be equipped with suitable facilities and infrastructure to inspire and encourage teachers in educating children with disabilities (Teklemariam and Temesgen, 2011).

According to the Ministry of Education's report on guidelines and standards for inclusive education in Ghana in 2006, it was mentioned that the government would ensure the provision of appropriate resources to promote inclusive practices. Kuyini (2010) also expressed agreement with the notion that in order for inclusive education to be successful, it is crucial to provide the necessary facilities and resources for its implementation and practice (Teklemariam and Temesgen, 2011).

In generally the Ministry of Education's report and the support from scholars like Kuyini highlight the importance of providing appropriate facilities and resources as crucial components of effective inclusive education practices, ultimately aiming to create an inclusive and equitable educational system in Ghana.

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

To effectively implement inclusive education, it is necessary to have resources that are less costly and extensive compared to parallel education systems like special education. However, many developing countries face a significant challenge in implementing inclusive education due to limited resources caused by socioeconomic difficulties. Consequently, the insufficient support and resources greatly hinder the successful implementation of inclusive education in numerous Sub-Saharan African countries (Dagneu, 2013). This situation often arises from the competition for scarce educational resources among various educational reforms, such as basic adult education and early childhood development (ECD).

In Sub-Saharan Africa, in particular, the poor implementation of inclusive education is prevalent. The region faces numerous obstacles, including a lack of financial resources, infrastructure, and trained personnel to effectively support inclusive education practices. Additionally, there is often a competition for limited educational resources between various educational reforms, such as basic adult education and early childhood development (ECD). This competition further exacerbates the challenges faced in implementing inclusive education, as resources are diverted and spread thin across different educational priorities.

Without adequate support and resources, the implementation of inclusive education becomes an uphill battle. It requires not only financial investment but also policy reforms, teacher training, accessible infrastructure, and the provision of appropriate learning materials and assistive technologies. Addressing these resource limitations and ensuring equitable access to quality education for all students, regardless of their abilities, is crucial for the successful implementation of inclusive education worldwide.

#### **2.9.2.4. Structural barriers**

Numerous conventional schools constructed prior to the revision of the Persons with Disability Act in 1992 (revised in 2001) did not have ramps or spacious doorways to accommodate wheelchair users. They also lacked handrails to assist visually impaired students and soundproof classrooms for those with hearing impairments. For instance, certain schools had multi-story buildings that posed challenges for wheelchair-bound children to navigate. Additionally, the absence of suitable sanitary and ablution facilities posed a significant obstacle to inclusive education, especially in rural regions (Bines and Philippa, 2011). However, by recognizing and addressing these barriers, it becomes possible to create an inclusive education system where all children, regardless of their abilities, can access quality education, participate fully, and reach their full potential.

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

Teachers play a crucial role in ensuring high-quality education. However, during or after an emergency, many teachers face the challenge of implementing the necessary education due to a lack of confidence and inadequate training (Peters, 2009). The attitudes of teachers towards inclusion are heavily influenced by their experiences with students who are considered "challenging." Factors such as teacher education, classroom support, class size, and workload all contribute to teachers' attitudes. Inclusive education provides opportunities for disabled children to receive an education in regular schools, thereby fulfilling their right to education (Bines and Philippa, 2011). Therefore, it is important for teachers and school leaders to understand the concept of inclusive education and be familiarized with its principles.

The teacher plays a crucial role in the application of inclusive education, and their mind-set directly affects the effectiveness of its implementation. The attitude of teachers towards inclusion differs depending on the specific disabilities of their students. Additionally, there are other issues associated with teachers in this context. Research indicates that teachers often lack the necessary skills and expertise to effectively implement inclusive education and teach students with special needs (Macartney, 2010).

According to Pijl et al. (2011), teachers' attitudes significantly impact the implementation process. Positive attitudes towards inclusion and a willingness to embrace diverse learners are crucial for creating an inclusive learning environment.

School principals and other educational administrators must take multiple factors into account when leading their schools in the implementation of inclusive strategies. This manual offers a broad outline of the responsibilities of principals as they facilitate the creation of a collaborative environment and adapt to the evolving roles of educators (Mac Arthur et al., 2003).

The school personnel displayed predominantly unfavourable attitudes towards inclusion, which could be attributed to insufficient training, resources, knowledge, and personal interactions with students who have disabilities. The study revealed that while the principals expressed support for the concept of inclusive education, they had significant concerns regarding its practical execution (Kangwa and Grazyna, 2003).

### **2.10.1 Previous studies**

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

Research on inclusive education has primarily focused on teachers' practices and early interventions when examining effective and high-quality education for students with disabilities (Johnstone and David, 2009). This approach has often used children's learning outcomes as indicators to measure the effectiveness of preschool education on their social skills and school progress, but it has not adequately addressed primary school progress.

However, when scholars have examined children's participation, their studies have revealed the importance of considering the child's voice and involvement in social situations. Souza (2010) demonstrated how children can actively participate in constructing knowledge (Teklemariam and Temesgen, 2011).

AsLúcio and L'Anson (2015) focused on understanding children's participation in society and their rights as citizens, but did so by examining their everyday experiences. Rather than looking at participation and citizenship in abstract or theoretical terms, the researchers analysed how these concepts are expressed concretely in children's daily lives and interactions. By taking this grounded, sociological approach, Lúcio and L'Anson were able to reveal the diverse and multifaceted roles that children play as members of their local communities. Children were shown to be active agents, contributing to the construction of culture and the development of their peers, rather than passive recipients of socialization. This aligns with the broader shift within the sociology of childhood, as articulated by the UNESCO report (2015). Researchers in this field have challenged traditional views of children as incompetent or incomplete, and have instead highlighted children's competencies,

agency, and active participation in shaping their social worlds. Children should be recognized as full persons with the capacity to influence their environments and social relationships, rather than just as future adults-in-the-making. Their everyday experiences and activities are crucial sites for understanding their roles as engaged citizens and cultural producers. The studies examining the value of setting up environments and procedures to promote child interaction have found that creating spaces and systems that facilitate collaboration and engagement among children can have significant benefits. Müller and Carvalho (2009) looked at how the physical and social organization of educational settings can foster productive interactions, while Rutanen et al. (2014) explored the importance of establishing routines and practices that encourage children to actively participate and learn from one another. Regarding the significance of free play, the research has shown that unstructured playtime allows children to develop their own cultural norms, narratives, and forms of expression (Lucena, 2010). Kangwa and Grazyna (2003) emphasized that providing welcoming, stimulating environments is crucial for supporting this process of children constructing their own peer cultures. More recently, studies have delved into the concept of children's participation, examining how involving children in the design and management of school activities and architecture can impact their self-perception and learning. Jansson (2015) found that when children are given a voice and agency, they are more likely to see themselves as capable and confident learners. Nah and Lee (2016) and Sandseter and Seland (2016) have further highlighted the need to incorporate children's perspectives into institutional planning, as this can lead to more responsive and effective educational environments. The research suggests that creating opportunities for child interaction, free play, and participatory decision-making can have meaningful benefits for children's development, learning, and sense of agency within educational settings.

## **CHAPTER THREE**

### **RESEARCH METHODS**

#### **3.1. Research design**

In order that the researcher to know the contemporary events about the practice of inclusive Education at Mekanissa School for the Deaf, this study was conducted qualitative case study research design (Yin, 2018)

#### **3.2. Study site**

This research was conducted at Mekanissa School for the Deaf. It is found NefasSelkLafto Sub-City. This school was established in 1963 E.C. and this school is near by the church St.Abo. The researcher select this school is due to the oldest pre school in Ethiopia, offering special classes for children with hearing impairment.

Mekanissa School for the Deaf has been providing education and support services to deaf children in the region for over 50 years. They have deep expertise in the needs and challenges faced by the deaf community. The school has built strong relationships and trust within the local deaf community. This facilitates recruitment of research participants and enables researcher to work effectively with the community.

#### **3.3. Population, Sample and Sampling Technique**

In this preschool there are 54 children, 5 preschool teachers and 2 caregivers, 2 preschool principal and 1 resource room coordinator. The school serves has 299 children ranging in age from 5 to 18 years old. Gender breakdown is roughly equal, with 165 male and 134 female children. The school has the following grade levels:

Preschool: 54 children (22 boys, 20 girls are deaf children and 7 male and 5 are children with hearing). The school employs 30 total. 3 of the teachers are deaf themselves, fluent in sign language. The teaching staff has an average of 35 years of experience working at the school. Gender breakdown is 7 female teachers and 10 male teachers. The school principal is individual who has worked at the school for 15 years. He has a master's degree in school administrative and extensive experience advocating for the deaf community. The vice principal, is a hearing individual with 35 years of experience at the school. Both the principal and vice principal are deeply committed to providing quality education and support services to the deaf children.

### **3.4 .Participants of the study**

Participants are selected who can best inform the research questions and enhance Understanding of the phenomenon under study Hence one of the most important tasks in the study design phase is to identify appropriate participants by using purposive sampling technique. Decisions regarding Selection are based on the research questions, theoretical perspectives such as conceptual meaning of inclusive education, and evidence informing the case study Creswe (2009).By emphasizes the importance of understanding a phenomenon, such as inclusive education, within its real-world context.

The principal of the preschool could provide insights into the overall management, policies, and vision of the preschool. He/shemay have valuable information about the inclusive education practices, decision-making processes, and the overall educational environment. Including teachers in the study could provide perspectives on their experiences, teaching methods, classroom dynamics, and their approach to inclusive education. In addition to including a caregiver in the study could offer insights into their role, the specific support they provide to children with diverse needs, and their perspectives on inclusive education within the preschool setting. From those reason, the study was included

- Pre-school principal (2)
- Pre-school teachers (4)
- care giver (1)
- 1 resource room coordinator was included this study

### **3.5. Data Collection Instruments**

Since the role of researcher was attempted to collect information by gathering data in the form of description. The researcher will use observation, interview and document analysis as data collection tools. To get relevant and convincing data it was required using different data collection tools. Accordingly 3 methods of data collection were employed at the time of data collection.

### **3.5.1 Interview**

The researcher opted for a semi-structured interview approach to explore the implementation of inclusive education practices at Mekanissa School for the Deaf with 2 school principals and 4 preschool teachers. This format allows for a balance of pre-determined questions while also providing flexibility to dive deeper into unanticipated topics that emerge during the conversations. The interview questions are predominantly open-ended in nature, encouraging participants to share their diverse perspectives, experiences, and insights. Due to qualitative approach aims to gain a rich, contextual understanding of the school's inclusive education practice

The main sections of the interview guide line are Background Information (This section covers the participant's role, experience, and involvement with the school. Inclusive Education Practices (These questions explore the specific inclusive strategies, accommodations, and support services provided for deaf children. It also examines the challenges, successes, and areas for improvement in the inclusive education approach. School Culture and Community Engagement (This section delves into the overall school climate, attitudes towards inclusion, and the level of engagement with the broader deaf community. Student Outcomes and Impact (it also explores the measures used to evaluate the effectiveness of the inclusive education practices).

Furthermore an interview that was taken place with the participants were confirmed the information obtained and was helped the researcher to gather in-depth and accurate data that had higher response rates with greater understanding about the issue.

### **3.5.2. Observation**

The observation tool is structured as a detailed checklist and rating scale, allowing the researchers to objectively record their observations of the physical classroom environment, teacher-student interactions, instructional strategies, student participation, and overall indicators of inclusion. The primary objective of this observation tool is to gather detailed, first-hand data on the implementation of inclusive education practices within the preschool classrooms at Mekanissa School for the Deaf and it included 12 questions. All questions are rating scale items.

The researcher used participant observation. Because participant observation is to gain an insider perspective (being physically present in the setting, the researcher was observed and understand the context-specific dynamics, norms, and practices that may influence the phenomenon being studied ) on the topic being studied in addition to an outsider perspective: it offers a broader context, theoretical framing, and comparative analysis that enriches the interpretation of the findings and contributes to the overall knowledge in the field of inclusive education

### **3.5.3. Document analysis**

The purpose of the document analysis component in this case study was to gather contextual information about the inclusive education practices and support services provided for children with disabilities, particularly those with deaf children, at Mekanissa School for the Deaf. This document review was intended to supplement the data collected through the semi-structured interviews and classroom observations.

The researcher used School policy and guideline documents related to inclusive education and accessibility Individual Education Plans (IEPs) or similar personalized learning plans for a sample of deaf. Records and statistical reports on the enrollment and demographics of children with disabilities at the school the key criteria that analyzed the collected documents,the researcher aligned with inclusive education principles and legal/policy requirements.

## **3.6. Procedure of data collection**

The primary data source was semi-structured interviews conducted with 6 participants. The interview guide was developed based on a review of the existing literature.The interviews were conducted in-person.Each interview lasted between 45-90 minutes and was audio-recorded with the consent of the participants.All audio recordings of the interviews were professionally transcribed verbatim and the selective coding was used to integrate the core categories and construct the overall narrative.

### **3.7. Method of Data Analysis**

The data collected through observation, interview, and document analysis was analyzed qualitatively that was focused on the exploration of practices, beliefs, thoughts, and feelings students with disabilities and other participants in inclusive education in Mekanissa pre-school. The researcher employed a structured and organized approach to identifying, reviewing, and making sense of the various non-textual data sources collected as part of the research.

The systematic approach to coding and thematic analysis allowed the researcher to thoroughly explore the interview data, identify patterns and relationships, and develop a comprehensive understanding of the phenomenon under investigation

### **3.7. Ethical consideration**

With the ethical clearance letter from; Addis Ababa University Center of Early Childhood Care and Education. After getting the approval, appointments will be made with the preschool where the study will be conducted.

Participants were informed that the study has no intention of harming them. The researcher assured participants that the data used for research purposes only. The researcher ensured confidentiality of research information by ensuring that research records not disclosed without the participants' permission.

Anonymity maintained since the study did not require personal identities of the participants. The researcher obtained consent from the school principals to photograph the classrooms and the school environment. The researcher made participants aware that they were free to withdraw from the study should they feel that they no longer wish to participate. Because it is imperative that researchers make their procedures transparent, avoid or eliminate any harm for the participants and protect data (Flick, 2011).

## CHAPTER FOUR

### RESULT OF THE STUDY

#### 4.1. Introduction

This chapter presents the data analysis and findings of the study on practice of inclusive education at Mekanissa School for the Deaf. Therefore, the chapter presents the result of the study that the data gathered from the participants of deaf school principals and the pre-school teachers through semi-structured interview, 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 6 participants (2 school principals and 4 pre-school teachers).

#### 4.2. Demographic Characteristics of the Respondents

**Table 1. Demographic Characteristics of pre-school teachers**

School name	Teaching qualification:	<i>Number</i>		
		M	F	T
Mekanissa School for the Deaf	Certificate in Education			
	Diploma in Education	1	2	3
	Degree in Education	1		1
	Total			4

#### 4.3. The roles of pre-school teachers in improving the participation of children with disabilities

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

*“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. on the type of the children 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 “(x2)*

*“The teacher has a central role to play in this process of inclusion. The duty of preschool teacher is not only transforming the knowledge and help the children as philosopher and guide but he/she has to help as reformer in inclusive (p1).*

*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 children and teachers become better members of a community by creating new visions for communities and for preschool because Inclusion is about membership and belonging to a community (X3)*

#### **4.4.1. Preschool teachers work to fulfill the specific needs of every child in inclusive classroom**

*“Although the philosophy, focus and intent of inclusion in our preschool today is challenging and changing attitudes and expectations of all the children 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” (x4)*

*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 preschool including children with disability. Children with disability does not be segregated and enroll in inclusive preschool. Their need can serve as in a natural setting in the preschool. Thus, the goal of every teacher in an inclusive classroom is to make learning meaningful for every child in his/her class. In additionto, teacher has to notice if children with have disabilities in the classroom and see to*

meet their needs in inclusive classroom within the preschool premises with the help of preschool teacher” (P1).

*I believe that Inclusion is about school change to improve the educational system for all children. It means changes in the curriculum, changes in how teachers teach and how children learn as well as changes in how children 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 classroom**

*“Inclusive curricula are based on a view of learning, as something, which takes place when children 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 children. 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 children needs to suit each preschool teacher’s style of working(p1)*

*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 inclusive classrooms. In addition, they need to manage a complex range of classroom activities, be skilled enough in planning the participation of all the children and know how to support their children 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. ” (x4)*

According to the 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 children make better sense of the curriculum. Under the leadership of the special education teachers, the preschool teachers and educators teach children 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**

*“The problems of having no qualified and trained teachers in Special Needs and Inclusive education in preschool would seriously influence children 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 disability needs may not realize the veritable learning issue of them. Even in Ethiopia teachers are preparing counting uncommon instruction college and university (p1).*

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

*“The notion of teaching children with disabilities in inclusive classroom is not well without an appropriate infrastructure. For instance, I cannot think of any infrastructure in our preschool that might help children 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 children with visual impaired, sign language interpreter and classrooms constructed using rumps to facilitate the movements of children with visual impairment; there is no assistive technology for their children 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 our preschool as my coworker explains (p1)."*

*The conducted observation confirmed that this preschool has no conducive infrastructure that can be friendly to children with disability. 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 (p2)*

The researcher also observed that the infrastructure from this preschool were not friendly for children 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 children with special educational needs. All the teachers touched that physical facilities of the school were inadequate citing and they were not organized to provide accommodation for the children.

#### **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 children with disabilities in the selected one preschool the school directors, preschool teachersgave the following remarks about the Inaccessibility of play and teaching material resources.

*"Since I've been here, teachers in our preschool have been involved in planning and presenting the needs of children with various disabilities to the administration, as a requirement from the Ministry of Education that should be available in preschool. Aside from that, I constantly noticed that they received no response when it comes to purchasing playing items and teaching aids for children 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 have different disability (x4)."*

*"The physical environment plays a critical role in any preschool 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 children with special educational needs. The children 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 children with visual impairment as well as sign language interpreter for deaf children, and also accessible physical environment for children with physical disability are very difficulties (p1)."*

*"In our preschool, the classroom space is not allowing the children 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 preschool. As a result the expected achievement is not satisfactory for school community in general (p1)."*

The school principals and 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 the selected preschool children. 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 my research area.

## **CHAPTER FIVE**

### **DISCUSSION**

This chapter talked about on the findings regarding the practices of inclusive education in school. The results of the study indicated that there were less teachers qualified to teach learners with SENs in the school. The study has further shown that lack of or the inadequacy of teachers with skills and knowledge in special education in the preschool had a big effect on the implementation of the inclusive education program. The school had no suitable infrastructure and equipment to aid the implementation of inclusive education program. The infrastructure does not support the implementation of inclusive education. For instance, there was a view that corridors should have both stairs and ramps for the nondisabled and physically disabled respectively. These pertaining information which indicates that the facilities essential for educating children with disabilities in preschool are, absence of support service, large class size and poor infrastructure are some of the obstacles to achieving meaningful inclusion in this school.

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 children 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 preschool teachers and directors reviewed that there was need for more teachers to train in special education and be send to this preschool 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 children 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 children with SENs and the infrastructure that was not conducive. Generally, Ethiopian Education and Training Policy of 1994 and the Convention on the Rights of persons with disability have to mention about the opinion of children 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 this preschool.

Successfully implementing inclusive education is a challenging task that involves addressing various obstacles, particularly attitudinal and socio-cultural barriers. Achieving effective and fruitful inclusive education relies on a multitude of operational factors that aim to establish an optimal educational framework (Johnson et al., 2014). This necessitates substantial modifications in educational policies, structures, and delivery systems to cater to the needs of all children (Sharma et al., 2013).

According to Pijl et al. (2011), preschool teachers' attitudes significantly impact the implementation process. Positive attitudes towards inclusion and a willingness to embrace diverse learners are crucial for creating an inclusive learning environment.

School principals and other educational administrators must take multiple factors into account when leading their schools in the implementation of inclusive strategies. This manual offers a broad outline of the responsibilities of principals as they facilitate the creation of a collaborative environment and adapt to the evolving roles of educators (Mac Arthur et al., 2003).

## **CHAPTER SIX**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **6.1. SUMMARY**

Inclusive education is a fundamental human right and a key strategy for ensuring the full participation and empowerment of individuals with disabilities. It goes beyond simply placing children with disabilities in inclusive classrooms and it requires a systemic transformation of education systems, policies, and practices to address the diverse learning needs and remove barriers to participation. When implemented effectively, inclusive education can foster a sense of belonging, improve academic outcomes, and promote the social and emotional well-being of children with disabilities.

This study was investigated the implementation of inclusive education practices at Mekanissa School for the Deaf in Addis Ababa, Ethiopia. Mekanissa School for the Deaf was selected as the research site due to its unique position as a specialized school focused on serving the deaf and hard-of-hearing population. The researcher wanted to investigate how this type of inclusive preschool balances the need for targeted, disability-specific support with the overarching goal of inclusion and integration into the broader education system.

The researcher employed a qualitative method to gain a comprehensive understanding of the school's inclusive education practices. The researcher conducted classroom observations - 3 each in the KG (2) and KG (1) classrooms. They used a custom-developed observation tool to systematically document the inclusive teaching strategies, classroom environment, and children participation.

The researcher conducted in-depth interviews with 6 participants, including 4 pre-school teachers and 2 preschool principals. The interviews were explored participants' perspectives on inclusive education, challenges, and its practices. The researcher reviewed relevant school policy documents, student records, instructional materials, and enrolment demographic data. This document review was guided by criteria related to alignment with inclusive education principles, individualization of learning, availability of accessible resources, and representation of children with disabilities.

Mekanissa School for the Deaf. The findings will contribute to the growing body of research on inclusive education in the Ethiopian context and inform educators and persons with disability advocates in their efforts to advance inclusive education practices

## **6.2. Conclusion**

This study has provided valuable insights into the implementation of inclusive education at Mekanissa School for the Deaf in Addis Ababa, Ethiopia. Through a qualitative method, the researcher has gained a comprehensive understanding of the school's, instructional practices, and support services for deaf children

The findings from this study underscore both the progress made and the persistent challenges in realizing inclusive education for this population. On the positive side, Mekanissa School for the Deaf has demonstrated a strong commitment to creating an accessible, supportive, and empowering learning environment for its children. The school specialized curriculum, use of assistive technologies, and emphasis on sign language instruction are all important elements that cater to the unique needs of deaf children

However, the researcher also identified several areas where the school inclusive education efforts could be strengthened. These include the need for more robust individualized education planning, greater integration of inclusive teaching strategies across all classrooms, and enhanced collaboration with inclusive school to facilitate the transition and inclusion of deaf children

Importantly, this case study highlights the pivotal role that specialized schools can play in the broader inclusive education landscape. While the ultimate goal should be the seamless integration of children with disabilities into the inclusive system, institutions like Mekanissa School for the Deaf can serve as valuable resources, models, and catalysts for change. By sharing their expertise, advocating for inclusive policies, and supporting the capacity-building of inclusive schools, these specialized centers can make a significant contribution to advancing inclusive education in Ethiopia.

The findings from this research are expected to inform policymakers, educators, and persons with disability advocates as they work to strengthen the inclusiveness and accessibility of Ethiopia's education system.

The insights gained from this case study can also be leveraged by other specialized schools and inclusive education initiatives, within Ethiopia context, as they strive to create more equitable and empowering learning opportunities for children with disabilities. Finally, in Mekanissa School for the Deaf:-

- ✓ 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

### **6.3.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 children 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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## Appendax 1

Interview guideline for preschool teachers and principals about the practices of Inclusive Education with in **Mekanissa School for the Deaf inclusive preschool of Addis Ababa**

### **Introduction**

I am **AtsedeMeskelekal**, a Master of Education student in Addis Ababa University specializing in **Early Childhood Care and Education**. I would like to thank you for taking time to partake in this study titled: the practices of inclusive education in this preschool. 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.

### **Instructions**

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

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

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

School type: Pre 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> )	

1. How do you consider your school if it is inclusive school or not?

.....  
.....  
.....  
.....

2. What are the important things to create inclusive school environment?

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.....  
.....  
.....  
.....

3. How do you see the collaboration of different professionals to create an inclusive school?.....

.....  
.....  
.....  
.....

4. Did your school sufficiently prepared for children with disability to enter the first grade?  
If yes, what are the indicators? If no, why?

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.....  
.....  
.....  
.....

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

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.....  
.....  
.....  
.....

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?

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

.....  
.....  
.....  
.....

## Appendax 2

### INTERVIEW GUIDE FOR THE PRESCHOOL PRINCIPAL

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

School type: Pre School

#### SECTION A 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 in Education	
Degree in Education	
Master in Education	
Others ( <i>specify</i> )	

#### SECTION B ACHIEVING A RESPONSIVE INCLUSIVE

## EDUCATION SCHOOL

1. What does inclusive education mean for you?

.....  
.....  
.....  
.....

2. 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?

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.....  
.....  
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3. How would you transform your school into an inclusive school?

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4. In terms of infrastructure, do you think all learners are accommodated to benefit from all school facilities (toilets, classrooms, playground, etc.)?

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.....

5. Do staff members believe that all students truly belong at school and that students are responsibility of every one who works there?

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6. Have the preschool teachers and other staff members recognized that working toward an inclusive environment continues each year?

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7. Have the preschool teachers an opportunity to discuss their concern about students need and have steps been taken to address these concern? If yes what are the opportunity? If no why?.....

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.....

8. Do you have an understanding of the Inclusive Education policy? Explain.

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.....

9. What kind of techniques do you use in order to accommodate the needs of learners with special/diverse needs at your school?

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.....  
.....  
.....  
.....

10. Does Ministry of Education or district Education office provide sufficient support to ensure that there is effective practice of Inclusive Education in your school?

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.....  
.....  
.....  
.....

11. You are most welcome to comment, suggest or share with me anything regarding to Inclusive Education practices in your school.

.....  
.....  
.....

.....  
.....

\*\*\*\*\* Thank you\*\*\*\*\*

### Appendix 3

#### Interview guide line for resource center

1. Can you provide an overview of your experience and qualifications in working with individuals with special needs?

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2. What motivated you to pursue a career in special needs education or support services?

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\_\_\_\_\_---

3. How familiar are you with the specific types of special needs that the resource center caters to?

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\_\_\_\_\_

4. Can you describe your approach to assessing the needs of individuals with special needs and developing appropriate support plans?

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5. How do you collaborate with parents, caregivers, and other professionals to ensure comprehensive support for individuals with special needs? \_\_\_\_\_

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6. Can you share an example of a successful intervention or program you have implemented to support individuals with special needs?

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7. How do you ensure that the resources and materials provided by the center are accessible and appropriate for individuals with diverse needs?

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8. Can you describe a challenging situation you have encountered while working with individuals with special needs and how you handled it?

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9. How do you promote inclusivity and create a supportive environment for individuals with special needs within the resource center?

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10. What strategies do you employ to empower individuals with special needs and promote their independence?

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11. Can you discuss any experience you have with assistive technology and how you incorporate it into your work with individuals with special needs?

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#### Appendix 4

#### 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				