

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES

INCLUSIVE EDUCATION PRACTICES OF PRIMARY SCHOOLS
IN YEKA SUB CITY

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**INCLUSIVE EDUCATION PRACTICES OF SOME
PRIMARY SCHOOLS IN YEKA SUB CITY**

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LIST OF ACRONYMS

AAEDB:	Addis Ababa Education Bureau
AU:	African Union
ACRWC:	African Charter on the Rights and Welfare of the Child
CRPD:	Convention of Rights for Peoples of Disabilities
CwDs :	Children With Disabilities
DPOs:	Disabled people organizations
ECDD:	Ethiopian Center for Disability and Development
EFA:	Education for All
EMIS:	Education Management Information System
ESDP:	Education Sector Development Program
FDRE :	Federal democratic Republic Ethiopia
IE :	Inclusive Education
JAWS:	Job Access with speech
MDG :	millennium development goal
MoE:	Ministry of Education
MOLSA:	Ministry of labor and social Affaires
NGOs :	nongovernmental organizations
SWSN :	students with special needs
SWDs :	students with disabilities
SENs:	Special Educational Needs
SENDAs:	special educational Needs and disability Act
SNE:	Special Needs Education
PWDs:	persons with disabilities
PWSN:	persons with special needs
UNESCO:	United Nations Educational, Scientific, and Cultural Organization
UNICEF:	United Nations International Children's Education Fund
UPE:	Universal primary education
USAID:	United States Agency for International Development

Abstract

The purpose of this study is to investigate and identify the special Needs/inclusive education practices and challenges of students with disabilities at primary schools. Having special needs/inclusive education is to value children with special needs(disabilities) so they can participate equally in all educational activities alongside their peers(without special needs). There should not be any discrimination, segregation or isolation of these children with special needs from being educated rather they must be given an equal opportunity to participate alongside children without special needs. The study conducted in three primary schools in Yeka sub city of Addis Ababa and seeks to investigate the wereda and primary schools teachers' views and experiences on the special needs/ Inclusive Education practices in regular schools. Primary and secondary Data for the study were gathered and analyzed from the interview transcripts, observation and documents review. The findings from the study revealed that most teachers and worda officials supported the notion of special needs/Inclusive Education Policies and strategy and would like to implement it. However, they indicated that their needs to be a change in attitudes of teachers, peers, leaders, parents/caregivers and the community to provide sufficient assistance for children with special needs (Disabilities). Most teachers felt that their needs to be more awareness of the strategies, conventions and the importance of SNE /inclusion. The barriers for teachers with in SNE/inclusive education practices are likely the result of their beliefs and experience in relationship to students with disabilities and professional supports. Teachers' limited knowledge of teaching children with special needs also highlighted. In this study, teachers admitted that they need more training in the field of educating children with special education in order to accommodate and teach children with special needs and the worda officers also need to get training in the field of SNE. The lack of budget and learning materials allocation, and commitment are also the major challenges for practicing the Special needs/Inclusive education. All these issues highlighted are very important and it hoped that the outcome of the Findings would provide the sub city with new strategies to improve and strengthen their commitment to practice SNE/Inclusive Education. The results suggest that there are important to provide the trainings, assessment tools, incentives, budget and material allocation, available accessibilities and brings the attitudinal changes in each educational levels.

CHAPTER ONE

INTRODUCTION

1.1 Background

Education plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people. Moreover, education does not operate in isolation; rather it has to be integrated with research, practice and development to contribute towards all rounded development of society (MoE, Education and Training Policy, 1994, p.1).

Students with special need especially persons with disabilities needs convenient for school situation and special supports than without disabilities. Special needs education is part of general education that assumes responsibility for individuals (Shea & Bauer, 1994,). Moreover, the progress towards accessibility of special needs education should be on the opportunity of all persons with special needs to avoid (minimize) disparity among the students with special needs. For this concerning, the universal declaration of human rights adopted by UN in 1948 referred that “everyone has a right to education” (Article 26), (UNESCO, 1948, p.12).

Furthermore, UNICEF on the out-of-school children report (2012), Policies and programsto address the problem and reduce inequalities remain inadequate in many countries, and available resources were not used always efficiently. There has also been little systematic analysis to identify the bottlenecks and explain why well-intentioned policies are still not yielding vigorous results (UNICEF, 2012, p.6)

In Ethiopia, there are millions of people with various kinds of disabilities (PwDs), However, very few are beneficiaries of government and non-governmental services. Only less than a few numbers of the school age children with disabilities has access to education (Tirussew, 1993). Some insignificant numbers increases this quantity. There must be reached Special needs education about 1.5million but the number in school is only 2.3 % (35,177 of 1.5million) (MOLSA, 2012, pp.26-27). In addition, the Education strategy and development program

(ESDP IV) states that “the international estimation by WHO of an average 10% prevalence of disability in any population, in Ethiopia less than 3% of them have access to primary education”(ESDP IV , 2010, p.74). From this, in the country, access of education opportunity, equity & quality (efficiency) issues are still with serious challenges in the provision of SNE for all children with special needs/Disabilities.

Furthermore, equitable accesses of education for all requires the all should be available in the process and have equal consideration for the opportunities, facilities and appropriate programs to meet specific needs and requirements of the education for all rules should be used. Thus, the recent movement of special classes in regular schools in the country has brought some change in the education of children with special needs. Nevertheless, the participation rate of children with disabilities in both special schools and special classes are very small where accompanied with existing number of children with disabilities.

Policy is the exercise of power at different levels People (actors) in the context of society (local, national, and global) shape all policies and practices.

This conception of policy as a struggle that takes different forms and is exercised at different levels by social actors with different objectives and under different conditions and power relations provides a useful lens for analyzing special needs/Inclusive Education policy implications.

Ethiopia has ratified and accepted various international conventions and policy instruments of relevant to special needs/inclusive education. Of significances are:

- (1) The UN convention of human rights (1948), which focuses on elementary education, should be free and compulsory.
- (2) The Declaration on the Rights of Disabled persons (1975),Calls for international and national actions to ensure the rights of the disabled to all services, enable them to develop their capabilities and skills to the maximum possible, and hasten the process of their social integration or reintegration.
- (3) The UN convention on the rights of children (1989), recognizes special needs. It establishes extended assistance, free basic education, and effective access to basic services, education,

preparation for employment and recreation opportunities for children and youth with special needs in a manner conducive for the children and youths to achieve the fullest possible social –integration and individual development.

- (4) The world Declaration on Education For All, EFA (1990),emphasizes the inherent rights of a child to a full cycle of primary education equal access to education for all, including those with special needs, in the same setting; commitment to a child centered pedagogy where individual difference are accepted as a challenge and not as a problem; improvement of the quality of primary education as well as teachers education; recognition of the wide diversity of needs and patterns of development among primary school children’s individual needs.
- (5) The standard Rules on the Equalization of Opportunities for Persons with disabilities (1993), recognizes the principle of equal primary ...opportunities for children, young people and adults with special needs in an integrated setting; the education of persons with special needs as an integral part of the education system. It establishes appropriate, adequate and accessible support services to accommodate educational provisions for persons with special needs in an inclusive setting.
- (6) The Salamanca Frame work for Action (1994),reinforces all the principles expressed in the world declaration on Education for All, and Standard Rules on the Equalization of Opportunities for Persons with Disabilities; all children to be in schools regardless of their abilities and have the most suitable education in inclusive schools with the support of child centered pedagogy. The Salamanca statement clearly focuses on the right of all children including those with temporary and permanent needs for support and educational adjustment to attend schools in their home community in inclusive classes. Above all, it emphasizes the right of all children to participate in a quality education that is meaningful to all, at inclusive schools using a pedagogically sound learner-centered approach, to provide the enrichment and benefits that could be derived through implementation of inclusive education.
- (7) The Dakar framework for action (2000)set 2015early childhood care and education;

- (8) The UN millennium development declaration(2000) set 2015 at the target date for achieving universal primary education;
- (9) The UN Convention on the Rights of Persons with Disabilities (2006), No exclusion from free and compulsory primary education, or from secondary education, on the basis of disability. Assurance of an inclusive education system at all levels and in lifelong learning article 24 emphasises inclusive education.
- (10) The UNESCO international conference on education held in 2008 which was devoted to the theme of inclusive education.

Even though Ethiopia has accepted the UN various international conventions and policy instruments the participation rate of CwDs still insignificant and did not achieve the needs of children with disabilities as well as for those of with special talents.

The Ethiopia education and training policy (1994) also States that expansion of quality primary education to all citizens (ETP, 1994, p.7), it aimed at providing education for all children among the general objectives of this policy. There is a concern for the rights of the children with disabilities to have equal opportunities for education.

The education and training policy makes the following statements on special needs education in provision of basic education for all (Article 2.1.1 and 2.2.3), Preparation and support (article 3.7.6), the “kindergarten will focus on all-round development (structure No 3.2.1). Assure that disadvantage groups will receive special support in education, and Educational structure number (3.2.9:). And also Ethiopian federal MoE designed the SNE/IE program strategy (2012) which emphasizes on inclusive education to meet the UPE and EFA goals for the coming five years of the National plan (until 2015). Moreover, the Ethiopian growth and transformation plan (GTP, 2010-2015) establishes disability as a cross cutting sector developments where focuses on preventing disability and providing education and training to persons with disabilities. “The Federal ministry of education in ESDP IV (Education strategy development program IV) also planned to establish and implement 500 resource centers in the five years of national plan all over the country” (ESDP IV, 2010, p.76). In the other way, the federal government of Ethiopia proclaimed a document that all federal minister organizations are obliged by proclamation number 691/2003E.C that it states all ministries have responsible for implementing the issues of persons with disabilities in each ministry organizations.

In general, all the above international and national policy documents stated about the privileges, benefits and rights of children with disabilities/special needs. While these documents strongly stated the rights to special needs/inclusive education still in the country as well as in the city coverage and implementation is not free from problems. Even though universal primary education will be achieved in 2015(UN MDG, 2000) the coverage of the education provision in Ethiopia is very least and the country did not found with those of achieved the UPE African countries.

1.2 Statement of The Problem

The 2007 UNESCO Education for All Global Monitoring Report estimates that more than one third of the 77 million children still out of school are persons with disabilities and that in Africa fewer than 10% of children with disabilities are in school. On the other hand, the World Bank (2003) reports that only 5% of children with disabilities have limited or no access to support services and of these children less than 2% receive an education. These figures and their very nature of what is meant by “education” do not seem to go beyond pure access, and raise important questions regarding quality education and inclusion (Polat and Kisanji, 2009, p.4). In the recent times, world vision international displayed that 98% of children with disabilities in developing countries do not attend school (World vision International, 2010).

In addition, according to UNICEF (2013) report, “out of 100 million children with disabilities under 5 years of age worldwide, 80% live in developing countries where the provision of pre-primary education and other basic services tend to be insufficient” (UNICEF,2013,p.17). The recent participation rate of disabilities in worldwide is only 10% of all children with disabilities are in school and of this number only half who begin, actually complete their primary education, with many leaving after only a few months or years, because they are gaining little from the experience. This would mean that only 5% of all children with disabilities in worldwide have completed primary school (UNICEF, 2013, p.21)

Again, save the children UK (2012) stated that 98% of children with disabilities in the world do not goto school, though many have the ability and the desire to learn. Many factors prevent children with disabilities from gaining an education. Children with disabilities are generally mistreated and they may be locked up in their homes while their caretakers are away. Some

locked up for so long that they develop sores or wounds (save the children, UK 2012, p.33). This indicates that in developing countries there are many problems in the issues of special needs /inclusive education.

According to African Union (AU) annual report (2012) of African children on Access to education, it was noted that the link between disability and marginalization in education is evident in countries. Even in some countries that are closer to achieve the goal of universal primary education. Children with disabilities represent the majority of those who are excluded (AU/ACRWC, 2012 p.5). In addition, the UNESCO reported in 2006 by African Charter on the Rights and Welfare of the Child (ACRWC) that over 90% of children with disabilities in Africa are being denied the right to primary education. Children with disabilities are also more likely to drop out of school and are less likely to achieve positive learning outcomes than their peers without disabilities are.

Furthermore, In the Continental Plan of Action on the African Decade of Persons with Disabilities (1999 - 2009), “the AU Member States expected to ensure and improve access to rehabilitation, education, training, sports, and physical environment”. Under this objective, Member States of AU are required to ensure education through inclusive education (ACRWC, 2012, p.6) but Ethiopia is not listed in member states those who are required under this continental objective. Indeed, Ethiopia has smart disability SNE/IE strategy, legislations, ratified UN disability convention rights for disabilities and programs in educational system, but in accordance of MDG (2013) report, still the millennium development goal that is Achieved universal primary education did not achieve.

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

Today, Ethiopian population estimated to be about 74 million. The total number of children with disabilities also estimated to about 2.5 million. This does not include children or families who hide large number of children with disabilities in separate places. From these, only few children

have got opportunity to special needs education in Ethiopia (EFDR, National census,2007; MOLSA, 2004).

Currently, According to MOLSA (2012), the enrollment of children with special educational needs (Grade1-8) was 35,177 (excluding Somali region) .the total numbers of school aged children (7-14) in the country was 16,050,077 without Somali region, this number is 15,045,047(MoE, education statistics annual report, 2012, p.26). In general, 10% of any school-aged population has special educational needs. In Ethiopia requiring special needs education should be about 1.5million but the number in school is only 2.3 %(35,177 of 1.5million) (MOLSA, 2012, pp.26-27).

Moreover, access to education, due to the discrimination and almost stigma attached to disabilities, people with disabilities are not often encouraged to succeed, the services and assistance available to people with disabilities found in Addis Ababa. In addition, these remain insufficient based on the level of need and are inaccessible to the majority of Ethiopians with disabilities(USAID, 2011 – 2015, p. 2).However, as the various sources that cite this statistic highlight, this is well below the ten per cent estimate that is so often used. Education documents from Ethiopia similarly favor the figure that 10–20 per cent of children have special educational needs.

Although the Education Management Information System (EMIS) currently does not have data on special needs education, simply considering the international situation. Ethiopia will have an estimated number of 1.7 to 3.4 million school-age children. With special needs education (SNE) Program Strategy estimates that for a number of reasons the national average gross enrollment rate at primary level was 96.4% in 2010/11, while that of CwDS was merely around 3.2%. This signifies that nearly 96.8% of CWDs are not being served by the education system and are still out of school. Moreover, the quality of education received by CwDs has remained to be very low (MoE, 2012, p.12)

In view of the above problems, there is need to carry out a research in order to identify the challenges behind this low implementation a system and also come up with remedies if Children with Disabilities are to meaningfully benefit from inclusive education in the general education However, still millions of children with disabilities are waiting for educational opportunities of course, success or failure in accessing special education provision in determined by the action

taken in implementing in the country. In the implementation process, its therefore, important to diagnosis existing system, assessing the nature of the problems by identifying the pressing problems where need to be solved through charges of strategy, and policy statement by making significant study to improve the system.

The study focuses on studying the problems of implementation of special education policy to practice special needs and inclusive education.

The study attempts to answer the following questions:

1. What is the statusof the implementation of special needs/inclusive education inthe yeka sub city of Addis Ababa?
2. What are the major problems that hinder the implementation of special needs/inclusive education based on SNE/IE policies and strategies in the yeka sub city Addis Ababa?
3. What are some of the supports being provided by the Government to realize the implementation of the special needs /Inclusive Education?

1.4 Objectives of the study

1.4.1 General Objective

The major purpose of this study makes an investigation of the special needs/Inclusive education system with the help of current data and empirical evidence. In addition, to identify the

shortcomings of this system and the most pressing problem that affect the implementation of policies on special needs/inclusive education as well as to indicate the areas in which more efforts are required to improve the problems in the sub city level.

1.4.2 Specific Objectives

1. To identify the status and conditions of the implementation of special needs /inclusive education provision based on SNE/IE program strategy in the sub city.
2. To find out problems those influence the implementation of special needs /inclusive education in the sub city.
3. To identify the kind of support being provided to the implementation of the special needs/Inclusive education.

1.5. Significance of the Study

This study provides better understanding and creates awareness on problems of implementation of special needs education/inclusive education policies that are adopted from UN. Moreover, addressing “education for all”, rights of person with special needs, especially for persons with disabilities.

This study also helps to mobilize initiation to all responsive bodies in the sub city to bring significant progress in implementing policies of special needs education or rights of persons with disabilities. The major and significant points of the study are:

- Provide a better understanding and creation of special needs awareness on the implementation of policies by means of group discussion and after findings.
- Provide innovative information for governmental, and NGOs schools, officers, organizations to be engaged in the provision of special needs education for all persons with special needs and show directions in order to solve special needs education/inclusive education policies implementation problems.
- The study may serve as springboard for other researchers those who study in this area.
- The finding of this study may help for the national, the city, the schools & individuals of teachers as well as school principals to explore possible ideas, methods, techniques & strategies for improving and implementing special needs/ inclusive education.

1.6 Delimitation and Limitation

1.6.1 Delimitation

This study focused on implementation of policies on the persons with special needs education in primary schools (grade 1-8). The schools are the Dejazmach Wondrad primary school, the Tesfabirhan primary school and the Miazia 23 primary school.

The fundamental dimension of the study delimited to the provision, opportunity, in equality participation, less quality of education for persons with special needs. Moreover, it focused on the accessibility of environment, community accommodation, right of SNE based on policies.

In this case, the study delimited to how one can get available education and who didn't get in the system.

1.6.2 Limitations

During data collection, respondents could not meet in time and their workload limited. The other one is the level of awareness and expertise of respondents varied. Most of the research participants did not understand the concept of inclusion and did not know about the Inclusive Education Policy, strategy and conventions so it has taken the time to elaborate about it. Focus group discussion was not appropriate, as the participant's could not get privacy to express their feelings openly because participants could be blamed and criticized by other participants of the group after the end of discussion. Hence, the study conducted using individual interview.

1.7. Operational Definitions

- **Disabilities:** someone who has a long-term physical, mental, intellectual or sensory impairment(s) with other different social, economic that may make it difficult to participate in education.
- **Field work:** means that the researcher is on-site observing, talking with people and going through program records.

- **Inclusive Education:** an education system that is open to all learners those who with different impairments, disabilities and without disabilities in primary schools.
- **Implementation:** It refers to changing the SNE/IE policy into practical means.
- **Impairment:** any loss or abnormality in body structures or physiological functions (including mental functions)
- **Primary school:** an institution that is having grades from 1-8 level of schooling in the Ethiopian education system
- **Policy (ies):** A plan or course of action of a government and UN that is intended to influence and determines decisions, actions, and other matters.
- **Segregation:** Educational Arrangements in Which Learners with Disabilities, Impairments or Social-Emotional Difficulties are Educated in Special Classes.
- **Special Needs:** it refers to those children who need some form of extra help and assistance
- **Special Needs education:** refers to the range of provisions for learners with disabilities, impairment or social-emotional difficulties in primary schools.
- **Status:** refers to the level or progress of practicing the special needs education.
- **Strategy:** refers to the direction and scope of an organization over the long-term that achieves advantage for the needs of CwD and those are with special needs that fulfill stakeholder expectations.
- **Woreda:** In the educational structure, it is a level of administration next to the sub city.

1.8. Organization of the Study

This study is organized six chapters. The first chapter is an introduction, which deals with the background of the study, statement of the problem and definition of terms. Chapter two presents the review of related literature, and the third chapter is about the methodological approaches of the study including the research setting, participant selection and data collection tools, main

procedures of the study and method of data analysis. The fourth chapter deals with result of the study the results, which presents the findings. The fifth chapter focuses on the discussion on the main findings using relevant literature and the researcher's views under the themes. Finally, the sixth chapter presents the summary, conclusion, and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. The Concept and Principles of Special Needs Education

The concept of Special Needs Education is defined as on the basis of human rights and international experiences, educational policy and the legal frame work at national level (Mamo, 2000)/. Moreover, Special Education may be the most familiar as the expression of educational services provided to children with special needs, which means that the educational provision specially planned for people with disabilities with special needs.

Nevertheless, the rationale behind providing special education influenced or determined by several assumptions about disabilities and individual with disabilities and consequently changing. For example, the detailed category of major ideological backgrounds charted in 1996 as religious charity, society's responsibilities, general human rights, integration and education for all shows the changing perspective of the field. (Tirussew, 2005; Mamo, 2000; Meijer, 1994).

The ministry of education (MoE) legally mandated to facilitate ways and means of providing special assistance to people with disabilities. In this regard, the Ethiopian Education and Training policy (1994) clearly outlined the principles of special needs education. By which all disabled and gifted children learn in accordance with their full potential and needs, however the existing capacity and resources do not permit in Ethiopia because of limited trained experts, society of financial and making resources.

Thus, the term Special Needs Education (SNE) is a new emerging concept to address the needs of all children with special need in Ethiopia. Therefore, it is changing from the wording "Special Education" One from the narrow scope of "the education of persons with disabilities" "the education of all children with diverse needs". In this (Mamo, 2000, p.88) new concept, which includes all children requires over all educational developmental objectives and policy implementation process to expand access of education to all and improvement in quality. In order to meet these educational objectives especially, the provision of at Special Needs Education should be included in ordinary regular school programs starting from the beginning to placement. This is, the current issue implies that special needs educational needs more

segregated instruction system than (inclusive) and formal learning in the ordinary regular school system.

In the process of these changes, special needs education, which is moving towards seeing all needs to meet through appropriate resources and responses should provide an alternative perspective to improve the provision of special needs education on the Basis of the needs and contextual possibilities (Lawson, 1991 & un, 1983). On the other hand, the dimension of changes in special educations are great and diverse ranging from abandoning and segregating children to inclusion in-service provision: the beneficiaries of the support services are extended from the few categories- blind, deaf, intellectual disability and physically disabilities to all individual who may have special needs. (Slee. 1997). Thus, it is welcoming all children without discrimination in to regular or general schools (Tirussew, 2005).

2.2. The International Conventions on the Rights of the Children and Ethiopian

Constitution on Child Rights to Basic Education

The convention on the rights of the children is international treaty that recognizes the human rights of children. The member countries are required to ensure that children should benefit from special protection measures without discriminator and have access to services, such as education, health, etc. Besides the UN, have adopted convention and international agreements to provide education on the basis of equal opportunity, particularly primary education as compulsory and available, free to all (Article 23.3 and 28 (a)).

The conventions are monitored by experts committee that sit in Geneva and governments that have ratified the convention required to submit regular reports on the status of children's right in their countries. In order to reduce the implementation problems of the member countries the experts committee calls for international assistance from the other government and technical assistance from organizations like the UNICEF.

Ethiopia is one of the countries that have ratified the international convention on the rights of children on the December 1991. Accordingly, the constitution of the Federal Democratic Republic of Ethiopia (FDRE) article 9 (4) states, "all international agreements ratified by Ethiopia are an integral part of the land." Regarding this Tirussew (2005) refers that the Ethiopia

Government is moving forward to address the issue of Persons with Disabilities. As a result, the proclamation concerns citizens with disabilities targeted to protect Persons with Disabilities, including proclamation No. 101, 1994 that focuses on the elimination of discrimination and protecting the rights of Persons with Disabilities as a targeted to secure the rights of the people.

In this regard, the Ethiopian education and Training policy (TGE, 1994) deliberately outlined the principles of special needs education as the Fundamental rights for all children including Persons with Disabilities and gifted children, to learn in accordance with their full potential and needs. However, practically there are various problems in implementing these policy issues in Ethiopia.

2.3. Policy Issues Concerning Special Needs Education

Today, in many countries the rights of children with disabilities have acceptance in the human right code, which allows the right to education without discrimination. For example, in most developed countries, a manual of special needs education regulation and policy requires that each school board to provide appropriate educational services in the least restrictive environment (Winzer. 1990). Moreover, Melcher cited in Boone, (1983) explained that legislation should provide by law for establishment of district schools which shall be free to all children or young people. For instance, in the American public law 94-142, the education for all “children with disabilities” act is the most comprehensive educational legislation, which guarantees free education for every child with disabilities. In the Ethiopian situation access of special needs education requires more effort and commitment though, the new education and training policy (MoE, 1994) is committed to address universal Basic education by the year 2015 (ESDP IV, 2010/11)

All schools (centers) are required to operate within the parameters of the national educational goals to overcome problems at “implementation stage. Government in a given country should play main role in the formulation and monitoring of the implementation of educational policies. Particularly the ministry of education is legally mandated to illuminate the existence of diverse educational need cooperating with non-government organizations. Concerning this, the Ethiopian Education and Training policy (MoE, 1994) clearly explained the need for the provision of education for all children with special needs. Moreover, this policy confirms the importance of early childhood (Pre-school) for all- round development of children and in preparing for formal

schooling (Education structure 3.2.1). Thus, the policy has confirmed to address the needs of children with disabilities to provide special education and training in this level.

As raised in many countries' policy documents, every child with disabilities initiated to a free and appropriate public education in the least restrictive environment. For example, in California an appropriate education is determined by individual based and the unique needs of each student (Boon, 1983).

To fulfill an individual with special needs education, effective educational program management according to local conditions either by decentralizing planning or by delegating wide authority in implementation programs is crucial to attain intended goals. For example, in United States of America legislative policies require that each state and local educational agency to ensure an individual based program for each child with disabilities (Lawson, 1991); Schmid and Nagasa, 1983). However, this situation is very difficult in Ethiopian context because of scarce resources.

2.3.1. Access to Basic Education:

Providing, expanding, and equalizing educational opportunities may not show only access to educational enrollment for children with disabilities. Children with special needs education also require other educational opportunities, which help them to lead their future life independently in the society. In order to do this, effort has to be made by individuals with disabilities to have access for education in all levels. Of course, expanding and equalizing educational opportunities for all children with special needs require access to equal enrollment, access to trained (qualified) teachers, and professional and an available environment with the helpful aids, equipments and necessary resources. Thus, participation in schooling determined not only by the educational opportunity that provided, but also by the availability of necessary condition and degree of their use in practical (MoE, 2005; William, 1991, p. 23).

Besides, Bauer and Shea (1994) explained that people with disabilities cannot be discriminated only for access of education but also for public accommodation such as services that are used in day to day life of all people.

On the other hand, in Ethiopia primary schools tend not to allow the enrollment of children with observable disabilities, because the school principals and teachers are uncommitted and unaware of the universal rights of primary education or they fear of that necessary aids should be fulfilled.

A few of the existing special units and schools located in the city are not accessible to all. Consequently, a great number of children with disabilities and special needs are still waiting for educational access. Hence, in Ethiopia, it estimated that less than 3% of children with special needs have access to education (MoE/ESDP IV, 2010, p. 74).

To promote access for primary education, it needs Regional wide plan, which include, teachers, parents, & community by enhancing physical, social & economical school condition. In addition to enrollment in regular schools, the accessibility of building and classroom physical facilities are important to make teaching- learning process convenient for children with disabilities or other limitations. That is, a building or other site designed to accommodate ambulant or densely persons with disabilities should be convenient and accessible.

Furthermore, Ethiopian constitution (1994) explained that the Ethiopian constitution stabled the rights to equal access to public funded social services, health and education for all including people with disabilities (constitution of FDRE, 1994, P. 14). However, this report is not explaining about the practically accomplished performance according to intended goals in a given duration of time.

2.3.2. Equity

Children with disabilities require education like other peers without discrimination and segregation. Thus, children with disabilities need equal opportunity to education which helps them to develop their maximum potential. Equal opportunity implies that equal educational right for all children, including children with special needs (Winzer, 1990). For instance, “the special educational needs and disability Act (SENDA, UK, 2001) is designed to remove physical, curricular and pedagogical barriers to participation in ordinary schools for persons with disabilities students in schools, colleges and universities.” (P.11)

Moreover, expanding the above pointes by Irish equal status Act (2000) cited in (Barten 2007), treats different forms of injustice and exclusion as part of one struggle to overcome inequality in

society and in education, prohibiting discrimination on nine (9) grounds, including gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the Traveler community.” (p.11) In addition to this idea, There is no reason, of course, to assume that policies which seek to widen participation and address inequalities in education should adopt the rhetoric of ‘inclusion or inclusion education’.

According to Evans (2000) equity on the resources supply, social justice to achieve equity educational institutions should be structured free from bias towards persons with disabilities and disadvantaged students. Some authors also suggest that countries, which are providing equitable education for students with disabilities, formulate equitable policies to promote educational opportunity that also helps in access to employment and involvement in life in general.

For some researchers the issue of equality and equity to educational opportunity are to some extent different in their meaning (definition). Hence to some authors equality is more objective than equity. Accordingly, equity in education means fair access to educational provision. Concerning equity Savolainen and Alasuutari (2000) explained that equity does not imply precisely equal provision nor does it express a mathematical equality of outcomes. Because, people, their interests, needs and conditions are differed so much that equitable education for all including people with disabilities requires:

- That all children (pupils) involved in the process are given equal consideration.
- That the opportunities, facilities and programs appropriate to the specific need and requirements of all people are available and used.
- That the learning programs undertaken and their outcomes are of an equivalent value and use to all individuals with specific needs.

Therefore, people with disabilities need to receive fair and free education in order to achieve their educational needs as well as for sustainable life.

According to Mamo (2000), in Ethiopia, the goal of special needs education has become important to special needs education to realize with the objective of education and training policy of 1994. Besides, the issue of equity is geared to narrowing the gaps between persons with disabilities and non-disabled groups through affirmative action. However, as MoE (2002) report(-change by recent report) explained the limited expansion of the school system and other related

problems of educational systems as well as its pattern in accessibility, in turn, created in equitable education provision between people with disabilities and without disabilities.

2.3.3. Quality (Efficiency):

The intension of providing quality and relevant education is one of the policy issues, which ensure education for all children with special needs, when we think of improving access to special needs education; quality issue needs more attention to make it successful. The quality of special needs education may be affected by several variables such as, variables that are observed in the school compound and out of the school compound. Some factors (variables) that are observed in the school compound are: inflexible curriculums teachers' incompetence to adapt co-curriculum and inconvenient classroom, physical facilities like seating arrangement, furniture, and lack of teaching aids. These conditions can affect directly and indirectly the quality of education to children with special needs education (MOLSA, 2004; MOE, 2002).

To minimize the quality problems of special needs education and work to be done in the required manner, well-qualified and experienced teachers, competent administrative staffs, relevant materials /devices and a desirable parent- school communication is very much essential. In addition, to provide quality education, programs of study should carefully be planned which enable to develop for skills and knowledge of the children with special needs.

Furthermore, the quality of school or education system might be explained by the performance of students or output. According to MOE (2002) stated that quality in education helps to know how well the school or system promotes students' skills and knowledge to become responsible citizen and to live independent life in the society.

2.4. The nature and change in special needs education

In the decades, concerns have been debated about the situation in which how the children (students) within the school can be labeled and designed "special" (Shea & Bauer, 1994). The values and assumptions which support current education practice. In particular exclusionary concepts from pathology and medicine that accompany learning and other difficulties with in the individual (Tirussew, 2005).

According to some researchers' point of view, the reconstruction of the special needs tasks focus has to be on the development of education system which can recognize and respond to diversity in the students' population rather than merely focus on supporting individual learners. For these reasons, the social model of difficulties in learning underpins inclusive education, which is different from the medical model, views difficulties in learning as resulted from personal deficiencies. This, inclusion program replaces concern with the identification of children with learning difficulties to learn for all children by mobilizing inclusionary resources (Slee, 1997; Schea and Bauer, 1994). Therefore, the nature of inclusive education is to create an ordinary education system that is responsive to learner's diversity and to ensure all learners have the best possible opportunity to learn, and to maximize participation for all learners in regular class. In order to increase access of special educator opportunity to children with special education needs the development of an inclusive curriculum and inclusive approach to schooling with a proper policy formulation and implementation is essential by considering the organizational objectives of special needs education.

2.4.1. Current Trends and policy Issues on Special needs Education

From the end of the 1940s the debate concerning special needs education in the developed countries, especially in the western countries was about normalizations. Thus, a general objective debates was based on the aims to secure as normal conditions as possible for people with functional important. Hence the normal pattern of life, which other people had, should also be able to be realized for people with functional impairment. Similarly, children with functional impairments have to get quality and normal education at school in their local area as other children do. As Winzer (1990:82),

Normalization is the philosophical belief that all exceptional individuals, no matter what their level and type of handicap (disability) should be provided with an education and living environment as close to normal as possible.

Thus, the normalization movement gave guidelines for the treatment of people with disabilities, as well as concrete suggestion for action.

Today, in many countries people have better understanding and changing attitude towards children with disabilities. This has facilitated necessary cooperation from different parts of

society to meet the needs of persons with disabilities. That is, the importance of interdisciplinary activities calls for a new system and strategies in guidance to education and social services as human rights, moreover, international trends are now on the development of the potentials of the children with special needs education and other needs as prescribed by the international convention on the rights of the children. (Eklindly, 2000,)

Accordingly, the main issue of inclusive education is the human right to be education pronounced in the universal declaration of human rights in 1948. Besides, the basic ideas of inclusion can be equally found in many international policy documents such as, the convention on the rights of the child (1989), the Jomtien world declaration on education of opportunity for persons with disabilities (1993). From these rights of the child, the most important ones are: the right not to be discriminated as stated (Article 2), the right of a disabled child to have special care (Article 9), and the right to education and training to help him/her achieve the greatest degree of self- reliance and social integration possible. Currently, throughout the world there is a movement away from institutions and special schools (Magrab, 2000, Savolainent Alasuutari, 2001).

Additionally, in June 1994 a world conference in Spain adopted the Salamanca statement on principles, policy and practice in special needs education and a framework for action. These documents are informed by the principle of inclusion by recognition of the need to work towards school “for all” institutions which include everybody, support learning respond to individual needs and for achieving “education for all” as well as making schools educationally more effective (UNESCO, 1994).

Furthermore, to achieve policy goals of the globalization objectives, increase pressure on education system to be ever more effective and more improving standard of competition for education. This in turns develop access for both economic equity goals can be aligned and social cohesion reinforced.

Currently, in Ethiopia, special needs education principles purposefully outlined according to 1994 education and training policy as prescribed by the international convention on the rights of the child, which Ethiopia already adapted to provide education for all children including those

with special needs, education- learning in accordance with their full potential and needs. However, the development of special needs education provision is still very low (MoE, 2005),

2.4.2. The principles of Education for All and Policy Issues on Special Needs Education

The principles of Education for all depends on the extent to which the position keeps step in the target population and is accomplished by a reasonable level of utilization on part of the target population. Thus, an important measure of real progress towards “Education for All” is found in mostly the participation rates for the target population. It is demanding quantitative challenge, but it is qualitative challenge as well as, since it implies the need to provide relevant education contents and a convenient atmosphere in all aspects. (Kokkala and Savolainen, 2000). According to the Jomtein World Declaration “Education for All” (EFA) and Framework for action to meet basic learning needs 1990 emphasis is in inherent right of a child to full cycle of primary education as well as teacher education. Moreover, the Salamanca statement and framework for action called up on UNESCO to:

- Ensure that special needs education forms part of every discussion dealing with education for all.
- Mobilization the support of organizations of the teaching profession in matters related to enhancing teachers education.
- Stimulate the academic community to strengthen researches and tetworking.

As it has been mentioned earlier, the Salamanca Framework of action (1994) reinforces all the principles expressed in the world declarations on education for all and standard rule on the equalization of educational for all and standard rule on the equalization of educational opportunities for all persons with disabilities. Besides, the Salamanca statement clearly emphasized on the rights of all children including those with temporary or permanent needs for support and educational adjustment to attend schools in their home in incisive class in the regular school (Eklindh, 2000). The world committee gathered in dakar, Senegal, in April 2000 to evaluate the progress made in achieving “Education for All” a major challenges tacked earlier in Jomtie and its reached a consensus to achieve six comprehensive goals.

Three of them are important to mention here:

- Improving early childhood care
- Ensuring by 2015 that all children have access to and complete, free and compulsory primary education of good quality
- Ensuring equitable access to life skills programs

At the Geneva, summit in July 2001, the committee also reaffirmed their commitment to help the countries to achieve the goals with special focus on universal primary education (UPE). To develop an expanded program for inclusive school (Vayrynen, 2000) although the Dakar Framework did not provide a clear holistic and inclusive outline for future development the notes on the Dakar Framework for action described the board vision of education for all which needs to be adapted in order to achieve the goals. Specifically on those learners who are most vulnerable to marginalization and exclusion (Booth, 2000; Vayrynen, 2000).

Above all, education for all emphasized the rights of children participation in a quality education program that is meaningful to all at inclusive schools a pedagogically sound learners centered approach. Therefore, the education for all is a movement that recognizes the exclusion from full participation in education. Experienced by any individual, is a global responsibility (MoE, 2005; Booth, 2000 P.17)

2.4.3. The Shift to Inclusive education

As it has mentioned earlier, the Basic idea of inclusion constituted in many international policy documents such as convention on the rights of the child (1989) and standard rules on the equalization of opportunities for Persons With Disabilities 1993 & other current international policy reformations as well as the human rights movements paid attention toward inclusive education.

Regarding this idea Booth (2002) explained the inclusion in Education is “Un ending process”. It involves increasing the participation of learners in and reducing their exclusion from the cultures, curriculum and community of local learning centers.

Inclusive education is not concerned with only impairments, but also with overcoming barriers to learning and participation experienced by all learners vulnerable from educational participation. Besides, inclusive education is commonly associated with mainstreaming participation of

learners with impairments and those categorized as having special educational needs. Inclusive education is, however, a broad concept that intended to make effective the right to education, to equal opportunity and participation. It is not just providing access for some given groups of students traditionally excluded but to transform the educational system as a whole in order to attend the diversity of educational needs of all children, and ensuring equal opportunities of learning and full participation and integration (Booth, 2000; Evans, 2000; Slee, 1997).

The education requires a support of the cultures, policies and practices in schools to support the learning and participation of the diversity of learners in their community. Thus, it is concerned with fostering a mutuality sustaining relationship between schools and communities. Moreover, policy development has to operate (implement) at all level and the development with in communities have to be supported by local and national policies. Accordingly, national policies have to be in consistence with the realities of life within local communities and ensure that strategies are in place to remove local practice forward (UNESSCO, 2003; Booth, 2000).

Similarly, harmony is required between non- governmental organizations and national, local government administrations and religious organization to promote and implement special needs education in a desirable manner within the community.

In order to maximize the participation rate of people with disabilities and enable to facilitate necessary conditions to inclusive education, the disabled people organization (DPOs) and organization of parents of children with disabilities should play the important role in the global, national and local policy formulation.

In most countries an inclusive policy often as part of special needs education policy and this prevents an examination of the exclusionary pressures within the educational system as a whole.

In general, the concept inclusion is related to the very nature of general education is related to the very nature of general education and the regular school. Hence, inclusive education can be viewed in the right of effort to improve schooling for all children with special needs education.

2.4.3.1. Barriers towards Inclusive Education

It is obvious that the basic ideas of inclusion can be found in many international policy documents. However, up to date there are policies implementation problems in so many cases.

As a result of this, inclusive education or special needs education has not succeeded sufficiently in breaking the vicious circle of poverty, in equality and exclusion. Thus, it does not mean that over decade countries totally have not made efforts to improve the quality and equity of education help to reduce the social gap. Nevertheless, the educational reform process underway in most countries, especially the developed countries have introduced important changes, which bring hope to the future of inclusive education (UNESCO, 2003: Solvolainen and Alasuutari, 2000).

In most of the developing countries, children with special needs education still experience barriers for full learning and participation. For example, in Latin America and Caribbean regions children face problems (barriers) for learning and participation that are:

- In poverty
- Working and street children
- Children with disabilities.

The same authors further expressed the key barriers in many developing countries that hinder special needs education provision and sustained exclusion:

- Problems in the provision and organization of education
- Socio- economic barriers
- Attitude
- An inflexible curriculum
- Problem of language and communication
- Lack of enabling and protective legislation
- In accessible and unsafe labeling environments.
- Lack of human resource development.

These barriers related to the economical situation of a country, lack of resources for education, cultural or environmental context and poor educational practice.

Of course, inclusion is not an easy process. It needs a lot of struggle and commitment to overcome attitudinal and social Barriers. To avoid attitudinal and social barriers, it requires sufficient financial, human and material resources as well as its equitable distribution to address

diverse educational needs of all learners with special needs education. If distrust and uncertainty are fabrics of an institutional culture, inclusion become unattainable with a limited understanding and concept of disability, negative attitude towards persons with disabilities and resistance to change are also some of the barriers in implementing inclusive education (Tirussew; 2005;, pp. 108-109 ;Guijarro, 2000)

2.4.3.2. Strategies to Offer Basic Education for Children with Special Needs

Providing equitable access for special needs education and ensuring participation of children with special needs is still a serious problem in developing countries. Besides, special education needs are complex and diverse in nature so that to meet these needs it requires multi-pectoral strategies and actions, which are integrated to overall development efforts. Moreover, many children with special needs education are still excluded from education and also excluded within education. To overcome these problems the special needs education strategies should focus on “Education for All” principles based on international declaration, convention and policies of the countries.

Furthermore, the community involvement in special needs education planning, developing and decision making is considered as effective way to achieve the intended educational goals and helps for monitoring the functional levels of education. Hence, the effective relationship between schools and the community can bring a desirable change in education system. With regard to this, UNESCO (1995) reports that it is very sustain to increase in primary school enrollment, particularly children with special needs as well as to bring about changes in educational value and understanding.

On the other hand, the Ethiopian constitution established the right of all Ethiopians to have equal access to health and education. Accordingly, the government committed to provide universal education by 2015. This strategic plan gave authority to regions and subsequent levels for the actual implementation plan designed. However, the participation of government in special needs is still insignificant.

According to MOLSA (2000) and MoE (2005), in Ethiopia, children with various disabilities have not received education and training which enable them to fulfill their needs because of its complex and diverse nature a great support is needed from local government, NGOs and

religious organizations to accommodate their needs in the plan of period. The following strategies designed to provide inclusive and integrated education program. These are: The MoE (2012) recent special needs/ inclusive education program strategy further sets that “according to new education and training policy of 1994 the regions and subsequence levels are responsible for planning and implementing special needs education.”

The new strategy emphasizes on provision of inclusive education, which provides education opportunities for all children with special needs and as “Widen” the gate to equitable access in regular school system. That is, the new strategy has given priority for inclusive education in the regular school system and to support the system by establishing resource centers provide available materials and equipments in schools, assigning focal persons, providing trainings for staff, and school community and develop necessary human power (teachers).

- Raising the public awareness on the benefit of pre-school education.
- Encouraging the private sector, NGOs and the community participation to increase enrollment.
- Existing special needs education- training programs will be strengthened with human and material resources.

2.5. Some Major factors Affecting Provision of Special Needs Education

There are so many factors that affect implementation of the special needs/ inclusive education an educational system of a country such as, lack of access for early childhood education (pre-school education), Lack of awareness about disability in each hierarchical levels, scarcity of resources, in suitable curriculum and didn't adapt, absence of trained and skilled teachers ,lack of trained and skilled teachers, scarcity of teachers' competence for accessing educational opportunities, insufficient special needs education training provision at colleges, and Universities, lack of budget and planning commitment. Therefore, the following are the major factors affecting the special needs/ inclusive education.

2.5.1. In accessibility of Pre-School Education /Early Childhood Education/

Special needs pre-school (early childhood) program services for special population (children with disabilities) is provided starting from the age three in most developed countries. The

provision of services also varies according to the degree and disability conditions. For instance, services, which are given for children with visual impairment, are mobility and orientation trainings. It is obvious that lack of these accesses will affect the future life of children with disabilities.

As Winzer (1990), states that there is greater variability in pre-school program in as reflected by the curriculum in organizations. Thus, a single early childhood curriculum doesn't exist for a long time. But different curriculum based teaching methods are developed and implemented according to age and abilities of children.

For instance, some pre-schools concentrated on play and development of social skills also may focus on cognitive development, others may follow Montessori's method. Whatever the methods are implied in the pre-school education, it prepares children for the primary education. Generally, pre-school programs focus on stimulating and sustaining growth in a certain areas of the development. However, absence of pre-school program may lead children to demonstrate less in their development.

The Ethiopian education and Training policy (1994) declaration ensures the importance of early childhood education establishment to promote their holistic development and as it prepare them for formal education (Tirussew, 2005 P. 41). But not much effort made by the government to strengthen and expand pre-school program in this country, because this sector is left for private and other non-governmental organizations.

In addition, the ministry of Education needs to consider early childhood educational program as a part of its comprehensive education to facilitate as a pre- condition before joining in the regular education system. Hence, some education programs of children with special needs require preparatory programs before regular schools, but pre-schools (Kindergarten) such as blind and deaf (Tirussew, 2005 p. 43. In principle pre-school program is essential for all children.

2.5.2. Lack of Awareness

Special needs/ Inclusive education to be effective, awareness raising program should be well done in the society. Furthermore, in most cases because of lack of understanding about disabilities, special education mainly is provided only for children with some disabilities.

However, in some cases people are not aware of the diverse needs of all children with or without obvious disabilities; still others think that the provision of education for children with disabilities is humanitarian's activity. As a result of this, though it may affect special needs/ inclusive education in the policy implementation process, accordingly, the existing provisions in Ethiopia mainly are carried out by humanitarian's and non-government organizations (Tirussew, 2005, Mamo, 2000)

Tirussew (2005) suggested that awareness raising program should involve parents, family, community members who need to be enforced and convinced to develop their contribution in promoting special needs/ inclusive education. Besides, sufficient level of awareness is very important for official and experts who are involved in budget allocation and decision-making regarding their duties concerning special needs / inclusive education.

2.5.3. Parents and Community

As carpenter and Morris (2001) stated that education of children with special needs cannot be achieved without active participation of parents as a wide range of the community services.

If the believes and attitudes of the community about the disability and children with disabilities is negative, it affects families life and it also make children life hopeless. A sample study which was conducted by Tirussew (1995) on the attitude of the society towards persons with disabilities in Ethiopia revealed that most of the people have negative attitudes towards individuals with disabilities. This in turns, might affect in one way or another the implementation of special education or special needs education.

The preferable way to increase community understanding about the rights, needs and potential of person with disabilities is by making collaborative efforts persons with disabilities and their organizations, to change ideas, views using mass media, which in turns promote the flow of information among the people. The important information for persons with disabilities and their families, on all aspects of living with disabilities should be clear and not be complicated. Therefore, the community awareness program should also include specific strategies for the prevention of disabilities, and then the government efforts should focus on early identification, intervention and prevention that should be developed and strengthened through community awareness. (Tilstone, 2001 and Lawson, 1991)

2.5.3.1. Lack of Parent involvement

One of the ways of schools development for special needs education is creating an essential relationship with parents or/and families (Carpenter, 2001). In order to do this, parents need to be encouraged and rewarded to promote participation in school activities concerning development of their children. Besides, a positive parent attitude to schooling may create better understanding for improving children learning and development. On the contrary, the parents' negative attitude and lack of participation in school activities (Schooling) may create negative impact on the learning of their children with disabilities Thomas Cited in (Tirussew,2005)

Moreover, parents and other family members should get training to use special strategies to facilitate and promote the overall development of children with disabilities at home. A desirable partnership to be strong between teacher and parents or guardians on a mutual sharing of experience, knowledge and skill require as a bridge among them. However undesirable situation and insufficient relationships among parents, teachers (Schools) as well as children with disabilities likely to affect development of the children with disabilities. (Tirussew, 2005; Meisels and Shankoff, 1993)

Furthermore, there are many practical ways for school/ teachers to develop relationship with parents or families and provide them support. The possible ways to work with parents (Beveridge, 2001) suggested which schools may like to use for evaluating their current approaches for working with parents of families some of these practical points are:

- Home visit
- Share planning and recording
- Telephone contact
- Child's profile
- Shared training

Furthermore, Nywe as mentioned (in Tirussew, 2005) the promotion of friendship development for children with disabilities is being considered as a primary educational goal. Thus, parents involvement in school activities may help to develop sufficient educational provision for their children with disabilities. Lack of parent- school- teacher relationships,

therefore, considered to affect the implementation of special needs education. Moreover, UNESCO (2009, p.15) stressed as Involvement of parents and the community is necessary for developing inclusion education system.

2.5.3.2. Community:

Schools can perform their activities better when they could be integral and positive part of the community. It is true that learning is neither limited to what is not formally taught, nor the times spend in classroom or school but the learning is to interact with surrounding environment (Muthukrishna, 2000). The term community refers to families, government offices, and nongovernmental organizations (NGOs), Parents, Persons with Disabilities & without disabilities. As a result, the success or failure of the special needs education is directly or indirectly tied with these groups and organization, which is called community.

In addition, in the development and implementation process of special needs education sectors, like health, legislative, social and other organizations involvement is indispensable on the contrary, lack of involvement of these sectors likely to affect implementation as well as improvement of the special needs education. Moreover, an incursive approach to education recognized that the community and the careers have a real contribution to make. They can make a contribution to children's learning and they have the right to be involved in the decision making process. However, research evidences suggest that those parents who become involved in the education of their children which special needs often are people with more resources but, a great challenge, her fore is to get the families of the most marginalized students involved (UNESCO, 2001). At the end, it can say that without involvement of the community, provision of the special needs education may not be effective as expected.

When communities can hold teachers, administrators and government officials accountable for the inclusion of all children through formal institutional mechanisms, community members become more interested in school improvement and more willing to commit their own resources to the task. This commitment may include forming partnerships with outside contributors such as the private sector. According to the World Bank, 20 programs that expand the access of excluded groups to education have led to important shifts in mindsets among community members and government leaders regarding the contributions that these groups can make to society. In this

way, change processes and empowerment go hand in hand to move towards inclusion for all learners. It often involves developing alternative and non-formal dimensions of learning within a holistic education system in order to promote inclusion at all levels.

2.5.4. Teacher competence

The adequacy of the teachers' knowledge, skills, a good perception and positive attitude towards children with special needs as well as availability and utilization of important materials make a teacher competent in providing special needs program. Actually, these conditions help a teacher to be engaged in the school cultures, policies and practices in order to increase learning ability and participation rate of children with divert needs. On the contrary, negative attitudes and misconceptions of the teachers as well as school administrators towards children with disabilities have a great impact on the provision of required special needs education (Schmid and Nagata, 1993).

Moreover, poorly trained and unqualified teachers, lack of supportive structural leadership and capacity of resources and lack of interest in education on the part of parents and students are also associated with low quality of education. On the contrary, a positive school climate and culture is an emergent quality that promotes the well being of students, their families and staff (Carpenter, 2001).

It is not doubtful that the successfully teaching children with disabilities require trained teachers (professionals) who are equipped with skills to deal with their unique characteristics and needs (Winzer, 1999). Thus, the capable teachers are required to adapt their own teaching methods and modify the curriculum so that all children with special needs can have opportunity to learn. Moreover, teachers need appropriate and relevant education and training to provide appropriate support for children with special needs. Accordingly, they have to have some fundamental understanding of the philosophy and assumptions about the current policy issues of inclusive education. Besides, teachers (Professionals) have to have a good morale towards teaching by shaping feelings of satisfaction or well-being. (MuthyKrishna, 2000; Bailey, 1997). It is obvious that unavailability of these conditions on teachers and administrators likely to affect implementation of the special needs education.

2.5.4.1. Challenge of Inclusive Education and Teachers Training

Today, inclusive education creates new challenges in the way which teacher development is constructed and organized in a country through important trainings to fulfill special needs educations in order to achieve the intended goals of inclusive education, different skills and training strategies are essential for special teachers to overcome challenges in the system.

The special educator attitude, skills and competence can be developed in various training mechanism. In the line of change in special education into inclusive education teacher, training system, and focus of their work change. Many countries employ in-service and pre-services programs to enhance teacher's competence (Muthukrishna; Byers, 2000). For example, in Sweden and in Denmark all teachers are released regularly to attend in- service training and it considered as available for local education sectors. Similarly, United States of America (USA) provides in-service training program, which focuses on special needs and make them able to overcome the challenges on inclusive education.

The development of an inclusive education and teacher training programs are the most challenging issue in the process of implementation of inclusive education (Tirussew, 2005). Besides, to avoid pedagogical challenges, of inclusive education ordinary class teacher who teaches students (children) with special needs should be capable of teaching skills and knowledge.

2.5.5. Curriculum

The tem curriculum is the most fluid concept for most parents, it means text book; for teacher it includes the text guides and perhaps the syllabi. For other it may mean the contents and structures of the lessons. However, in the professional context, the curriculum includes the national goals of education, educational objectives and structure of the lesson. Whatever the meanings are given by different groups, meeting the needs of the people with disabilities is important. The curriculum should be balanced in terms of the competencies and context it includes incorporating learning related to the development of knowledge, skills and values; to be meaningful and functional for every child (Gaijarro.2000; Mamo, 2000).

Now a days, inclusion is mainly a curriculum issue since curriculum is concerned as the most significant problem to learning and exclusion for many learners, for those in special school settings or in ordinary school settings. These problems of learning arise from interlocking parts of the curriculum, such as content of learning programs, the language, organization of the classroom, time frames for completion of curricula etc. Assessing the problems of the learners with learning difficulties, the important modification in a core curriculum may encourage schools to use the range of available flexibilities in order to respond to local and individual differences (Byers, 2000 and Winzer, 1990). In addition, Tirussew (2005) states that the current trend, inclusive approach curriculum needs a certain degree of disability in modification, substitutions, compensation that are needed to accommodate the educational needs of children.

In addition to this, the inclusion statement sets out three principles for developing a more inclusive curriculum:

- 1) Setting suitable learning challenges
- 2) Responding to peoples diverse needs
- 3) Overcoming potential barriers to learning and assessment for individuals and groups of pupils' (Farrell,1999, p. 27)

Apparently, the goal of special needs education in that the children should learn and develop their skills- well and this can only be achieved by a quality of curriculum. Hence, teaching students with disabilities without a well- differentiated curriculum would alienate them from the learning activities which ever the classroom setting has. Ashdown and Carpenter (2002) stated that students with disabilities need specific strategies so as to ensure their participation in the curriculum and curriculum should comprise all learning and other experiences based on the modified curriculum in each school. On the other hands, as the part of the curriculum, the language of instruction may create problems to all learners or some of them. In many countries the language of instruction is different than the language the students they talk at home and use in their community. Thus; language may create difficulties in understanding the subject matter for many students, which can affect the education provision for children with special needs.

When we see inclusion education, in any education system, curriculum is one of the major problems to facilitate the development of more inclusive system (UNESCO, 2003). In many

situations the curriculum is centrally designed and is rigid not leaving flexibility for local adaptations for teachers to experiment and try out new approaches. In some conditions the content may be distant to the reality in which the students live, and therefore is inaccessible and unmotivating to students. Furthermore, MoE (2012, p.12) in the revised strategy states that adapt the curriculum to meet the educational needs of all children which also enables them to receive livelihood training.

The research work which was carried out by UNESCO (1999) in a number of schools and other centers of learning around the world suggested some key elements of curriculum that guide in developing inclusive education.

These are:

- Broad common goals defined for all including the knowledge, skills and values to be acquired.
- A flexible structure to facilitate responding to the diversity and providing diverse opportunity for practice and performance in terms of content, methods and level of participation.
- Assessment based on individual progress
- Cultural, religious and linguistic diversity of learners acknowledged and Content, knowledge and skills relevant to learners' context.

Therefore, curriculum should consider the diversity of culture, language, skills and knowledge levels of the community and children with special needs education, and it would be flexible to overcome challenges in special needs/an inclusive education.

2.6. Lack of Assessment and Information

Assessment in teaching- learning process is very important to identify an individual child's problems and to follow the progress and improvement in learning activities. It also examines not only the educational needs but also the environmental status which has influence on the child's learning activities directly or indirectly. In line of this (Lewis, 2001) explained that assessment, record keeping and an integral part of teaching and learning for all students. This implies that assessment is the continuous process to identify where the students are in their learning.

According to (MOE, 2005) accessing need to assist the school management and environment, knowledge and skills of teacher, social- cultural background and characteristics of learners as well as availability of adapted materials and equipments have to be taken in to consideration, case by case.

On the other hand, policy and programs for human, material and financial resources development concerning persons with disabilities should be on the assessment of their needs and the potential of existing development programs services to achieve those needs (MOE, 2005 and Lawson, 1991). Thus, the assessment that is carried out by the personnel trained helps to identify the problems which can reduce students' participation in education. It helps to identify the level of disabilities in practical terms levels of disability with in each category as well as the needs and potentials of each individual are very different depending on their severity level. For these reasons to identify the real needs of the people with disabilities, the appropriate assessment mechanisms might play a great role in the process of education provision. Besides, Mamo (2000) states that to meet the needs of children with special needs, assessment mechanism should be appropriate to the local context. However, assessment should be carried out starting from child's natural environment (home) collaborating with parents to identify detail problems. Thus, parents' involvement in an access program, may help to get available information about the children with disabilities and information gathered during assessment may help in understanding the nature of the development problems. Accordingly, a wide variety of assessment devices should be available, including both formal standardized measures and less formal check lists and rating scales based on the observation of the child (MOE, 2005; Mamo, 2000; Lawson, 1991).

In addition, according to the new revised special needs /inclusion education strategy of Ethiopian Federal ministry of education states that Methods of assessment of learners and trainees with special educational needs should take account of their particular disabilities (e.g., a blind learner/trainee may need to be tested orally and practically or in Braille or a tape recorded test, a test to be given to a deaf learner/trainee may need to be supported in written form as well as practically and via sign language, and a learner with a learning disability may require more time in an exam, they may also take one exam in one day). Continuous assessment such as, portfolio, project work, self-assessment, observation etc. should also be used as alternatives or

supplementary to exams. For effective realization, different guidelines will be prepared at all levels of educational institutions (MoE, 2012, p.18).

In fact, identifying difficulties, assessing needs and providing supports on early are important in order to prevent repetition, dropout and other related disabling conditions. Due to the lack of assessment, identification and support, children with disabilities are likely to repeat and dropout (MOE, 2005).

2.7. Lack of school physical facilities and climate

It is clear that lack of physical facilities and lack of good climate in school have impacts on the learning and participation of students with disabilities. For example, in available teaching materials (aids), in convenient classroom arrangements, inconvenient design of building, in availability of water, toilet like basic facilities can affect learning activities of children with visual impairment. Besides, a UNESCO (2003) survey states that lack of conducive physical environment (activities) of the schools (centers constrains both students with disabilities to participate and the range of learning activities in and out of classroom.

In addition, the absence of good climate at school might influence development of the students with disabilities as well as their school. As it is important to create the conditions that enable both teachers and students learn and feel well, school must be sure that every child can learn and there should be a good climate to succeed. If all these aspects are available, the students will be reinforced to learn (UNESCO, 2003; Guijarro, 2000). Thus, the existence of a bad climate and physical facilities, in schools are most likely to affect the students' self-esteem and interns, it creates a negative condition in their learning process.

Furthermore, According to the Federal MoE of Ethiopian special needs/inclusion education strategy (MoE,2012) states that Many educational settings (Schools, TVET, TEIs, HEIs, and Adult Education Centers) in Ethiopia are not conducive and friendly enough to accommodate PwDs. Facilities such as adapted toilet, adapted seats in library, adequate space for wheel chairs, ramps, signage, water supply, play grounds; etc should be accessible to these children. In the case of multi-story school buildings, measure must be taken to build a modified ramp. Until then, classes for learners with physical disabilities should be located in the ground floor. As stipulated

in Ethiopian Building Proclamation No. 624/2009, future buildings should have inbuilt ramp and lift/elevator services for the use of students with disabilities.

Regarding Creating Friendly School Environment, Educational leaders at all levels, particularly school management bodies should strive to create friendly relationship between and among CwDs and their non- disabled peers, teachers, administrative personnel and supportive staffs by raising the awareness of the school community (MoE,2012,p.15).

CHAPTER THREE

RESEARCH METHODOLOGY

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

3.1. The Research Methods

The intension of the study is to identify the status of SNE implementation in the Yeka sub city of Addis Ababa. In order to accomplish the target of the study, I preferred to employ qualitative research method which was more appropriate to understand the experiences of policy implementation in the area of special needs /inclusive education. The qualitative research approach was based on several philosophical paradigms, one of them is, the interpretive/constructive paradigm claim that reality is created as a result of social construction; that is, there is no one reality that is waiting to be “discovered”, as it is believed in the positivist paradigm (Guba and Lincoln, 1989) as cited in (Mertens and Mc Loughlin, 2004). This aspect of qualitative research helps the researcher to identify and understand how the implementation of policies and strategies on the special needs education/inclusive education in the sub city of Addis Ababa. Furthermore, Patton (2002) explained qualitative findings grow out of three kinds of data collection. These are in-depth, and open –ended interviews, direct observation, and evaluation of written documents,

Bearing this in mind, in this study I employed the three data collection tools. Interviews that involved semi-structured, focus group discussion, observation and review documents. These multiple data sources provide the researcher better insight about the experiences of the policy and strategies implementers in sub -city level, woredas level, and schools level.

Qualitative Research method was preferred for this study because of the above philosophical aspects and its importance in examining the implementation of policies and strategies in special needs /inclusive education system.

Bogdan and Biklen (1992) and Mertnes and McLaughlin (2004) explained different characteristics of qualitative research as follows:

- The objective or goal is to get understanding and meaning
- The researcher is the key instrument of data collection and analysis
- Data collection includes field work
- The analysis is typically done using an inductive orientation
- The findings are really descriptive providing a full contextual picture of the phenomenon under study.

This characteristics of qualitative research enables the researcher to understand how policies and strategies are implemented and accessed to those have special needs children in primary schools.

Qualitative Research methodology was preferred for this study because of the above philosophical aspects, characteristics and its importance in examining the implementation of policies and strategies in special needs /inclusive education system.

3.2. Research Design

Qualitative methods permit inquiry into selected issues in great depth with careful attention to details, context and hints that data collection need not be constrained by predetermined analytical categories and contribute to the potential breadth of qualitative inquiry. We can never fully understand the experiences of another person by using qualitative methods. we are willing to invest in trying to increase our understanding about persons experiences (Patton, 2002). In this research, the researcher employed qualitative research design in better understanding whether the implementers of policies and strategies in special needs /inclusive education system implement.

In this study, the pilot test approach performed because different bodies are including in this policy implementation. This approach to qualitative analysis constitutes a specific ways collecting, organizing, analyzing data, in that sense, it represents and analyses process. The purpose is together comprehensive, systematic, and in –depth information about each case of interest. The analysis process resulted in a product, to implement the program, different bodies were involved. As a result of each of them has their own impact in making the program inclusive or exclusive.

3.3. Research Site

This study conducted in Addis Ababa. The study carried out in the office of sub city, woredas and schools. Specifically woreda six, eight and eleven were selected. In addition, three primary schools of the Dejazmach Wondrad, the Tesfabirhan, and the Miazia 23 in each of woredas selected for this study.

These sites are the main study areas because participants with special need children especially children with disabilities found in these schools of woredas.

3.4 Research Participants and Selection Criteria

In this study, participants selected purposefully based on their field of study and responsibilities. Information rich cases are those from which one can earn a great deal about issues of central importance to the purpose of the research (Patton, 2002).

The criteria were different education areas, disabilities categories, and richness of information about special needs/inclusive education and the policy implementation. For this study, I selected participants from the categories of visible disabilities, which can easily be identified. To select participants those who have rich in information I used educational officers, special needs professionals, school principals, teachers and students with different disabilities as information sources.

Based on these principles the following participants with disabilities and institutional participants were selected;

1. Two participants from federal MoE.
2. Two participants for interview from Addis Ababa education bureau.
3. Two participants from sub city for interview
4. Six individuals selected for interview from woredas education office.
5. Twenty participants (principals, teachers (Regular & SNE experts), and Students with Special Needs) selected from three primary schools of the Dejazmach Wondrad , the Tesfabirhan ,and the Miazia 23.

3.5.Data Collection Instruments

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

Creswell (2003) discussed four basic types of qualitative data sources. They are observation, interview, documents and audiovisual materials. For the purpose of this study, I employed interviews, observation, and review of documents as instruments of data collection that help me to answer the research questions.

3.5.1 Interview

The researcher interviews people to find out from them those things we cannot observe feelings, thoughts, and intentions. Researchers have to ask people questions about those feeling, thoughts and intentions. The purpose of interview is, to allow as entering into the other persons perspectives. Qualitative interviewing starts with the assumption that the proactive of others are meaningful, and able to make explicit (Patton, 2002, Dawsons, 2000).

The interview guide employed semi- structured guidelines. As a result, I carried out in two stages of interview, the first one conducted face-to-face interview on individual basis and the second interview was conducted group discussion in which I played as a moderator.

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

3.5.2 Focus Group Discussions (FGD)

Focus Group Discussions (FGD) conducted with special needs education teachers, regular teachers, and students with disabilities (SWDs) and students without disabilities. The purpose is to solicit information on how teachers, the supportive staff and peer relations and negative attitudes affected their education as well as existence in schools. It also envisaged that

beneficiaries would be in a position to provide information on what they perceived to be the constraints and opportunities of SwDs access schooling and how it affected on their performance.

The focus group discussion conducted using Amharic language guideline with Amharic guideline for more clarity and active interaction among all participants. The participants of focus group discussion included 12teachers. The other focus group discussion held the eight students group. Each participant had freedom for discussion and they have their own moderator then the whole discussion recorded in Audio tape.

3.5.3 Observation

When observation is used in qualitative research, it usually consists of detailed notation of activities, events, and the contexts surrounding events and activities (Best and Kahn, 2001; Creswell 2003).

Taking in to consideration, the above strengths of observation I then observe the activities of primary schools on the special needs/inclusive education (SNE/IE) for those who have special needs / with disabilities. The focus in this observation is on the implementation of SNE/IE policies in the selected sites and accessibilities of service providers of each offices and the physical setting of the school compounds. To carry out the observation, I prepared observation checklist and employed.

During the observation the learning materials (Braille texts, references; hearing aid, maps, mathematical instruments, etc) ,the buildings suitability, the other physical environments the classroom settings, the offices layouts , the teachers treatment and others observed.

3.6 Procedure of Data Collection

The main data collection instrument for this study was interview, which was semi-structured and open-ended. The data collection process started after the interview guide got approval by the adviser.

The interview conducted with selected participants where they will be preferred. The interview guide remains flexible so that other important information, which helps to answer the research questions, can emerge as the interview progresses.

Based on the permission of participants 32 of the interview session has taken by audiotape to capture the full meaning of the participants' perspective on the issues. Each interview session lasted for around an hour to one and half hours depending on the issues and willingness of the participants. This time I communicated with them before starting the interview and get permission to establish rapport with participants for developing friendly atmosphere and trust. I must have conducted all interview sessions. After I completed each interview with my participations, I filled interview summary form immediately and attached to the interview transcripts, which are important to make some changes when necessary. This includes details about the time and place, the duration of the interview and focus group discussion (FGD) and details about the content and emerging themes.

The second data collection technique is participant observation. A participant observer share an intimacy as much as possible in the life and activities of the setting under study in order to develop an "insider's view" of what is happening, the Emic perspective (partton, 2002, Creswell, 2003; Walcott, 1990).

To make the observation meaning full the observation protocol prepared and used to describe important points. The observation protocol consists of two parts: the first part is used for descriptive notes and the second part in used for reflective notes. Descriptive notes are portraits of the participants, a description of the physical setting, and the activities. Reflective notes were the researcher's personal thoughts (Bogdan and Biklen, 1992). The research takes all efforts to capture the activities of people with disabilities and recorded important field notes. Finally, the researcher reflects not the above-observed components.

A researcher reflective note included researcher's personal thoughts, such as speculation, feelings, problems, impression, etc. in policy and strategies implementation on the special needs/inclusive education.

3.7 Data Analysis and Interpretation Strategies

Data must organize and reduced (data classification and reduction). Data organized by coding, Descriptions of behavior, statements, feelings, thoughts, etc. are identified and coded (Wiersma ,1995, p. 217)

First, I under took the interviews, and then I finished each interview with participants including focus group discussion, I filled both interview summary form and focus group discussion summary form and attached to the interview focus. These included details about the time and place, participant's code, the duration of interview, focus group discussion, detailed contents and emerging themes.

The second step of analysis is to write field notes, audiotape transcripts to avoid redundancy and make it readable and to transcribe the interview transcripts and field notes from Amharic to English.

The third step involves that provided code for the interviews conducted with different participants and information collected using different instruments into different categories. With an interview guide approach, answers from different people grouped by topics from the interview guide that actually constituted a descriptive analytical framework for analysis.

Considering it, I tried to identify meanings from what participants explained documents. Then I described detailed information about the participants, the place they interact and their activities and themes.

As these emerged, I stated on separate headings in the findings, sections of the study, and support with quotations and evidences from related sources.

3.8 Criteria for Judging Researcher Quality

Validity does not carry the same connotations as it does in quantitative research, nor it is a comparison of reliability. In a limited way, qualitative researchers can use reliability to check for consistent patterns of theme development among several investigators on a team (Creswell, 2003).

In this study, interview, focus group discussion, observation, and legal and official documents utilized to make the findings of the study valid. The others are description, which is that I utilized both note taking and recording in audiotape instruments.

3.9 Anticipated Ethical Issues

Throughout the research, researcher keeps thinking and judging what are his/her ethical obligation. Researchers should carefully study codes of ethics and cases of unethical behavior to sensitized him/her to situations in which ethical commitments become particularly important (Rubin 1995). To make this study ethically sound, I employed the guidelines formulated by Bogdan and Biklen, (1998). These are informed consent and protection of participants from harm/ dangerous things.

- 1.Participants participate in the study voluntarily, understanding the nature of the study and the dangers and obligations that are involved.
- 2.participants are not exposed to risks

Protection guidelines of participants:

- 1.I guaranteed participants not to use any real names and addresses in final report.
2. I guaranteed that I never disclosed directly and information in this study to third parties, unless permission has been guaranteed to do so.
3. I agreed to keep participants informed about the progress of the research. I agreed to listen participants' comment any time in study.
- 4.This study is purely for academic purpose. The final copy of the study submitted to Addis Ababa university department of special needs education.
- 5.I guaranteed the participants that the data collected kept secure and not used for other purposes (data protection).
- 6.In writing the final report, I never used language or words that are biased against persons in all grounds.

The above important ethical issues and others are strictly followed by the researcher.

CHAPTER FOUR

RESULTS

Introduction

In this chapter, data obtained from MoE, Addis Ababa Education Bureau, sub-city and Woreda experts, school principals, teachers and students in three Woredas through in-depth interviews, focus group discussions, documents analysis and observations presented and analyzed. By focusing on similar issues related to special needs education in the various interviews and focus group discussions, attempt has been made to triangulate the data. Then the data have been thematically analyzed and presented.

This study intends to understand the perception of primary school teachers,, school principals, Woreda education offices on SNE/IE. It also looks into the practices of SNE/IE. The implication of these perceptions on and practices of SNE/IE are believed to eventually give directions for better learning of students with special needs and disabilities. The data generated from the participants using the tools indicated above have been organized into meaningful and manageable units and patterns. Finally, I recombined the evidences to address the initial propositions of both theoretical and rival explanations.

4.1 Background of the Respondents

This part presented the Background of the Respondents of data gathered from the three woredas of primary schools teachers and woreda supervisors (Experts) to find detailed information of the special needs/inclusive education implementation and policies as well as strategy implementation problems. Hence, four (4) of woreda supervisors were males and two (2) were females and seven (7) teachers were males and eight (8) were females. This shows that the contribution of males in woreda supervisors was high and the females' contribution of teachers were better than males.

Concerning Age of respondents, five (5) of woreda supervisors were between the age range of 31 to 40 years eleven (11) the teachers age range were between 31 to 40. This shows that the respondents are capable enough and experienced to reply to what they asked for. Regarding to the respondents education (qualification), six (6) of the woreda supervisors were first degree holders

and nine (9) of teachers were also first degree holders. This shows that the majority of respondents are first-degree holders. From this, one can easily understand and conclude that the most of them were competent and capable for the position they hold and it is possible to assume that they have sufficient educational background to implement SNE/IE policy strategy. However, they are not all qualified in special needs education, except two teachers in two schools.

4.2 The status of Inclusion practice and Understanding of Special Needs

Education

In Ethiopia, special needs education has long suffered insufficient recognition and little understanding among government bodies at various levels, schools and the society at large. In this study, most respondents by and large acknowledge the little attention given to special needs education although they see the worth of it for those students who are not able to enjoy the full benefits of education in the absence of special support.

Addis Ababa education Bureau respondents, for instance, reflected that special needs education (SNE)/inclusive education (IE) could be of great use for students with disabilities to cope up with a learning environment they share with non-disabled ones given the support materials, skilled teachers and overall educational provisions it entails. The introduction of inclusive education in all schools, according to AAEDB respondents, enables students to benefit from need-based, flexible teaching methods, materials such as slate-styles, Braille, and hearing aids and facilities that contribute to equitable education for all. Moreover, these respondents seem to understand the great contribution of special needs education to create a stronger bond between students with disabilities and those without. As a result, discriminatory attitudes and feelings of isolation can eventually be reduced as the learning and integrating confidence of students with disabilities improve.

MoE also recognizes the contribution of special needs education in a similar fashion, but its performance in terms of introducing the subject into the formal learning environment with all the necessary curricular inputs has been poor. In principle, MoE officials approached for this study emphasized the need to improve school curricula in all levels in the way that they cater for special needs education as much as they realize the importance of availing facilities and materials for disabilities and establishing resource centers at large. They also aired their views

that schools need to substantially address the prevalent problems that are associated with lack of student-centered learning and overall inclusive learning environment affecting students who need special support in general and those with disabilities in particular.

The MoE believes the challenges for students with disabilities will fully be addressed through not only a conducive learning environment but also through a community-based system whereby parents, families and communities contribute to creating a healthy atmosphere for students with disabilities that help them comprehend their cultural and social environment. Such a non-segregated social milieu will apparently help disabilities to assert their similarities and familiarities with non-disable members of communities rather than suffering from feelings of alienation. Not all children with disabilities, nevertheless, can get assistance in formal schools and homes because their serious conditions of disability have restricted their learning ability substantially as a result of which they need to get serious special care and treatment in special care centers or boarding schools.

Special needs education, if provided well, is believed to help students with disabilities to transform into active members of society. One of the school principals emphasized this particular role of inclusive education when he said that it “enables students with disabilities to participate in social, political, and economic activities” as they will be able to “innovate, create income, get employment” and develop a sense of independence. Another principal also underscored the significant role of special needs education in providing access to education for students with disabilities because the issue of access itself is very much linked to the availability of special support particularly for students with serious disabilities.

Both in Focus group discussions and individual interviews, teacher respondents have similar observations regarding the importance of special needs education, and with their proximity to the everyday experience of students with disabilities, they reflect even more on the matter. One of the teachers, for instance, sees SNE not just as a means to help SWDs cope up with their non-disable counterparts, but it also helps SWDs to discover their special talents. The confidence, freedom and independence SWDs enjoy through inclusive education (IE), he added, “has led them to sharing ideas with others and asserting their competitiveness.” Another teacher also established that with the level of confidence and sense of normality SWDs maintain through IE, they will be encouraged to do “what is in their capability.”

Apparently, teachers see parents of SWDs as a key source of vital assistance to the children. The task of identifying the special needs of SWDs could not be achieved by merely looking at the physically observable defect. The teachers underlined that apart from what they observed of the child in class, information obtained from parents on their children with disabilities is a crucial input for teachers to design workable solutions. Parents should also monitor the conditions of their children not only at home but also in schools and surroundings. Here is what one of the teachers has to say in this regard.

It is important [for the teacher] to identify the needs of students with disabilities. Parents also need to control the situation of their children, observe them well at home, visit them in school, and assist them closely. The school community will then collaborate with parents to get better information and find relevant solutions [for the problems of SWDs].

4.3 Practical Challenges for Special Needs /Inclusive education

4.3.1 Policy Level Limitations

While there looks to be an overall understanding of the immense role that special needs inclusive education can play to change the learning challenges of SWDs, the actual learning environment is lacking in material as well as moral support for SWDs. A sub-city respondent said,

At sub city level clearly indicated that there is a critical shortage of learning aids for SWDs, and even more, teachers with disabilities work with little or no supportive materials. Besides, absence of formal training for school communities to raise their awareness on disabilities and lack of trained experts to help SWDs has made school life for SWDs all the more difficult.

Situations seem to be relatively better in the Addis Ababa Administration for various reasons. Firstly, SNE gets relatively better attention in the city merely because of the Ministry is nearby. Moreover, various organizations and associations for people with disabilities exert pressure for disabilities they are organized around to get support. The Addis Ababa Education Bureau therefore attempts to work in insignificant collaboration with these associations to address problems around SWDs or students with special needs and the implementation of the national SNE/IE strategy is underway. The MoE and the Addis Ababa Education Bureau also tried to plan

for the implementation of the strategy in 2012. According to MoE respondent, “although monitoring and evaluation activities have weakened in the first and second quarters of the year.”

Responses from teachers only confirm that the policy and implementation environment lacks in appropriate focus. One teacher reflected that

There’s no responsible body at school to work on the identification of SWDs/SWSNs and to treat them accordingly. For instance, there’re intellectual (find the right word, do you mean intellectually able students?) students continuing in segregated classes/units in our school. That means they do not get the right materials, utilities and services [because they are still considered as intellectual disability students].

Overall, policy challenges are immense as critical shortage of experts to explore problems related to special needs education in the country defines the status of the field. Moreover, there seems to be confusion for the MoE and its subsequent bureaus and offices as to which sub-sector to designate for addressing issues pertaining to special needs education.

4.3.2. Teachers’ Responsibility

Interview data revealed a number of priorities for teaching students with disabilities in a mainstreaming setting in primary schools (this makes little sense after arguing that there’s little attention for disabilities). Feeling safe is an important prerequisite for learning in a mainstream setting. A teacher said, “Students with disability in a mainstream classroom can learn well if they get cooperation and help from other. In My class, there is a student who has problem of educable intellectual disability.” He further added,

The First two years, his mother brought him by force to school and after some time he had to hide himself under the drainage. Later he started to come to school all by himself.

Another teacher added some points on this student’s progress.

To speak truly, I did not prepare any content separately for students with special needs /disabilities, but a plan sometimes makes itself up in my brain and I work out some additional tasks in the class. With a heavy workload I have, I can’t prepare the additional or separate lesson plan, just a general lesson plan.

In order for classrooms to be empowered with the affairs of SWDs, it is essential to be clear about teachers' responsibilities, which may create an inclusive setting. One respondent said, "As a teacher, I have some duties beyond my academic activities". Respondents mentioned their own strategies of working towards success within the mainstreamed classroom. A teacher claimed, "I will teach SWDs coordinating them well with non-disabled students in my class. It's my duty to ensure a warm environment in my classroom where everyone is cooperative and friendly".

Respondents linked their philosophy of care to their success. A caring attitude towards students with disabilities appeared to help the teacher to be successful. One respondent said,

It is true that there is some problem for us with having some students with disabilities in the classroom. We need to pay special attention to them though. Our time is limited and students' number is big. It is really a challenging task to stop the non-disabled from bullying students with disabilities.

Another respondent said, "Teachers need to be more careful when students with disabilities are enrolled in their class." As a manager of the class, "I always take care of my students with visual impairment during note taking, "

Respondents reflected similarly on the need for teachers to support the development of social skills among students with disabilities.

collaboration among government bodies and other stakeholders has been very weak.

4.3.3. Teaching - Learning Practices and challenges

This theme covers areas related to teaching and learning practices reflected upon by participants during the interviews. The participants appeared to find it challenging to reflect on making decisions regarding their teaching practice. For example, in response to the question of "What would be the goal of their [the teachers'] teaching strategies?", one respondent stated, "Teaching for all or teaching for the majority?" Several participants appeared to have an attitude of avoidance towards teaching students with disabilities, preferring to concentrate on teaching the majority. Several respondents were also attempting to ensure their teaching was targeting all students. This involved reflecting on their general and common strategies in the teaching and learning process.

4.3.4. Teachers' Knowledge, skills, and attitudes on SNE/Inclusion documents

Both the interviews conducted as well as the memos reviewed showed that the respondents had lack of knowledge on how to help students with disabilities and with special needs to meet their needs. All teacher respondents indicated that they had taken Special Needs Education as common course. Therefore they lack in-depth knowledge of the subject matter thereby becoming unable to meaningfully support SWDs /SWSN. A respondent admitted, "I did not attend the special needs education course sufficiently at the university. I studied only to score A or B." Another teacher respondent said;

Since 2012, the school ordered all teachers to identify the students with special needs and disabilities (he wouldn't use slash while talking. Be careful with such details) in their classrooms, and then sometimes teachers identified twenty (20) students as naughty students [rustlers], talented and gifted from just one classroom, but it is very ambitious and exaggerated. It indicated that they lacked knowledge. Teachers did not understand their students' problems.

In order to support the SWDs/SWSN effectively, teachers should have additional skills, and knowledge like Braille reading and writing, mobility and orientation, and sign language.

One teacher respondent said, "I did not have any ability to understand Braille, sign language and related materials at all, I am telling the truth, I did not have time to train in such skills. A principal respondent also stated:

Teachers could not identify the problems of SWDs, and they do not have trainings on Braille reading/writing, sign language and the others. In addition, they dislike teaching students with disabilities together with non-disabled students. For instance, at the beginning of the 2013 academic year, the SNE expert proposed and we transferred an educable intellectual student to grade one from the segregated classroom, however a teacher denied the student acceptance.

Both the interviews as well as the analytical memos showed that the respondents had a lack of knowledge on local and international disability legalizations, strategy of SNE/IE, and conventions of RPDs. This is likely to limit the scope for students with disabilities to gain access to what is

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

The cause of why they were ignorant: Our School has none of these documents. It is important to know about legal frameworks, program strategies as well as national plans. I have never heard of that law and haven't read it yet (which law?).

Another respondent said, "I sometimes heard in the media that December 3 marks Disability Day, but not too much about the these documents," A question raised for school principals on what kind of rules, regulations, programs and strategies have been circulated to the schools from the higher levels. One respondent answered, "There was only a letter written for us to establish a disabilities club and assign a focal person". Another respondent responded to this saying, "there was a manual about disabilities which came from Addis Ababa Education Bureau in 2010 but I don't know where it is now." In fact, there was no document concerning students with disabilities and special needs /Inclusive education. The same question hoisted for the sample woredas and a respondent said, "There is no any rules, regulations, programs and strategies in the woreda level, we know only the data format that we filled the prevalence of disabilities in primary schools every year."

A Woreda education expert replied, "I and my colleagues have no knowledge on local and international disability legalizations, strategy of SNE/IE, conventions of RPDs."

This implies that the woreda (For me Woreda is the right spelling) experts could not support the school community in treating the students with special needs and in other relevant activities.

4.3.4 Aspirations within Practice

The presence of students with disabilities in the classroom offers a challenge for educators. When responding to the question about the problems teachers face while teaching in class, respondents stated many challenges due to the presence of students with disabilities. However, one respondent reported that he faced no problems in teaching children with disabilities. A lack

of knowledge on various disabilities such as hearing and visual impairments and intellectual disabilities presented some teachers with challenges.

One teacher reported the challenge of teaching a student with visual impairment (partial) and intellectuals. “We’re supposed to pay attention to our students’ specific problems when they arise; special attentions to students with include rearranging seats.” Similarly, a teacher who had a student with visual impairment in his classroom was unfamiliar with the Braille system. He stated, “Do you suggest me to learn Braille? I have no such time.” He further complained, “they could not understand visual teaching-learning activities well, they also don’t make an effort in group work, and sometimes cannot read from the blackboard or sometimes they are unprepared for the lesson”.

One respondent rejected the concept of inclusive education (in-Ethiopian context - mainstreaming) for specific children:

According to my view, inclusive education or teaching together is not possible for students with visual impairment or intellectual disabilities, but might be effective for the students with physical disabilities. We should have an option of separate schools for students with severe intellectual disabilities and visually impaired students.

One respondent voiced the need for support from a national level when he stated that The government should take meaningful steps to bring students with disabilities forward in education. It should provide them with free education and introduce allowances for their poor parents. We also need to employ teacher with disabilities and encourage them as well to get actively involved with the society.

For doing well in the classroom, respondents would like to have some support. Most of the respondents felt the need for continuous professional development training. One respondent said, “I have no training on special needs education and on disability.” Another participant said he was always hoping for support from professionals, the school and the government bodies. Another said, “I need support from professionals. There should be facilities where I could seek specialized advice and support.” For the reason, one respondent said, “I do need a teaching assistant who will work with my student with difficulties.” Several of these reported aspirations of teachers within their practices also touch on the need for increased teacher responsibility in

developing special needs /inclusive practices on national strategy. This implies that in order to support students with special needs/disabilities and to implement the national SNE/IE strategy every teacher needs to get training of special needs and inclusive education.

4.3.5. Lesson Planning

The use of lesson plans for successful teaching is also another responsibility of teachers. All teacher respondents appeared to be negative towards preparing separate or special lesson plans for SWDs. One teacher demonstrated this negativity stating,

To speak truly, I did not prepare any content separately for students with special needs /disabilities, but a plan sometimes makes itself up in my brain and I work out some additional tasks in the class. With a heavy workload I have, I can't prepare the regular lesson plans even ahead of time.

Another teacher respondent said, "I myself and my colleagues prepared the lesson plans for the whole class, the lesson plan format also did not have a space for special plans for SWDs" Most of the teachers had generally formal lesson plan they work out their heads. Some teachers did not appear well prepared for class.

With regard to classroom management, respondents expressed a number of challenges they have experienced with large class size. They reported a few strategies to manage large and difficult class. One teacher respondent said,

"My class is too large and crowded. I used to assign each student to a seat and regularly rotate rows so all students have time in the front rows as well as the back rows. However, I put students with disabilities in the first rows.

4.3.6. Hidden Disability and Inclusive Practices in primary Schools

This section explores respondents' opinions and experiences of hidden disabilities. The term-hidden disability refers to disabilities such as learning difficulties that are not visually obvious. Respondents reported that hidden disabilities were a problem for inclusion in their schools. "They have no significant noticeable problem", a respondent stated, "but they could not

understand the lesson. They do not pay attention to the classroom activities.” Teachers appear to have no option of diagnosing or identifying hidden disabilities, especially in the case of learning disabilities. They reportedly treat them as “dull students who are not able to learn similar to others.” The following conversation with teacher (T) during an interview revealed such issues for inclusive/ mainstreaming practice at the school.

Teacher (T): I have received training on special needs education as common course at diploma and first-degree level in two educational institutions. In my class, there is a student called X [name withheld]. She did not treat as or diagnosed with disability. However, I found that she is very slow in learning, can't speak and understand anything quickly. If you look at her past academic records, you may see a very frustrating picture. My question is why? Is she not a disability?

Researcher (R). What do you think?

(T). I think she is also a disability. Though she has no diagnosis, she has serious learning disabilities. Her disability is hidden. She looks normal in her physical condition..... Due to her hidden disorder or depression, several students have bullied her. She likes to succeed now.

(R). what can we do for children like her?

(T). only true inclusive education with appropriate diagnosis can help these students. We need to get trainings and workshops and be aware of hidden disabilities and.

Other respondents also reported that students with visual impairments (partial) needed special attention and intervention to support access to ensure convenient learning environment for them.

4.3.7. Assessment and Evaluation

The assessment and evaluation system found to need modification in order to better embrace inclusive education. All the teachers reported, “During Examination times, many teachers did not know how they examine students with low vision. So, classmates help them.” How can teachers say the same thing word for word? At least avoid the quotation marks.

Another teacher responded, “There are two partial visual impaired students in my class; one of them did not see properly and she tries to read the paper by bringing it very close to her eyes. Unfortunately, no one seems to consider a separate exam arrangement for her. We just prepare the same types of exams, tests and quizzes and evaluated her similar to the others.” The other teacher respondents also shared these ideas.

Not only focused on formal, written exams but also continuous assessments such as group work, handwriting, evaluation of exercise books, practical works, and practices on the blackboard and doing homework entail similar expectations from SWDs as is the case with non-disabilities..

The respondents suggested that the school should consider assigning another examiner for visual impaired students in order to support the quality of learning.

According to one respondent,

The students with disabilities and with special needs often scored lower in the examinations than students without disabilities. We make our judgments based on examination marks. According our evaluation, they have least marks.

The student respondents shared the above ideas and one respondent (Visual impaired student) indicated,

During examination, first, the examination papers are printed with errors and when we reported to get correction from teachers, they did not accept our reports. The examiner assigned is sometimes incapable of reading properly and starts later and then finishes at the same time with the others who are non-disable students. This affects our performance in the exams although we sometimes get passing marks by chance

The shortcomings of the assessment system was further reported by orally report of students with visual impaired being held back the next examinations, as they did not meet for advancement to the next class. However, several teachers recognized the necessity of having a anther examiner or another option for reconsidering the results of students with visual impaired /disabilities. One teacher stated, (I couldn't understand the language in this paragraph at all)

Our evaluation system is fixed and no way to alter it. Therefore, we need to have made not only the examiner but also the examinations, tests and other continuous assessments suit to children with disabilities and help them to be promoted to the next grade.

Similarly, another teacher expressed his frustration with the evaluation system.

In our school, there are visual impaired and intellectual disabilities. We are trying to do everything for the children with disabilities, but the exam system and other treatments make our efforts worthless. Sometimes our critical comments on the poor exam

performances of students with disabilities and students with special needs would even create inferiority complex among them.

4.3.8. Woreda supervisors' knowledge of the SNE/Inclusive Education Policy and strategy

Woreda supervisors (cluster officers) are field officers based in one school but they are engaged in visiting and coordinating all schools in the woreda , supervising teachers and writing reports on what they observed in schools. As one woreda respondents stated, "I have 16 years of teaching and 5 years of supervising experience but I didn't come across any special needs /inclusive education courses in higher education institutions and workshops." For the question raised to him on whether he knows or is informed about the International and National policy documents on special needs/Inclusive education, he answered, "I did not get any national and international policy or other documents, there is no such document at the woreda office as well as in schools." Similarly, another woreda respondent replied "I heard for the first time on World Disability Day on December 3, 2013 about the convention rights of peoples with disabilities but still I could not get the document."

Any educational programs introduced by the Department of Education are supposed to be implemented by teachers in schools, and should be monitored by the supervisors. For effective implementation of the Special Needs/Inclusive Education Policy,for this a woreda respondent said,

I didn't get the chance to train the field of special education, so I could not assist teachers and schools, still the schools themselves more or less treated the student with special needs because there some teachers who have a little knowledge.

It understood that school supervisors have not had this training. This makes it very difficult for them to enhance awareness and encourage teachers in the teaching learning process or to provide staff development programs on the latest developments in the education system.

The woreda respondent said,

There are no supervision criteria for supervisors to assess teachers teaching children with special needs. Most of us reported generally on how teachers teach in classrooms and the learning of children. There is no guidelines that teachers how to teach the children with special needs.

At the end, the report has submitted by each school to the sub-city Education Office. This helps to inform the policy and decision-makers on what is happening in schools. Reports compiled on the number of children in each grade at the schools, teachers' total information and other related occurrences at the school. The supervisors should encourage principals to provide up-to-date statistics on the number of children with special needs in their school so that the sub-city headquarters should develop staff training programs for teachers on how to teach these children.

4.5.Challenges related to lack of support in the school environment

4.4.1 Facilities and learning materials

When special needs education introduced in schools, the implementation process seemed to be based on the assumption that the presence of trained teachers with special needs education would help address the problems of SWDs. The provision of essential materials and teaching aids was, on the other hand, insufficient.

Respondents believed that getting support in the forms of assistive aids and appliances could help to significantly respond to the rights of children with disabilities. In practice, however, both sub city officials and school principals said, "The students with disabilities have not been adequately supported in schools with the essential learning aids." Although segregated classes meant for SWDs utilize basic learning aids, these classes accommodate only a small portion of disabilities in schools. Most SWDs are often integrated into classes of students without disabilities whereby special support for SWDs is minimal or null.

Officials and school principals generally laud the integration of SWDs with their non-disable counterparts in classes as a positive, non-discriminatory approach helps SWDs build confidence and engage in effective learning. A school principal explains as follows.

Children with disabilities learn with children without disabilities. There is no discrimination. They learn better in the general environment, in non-segregated schools,

and within their culture. It's also cost effective for parents to send their children to schools enrolling both SWDs and non-disable students.

Indeed, it can be helpful for SWDs to learn together with non-disable students. However, in the absence of special supportive materials and intellectual assistance in such schools, the non-discriminatory environment could not be effectively utilized by SWDs. In addition, the cost effectiveness argument may not hold water if parents pay less only because there is little or no special support that their children receive.

Teachers, students, etc do not only reveal discrimination through the treatment of SWDs but also through the way, the school environment is set up. For instance, the limited facilities SWDs can share with other students, they are not situated at their convenience. In one of the schools, there is a resource center with very little resource. Even then, it is located upstairs that students using wheelchairs cannot access it. This shows that the school environment was not in the first place accommodative of the needs of students with disabilities.

Still, there are some encouraging activities in some schools. One school, for example, has built a ramp for its toilets so that it lessens the difficulties for wheelchair users to access the toilets. Similarly, the endeavors for some schools to work with NGOs to meet the critical needs of some students with disabilities need to be appreciated. One respondent described the following activities in the school.

Through a contact, we managed to establish between an organization called RAPID and our students with disabilities, 28 of these students were provided with medical supplies while 98 got promises for surgical procedures.

Teachers were asked to describe the value of resource material in making the inclusive program successful. The results showed strong support. All respondents agreed that relevant resources were essential for effective implementation of the Inclusive Policy. It is indeed obvious that there should be enough teaching resources or materials in the classrooms for teachers to use in order to teach children with special needs. All the interviewees agreed with the statement and identified some resources that would be useful to make the inclusive program work. One senior male teacher felt that “the government should provide resources such as hearing aids, wheelchairs, and glasses for children who cannot see well to make teaching children with special needs effective”.

A senior teacher also emphasized the importance of providing special equipment for teachers to use and assist children with special needs: “We need teaching resources and special equipment for visually impaired children. The government has to provide the equipment and also find SNE experts and provide training for teachers in special areas.” Another junior teacher responded, “I can teach a small number of disabilities but I need support materials and equipment for other disabilities”. When asked which disabilities need more equipment and learning resources, she replied, “I think special equipment and some reading and writing materials for the blind to use ... a proper desk for students with disabilities will do.”

4.4.2. Lack of Facilities

All the interview and focus group discussion respondent teachers agreed up on the following core influential factors in each school:

1. The free promotion education policy,
2. the Teacher –student ratio ,unbalanced students –textbook ratio,
3. the period load,
4. Lack of (Awareness, trained SNE experts ,commitment, trainings, and workshops)
5. Absence of (Budget allocation, materials and devices ,physical accessibilities, incentives),
6. “ቅንነት-ማነስ” /lack good will/
7. The poor economical background of teachers,
8. The insufficient special needs education course offered at higher institutions of learning (in colleges and universities),
9. The information gap among teachers and the school management,
10. Negative attitudes of teachers towards accepting and educating SWDs and those with special needs.

In addition, school principal respondents, woreda education officers, the sub-city and the Addis Ababa education Bureau officials shared similar prominent challenges that hindered the implementation of the special needs/ Inclusive education practices in primary schools, and in each hierarchical level of the city. The sub-city expert stated:

There are many long standing challenges for my office, for Woredas and schools to implement the special needs /inclusive education strategy in the sub city,; the common ones are: absence or lack of budget; lack of commitment at all levels, low level of awareness among teachers and staff in general, lack of access [but to what?], lack of appropriate data, lack of training, lack of adequate special needs education courses in higher institutions, absence/insufficient number of SNE experts in each level ,absence of focal person for disabilities in schools and, Woredas , lack of incentives for SNE teachers and students with disabilities, lack of collaboration to doing tasks with stakeholders, and lack of forums for experience sharing.

Similar responses were also elicited from MoE respondents One of them enlisted the following as the most influential factors that marred the implementation of the Special Needs/ Inclusive Education Strategy.

The lack of awareness, lack of positive attitude towards SWDs and SNE, absence or lack of budget, absence of assigned focal person (experts) at woredas, zones, and even the insufficient experts at Addis Ababa education bureau as well as in the Ministry, lack of monitoring and evaluation, focus on theory while training special needs education experts. SNE experts are suffer unemployment or underemployment, regional bureaus and training colleges do not collaborate to work together, no curriculum adaptation, absence of resource centers, and absence of collaborative work in all hierarchies, low [or lack of] expectations of teachers and peers; negative attitudes of family and non-disabled peers; lack of a friendly atmosphere in the classroom; and lack of interpreters for deaf learners.

Generally, the MoE, the sub city, the woreda, teachers and the school principals listed down lack of awareness, absence or lack of budget, lack of SNE experts, lack of monitoring and evaluation, absence of resources, lack of curriculum adaptation, lack of commitments and negative attitudes, lack of physical accessibilities, and lack of incentives as the main problems holding back the implementation of the special needs/inclusive education strategy.

4.4.3. Attitudinal challenges

This is perhaps the most important challenge for SWDs. It is often unavoidable that non-disabled students view SWDs as inferior whether SWDs are in segregated or integrated classes although

school principals and education bureau officials see relatively less discrimination in integrated schools.

SWD respondents both in mixed focus group discussions and in in-depth interviews, however, show more concern to the discriminatory acts of some of their teachers. This is not to say that there are no supportive teachers. A partially visually impaired student, for instance, acknowledged, “Some teachers allowed me to move my desk upfront to view the notes on the black board better.” He also said some teachers “dictated their notes in order to help me.” However, he also faces refusal of other teachers who are not willing to understand his situation.

Even though I’m a partial visually impaired student, I can be categorized under the high achievers....Still, I have to copy notes from fellow students because teachers do not allow me to sit near the blackboard saying that I block the view of shorter students sitting behind.

A non-disabled student also lamented that some teachers “do not allow partial visually impaired and hearing impaired students to sit near the blackboard [near where the teacher stands in the case of hearing impaired students].”

Attitudes also appear in the form of verbal abuse by teachers. A partially visually impaired student in the mixed focus group, for instance, noticed such problems in class.

In my view, not all teachers support students with special needs and those with disabilities. In fact I and other students are demoralized by some teachers who dare to say “አንተ ሰነፍ አስከይህ ይህንን ጥያቄ መልስ” (You, lazy one, answer this question). This is discouraging and demoralizing.

Teachers also seem to reveal their attitudes toward SWDs by way of ignoring them in class altogether. Some teachers, according to a student respondent, do not care at all.

The same respondent said that,

A majority of teachers are careless even during class activities. They do not ask questions to these [students with disabilities] types of students. As they regard them as

lazy students, they do not expect correct answers from students with special needs and those with disabilities.

Teacher's attitudes towards SWDs have also discussed with school principals. The school officials indeed confirmed that some teachers show reluctance to assist students with disabilities. A school principal explained that three trained teachers provided by the Woreda Education Office run three segregated classes for the total 39 intellectual disability students in his school. Teachers for the intellectual disability students closely monitor the progress of students and transfer educable disability students to formal classes. Nevertheless, the principal complained, "teachers are not interested to accept educable students with disabilities into their classes."

Apparently, teachers may eventually take in such students in their class as a matter of school obligations, but it is not difficult to imagine their lack of commitment to supporting these students given their disinterest. As a result, not only do they show reluctance to accept SWDs, said the principal, but also "they do not prepare any special tutorial for them except the ones they arrange for both students with disabilities and non-disabled students altogether." But from the respondents responses the teachers' attitude towards the implementation of the special needs education seems to be influenced by negative attitudes towards SWDs as well as SNE.

4.5. The Support of Government

4.5.1. Planning versus execution: a performance gap

If at all we say that special needs education/inclusive education has given any attention, we see it in the planning stage, and implementation seems to be ever difficult at all levels of management. For instance, the MoE respondent stated,

In its 5-year plan, the Education Sector Development Program IV (ESDP IV) set a plan to establish 500 resource centers from which SWDs would have benefitted. However, three years elapsed with nothing put into effect due to different challenges.

, In the words of SNE Directorate with MoE, "there is nothing reported [on this matter]. Therefore, this is our gap. Our report system is very weak. The SNE Directorate did not get any reports from regional education bureaus about these centers".

The Directorate, while admitting the poor communication among the hierarchies of education offices, he partly attributes monitoring challenges to the power vested in Woreda education offices.

Every woreda has a mandate to run its education system. They even mobilize their budget and work out the allocation themselves. Then the Woreda education offices report to zones the zones to regions, and finally the regions report to MoE. However, we cannot monitor and evaluate their activities directly.

Implementation is also very limited in terms of adapting curriculum to cater for the educational needs of SWDs. While the MoE prepared the Curriculum Differentiation and Individual Education Guideline, a document on how to design curricular contents, design methodology, teaching aids, etc., the actual design of a curriculum for SNE is, however, long overdue.

4.6. Socio-cultural Challenges

According to respondents, socio-cultural challenges are one of the most influential factors for the children with disabilities in Ethiopia. One of the woreda respondents indicated;

Our society believes that disability comes from sin, or God's rage (ከኃጢአት ወይም ከእግዚአብሔር ቁጥጥ መጣ ነው::). The society still barely accepts the capability of children with disabilities.... & even educated people believe that students with disabilities can bring insignificant progress in life.

Ethiopia is a multi-cultural and multi-lingual nation. Parents' perceptions of enrolling children with disabilities into schools are different. A woreda respondent stated, "Some parents still hold the attitudes that if their children have some form of disability, they are labeled as inferior. Such parents consider getting their children in schools as a waste of time and resources." These attitudes need to be changed. Children with disabilities need to be enrolled and participate equally with the children without special needs. Parents need to develop a new and positive approach to special needs and need help to see the value of education for their children.

CHAPTER FIVE

DISCUSSION

Introduction

This study examined the primary school teachers and woreda officials' practices and problems on Special Needs /Inclusion Education. This chapter will start with a discussion of the findings of the study compared with other studies presented. This chapter will follow with conclusions of the results of the study and end with recommendations for further studies as well as the participants of this study. By focusing on similar issues related to Special Needs Education in the various interviews and focus group discussions, attempt has been made to triangulate the data. Then the data have thematically analyzed and presented.

This study intends to understand the practices and challenges of primary school teachers, school principals, Woreda education officials on SNE/IE. It also looks into the practices of SNE/IE. The implication of these studies +and practices of SNE/IE eventually believed to give directions for better learning of students with special needs and disabilities.

5.1 The status of Inclusion practice and Understanding of Special Needs Education

In Ethiopia, special needs education has long suffered insufficient recognition and little understanding among government bodies at various levels, schools and the society at large. In this study, most respondents mostly acknowledged the little attention given to special needs education although they see the worth of it for those students who are not able to enjoy the full benefits of education in the absence of special support.

In this part presented the contribution of special needs/inclusive education. The finding reflected that special needs education (SNE)/inclusive education (IE) could be of great use for students with disabilities to cope up with a learning environment they share with non-disabled ones given the support materials, skilled teachers and overall educational provisions it entails. The introduction of inclusive education in all schools enables students to benefit from need-based flexible teaching methods, materials such as slate-styles, Braille, and hearing aids and facilities that contribute to equitable education for all. Moreover, the result underlined that its contribution as to create a stronger bond between students with disabilities and those without. As a result,

discriminatory attitudes and feelings of isolation could eventually reduce as the learning and integrating confidence of students with disabilities improve.

The contribution of special needs education was recognized in the finding but its performance in terms of introducing the subject into the formal learning environment with all the necessary curricular inputs has been poor. In principle, the study emphasized the need to improve school curricula in all levels in the way that they cater for special needs education as much as they realize the importance of availing facilities and materials for disabilities and establishing resource centers at large. Overall inclusive learning environment affected students who need special support in general and those with disabilities in particular. According to Mamo (2000), in Ethiopia, the objectives of special needs education has become an important constituent of the overall goals of the 1994 education and training policy. However, practical challenges are so immense that SNE's objectives are far from being realized. The Federal MoE's special Needs /Inclusive education strategy stated that,

Teaching- learning materials (Braille text books, large prints, tactile graphics, abacus, etc); stationeries (slate, styles, talking calculator, Braille paper, etc); equipment (for making Braille books, computer software such as Job Access with Speech (JAWS) etc.) and assistive devices (wheelchair, hearing aids, cane, crutch, etc.) are not available in the national market, as a result of this, schools are under-resourced (MoE, 2012, p.10).

The MoE believes the challenges for students with disabilities will fully be addressed through not only a conducive learning environment but also through a community-based system whereby parents, families and communities contribute to create a healthy atmosphere for students with disabilities that help them comprehend their cultural and social environment. Such a non-segregated social environment will apparently help disabilities to assert their similarities and familiarities with non-disable members of communities rather than suffering from feelings of alienation. Not all children with disabilities, nevertheless, can get assistance in formal schools and homes because their serious conditions of disability have restricted their learning ability substantially as a result of which they need to get serious special care and treatment in special care centers or boarding schools.

Special needs education, if provided well, believed to help students with disabilities to transform into active members of society. Regarding this idea Booth (2002) explained the inclusion in Education is increasing the participation of learners in and reducing their exclusion from the cultures, curriculum and community of local learning centers.

Apparently, the finding sees parents of SWDs as a key source of vital assistance to the children. Similarly, as carpenter and Morris (2001) stated that education of children with special needs could not be achieved without active participation of parents as a wide range of the community services. The task of identifying the special needs of SWDs could not be achieved by merely looking at the physically observable defects. Information obtained from parents on their children with disabilities is a crucial input for teachers to design workable solutions. In the contrary, parents and schools collaboration works were insignificant and it was not different from the usual relationships as other parents. Parents should also monitor the conditions of their children not only at home but also in schools and surroundings.

5.2 Policy Level Limitations

The successful implementation of the national policies depends upon the belief that inclusive schooling is a moral obligation of society and that in its absence; equity within schools does not and cannot exist (Snell & Janney, 2000). Although at policy level, a strategy of the federal democratic republic MoE designed since 2006, later revised the SNE/IE at the end 2012, its implementation within six years has, nevertheless, unsatisfactory or null so far. Although some activities have been carried out in Addis Ababa, (e.g. the Alha deaf school, the kokebetsibah intellectual and the integration of German church school and etc.), but the education system the schools are not satisfactory and the emphasis given to SNE is generally minimal.

While there looks to be an overall understanding of the immense role that special needs education can play to change the learning challenges of SWDs. The actual learning environment is lacking in material, attitude, physical accessibilities as well as moral support for SWDs. From the findings clearly indicated that there is a critical shortage of learning aids for SWDs, and even more, teachers with disabilities work with little or no supportive materials. Besides, absence of formal training for school communities to raise their awareness on disabilities and lack of trained experts to help SWDs has made school life for SWDs all the more difficult. According to the

Ethiopian Education Sector Development Program IV (ESDP IV) , as a five years federal plan the issue of special needs education implementation is taken as “ a cross-cutting program” (MoE, ,2010 –2015 ,p.16). Nevertheless, the policies, strategies and programs might not lay down in short time in practice.

Situations seem to be relatively better in the Addis Ababa Administration for various reasons. Firstly, SNE gets relatively better attention in the city merely because of the Ministry is nearby. Moreover, various organizations and associations for people with disabilities exert pressure for disabilities they organized around to get support. The Addis Ababa Education Bureau therefore attempts to work in insignificant collaboration with these associations to address problems around SWDs or students with special needs and the implementation of the national SNE/IE strategy is underway. The UNESCO (1994), Salamanca statement and framework of action stated that “Educational policies at all levels, from the national to the local, Should stipulate that a child with a disability should attend the neighborhood school ...” (UNESCO, 1994, p.17).

Similarly, the findings indicated that the policy implementation environment lacks in appropriate focus. Overall, policy challenges are enormous as critical shortage of experts to explore problems related to special needs education in the country defines the status of the field. Moreover, there seems to be confusion for the MoE and its subsequent bureaus and offices as to which sub-sector to designate for addressing issues pertaining to special needs education. As a result, collaboration among government bodies and other stakeholders has been very weak.

5.3. Teachers’ Responsibility

Teachers’ responsibility appeared to have changed due to differences of students within classrooms. Teachers reported thinking differently about students with disabilities. Feeling safe is an important prerequisite for learning in a mainstream setting. Similarly, the SNE/IE strategy, stated “identify and assesses students’ individual abilities, learning and environmental barriers, so that they can plan to remove the barriers and assist their students” (SNE/IE Strategy, MoE, 2012, p.19).

In order for classrooms to be empowered with the interaction of SWDs, it is essential to be clear about teachers' responsibilities, which may create an inclusive setting. Respondents linked their philosophy of care to their success. A caring attitude towards students with disabilities appeared to help the teacher to be successful.

Regarding to Lesson Planning, the use of lesson plans for successful teaching is also another responsibility of teachers. In the findings, all teacher respondents appeared to be negative towards preparing separate or special lesson plans for SWDs. Most of the teachers had generally formal lesson plan they work out their heads. Some teachers did not appear well prepared for class.

5.4 Teaching - Learning Practices and challenges

Several participants appeared to have an attitude of avoidance towards teaching students with disabilities, preferring to concentrate on teaching the majority. Several respondents were also attempting to ensure their teaching was targeting all students. This involved reflecting on their general and common strategies in the teaching and learning process.

5.4.1 Teachers' Knowledge, skills, and attitudes on policy documents

The findings identified that the teachers had lack of knowledge on how to help students with disabilities and with special needs to meet their needs. All teacher respondents indicated that they had taken Special Needs Education as common course. Regarding this, the national Special Needs /Inclusive education strategy stated, "Majority of students will get their support within mainstream education by their regular teachers ..." (MoE, 2012). Nevertheless, they lack in-depth knowledge of the subject matter thereby becoming unable to provided meaningfully support for SWDs /SWSN.

In order to support the SWDs/SWSN effectively, teachers should have additional skills, and knowledge like Braille reading and writing, mobility and orientation, and sign language. the interviews showed that the respondents had a lack of knowledge on local and international disability legalizations, strategy of SNE/IE, and conventions of RPDs. This is likely to limit the scope for students with disabilities to gain access to what is rightfully theirs. It was notable that most of the respondents ignored or had no knowledge of the such documents as the Convention Rights for Persons with Disabilities(UN 2006, ,the Special Needs/ Inclusive Education Program

Strategy (MoE,2012), and the Education Strategy Development Program ,(ESDP IV, 2012). These documents help to identify the rights to education and necessary fulfillments for the Students with disabilities. This implies that the general teachers could not support the school community in treating the students with special needs and in other relevant activities. In addition, the woreda officials and the SNE experts as well as the general teachers had lack of skills.

5.4.2 Assessment and Evaluation

Participants experienced that the assessment and evaluation system was not perfect for students with disabilities. The assessment and evaluation system found to need modification in order to do better embrace inclusive education. According UNESCOstated “assessment approaches that promote a development towards inclusion need to be elaborated” (UNESCO 2009, p.22).The finding suggested that the school should consider assigning another examiner for visual impaired students in order to support the quality of learning equal access to all.However, several teachers recognized the necessity of having another examiner or another option for reconsidering the results of students with visual impaired students /disabilities.

This indicated that during examination, the school and teachers’ recognition for students with special needs (disabilities) is weak. Therefore, there mightnot implement the SNE/IE strategy, the education strategy development program (ESDP VI 2010-2015), the UPE and the Millennium development goal.

5.5knowledge of Woreda supervisors on the SNE/Inclusive Education Policy and strategy

Any educational programs introduced by the office of Education are supposed to implement by teachers in schools, and should monitored by the supervisors. For effective implementation of the Special Needs/Inclusive Education Policy,supervisors should have trained in the field of special needs education. It understood that school supervisors have not had this training. The teachers and supervisors did not communicate on the implementing the SNE/IE policies because of their lack of training. This makes it very difficult for them to enhance awareness and encourage teachers in the teaching learning process or to provide staff development programs on the latest developments in the education system. Therefore, workshops or in-service training

programs in special education should have conducted for woreda supervisors so that they are fully aware of this initiative.

There are no supervision criteria for supervisors to assess teachers teaching children with special needs. Most supervision reports focused generally on how teachers teach in classrooms and the learning of children. Additional supervision information should add to the supervision criteria with guidelines on how teachers can teach children with special needs.

5.6 Challenges related to lack of support in the school environment

5.5.1 Facilities and learning materials

When special needs education introduced in schools, the implementation process seemed to be based on the assumption that the presence of trained teachers with special needs education would help address the problems of SWDs. The provision of essential materials and teaching aids was, on the other hand, insufficient. The Federal MoE's Special Needs/Inclusive Education Strategy states that many educational settings (Schools) in Ethiopia are not conducive and friendly enough to accommodate PwDs (MoE, 2012). Therefore, the Ministry of education underlined those facilities such as adapted toilets; adapted seats in libraries; adequate space for wheel chairs; ramps, signage, water supply, playgrounds, etc should be accessible to students with disabilities.

Respondents believed that getting support in the forms of assistive aids and appliances could help to significantly respond to the rights of children with disabilities. In practice, however, respondents admitted that students with disabilities have not adequately supported in schools with the essential learning aids. Although segregated classes meant for SWDs utilized basic learning aids, these classes accommodate only a small portion of disabilities in schools. Most SWDs often integrated into classes of students without disabilities whereby special support for SWDs is minimal or null.

Generally, the integration of SWDs with their non-disable counterparts in classes as a positive, non-discriminatory approach helps SWDs build confidence and engage in effective learning. Indeed, it can be helpful for SWDs to learn together with non-disable students. However, in the absence of special supportive materials and intellectual assistance in such schools, the non-

discriminatory environment could not effectively utilized by SWDs. In addition, the cost effectiveness argument may not hold water if parents pay less only because there is little or no special support that their children receive.

Teachers, students, etc. do not only reveal discrimination through the treatment of SWDs, but also through the way, the school environment is set up. For instance, the limited facilities SWDs can share with other students, they did not situated at their convenience. In one of the schools, there is a resource center with very little resource. Even then, it is located upstairs that students using wheelchairs cannot access it. This shows that the school environment was not in the first place accommodative of the needs of students with disabilities.

Still, there are some encouraging activities in some schools of fulfilling the accessibilities collaborating with NGOs. All respondents agreed that relevant resources were essential for effective implementation of the SNE/Inclusive education Policy. It is indeed obvious that there should be enough teaching resources or materials in the classrooms for teachers to use in order to teach children with special needs. All the interviewees agreed with the statement and identified some resources that would be useful to make the inclusive program work.

In the finding, there were identified core influential factors in each school:

- the Teacher –student and students –textbook ratios,
- the period load ;
- Lack of Awareness, trained SNE experts ,commitment, trainings, and workshops;
- Absence of Budget allocation, materials and devices ,physical accessibilities, incentives, “ቅንነት-ማነስ” /lack good will/,
- The poor economical background of teachers,
- The insufficient special needs education course offered at higher institutions of learning (in colleges and universities),
- The information gap among teachers and the school management, and Negative attitudes of teachers towards educating SWDs

These factors could influence the implementations/practices of SNE/IE policies and strategies at large.

Similarly, the standard Rules on the Equalization of Opportunities for Persons with disabilities stated that appropriate, adequate and accessible support services are essential to accommodate educational provisions for persons with special needs in an inclusive setting (UN, 1993).

5.7 Attitudinal challenges

This is perhaps the most important challenge for Students with Disabilities. It is often unavoidable that non-disabled students view SWDs as inferior whether SWDs are in segregated or integrated classes although school principals and education bureau officials see relatively less discrimination in integrated schools.

Respondents in both mixed focus group discussions and in-depth interviews, however, show more concern to the discriminatory acts of some of their teachers. This is not to say that there are no supportive teachers.

The finding explores that Teachers also seem to reveal their attitudes toward SWDs by way of ignoring them in class altogether and some teachers show reluctance to assist students with disabilities as well as some are not interested to accept educable students with disabilities into their classes.

Apparently, teachers may eventually take in such students in their class as a matter of school obligations, but it is not difficult to imagine their lack of commitment to supporting these students given their disinterest. According to Gezahegne(2010) “Teachers attitude have been considered as one of the major factors guaranteeing the success of inclusion of students with special needs” (p.92), but from the respondents responses the teachers’ attitude towards the implementation of the special needs education seems to be influenced by negative attitudes.

Most respondents of teachers’ attitudes influenced in different factors such the majors were lack of training, lack of incentives, lack of workloads, and lack of adapted textbooks. On the contrary, negative attitudes and misconceptions of the teachers as well as school administrators towards children with disabilities have a great impact on the provision of required special needs education (Schmid and Nagata, 1993).

5.8.Planning versus execution: a performance gap

If at all we say that special needs education/inclusive education has given any attention, we see it in the planning stage, and implementation seems to be ever difficult at all levels of management. The SNE/IE strategystated that the implementation of the strategy will be continuously monitored and evaluated in different levels; Information obtained in the process will be used to identify gaps and to offer feedback and technical support to mitigate these gaps (MoE, 2012).

The monitoring and evaluation system among educational hierarchical levels are very weak as well as nothing implemented the SNE/IE strategy, the education policy, the ESDPVI plan, the UPE, and the MDG. Fromthis implied that the rights of education for students with disabilities disrespected and forgotten.

Besides, the Education Sector Development Program IV (ESDP IV) states, “The nine resource centers will be increased to 500 by 2014/15.” (MoE, 2010,p.76) .The SNE/IE Directorate, while admitting the poor communication among the hierarchies of education offices , partly attributes monitoring challenges to the power vested in Woreda education offices. Implementation is also very limited in terms of adapting curriculum to cater for the educational needs of SWDs. While the MoE prepared the Curriculum Differentiation and Individual Education Guideline, the actual design of a curriculum for SNE is, however, long overdue.

5.8 Socio-cultural Challenges

The finding explores that the respondents, socio-cultural challenges are one of influential factors for the children with disabilities in Ethiopia. Most people in Ethiopia still believe that people with disabilities have nothing to contribute to the community. Because of these beliefs, parents feel that it is waste of time sending their children with disabilities to school. They keep them at home and involve them in basic household jobs.

According to Bevan-Brown, cultural influences have a big impact on the education of all children. For example, culture determines which disabilities receive more attention in an education system. It is therefore important for the schools as well as for teachers to understand the cultural backgrounds of the children they teach (Bevan-Brown, 2003; Fraser, 2005).

Ethiopia is a multi-cultural and multi-lingual nation. Parents' beliefs of enrolling children with disabilities into schools are different. The attitudes need to be changed. Children with disabilities should be enrolled and participate equally with the children without special needs. Parents need to develop a new and positive approach to special needs and need help to see the value of education for their children.

CHAPTER SIX

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

6.1.SUMMARY

The major purpose of this study was to identify the status of the special needs/Inclusive education practices, system and identify the challenges of the system. It is also concerns with the most pressing problems that affected the implementation of the SNE/ strategy and policies on special needs /Inclusive education as well as to indicate directions in the area in which more efforts and considerations are required for the improvement of the existing problems in special needs education through the sub-city , woredas and schools. Eventually, the findings of the study would help the city education bureau planners, decision makers, the sub-city planners and decision makers, the woredas supervisors and officers and the schools principals and teachers to explore and develop effective strategies for improving the special needs “Education for all” persons with special needs/disabilities. The other points presented as below.

Special needs education/Inclusive education practice has long suffered insufficient recognition and little understanding among government bodies at various levels, schools and the society. In this study, there is a little attention given to special needs education. Inclusive education in all schools enables students to benefit from need-based, flexible teaching methods, materials such as slate-styles, Braille, and hearing aids and facilities that contribute to equitable education for all. Moreover, useful to understand the great contribution of special needs education to create a stronger bond between students with disabilities and those without. As a result, discriminatory attitudes and feelings of isolation can eventually reduced as the learning and integrating confidence of students with disabilities improve.

Children with special needs have the right to education as prescribed by the international declaration and conventions on the rights of the children that already Ethiopia ratified in 1991. In the other way The MoE designed the SNE program strategy since 2006 later revised in the 2012,

however sufficient efforts were not made in the regions to provide equitable educational access for children with special needs compared to those without disabilities.

The existing SNE is not well organized and structured to provide equal access to education for students with disabilities/ special needs. Equal access to education is limited and access is still low. Moreover, in spite of the limited educational opportunity and in equitable access in the sub city, Number of children/ students with special needs /disabilities is suffering from getting opportunity to education. Besides, concerning special needs education provision, collaboration among governmental and non-governmental organizations, business communities, religious organizations, educational institutions seems to be low.

Some major factors that hinder the implementation of policies, programs, strategies on SNE/IE are lack of awareness about SNE policies, woreda and schools (primary), absence of budget allocation in sub-city, woreda and schools, lack of due attention on the side of the sub city, woreda and schools planners, experts and decision makers, lack of physical accessibilities, absence of assistive devices and materials lack of commitment and the others.

Generally, the Ethiopian education and training policy of 1994 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. However, it did not effectively implement in the sub-city. From this, it is possible to argue that educational planners, experts and decision makers have lack of policies awareness. Apparently, parents of children with disabilities and community participation in educational planning, development and awareness raising activities did not initiate in the sub city. Thus, the sub city contribution to implement special needs education policies and participation in the awareness-raising program seems to be negligible.

Overall, policy challenges are immense as critical shortage of experts to explore problems related to special needs education in the country defines the recent status of the field. Moreover, there seems to be confusion for the MoE and its subsequent bureaus and offices as to which sub-sector to designate for addressing issues pertaining to special needs education. As a result, collaboration among government bodies and other stakeholders has been very weak. Hence, the system is very weak. In order to support effectively, Teachers should have additional skills, and knowledge like Braille reading and writing, mobility and orientation, and sign language.

On the other hand, Students with disabilities who are learning in regular schools are facing lack of necessary educational assistive materials such as Braille materials, slate/styles, canes, hearing aids, JAWS (Job Access with speech) and others. Inconvenient school situations and in availability of trained experts, in accessible of physical facilities (buildings, playing fields, toilets, roads, ramps, etc.) are the major serious problems in the quality of SNE provision. In addition, poorly trained and unqualified teachers would affect quality education provision in SNE, lack of support structural leadership, and financial resources in the sub-city.

The provision of essential materials and teaching aids was, on the other hand, insufficient in the teaching practice; the following core influential factors are living for the long time in each school. These are : The free promotion education policy, the Teacher –student ratio ,Imbalanced students–textbook ratio, the period load, Lack of (Awareness, trained SNE experts ,commitment, trainings, and workshops), Absence of (Budget allocation, materials and devices ,physical accessibilities, incentives), lack of integrity or kindness/ ,The less economical background of teachers, The insufficient special needs education course offered at higher institutions (in colleges and universities),The information gap among teachers and the school management, and Negative attitudes of teachers to accept and educate SWDs with others.

In general, from the different challenges point of view, the teachers' attitude towards the implementation of the special needs education is challenged, and negative.

The MoE 5-years plan, the Education Sector Development Program IV (ESDP IV) set a plan to establish 500 resource centers from which SWDs would have benefitted however still nothing to do in different challenges. The nine resource centers will be increased to 500 by 2014/15.

Implementation is also very limited in terms of adapting curriculum to cater for the educational needs of SWDs. While the MoE prepared the Curriculum Differentiation and Individual Education Guideline, a document on how to design curricular contents, design methodology, teaching aids, etc., the actual design of a curriculum for SNE is, however, long overdue.

Finally, all responsive bodies, government and non-government organizations have to play a prominent role to practice the special needs /Inclusive education for all students with special needs(with disabilities).

6.2. Limitation of the Study

- a)** Focus group discussion was not appropriate, as the participant's could not get privacy to express their feelings openly because participants could be blamed and criticized by other participants of the group after the end of discussion. Hence, the study was conducted using individual interview.
- b)** Most of the research participants did not understand the concept of inclusion and did not know about the Inclusive Education Policy, even though many were teaching children with disabilities in the classrooms. The researcher would also have liked to obtain information from teachers who had been involved in implementing and understanding the special needs/Inclusive Education strategy and policies as well as conventions of rights of disabilities.
- c)** The study was conducted in only one sub city of the city of Addis Ababa and therefore findings may vary across other sub cities.

6.3. Conclusion

This study was conducted with the aim of determining how primary school teachers viewed and experienced teaching children with special needs alongside children without special needs in regular classrooms. The study was conducted in Yeka sub-city that targeted in three primary schools. Thirty two participants responded to the research interview and focus group discussion while 12 among the 32 were also involved in focus group discussion. This study has focused on to identify the status of the special needs/Inclusive education practices, a system and challenges of the system. It is also concerns to indicate directions in the area in which more efforts and considerations are required for the improvement of the existing problems in special needs education/inclusive education. The implementation of the SNE/Inclusive Education gained majority support from the teachers, principals and the woreda supervisors in this study. There is a belief that special needs /inclusive education is appropriate for their schools Although there were cultural differences and attitudinal challenges, teachers thought that children with disabilities should be given an equal opportunity to have regular classes like their peers without special needs and inclusion was the best option.

From the findings several important issues emerge which need to be addressed. First, many teachers and woreda supervisors in this study have not the knowledge of SNE/inclusive education, policies, programs and strategies and yet it was quite interesting to find that they were teaching children with special needs. Children with special needs were not get necessary support and educated with other children without special needs. Teachers also pointed out that attitudes of peers and parents were important for the progress of inclusive education program. Hence, positive attitudes were needed to teach and support children with special needs/Disabilities in regular schools. Second, teachers in this study have raised concerns that in order for the Inclusive Education implemented effectively in regular schools teachers need more training in the field of special needs education. Ongoing training in all areas of disabilities would provide the teachers with adequate knowledge and skills to cater for children with special needs. There needs to be training for specialists in different areas of disability support because currently there are no specialists available to provide such assistance. Financial assistance was considered very essential to implement effectively the SNE/Inclusive Education.

Third, the study depicted the following major problems that encountered the practices of inclusive education such challenges are: Lack of trainings and workshops, Lack of trained SNE experts ,uncommitted, Absence of Budget allocation, materials and devices ,physical accessibilities, incentives, lack good will, The poor economical background of teachers, disproportion of Teacher–student and students–textbook ratios, the period load , The insufficient special needs education course offered at higher institutions of learning ,the information gap among teachers and the school, students related problems. The possible causes of the challenges were from factors related to the curriculum and its assessment, lack of a guide line on inclusion, lack of support and guidance from instructional leaders, and methodological issues.

6.4. Recommendations

In the light of findings of the study and conclusion made, the following recommendations forwarded as strategies for offering equitable basic education for all children (students) with disabilities (or with special needs).

- The Ethiopian education and training policy, the development and transformation plan strategy, the special needs/inclusive education program strategy, the ratified conventions for people for rights of disabilities should implemented by the city and the sub-city education bureau.
- Pay attention to implement SNE/IE policies, strategies, programs, declarations and conventions in primary schools.
- The sub-city administrative, woreda educational offices and schools should make collaboration with NGOs, educational institutions those who providing SNE professionals.
- The sub city should work hard to ensure equal educational access and opportunities for CWDS/CWSN.
- The in -service trainings, on job trainings and workshops are necessary to the sub-city and woreda experts, the schools principals and teachers to be built their capacity on SNE/IE.
- Create conducive environment in school like physical settings and teaching materials.
- The subcity should hire SNE experts a subcity level, woreda level and schools.
- The city education bureau, the subcity, woredas and schools planners should include seriously the budget for SNE/IE.
- The subcity should make the flexible structure for allowing the SNE experts to do sufficiently for the sake of SWDs/SWSN.
- The sub city allocates the budget to schools for facilities, accessibilities and trainings as well as for workshops to schools.
- Create collaborative works with different stakeholder's national and international organizations as well as colleges and universities.
- The subcity, woreda and schools should conduct educational and /or Action research.
- Provide its strategic plan to implement SNE/IE in regular schools system by participating universities, colleges, health centers, educational experts, community members, civic societies, forums, religious leaders, parents, psychologists, sociologists and NGOs/DPOs.

- The curriculum should adapt and the textbooks should modify for SWDs.
- The sub-city should establish resource centers in each school for the better treatment of SWDs (Special needs).
- SNE/Inclusive education is necessary to practice in private primary schools in the sub-city.
- SNE teachers have to be competent enough in basic assessment, identification, and instructional skills Braille, sign language, mobility and orientation, and knowledge.
- Providing Basic skills like Braille reading and writing, Mobility and orientation, sign language and knowledge of SNE training school should provided for all teachers and school principles.
- The sub city should prepare the identification and assessment tools.
- There is necessary to provide the SNE/IE trainings and workshops to Addis Ababa education bureau, the yeka sub city, the woredas and school community.

This study is not the final method to indicate the problems and provided the solutions but it opens the way for others researchers to make investigation in these areas.

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Appendices

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OF SPECIAL NEEDS EDUCATION

INTERVIEW QUESTIONS

This Interview Questions are Concerning SNE to be answered by the sub city, 'wereda' educational officials, the sub city managers, and experts, Addis Ababa Education bureau and Ministry of education managers, and experts and special Needs experts.

This Interview is designed by the post graduate student of the department of special need education who is studying **“Inclusive Education Practices of primary schools in Yeka sub city”**.

Objectives:

- ✓ To Know The Status Of Implementation Of The Policies And Strategies Of Special Needs /Inclusive Education In The Sub-City
- ✓ To Identify The Challenges And Opportunities Of Special Needs /Inclusive Education In The Sub-City
- ✓ To Indicate The Possible Solutions And Strategies For Implementing Special Needs /Inclusive Education In The Sub-City

Appendix -A

Interview Questions for Teachers

1. In your suggestion what are the main advantages of special needs inclusive education?
2. As you are told me the main advantages of SNE/IE, what about the status/ level of your school's activities in applying SWE/IE?
3. What are the reasons for implementing SWE/IE in yours school?
4. What are the reasons for that did not implement SWE/IE in your school?
5. In the process of student centered, collaborative and participation teaching methods, how you are helping students with disabilities (or with special needs if you couldn't help them what are the reasons behind it?
6. What are your methods to help students with disabilities and with special needs in the continuous assessment exams, group works and individual works?
7. Could you tell me the reasons tell me did not implement the special needs or inclusive education in your school?
8. How do you solve the problems challenges that you faced in the case of children with disabilities special needs? Did you discuss with other colleagues or report to principals or parents? What the responses?

9. Who helps to assist the VI or HI students in their needs that they read and write in Braille and sign language skills? Or did you have skills of Braille and sign language?
10. What are your experiences inviting students with special needs in your school? In many ways, these students getting services in your school?
11. What expectations from different bodies to solve solutions and responsibilities of Government bodies, Schools, Community, SNE teachers?

Appendix-B

Interview questions for Principals

1. In your suggestion, what are the main advantages (core values) of special needs/ inclusive education?
2. As you explained the main advantages of SNE/IE, what is the status or level of your school's activities in implementing SNE/IE?
3. What kind of rules and regulations, programs and others delivered to your school from A.A education bureau, sub city and woreda in relation to special needs /inclusive education?
4. During the teaching-learning process, there may be many problems reported to your office. What types of challenges are relating to students with special needs and disabilities?
5. In order to access all the students in text books and references, what types of disability assistive materials/devices available in library and laboratory? (Braille texts, reference books, hearing and slate styles Braille papers, magnifying lenses, magnified maps, mathematical instruments and materials, etc).
6. Are there budget allocations for special needs and disability students in a school level?
7. What are the methods and strategies of teachers (regular /general) to help students with special needs/ disabilities?
8. How do you explain the accessibility of the school compound that every disability moves from place to place, at toilet, library, laboratory and a place of drinking water.
9. What do you expect to do for alleviating challenges from, different levels of responsive bodies?

Appendix-C

Interview questions for woreda Supervisors/officials

1. In your suggestion, what are the main advantages (core values) of special needs/ inclusive education?
2. What are the current/ status of special needs and inclusive education in the woreda level?
3. What are the reasons for implementing SNE/IE in your school?
4. What are the problems that did not implement SNE/IE in your school?
5. What types of Procedures, rules and regulation strategies came about the SNE/IE and transferred from sub city, Addis Ababa education bureau.
6. Do you explain for how the Budget allocation utilized for special needs /IE in woreda level and school level?
7. What do the special needs education professionals in woreda and school levels?

8. Is there any additional tasks done by special needs education teachers/experts?
9. What kinds of problems reported to the woreda from the schools that are relating to special needs education or disability cases? How did you solve?
10. What appreciations provided for special needs teachers in school level by the woreda and the school level?
11. Do you explain how the schools resources center works?
12. How do explain the Physical Accessibilities of woreda building, toilets, recreation places, education office, and the school compounds?
13. Did you discuss with community Based on Results, treatments and problems, and education system of SNE/disabilities students?
14. What expects from responsive bodies (Government, Schools, Society, and community)?

Appendix-D

Interview questions for the Sub- city

1. In your suggestion what are the main advantages (core values) of special needs/ inclusive education?
2. What are the current/ status of special needs and inclusive education in the woreda level?
3. What are the reasons for implementing SNE/IE in the sub city level?
4. What are the problems did not implement SNE/IE in the sub city level?
5. What kinds of polices strategies, rules and regulations, circulate from education bureau or ministry of education? Is /are there specifically for special needs education inclusive education.
6. Is there budget allocation for special needs
7. Education program in the sub city level?
How do you follow the application at woreda and school levels?
8. What are the SNE experts' job activities in their position?
9. What looks like the allocation of supportive and assistive devices for student with special and disabilities in schools?
10. What are the straggly are planned to implement the national SNE/IE strategy (2012) in sub- city level?
11. What expects from different bodies?

Appendix-E

Interview questions for Addis Ababa education bureau

1. In your suggestion what are the main advantages (core values) of special needs/ inclusive education?
2. What are the current/ status of special needs and inclusive education in the woreda level?
3. What are the reasons for implementing SNE/IE in the bureau level?
4. What are the problems did not implement SNE/IE in the bureau level?
5. Is there budget allocation for special needs education program in the bureau level
6. What are SNE/IE experts do in each levels of education sectors:

7. In order to implement the SNE/IE strategies, policies and assisting the students with special needs/disabilities/ how the Bureau performed about curriculum adaptation?
8. What strategy formulated to apply the national SNE/IE strategy in the bureau?
9. What incentives provided for the SNE experts/teachers?
10. What expect to do for alleviating challenges from, different levels of responsive bodies?

Appendix-F

Interview questions for ministry of education MOE

1. In your suggestion what are the main advantages (core values) of special needs/ inclusive education?
2. Would you explain the implementation status or level of the children rights for persons with disabilities CRPD UN 2006 and the revised Ethiopian SNE/Inclusive education strategy in Addis Ababa city government?
3. What are the monitoring and evaluation system of implementing the special needs inclusive education strategy in MOE, SNE/IE and adult education directorate?
4. According to educational access quality and support system of the primary education, what are the implementations of every educational sector on special needs disability students?
5. In order to implement the special needs inclusive education do you explain how the curriculum adapt in the Ministry, Addis Ababa education bureau and sub cities?
6. What are the major problems to implement the special needs inclusive education?
7. In order to implement the SNE/IE strategy and the special needs education program what strategies designed in the Addis Ababa education bureau?
8. For the better performance or implementation and solve the problems what expect from each level of the government bodies, Schools, Community, SNE teachers?

Appendix-G

Guiding questions to facilitate teachers' focus group discussion:

1. How do you describe accessibility of resources to enable students with special needs to participate fully in school activities?
2. Does the school have any mechanisms to share information among teachers about students with special needs?
3. Do you apply differentiated lesson planning in order to recognize the learning requirements of students with special needs. ?
4. How do you make your classroom culture to encourage positive effort and promote the performance of students with disability?
5. Do you think students with disabilities can benefit from being included in the general classroom?
6. Describe the challenges of inclusive education that you face in your school?

7. What do you think are the possible causes of these challenges?
8. And what strategies do you suggest to be used?

Appendix-H

Guiding questions to facilitate students' focus group discussion:

1. Do you think your teachers have adequate knowledge, skills and background to teach the students with special needs?
2. Do you get an access of the resource room, library, laboratory and other supportive materials like Braille and visualized and other devices to get your needs meet?
3. Do you actively participate in the classroom activities with your classmates?
4. Do you think students with disabilities benefit from being included in the general education classroom?
5. Is there a collaborative effort between the school and the teachers to get rid of physical barriers and obstacles from the school?
6. What do you think are the challenges of inclusive education in your School?
7. What do you think are the possible causes for the challenges of inclusion?
8. What do you suggest to overcome the challenges of inclusion in your school?

Thank you

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት ፋካልቲ እና የባህሪ ጥናት ኮሌጅ

የልዩ ፍላጎት ትምህርት ዲፓርትመንት

ቃለ-መጠይቅ

ይህ ቃለ-መጠይቅ በአ.አ.ዩ በልዩ ፍላጎት ትምህርት መስክ (ዲፓርትመንት) ስር በ ድህረ ምረቃ ተማሪ የተዘጋጀ ነው።ይህ ጥናት የሚካሄደው “Inclusive Education Practices of primary schools in Yeka sub city” በሚል ርዕስ ነው።

የመጠይቁ ዓላማ፡-

1. የልዩ ፍላጎት/አካቶ ትምህርት ፖሊሲ በአዲስ አበባ ከተማ ትምህርት ቢሮ ውስጥ በተመረጠው ክ/ከተማ ፤ወረዳዎች እና 1ኛ ደ/ት/ቤቶች ውስጥ መከናወኑንና ያለበትን ደረጃ ለማወቅ፤
2. ክ/ከተማ ፤ወረዳዎች እና 1ኛ ደ/ት/ቤቶች ውስጥ ሲተገበር/ላለመተገበር ያጋጠሙ ችግሮችን ለመለየት፤
3. ለችግሮች መፍትሄ ይሆናሉ ተብለው የሚታሰቡትን ለመለየት፤

ቃለ-መጠይቅ -ሀ

ለወረዳ የትምህርት ባለሙያዎችና አመራሮች የቀረበ ቃለ-መጠይቅ

1. በአርስዎ አመለካከት/አይታ የልዩ ፍላጎት/አካቶ ትምህርት ዋና ጥቅሙ (core value) ምን እንደሆነ ቢነግሩኝ?
2. በወረዳዎ ውስጥ የልዩ ፍላጎት/አካቶ ትምህርትን ለመተግበር/ላለመተግበር ምክንያት የሆነው ነገር ምን ይመስልዎታል?
3. ስለ ልዩ ፍላጎት ትምህርት አፈፃፀም ወረዳው በጀት በዕቅዱ ውስጥ እቅድ እየሰራ ነው ይላሉ?
4. የትምህርት ብክነት ለመቀነስና የትምህርት ጥራትን ለመጠበቅ የልዩ ፍላጎት ባለሙያን በወረዳ ደረጃ በት/ቤት ደረጃ ባለሙያ ተወክሏል?
5. አካል ጉዳተኞች ባሉባቸው ት/ቤት ውስጥ በብራል፤ በምልክት ቋንቋ የሰለጠኑት ባለሙያዎች በቅጥርም ሆነ በማስልጠን የተወከሉ ባለሙያዎች ይኖራሉ?
6. እስካሁን ድረስ ወረዳው 1ኛ ደረጃ ት/ቤትን ሲመራ ከት/ቤቶች ከሚመጡ ችግሮች ውስጥ አካል ጉዳተኛን ወይም ልዩ ፍላጎት ካላቸው ተማሪዎች ጋር የተያያዙ ችግር ወረዳው ገጥሞት ያውቃል? ከገጠመው ምን ዓይነት ችግሮች ናቸው? እንዴት ተፈቱ?
7. ልዩ ፍላጎት ያላቸውን ተማሪዎች የሚያስተምሩ መምህራንን ለማበረታት በወረዳው በኩል የተደረገ ጥረት አለ? ከተደረገ ምን ማበረታቻ ተደርጓል?
8. ለሌሎች ተማሪዎች ማጠቃለያ መግለጫት ላብራቶሪ እና ሌሎች ለጋራ ተጠቃሚነት ተዘጋጅቶ ይቀመጣል፤ ለአካል ጉዳተኞች፤ ለአይነ ስውራን፤ መስማት ለተሳናቸው፤ የሰውነት እንቅስቃሴ ውስንነት ላላቸው የሪሰርስ ማእከል አቋቁሞ በውስጡ እንደ አካል ጉዳተኝነት አይነት አዘጋጅቶ ማቅረቡን ወረዳው በበጀት ከመያዝና ከመፍቀዱ አንጻር የተሰራ ስራ ካለ ቢገለጽልኝ?
9. በምክር አገልግሎት አንጻር ባለሙያን በየትም/ቤቱ ወይም በክላስተር ደረጃ ከመመደብ አንጻር የተሰራ ነገር ካለ ቢገለጽልኝ?
10. ከወረዳው ቢሮ እወቃቀር/አመችነት/ ጀምሮ እስከ ት/ቤቶች የግቢው ውስጥ ፋሲሊቲ ሲታይ ወረዳው እንዲያስተካክሉ በምን በኩል እየሰራ ይገኛል?

11. የትምህርት ተደራሽነት፣ ተገቢነት፣ ጥራት እንዲጠበቅ ልዩ ፍላጎት ያላቸው ተማሪዎች እኩል ተደራሽነት መሆን እንዳለባቸው ይታመናል። ስለዚህ ወረዳው ስራዎችን በምን መልኩ ይገመግማል? ችግሮችን በምን ዘዴዎች ይፈትሻል/ይለያል? መፍትሔዎችን የሚያወስደው እንዴት እንደሆነ ቢያብራራልኝ?
12. ት/ቤቶች የተማሪዎችን የትምህርት ፍላጎት ተከትለው እያስተማሩ መሆኑን እንዴት ያዩታል? ክትትሉስ ምን ይመስላል?
13. የሚያቋርጡ ተማሪዎች ላይ በብዛትና በዓይነት ሲመለከቱት ምን አይነት ችግር ያለባቸው ተማሪዎች ናቸው የሚበዙት?
14. በተማሪዎች ውጤት ላይ ተመርኩዘው ከወላጆች፣ ከርእሰ መምህራን እና ከመምህራን ጋር ውይይት ሲያደርጉ ችግሮቹ የሚነሱት በምን ዓይነት ተማሪዎች ላይ ነው? ችግሮች ልዩ ፍላጎት ያላቸውና አካል ጉዳተኞች ላይ ከጉዳት አልባዎቹ በተለየ መልኩ እንዴት ይገልጹታል? ለችግሩ መፍትሔ ምን እየተወሰደ ነው?
15. በት/ቤቶች የማጠቃለያ መጻሕፍትና የመማሪያ መጻሕፍትን ለተማሪዎች የሚደረስበትን ጉዳይ የቤተ-ሙከራ ቁሳቁሶችን ከመሟላት አንጻር ጥረት ሲደረግ ልዩ ፍላጎት ላላቸው አካል ጉዳተኞች ምን ጥረት ተደርጓል? (ብሬል ክህሎትና የብሬል መጻሕፍት፣ ስሌት ስታይለስ፣ መስማት ለተሳናቸው ማዳመጫ፣ የክፍሎችና የግቢው መስተካከል ወይም አመችነት)
16. ችግሮችን ለመቅረፍ ከበላይ አካላት እንዲሁም ከእርስዎ ምን ይጠበቃል?
17. ችግሮችን ለመቅረፍ ከበላይ አካላት እንዲሁም ከእርስዎ ምን ይጠበቃል?

ቃለ-መጠይቅ -ለ

ለርዕሰ መ/ር የቀረበ ቃለ-መጠይቅ

1. በእርስዎ አመለካከት/እይታ የልዩ ፍላጎት/አካቶ ትምህርት ዋነኛ ጥቅሙ (core value) ምን እንደሆነ ቢነግሩኝ?
2. በት/ቤት ውስጥ የልዩ ፍላጎት/አካቶ ትምህርትን ለመተግበር/ላለመተግበር ምክንያት የሆነው ነገር ምን ይመስልዎታል?
3. መመሪያዎች፣ ደንቦች፣ ፓሊሲዎች ከከ/ከተማ፣ ወረዳ፣ ይመጣሉን? ከነዚህ ውስጥ ልዩ ፍላጎት ያላቸው ተማሪዎችን የሚመለከቱ ተልከው ያውቃሉ? ምን ዓይነት ተልክ ያላቸው ናቸው?
4. የምክር አገልግሎት በት/ቤት ደረጃ የሚሰጣቸው እንዴት ዓይነት ተማሪዎች ላይ ያተኩራል? እስካሁን አካል ጉዳተኞችን ወይም ልዩ ፍላጎት ያላቸውን ተማሪዎች ያካተተ ስራ የተሰራ ስራ እንዳለ ቢያብራራልኝ?
5. የትምህርት ብክነትን ለመቀነስ (Dropout) በት/ቤት ደረጃ የተቀየሰ ስልት አለወይ? ልዩ ፍላጎት ያላቸው ተማሪዎችን ድሮፕ አውት ለመቀነስ የተቀየሰ ዘዴ ከአለ ቢነግሩኝ?
6. በመማር ማስተማሩ ሂደት የሚነሱ ችግሮች አካል ጉዳተኞችን ወይም ልዩ ፍላጎት ያላቸውን ተማሪዎች አስመልክቶ የሚቀርብበት ጊዜ ነበር? ምን መፍትሔ ተሰጠ?
7. በቤተ-ሙከራ በማጣቀሻ መጻሕፍትና በመማሪያ መጻሕፍት ማዳረስና ማሟላት ችግሮች ላይ ለአካል ጉዳተኞች የተደረገ ጥረት ካለ ቢገልጹልኝ?
8. በመማሪያ መጻሕፍት አጠቃቀም ለአይነ ሥውራን ተማሪዎች የተመቻቸ ስራ ካለ ቢነግሩኝ?
9. በት/ቤት አጠቃላይ እቅድና በጀት መሰረት ለልዩ ፍላጎት ተብሎ የሚበጀት በጀት ካለ ቢጠቀሱልኝ? ከሌለ ያልተበጀተው በምን እንደሆነ ቢያብራራልኝ፣ እንዲበጀት የተደረገ ጥረት ይኖር ይሆን?
10. የመምህራን ዓመታዊ እና ሳምንታዊ የማስተማር ዕቅድ ውስጥ ለአካል ጉዳተኞች ልዩ ፍላጎት ላላቸው ተማሪዎች በተለየ መልኩ ታቅዶ የሚሰሩበት ሁኔታ አለወይ? መምህራን እነዚህን ስተማሪዎች ለመርዳት ምን ዓይነት ዘዴ ቀይሰው እየሰሩ ነው? ቢያብራራልኝ?
11. በጤናና የሰውንት ማጎልመሻ ትምህርት (HPE) እንቅስቃሴ መምህራን ለአካል ጉዳተኞች በምን መልኩ እየረዷቸው ያስተምራሉ?

12. ለትምህርት እንቅስቃሴው ውጤታማነት ተጓዳኝ የትምህርት ፕሮግራሞችን ትነድፋላችሁን ? ፕሮግራሙ ምን ዓይነት ተማሪዎችን ለመርዳት የተደረገ ነው ?
13. በት/ቤት ክበባት ይቋቋማል ምን ዓይነት ክበባት ናቸው? አካል ጉዳተኞችን የሚያግዝ ክብብ ለብቻ ተቋቁሞ ይሆን?
14. በት/ቤቱ መገልገያ ቦታዎችና ግቢው (ሽንት ቤት ቤተመጻሕፍት፣ ላብራቶሪ፣ ውሃ ቦታ) ለአካል ጉዳተኞች ለመንቀሳቀስ አመቺነቱ ምን ያህል ነው ?
15. የልዩ ፍላጎት /አካቶ ትምህርትን ለመተግበር የዚህ ሙያ እና ልምድ ካላቸው ድርጅቶች ወይም ግለሰቦች የስልጠና ወይም የልምድ ማካፈል እርዳታ ወይም ጥያቄ ያቀረባችሁት ነበር ? ጠይቀው ከነበር በምን ዙሪያ እንደሆነ ዘርዘር ቢያደርጉልን? ያልጠየቁ ከሆነ ደግሞ ምክንያቶቹን ቢነግሩኝ።
16. በአጠቃላይ ት/ቤትዎ አካቶ ትምህርትን ለመተግበር ያለው ዝግጁነት እና ቁርጠኝነት ምን ያህል ነው? ለትግበራው ውጤታማነት ት/ቤቱ ያለው ጥንካሬ (ከሰው ኃይል፣ በጀት እና ማቴሪያል አኳያ) እንዴት ነው? ዋነኛና ትልቅ ተግዳሮት ነው የሚሏቸው ምንድን ናቸው ?
17. ችግሮችን ለመቅረፍ ከበላይ አካላት እንዲሁም ከእርስዎ ምን ይጠበቃል?

ቃለ-መጠይቅ -ሐ

ለመምህር የቀረበ ቃለ-መጠይቅ

1. በእርስዎ አመለካከት/አይታ የልዩ ፍላጎት/አካቶ ትምህርት ዋነኛ ጥቅሙ (core value) ምን እንደሆነ ቢነግሩኝ?
2. በክፍል ውስጥ ወይም በት/ቤትዎ ውስጥ የልዩ ፍላጎት/አካቶ ትምህርትን ለመተግበር/ለመተግበር ምክንያት የሆነው ነገር ምን ይመስልዎታል?
3. የመማር ማስተማርን ሂደት ተማሪ ተኮር አድርጎ በማስተማር፣ አሳታፊ፣ አጣምሮ የማስተማር ሂደት ልዩ ፍላጎት ያላቸውን ተማሪዎች በምን መልኩ ማስኬድና መርዳት ችለዋል? ቢያብራሩልኝ፤ ለመርዳት ያልቻሉ ከሆነ ምክንያቱ ምን ይመስልዎታል?
4. የትምህርት ጥራትን ለመጠበቅ ተግባራዊ ስራዎች ያስፈልጋሉ፤ የመማሪያ መጻሕፍት ተገቢነት፣ የማጣቀሻ መጻሕፍት መሟላት፣ ላብራቶሪ ሙከራዎችን የማካሄድ ሁኔታን የአካል ጉዳተኞችንና ልዩ ፍላጎት ያላቸውን ተማሪዎች እንዴት እየተሳተፉ ይገኛል?
5. ተከታታይ ምዘናዎችን በመስጠት፣ የቤት ስራዎችን በግልና በጋራ ሲሰጡ አካል ጉዳተኞችንና ልዩ ፍላጎት ያላቸውን ተማሪዎች የሚያሳትፉበት ስልት ምን ይመስላል? እንዴት ይረዷቸዋል?
6. በመማር ማስተማሩ ሂደት የሚያጋጥምዎትን ችግሮች ለመለየት ጥናትና ምርምር አድርገው ያውቃሉ? ምን አይነት ችግሮች ናቸው? ልዩ ፍላጎት ካላቸው ተማሪዎች ጋር የተዛመደ ችግሮች ላይ ጥናት አድርገው ከሆነ ቢገልጹልኝ?
7. በመማር ማስተማሩ ሂደት ልዩ ፍላጎት ካላቸው ተማሪዎች ጋር የተዛመደ ችግሮች ሲገጥምዎት እንዴት እየፈቱት ነው ? ከእነ ማን ጋር ተነጋግረዋል? ምላሾችስ ምን ይመስላሉ?
8. ልዩ ፍላጎት ያላቸው ተማሪዎችን በብራል ጽሁፍ እና ንባቦች፣ የምልክት ቋንቋ ክህሎት ላይ እንዴት ይረዷቸዋል?
9. የትምህርት ብክነትን ለመቆጣጠር የሚጠቀሙበት ዘዴ ልዩ ፍላጎት ካላቸው ተማሪዎች አንጻር ያለውን ቢጠቅሱልኝ?
10. የተማሪዎች የግል ችሎታ፣ የመማር ክህሎትና አካባቢያዊ ችግሮችን እየተለዩ በእቅድ ተይዘው ችግሮቹን ለመቅረፍ የተደረገ አካሄድ፣ ጥረትና ትግበራ ቢገለጽ፤
- 11.
12. ልዩ ፍላጎት ያላቸውን ተማሪዎች በት/ቤትዎ ከማስተናገድ አኳያ ምን አይነት ዘዴና ተሞክሮ አለ ?፤ በምን አይነት ዘዴ መስተናገድ አለባቸው ይላሉ?
13. ችግሮችን ለመቅረፍ ከበላይ አካላት እንዲሁም ከእርስዎ ምን ይጠበቃል?

ቃለ-መጠይቅ -መ

ለክፍለ ከተማ የትምህርት ባለሙያዎች የቀረበ ቃለ-መጠይቅ

1. በእርስዎ አመለካከት/እይታ የልዩ ፍላጎት/አካቶ ትምህርት ዋነኛ ጥቅሙ (core value) ምን እንደሆነ ቢነግሩኝ?
2. በክ/ከተማው ደረጃ የልዩ ፍላጎት/አካቶ ትምህርትን ለመተግበር/ላለመተግበር ምክንያት የሆነው ነገር ምን ይመስልዎታል?
3. በልዩ ፍላጎት ትምህርት ዙሪያ በክ/ከተማ ውስጥ ምን የተሰራ ስራ አለን? ቢገልጹልኝ፤ የልዩ ፍላጎት ትምህርት የሚያስፈልጋቸው ተማሪዎች ያሏቸው ስንት 1ኛ ደረጃ ት/ቤቶች አሉ?
4. በልዩ ፍላጎት ተማሪዎች እገዛ በኩል ከወረዳዎች እስከ ት/ቤቶች ድረስ መሰረቱን በምን መንገድ ያረጋግጣሉ?
5. በሁሉም ወረዳዎችና ት/ቤቶች የልዩ ፍላጎት ባለሙያ ወይም ለዚህ ጉዳይ ተብሎ የተወከለ ይኖራ ይላሉ? ምን ያህል የልዩ ፍላጎት ባለሙያዎች ተመድበዋል?
6. የልዩ ፍላጎት ባለሙያዎች ከሰለጠኑበት ሙያ በተጨማሪ ምን አይነት ስራ እየሰሩ ይገኛሉ ?
7. በክ/ከተማው ውስጥ ባሉ በወረዳዎች የሚተዳደሩ ት/ቤቶ ውስጥ በመረጃ አያያዝ ሂደት ስንት አካል ጉዳተኞች ተማሪዎች ይኖራሉ?
8. የትምህርትን ጥራት ከመጠበቅ አንጻር አካል ጉዳተኛ ተማሪዎች ባሉባቸው ት/ቤቶች ውስጥ የበጀትና የማስተማሪያ ቁሳቁሶች አቀርቦት ተሟልቶ እየተሰራ ነው ይላሉ? እንዴት ይደርሳችኋል?
9. በልዩ ትምህርት ዙሪያ ያሉ ችግሮችን ለመፍታት እና የልዩ ፍላጎት/አካቶ ትምህርት ስትራቴጂን ለመተግበር በዚህ ቢሮ የተዘጋጀ የአቅም ግንባታ ስልጠና ነበር ወይ? ለወደፊት ምን ታስቧል?

ቃለ-መጠይቅ -ሠ

ለአዲስ አበባ ትምህርት ቢሮ የሚቀርብ ቃለ መጠይቅ

1. በእርስዎ አመለካከት/እይታ ዋነኛ ጥቅሙ (core value) ምን እንደሆነ ቢነግሩኝ?
2. በከተማው ደረጃ የልዩ ፍላጎት/አካቶ ትምህርትን ለመተግበር/ላለመተግበር ምክንያት የሆነው ነገር ምን ይመስልዎታል?
3. ቢሮው በትምህርት ሚ/ር የተቀረጸውን የልዩ ፍላጎት/አካቶ ትምህርትን ስትራቴጂ ወደ ተግባር ለመቀየር እንዴት እየሰራ ነው? ቢያብራሩልኝ፤
4. ቢሮው በራሱ ዕቅድ ውስጥ ወይም ክ/ከተሞች በእቅዳቸው ውስጥ የልዩ ፍላጎት /አካቶ ትምህርትን ለማስፈጸሚያ በጀት እንዲይዙ ከተደረገ ቢገልጹልኝ?
5. በቢሮው በክ/ከተሞች በወረዳዎች እና በት/ቤቶች የልዩ ፍላጎት /አካቶ ትምህርትን የሰለጠነ ባለሙያ እንዲመደብ ተደርጎ ይሆን ? ካለ ለተግባራዊነቱ የማረጋገጫ ስልቱን ጭምር ቢገለጽ ምን ያህል ሰለጠኑ ባለሙያ ለምን ያህል ክ/ከተማ፤ ወረዳ እና ት/ቤት ተመድቧል ?
6. እስካሁን በpre-service እና in-service ስልጠና በልዩ ፍላጎት /አካቶ ትምህርት እንዲቀጥል ተደርጓል? ቢብራራ?

7. ቢሮው በትምህርት ሚ/ር የተቀረጸውን የልዩ ፍላጎት /አካቶ ትምህርትን ስትራቴጂ ወደ ተግባር መቀየሩን የሚያረጋግጠው እንዴት ነው ? የmonitoring and evaluation system ካለ ቢገለጽ ?
8. የልዩ ፍላጎት መምህራንን የሚያበረታታ የተቀየሰ ስልት ካለ ቢገለጽ
9. ልዩ ፍላጎት ያላቸው ተማሪዎችን ለማበረታታትና ቁጥራቸውን ለመጨመር ምን ተደርጓል? ለወደፊትስ ምን ታስቧል?

ቃለ-መጠይቅ -ረ

ለትምህርት ሚኒስቴር የተዘጋጀ ቃለ-መጠይቅ

1. በእርስዎ አመለካከት/እይታ የልዩ ፍላጎት/አካቶ ትምህርት ዋነኛ ጥቅሙ (core value) ምን እንደሆነ ቢነግሩኝ?
2. የአካል ጉዳተኞች ዓለም ዓቀፍ ስምምነት ሰነድ(CRPD,UN 2006 እና ት/ሚ በ2012 የከለሰው (Revised SNE/Inclusive Education strategy) በየደረጃው በአዲስ አበባ ከተማ እየተተገበረ መሆኑን ቢገልጹልኝ ?መተግበሩንስ የልዩ ፍላጎት ዳሬክቶሬቶሬት በምን ያረጋግጣል?
3. የአካል ጉዳተኞች ዓለም ዓቀፍ ስምምነት ሰነድ(CRPD,UN 2006 እና ት/ሚ በ2012 ያደሰው የSNE/Inclusive Education strategy) በየደረጃው በአዲስ አበባ ከተማ እየተተገበረ መሆኑን ቢገልጹልኝ ?መተግበሩንስ የልዩ ፍላጎት ዳሬክቶሬቶሬት በምን ያረጋግጣል?
4. የታቀደውን የትምህርት ልማት ፕሮግራም አፈጻጸምን ከልዩ ፍላጎት ትምህርት አንጻር ይህ ዳሬክቶሬት በምን ዓይነት ስትራቴጂ እየተከታተለው ይገኛል?
5. የትምህርት ስርጭት፣ጥራትና ብቃት ከማስጠበቅ እና ድጋፍ ከመስጠት አኳያ ለመጀመሪያ ደረጃ ት/ቤት የልዩ ፍላጎትና አካል ጉዳተኞች ተማሪዎች በየደረጃው ያሉ የትምህርት አስፈጻሚ አካላት የአፈጻጸም ቁርጠኝነትንና አተገባበርን የዳሬክቶሬቱ እይታ ምን ይመስላል ? በዚህ ላይ ምን እየተሰራ ነው ?
6. የአካቶ ትምህርት በሁሉም የትምህርት ሴክተሮች እቅድና በጀት ውስጥ መካተቱንና ስራ መሰራቱን እንዴት ይረጋገጣል?
7. የልዩ ፍላጎት/አካቶ ትምህርት አተገባበር፣ስክሪኒንግቴሎችን መጠቀማቸው፣ስርዓተ ትምህርቱን በማስማማት (Adaptation) በአዲስ አበባ ትምህርት ቢሮ እና በክፍለ ከተሞች መሰራቱን የአጠቃላይ ትምህርት ዘርፍ ስር ሆኖ እየሰራ ያለው የልዩ ፍላጎት/አካቶ ትምህር ዳሬክቶሬቱ በምን ዘዴ ያረጋግጣል?
8. በእቅድ መሰረት ተደራሽ የሆነ ስራ ለመስራት ልዩ ፍላጎት ያላቸውንና አካል ጉዳተኞች ተማሪዎችን ቁጥር በአግባቡ መያዝ እና ማወቅ ተገቢ እንደሆነ ይታወቃል፤ በዳሬክቶሬቱ በኩል ዳታው(data) ተጠናቅሮ መያዙን እንዴት ያረጋግጣል? አስከፊነቱን የተያዘ መረጃ አለን? እንደ ዲፓርትመንትም ራሱ ለመያዝ የሚኖርበት ስለሆነ እንዴት ይገልጹታል?
9. ሚኒስትር መ/ቤቱ (ልዩ ፍላጎት/አካቶ ዳሬክቶሬት) የልዩ ፍላጎት/አካቶ ትምህርት ስትራቴጂ በ2012 እ.ኤ.አ አሻሽሎ አውጥቷል፤ ሂደቱንና አፈጻጸሙን በአዲስ አበባ ከተማ ያለውን እንዴት ይከታተላል? ግብረ መልስ እንዴት ይገኛል?
10. አለም አቀፍ የአካል ጉዳተኞች ኮንቬንሽን እኩል የትምህርት እድል ለሁሉም ይላ፤ሚ/ር መስሪያቤቱም የልዩ ፍላጎት/አካቶ ትምህርት ስትራቴጂ እና የማስፈጸሚያ ዘዴውንም በ2012 እ.ኤ.አ አሻሽሎ አውጥቷል፤ይህን ለመተግበር በየደረጃው (ምሳሌ:- አዲስ አበባ ከተማ) ያላስቻለበት ዋና ዋና ችግሮች የሚባሉትን ቢጠቅሱልን ?
11. አካል ጉዳተኞችና ልዩ ፍላጎት ያላቸው ተማሪዎች ባሉባቸውና በሚ/ር መ/ቤቱ የሪሶርስ ማእከል (ዘጠኙ) ተብለው በያዛቸው የመጀመሪያ ደ/ት/ቤቶች ያሉባቸው ችግሮችን ቢጠቅሷው? በተለይ የብሬል ስልጠና እና ማቴሪያሎች ፣የምልክት ቋንቋ ክህሎት ባልተሟላበት፣በህብረተሰቡ ውስጥ ግንዛቤው ባልተስፋፋበት ሁኔታ እስከ 2008 ዓ.ም የመጀ/ደ/ትምህርት ለሁሉም የሚለውን ዓለም አቀፍ መርህ ለማሳካት ይቻል ዘንድ ምን ዓይነት ስትራቴጂ ተነድፏል? ቢያብራሩልኝ።

ቃለ-መጠይቅ -ሰ

ለመምህራን የቀረበ የቡድን መወያያ ነጥቦች መመሪያ(Focus Group Discussion)

9. በእርስዎ አመለካከት/እይታ የልዩ ፍላጎት/አካቶ ትምህርት ዋነኛ ጥቅሙ (core value) ምን እንደሆነ ቢነግሩኝ?
10. ልዩ ፍላጎት ወይም አካል ጉዳተኞች በት/ቤታችሁ ውስጥ እኩል ከሌላው ተማሪዎች ጋር እንዲማሩ ስለመማሪያ ቁሳቁሶች መሟላት ያለውን ሁኔታ እንዴት ይገለጻል?
11. ት/ቤቱ ልዩ ፍላጎት ስላላቸው ወይም አካል ጉዳተኞች ለመምህራን መረጃ የሚሰጥበት ዘዴ ምንድነው?
12. እንደ ሌሎች ተማሪዎች ልዩ ፍላጎት ወይም አካል ጉዳተኞች ተማሪዎችን ለመርዳት ሲባል የተለየ እለታዊ የትምህርት እቅድ ታዘጋጃላችሁ . ?
13. ልዩ ፍላጎት ወይም አካል ጉዳተኞች ተማሪዎችን ስራ ለማግለጥ ወይም ለማስተዋወቅ ምን አይነት ዘዴዎችን ይጠቀማሉ ?
14. ልዩ ፍላጎት ወይም አካል ጉዳተኞች ተማሪዎች ከሌሎች ተማሪዎች ጋር ተካተው መማራቸው ተጠቃሚ ይሆናሉ ብላችሁ ታስባላችሁ?
15. በልዩ ፍላጎት/አካቶ ትምህርት ትግበራ ወቅት በት/ቤታችሁ ያጋጠማችሁ ችግሮችን ቢያብራሯቸው፤
16. በተቁጥር 6 መሰረት ለልዩ ፍላጎት/አካቶ ትምህርት ትግበራ ለችግሮቹ ምክንያት ናቸው የሚሏቸው ምንድን ናቸው? ቢዘረዘሩ፤
17. በእርስዎ ግምት፤ ምን አይነት ስትራቴጂዎችን ብንጠቀም ነው ፤ የልዩ ፍላጎት/አካቶ ትምህርትን መተግበር የምንችለው?

ቃለ-መጠይቅ -ሸ

ለተማሪዎች የቀረበ የቡድን መወያያ ነጥቦች መመሪያ(Focus Group Discussion)

1. መምህሮቻችሁ ልዩ ፍላጎት ያላቸውን ተማሪዎች እንደፍላጎታቸው በበቂ ሁኔታ እያስተማሯቸው ነው ብላችሁ ታስባላችሁ ?
2. በት/ቤታችሁ በሪሶርስ ማእከል ፤ በቤተ መጻሕፍት፤ በላብራቶሪ ውስጥ ፤ለአካል ጉዳተኞች አጋዥ መሳሪያዎች ይገኛሉ ወይ ?
3. በክፍል ውስጥ በሚሰጡ የግልና የቡድን ስራዎች ላይ እኩል ከክፍል ጓደኞቻችሁ ጋር በንቃት ትሳተፋላችሁ?
4. አካል ጉዳተኞች ከሌሎች ተማሪዎች ጋር በአንድ ክፍል ውስጥ ተካቶ መማሩ አካል ጉዳተኞችን ተጠቃሚ ያደርጋል ብላችሁ ታስባላችሁ?
5. የት/ቤቱን ግቢ ለአካል ጉዳተኞች ምቹ ለማድረግ እና ችግር የተባሉትን ሁሉ ለማስወገድ ት/ቤቱና መምህራን የሚያደርጉት ጥረት ምን ይመስላል?
6. በት/ቤታችሁ ውስጥ የልዩ ፍላጎት/አካቶ ትምህርት ችግሮች የሚባሉት በእናንተ አስተያየት ምንድናቸው? ቢዘረዘሩ፡፡
7. በአጠቃላይ የልዩ ፍላጎት/አካቶ ትምህርት ለመተግበር የችግሮች መነሻ ናቸው ብላችሁ የምትገምቷቸው እነማን ናቸው ?
8. በእናንተ ት/ቤት ያሉትን ችግሮች ለመቋቋም መፍትሔ ይሆናሉ ብላችሁ የምትገምቷቸውን በዝርዝር ብታብራሯቸው ?