



ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION

**THE PRACTICE AND CHALLENGES OF INCLUSIVE EDUCATION IN
ENAT PRESCHOOL AT AWI ZONE**

DIGISSIE MEKONNEN

**A MASTER THESIS SUBMITTED TO COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES**

CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION

SEPTEMBER, 2021

ADDIS ABABA, ETHIOPIA

LETTER OF APPROVAL

ADDIS ABABA UNIVERSITY

School of Graduate Studies

College of Education and Behavioral Studies

Center for Early Childhood Care and Education

This is to certify that the thesis prepared by Digissie Mekonnen, entitled the practice and challenges of early childhood inclusive education, the case of Awi Zone Injibara administrative town, that is submitted for the fulfillment of the requirement for the Degree of Master in ECCE complies with the regulations of the university and meets the accepted standards with respect to the originality and quality.

Approved by Board of Examiners

Advisor	Signature	Date
1. Examiner	Signature	Date
2. Examiner	Signature	Date

Chair of Department or Graduate Program Coordinator

Acknowledgement

First of all, I would like to say thanks God. Next I also thank Mr Fiseha Teklu for his constructive comments, advice and patience. I also thanks for my family for their continuous support. I also like to say thanks for my colleagues for providing their advice to me to complete this thesis.

ABBREVIATIONS

ANRSEB- Amhara National Regional State Education Bureau
ACPF-African Child Policy Forum
EASNIE- European Agency for Special Needs and Inclusive Education
ECE-Early Childhood Education
ECCE-Early Childhood Care and Education
ECD- Early Childhood Development
FDRE-Federal Democratic Republic Of Ethiopia
EFA-Education for All
EDF- European Disability Forum
ELP- Early Learning Partnership
EU-European Union
ESDP- Education Sector Development Program
GTP- Growth and Transformation Plan
IICBA - International Institute for Capacity Building in Africa
JICA- Japan International Cooperation Agency
ILO- International Labor Organization
MDG-Millennium Development Goal
MoE-Ministry of Education
NECCEPF- National Early Child Care and Education Policy Framework
SEN-Special Educational Needs
SNNP- South Nation and Nationality people
UN-United Nation
UNESCO-United Nations Educational, Social and Cultural Organization
UNICEF- United Nations International Children's Emergency Fund

Table of Contents

ABREVIATIONS	ii
<i>Abstract</i>	vi
CHAPTER ONE	1
1. Introduction	1
1.1. Background of the study	1
1.2. Statement of the Problem	5
1.3. Significance of the Study	8
1.4. Delimitation of the Study	9
1.5. Operational Definitions of Variables	9
CHAPTER TWO	10
2. Review of Related Literature	10
2.1. Overview of Early Childhood Care and Inclusive Education	10
2.2. Importance of Early Childhood Care and Inclusive Education.....	11
2.3. Practice of Early Childhood Inclusive Education	13
2.4. Features of High Quality Early Childhood Inclusive Education.....	14
2.5. History of Early Childhood Inclusive Education in Ethiopia	14
2.6. Practice of ECIE in Ethiopia	15
2.6.1. ECCE School Environment	16
2.6.2. Teachers Attitude.....	17
2.6.3. The Role of Teachers.....	17
2.6.4. Teacher Qualification and Competency	18
2.7. Challenges of Practicing Inclusive Education.....	19
2.8. Government Policies and Strategies on ECIE in Ethiopia	19
2.9. The use of flexible and culturally relevant teaching and learning strategies.	20
2.10. Theoretical framework	20
CHAPTER THREE	22
3. Research Method	22
3.1. Research Design.....	22
3.2. Description of the Study Area	22
3.3. Source of Data.....	22

3.4. Population.....	22
3.5. Sample and Sampling Techniques	23
3.6. Instruments	24
3.6.1. Observation.....	24
3.6.2. Interview	24
3.6.3. Document Analysis.....	25
3.6.4. Trust Worthiness.....	25
3.6.5. Data Collection Procedures.....	25
3.6.6. Methods of Data Analysis.....	26
3.7. Ethical Consideration	26
CHAPTER FOUR.....	27
4. Data Analysis and Presentation	27
4.1. Status of the practice of Inclusive Education in the Pre School.....	27
4.1.1. The preschool environment	27
4.1.2. The use of flexible teaching and learning strategies.....	29
4.1.3. The use of play based learning	31
4.2. Perception of the preschool teachers, principals, educational officers, and parents about their role in implementation of inclusive education.....	32
4.2.1. The role of teachers	32
4.2.2. The role of principals.....	33
4.2.3. The role of parents.....	33
4.2.4. The role of education offices.	35
4.3. Challenges faced in the process of practicing ECCIE.....	35
4.3.1. Collaboration of stakeholders	35
4.3.1.1. Parental involvement	35
4.3.1.2. Education office involvement.....	36
4.3.2. Qualification of the staff.....	37
4.3.3. Language	39
4.3.4. Curriculum.....	40
4.3.5. Availability of Materials.....	41
4.4. Discussion of Findings	42

4.4.1. Status of the Practice of Inclusive Education in the Preschool	42
4.4.2. Perception of the Preschool Teachers, Principals, Educational officers, and Parents About their Role in Implementation of Inclusive Education.....	47
4.4.3. Challenges Faced in the Process of Practicing ECIE	48
CHAPTER FIVE	51
5. Summary, Conclusion and Recommendation of Major Findings	51
5.1. Summary	51
5.2. Conclusion.....	53
5.3. Recommendation.....	54
Reference	56
Appendices.....	64

Abstract

The purpose of this study was to assess the practices and challenges of Early Childhood Inclusive Education in Amhara Region, Awi Zone specifically Enat Academy. Inclusive education in early years has great impact on children's future learning and development. Based on the purpose of the study, the practice and challenges, perception of teachers, principals, parents and education office experts and the social and physical environment of the preschool in relation to ECIE were assessed. To this end, case study design was used for the study using qualitative research with thematic analysis. Data were gathered from one private preschool through various means from 1 principal, 3 teachers, 2 education office experts, 3 parents, and 2 children with disabilities. Data collection instruments were document analysis, semi-structured interview, and observation. The data gathered through these instruments were transcribed, analyzed, and triangulated necessarily and appropriately. The findings of the study showed that, the sample preschool is not that much practiced inclusive education. Lack of training of principals, teachers, expert and parents about inclusive education is the major challenge faced in the preschool. Over children's development level of subjects, absence of experience sharing, limited support system of supervision and collaboration of stakeholders are additional challenges in the preschool. The perception of principals, teachers, experts and parents about inclusive education is positive.

Key words: *early childhood, inclusive education, practice, challenge*

CHAPTER ONE

1. Introduction

1.1. Background of the study

The aim of this study was to assess the practice and challenges of inclusive education in Injibara administrative town at Enat academy.

Education is fundamental human right and it helps in reducing poverty and improving socio-economic conditions; to assure this, learners should learn based on their interest and potential (MoE, 2012). Today there is a great moving away from segregated education systems towards a more inclusive model that allows for students with disabilities to be taught alongside with their peers without disabilities (Price, 2018). Inclusive education is an education program that provides quality education for all learners according to their potential and needs, regardless of their ability and difficulties (Save the Children, 2016). It seeks to identify barriers and avoid these barriers to overcome the participation of all learners so that they have access to, and participate fully and achieve optimal educational and social outcomes from the school (UNESCO, 2018).

The practice of early childhood inclusive education refers to educating of children with disabilities from age 3 to 5 years alongside with their typically developing peers (Lawrence, Smith, & Banerjee, 2016). Inclusive education should begin from early years, because response to investing in early childhood program is justified in increasing benefits of supporting young children's social, emotional, and cognitive development (ELP, 2016). Mag (2017), described that all children have benefit from inclusive education because in inclusive education they develop individual strengths and gifts, every child have high and appropriate expectations, high involvement of parents in their education, promotes respect and belonging in school culture, and provides opportunities to understand and accept diversity, minimizes the impact of harassment and bullying, develop social interaction with a variety of children, addresses own individual needs and abilities and positive impact for school and community to appreciate diversity and inclusion on a broader society level. From inclusive education, teachers, administrators and all

school staff are beneficiaries, because an inclusive school develops itself a more inclusive ethos, parents share experiences from each other and from their children (UNICEF, 2014).

The importance of early childhood inclusive education has no doubt, because there is nothing better than invest from children to reduce poverty and inequality (Tsegai, 2015). Early childhood inclusive education provides opportunity for children to participate actively in activities that promote their abilities in social, academically, linguistic and other skill areas than segregated setting (Akinrotimi, 2016; Odom & Wolery, 2003; UNESCO-IICBA, 2013; Henninger IV & Gupta, 2014). Brain develops in a fast rate at the first three years of life. 90% of brain development is completed in these early years, so children should be exposed within appropriate daily experiences and activities to promote their brain capacity (UNESCO-IICBA, 2013; Rossiter, 2016).

The effectiveness of inclusion depends on the attitude, capacity, and view of teachers about inclusive education and their willingness to understand and deal with differences in the classroom (EADSNE, 2003). Practicing of inclusive education in ECCE settings includes promoting social inclusion and relationships through staff-child and child-peer interaction, promoting the child's participation and active engagement through a child-centered approach, using personalized, flexible and formative assessment for learning are necessary (EASNIE, 2016). The role of the teacher is important not only for teaching the subject matter but also to provide appropriate training and support service for all children based on their difficulty, need, and potential (Tyagi, 2016).

Today inclusive education is one of the top challenges in the world that needs great effort to make educational system to become more inclusive and teachers must get appropriate training to practice inclusive education effectively (Mag, 2017). Inadequate quality of training system of teachers, attitude of teachers and society, inadequate budget, inaccessible physical environment of the school, lack of appropriate aids and materials and awareness level of society about people with special needs still remains low in the Federal, regions and Woredas, this is a major challenge that has to be faced in Ethiopia (MoE, 2016; JICA, 2012; ACPF, 2011; Tassew, 2011; Alemayehu, 2019; Tyagi, 2016; Tesfaye, 2020).

Children with disabilities were excluded from education system for many years due to their difficulties; but after the 1990 World Conference on Education for All there was initiations in inclusion of all children from access to quality education to meet basic learning needs, this provides a great emphasis on inclusive education by combating discrimination (UNICEF, 1998). The right to provide quality education for children with disabilities with their peers in regular system is protected in different international declarations since the 1948 in the Education for All (EFA) movement (UNESCO, 2010; Save the Children, 2016). The Salamanca Statement also calls the governments to allocate budget, and create strategies and policies that enable all children to become fully participate in the education system regardless of difference, and avoid discrimination from regular schools (Save the Children, 2016; Montenegro, 2007).

Due attention to these international declarations and conventions Ethiopia also launched SNE strategy in 2005, focused on the education of children with disabilities to achieve the 2015 millennium development goals (ACPF, 2011). In addition Ethiopia developed ECCE framework in 2010, that proposes ECCE facilities should provide attached from primary schools, this provides better opportunity in addressing access for all children (Kate et al, 2012; Molla, 2019). Due to this, enrolment of children with disabilities is 39 percent in 20014/15 to 49.9 percent in 2015/16, ((Molla, 2019; Kate et al, 2012; FDRE, 2017). Enrollment of children with special educational needs is highest in Oromia region followed by the SNNP region and the Amhara region (JICA, 2012). Even though, Ethiopia gives attention with regard to access to inclusive education starting from pre-school level but needs great effort to promote access to quality education for all children (FDRE, 2017).

Research findings in Ethiopia revealed that there are still great challenges in practice of inclusive education in primary and above levels. These challenges include, most schools are not able to accommodate to meet individual needs, limited knowledge and skill, traditional teaching and learning style, inaccessible buildings, lack of early identification, assessment and intervention, lack of support by stakeholders, low expectation about children with disabilities, etc are major challenges (Alemayehu, 2019; Tesfaye, 2020).

When we come to Amhara region, based on the national ECCE framework, the Amhara National Regional State Education Bureau (ANRSEB) has developed regional guidelines and strategies to facilitate the implementation of ECCE program in the region (Molla, 2019). Awi zone also on the way of implementing ECCE based on the framework.

The rationale of conducting this study is: first, children are learning incredibly at fast rate, and the rapid development of the brain in these early years sets the stage for all further learning (Kirk, et al, 2009); there are limited researches about the practice of early childhood education in Ethiopia these are Yigzaw and Abdirahman, (2017), conducted the practice and challenges of public and private preschools of Jigjiga city Administration. And the findings revealed that, the practices in sampled preschools are below standard, the contribution of teachers and principals in the preschool is limited, and preschools did not used age appropriate teaching practice and curriculum. And Tassew, (2011), also conducted a research on effect of early childhood education attendance on cognitive development. The findings revealed that, even though preschool education increases cognitive development of children, but this critical stage of education is left for private sectors. Due to this children who have low socioeconomic background have little opportunity to get this kind of critical education. Teka and Belay, (2015), also showed that, ECCE is urban-based and in most cases it introduced western culture, and priest schools, Zero-Grades and Child-to-Child with its limitations in many ways, are believed to be contextually relevant, feasible, scalable, and sustainable. Even though there are some studies conducted on early childhood education, but the researcher did not get studies conducted on the practice and challenges of early childhood inclusive education. Second, in Ethiopia, there have diverse ethnic groups, to provide quality education for these diverse groups there is a need to shift to implement inclusive education in early years. Third, the issue is to date and it lacks enough attention by the government and policy makers. Due to this the researcher wanted to conduct the study to assess the practice and challenges of early childhood inclusive education in Enat academy.

1.2. Statement of the Problem

In the past eleven years from the education system, there is a great focus on the improvement of participation in Early Childhood Education (Tsegai, 2015). The first years of life in human beings are critical for later life that needs high attention and investment (Tsegai, 2015). Early childhood is the most effective and cost-efficient time that ensures all children to develop their full potential, by preventing negative impacts of deprivations during the most formative life-phase as well by positively strengthening young children's capacities (Rossiter, 2016).

Participation of all children in inclusive education is seen as the most sensitive ongoing issue that makes them to enjoy and improve their potential (Mag, 2017). The fact is that early childhood is a sensitive period marked by rapid transformations in physical, cognitive, language, social and emotional development (Tassew 2011). Due attention to this there must be a need to shift in thinking about investing resources for early year than usual (UNESCO, 2010). Early childhood inclusive education is providing of appropriate support to improve all children's academic success including children with disabilities to develop key competencies and become more fully engaged in the social life of preschool classrooms (Lawrence, Smith, & Banerjee, 2016). Inclusion for young children with disabilities is providing the same programs with their peers with specialized support and early intervention to address individual needs (Underwood et al, 2012).

The importance of inclusion in children's early years provide high social interactions with peers and reduce young children's social isolation and provide opportunities to acquire social, language and academic skills (Lawrence, Smith, & Banerjee, 2016). The first years of schooling are important. Most children benefit best from early assistance and may later continue without additional support (MoE, 2016). Additionally there is nothing better than invest from children to reduce poverty for and inequality from society (Tsegai, 2015). All children, teachers, administrators, school staffs and broader society benefit from inclusive education, because inclusive school helps all children to develop inclusive culture and adults share experiences from their children and each other (UNICEF, 2014). Additionally, it develops individual strengths and gifts; high and appropriate expectation for each child; involvement of parents to in education; foster a culture of respect and belonging in the setting; provide opportunities to learn and accept

diversity; minimize harassment and bullying, improve social interaction with a variety of children and increase positive outcome from the school and broad society (Mag, 2017).

Even though, the right to provide quality education for children with disabilities with their peers in regular system is protected in different international declarations since 1948 in the Education for All (EFA) movement (UNESCO, 2010; Save the Children, 2016); there still there are challenges faced in the practices of ECCE program. The major challenges are, lack of early childhood education professionals, lack of knowledge about diversity, curriculum inflexibility, insufficient preparation of teachers and education leaders, rigid and poor teaching methods, inconvenient learning environment, lack of need identification processes, and inadequate assessment procedures (UNESCO, 2007)

Due to lack of appropriate education all children lead to key risk factors for poverty and exclusion (UNICEF, 2014). And also, there is low expectation for children's future life, and poor preparation for formal schooling, limited interaction with community members and peers (Montenegro, 2007).

In Ethiopia, the government ratified international agreements, conventions, and legislations and also established a special needs strategy focused on the inclusion of all students in mainstream classes close to their homes (MoE, 2016). In addition Ethiopia developed ECCE framework to advance welcome policy for all children at 2010 (Kate et al, 2012) that indicates the government initiated to focus on education in early years. But school coverage of students with disabilities in Ethiopia is still 3-4 percent of the total population of the group (children with disabilities), and the rest 96-97 percent are still forgotten from the school (Zelalem, 2014; UNESCO-IICBA, 2010). Children with disabilities still excluded from learning together with their non-disabled peers due to lack of collaboration among stakeholders, absence of inclusive policy and lack of political commitment (Zelalem, 2014). In addition lack of basic facilities and materials that help for children's over all development are major challenges (Hailu, 2017). In addition the knowledge and attitude of school communities' about inclusive education remains low (Tadesse, 2014). And in Ethiopia there are several gaps seen in research on ECCE (Tsegai, 2015). Based on the researcher's knowledge, there are limited researches about the practice of early childhood education in Ethiopia. These are Yigzaw and Abdirahman, (2017), conducted the practice and

challenges of public and private preschools of Jigjiga City Administration. And the findings revealed that, the practices in sampled preschools are below standard, the contribution of teachers and principals in the preschool is limited, and preschools did not use age appropriate teaching practice and curriculum. And Tassew (2011) also conducted a research on effect of early childhood education attendance on cognitive development. The findings revealed that, even though preschool education increases cognitive development of children, but this critical stage of education is left for private sectors. Due to this children who have low socioeconomic background have little opportunity to get this kind of critical education. Teka and Belay (2015) also showed that, ECCE is urban-based and in most cases it introduced western culture, and priest schools, Zero-Grades and Child-to-Child with its limitations in many ways, are believed to be contextually relevant, feasible, scalable, and sustainable.

Therefore, it is possible to conclude that in Ethiopia, there is still a gap in providing and actualizing access of inclusive education to all children (Zelalem, 2014; UNESCO, 2007; UNESCO-IICBA, 2010). Based on the national inclusive education policy, strategy, guideline and ECCE framework, the Amhara National Regional State Education Bureau developed regional guidelines and strategies to facilitate the implementation of ECCE program in the region (Molla, 2019).

Awi zone also on the way of implementing ECCE based on the national framework. Even though, there are a wide variety of researches about the practice and challenges of inclusive education in international level and limited at national levels as indicated above, but the researcher did not get any research or study in Awi zone researchers studied in practice and challenges of early childhood inclusive education.

The reason why the researcher wanted to conduct this study is; in inclusive education, if the child is not learning, there is a problem in the education system not in the individual with disabilities (Tyagi, 2016). The importance of early childhood education in improving later outcomes in an individual's life is justified in studies; practically still this stage of development has not received sufficient attention in education systems. To contribute as starting point and to increase understanding for stakeholders about the need of inclusive education in early year, the researcher is interested to study practice and challenges of early childhood inclusive education in the

selected preschool. In order to achieve the purpose of the study, the research intends to seek answers to the following questions.

1. What is the status of implementation of inclusive education in Enat academy?
2. What are the challenges of implementing inclusive education in Enat academy?
3. How do stakeholders perceive their role in implementation of inclusive education in Enat academy?

1.3. Significance of the Study

Inclusion begins with recognizing that all children have the right to access high quality early childhood care and education. Education is all about people being able to learn what they need and want throughout their lives, according to their potential (MoE, 2012). Inclusive practices are intended to identify and remove barriers to full acceptance, participation and learning for all children. Inclusive practices aim to alter policy, organization, structure and pedagogy, so children with special needs can take (Pandit, 2017). Investing in early childhood has high return rate children's future adult life.

The finding of this research will contribute to have paramount importance for beneficiaries to examine and improve the practices of inclusive ECCE.

- The study will create awareness about the practices of early childhood inclusive education for practitioners, civil society, caregivers, teachers, non-governmental agencies and governmental sectors. In addition, the findings of the study will initiate a broader application in inclusive education to ECCE.
- It makes clarity of practice of early childhood inclusive education in private and public early child education centers to enable children to learn based on their need. Hence, this will provide an interesting implication for the expansion of inclusive ECCE in public and private preschools, which will believe to be the foundation for sustainable educational quality in the Zone in general and town in particular.
- Finally, the study may initiate other researchers to undertake in depth study on the problem.

1.4. Delimitation of the Study

As the researcher obtained information from Injibara administration town education office, currently there are 6 governmental schools in Injibara administrative town and all have o-class, and 8 private pre-schools. But the study delimits only 1 private pre-school which is on the way of implementing early childhood care and inclusive education and the researcher will draw conclusion based on the practice and challenges of inclusive education in early education in Enat academy.

1.5. Operational Definitions of Variables

- **Challenges:** challenges in this study refer to the barriers faced in the implementation of inclusive education in the preschool.
- **Practice:** in this study practice refers to strategies used to address the individual needs of children in the preschool.
- **Inclusive education:** in this study inclusive education refers to provision of appropriate educational services for all children (including children with disabilities) that promote all aspects of children's development in the preschool.
- **Early childhood:** in this study early childhood refers to children aged from 4-6 and involved in the preschool.

CHAPTER TWO

2. Review of Related Literature

2.1. Overview of Early Childhood Care and Inclusive Education

ECCE gets recognition in Europe in the seventeenth century as early years play an important role for further human development and initiation continued until twentieth century with the focus of very youngest children (ILO, 2012). The Italian Maria Montessori had boosted the idea of the practice of emphasizing children's freedom of choosing activities rather than the teacher teaching. After a long period of time in 1970 the emergence of early childhood program is come to developing countries and the World Declaration on EFA at Jomtien (1990) is introduced the idea that learning should begin at birth in worldwide (ILO, 2012). Due to this today there is a great moving away from segregated education systems towards a more inclusive model that allows for students with disabilities to be taught alongside with their peers without disabilities (Price, 2018).

Early childhood has been critical for children to apply their knowledge effectively and to gain different fundamental developmental milestones; like social, academic and emotional development, so countries shall invest from the future social development (Henninger, IV& Gupta, 2014, World Bank, 2008). It also most critical time of the children's brain development and bases for children's future lifespan. Factors before birth and the first few years play important role in the children's full participation in their later life (WHO, 2012; Kirk et al, 2009; UNESCO-IICBA, 2013).

Inclusive education is a process of systemic provision of education which includes changes and modifications in activities based on the level of development and age to serve all children to participate fully (Price, 2018). It also focuses on to identify and minimize educational barriers to access for all children so that they have to participate in and achieve optimal academic and social outcomes from school (UNESCO, 2018).

Early childhood care and inclusive education is the foundation of human development. It encompasses a variety of services, activities and integrated programs and provided for children to enhance the cognitive, social, moral, nutritional and physical development in their early years (UNESCO-IICBA, 2013). It includes both care and education which incorporates health, nutrition and hygiene in a secure and nurturing environment and stimulation, socialization, guidance, participation, and learning and developmental activities (UNESCO-IICBA, 2013; Nsamenang, 2012).

Even though provision of quality education is the right to apply to all children; but many children are still not addressed to education systems. Some children are excluded totally from access to education, while some may get education service in a separate special education, some are included in regular class but educational service does not address their needs (Save the Children 2016).

2.2. Importance of Early Childhood Care and Inclusive Education

High-quality ECCE program provides high social and economical gains for children not only in their youngest years but also the basis for shaping socially responsible citizens in their future life (Henninger, IV & Gupta. (2014). Inclusion in early years as a strategy for children provides improving key competencies related to later school success, and helps children with disabilities become participated fully in the social life of the preschool classrooms (Lawrence, Smith, & Banerjee, 2016). And inclusive education in early childhood helps not only children allow for equal participation but also for the development of the country (Franck, 2013). When children are going to participate fully in inclusive education and society in their early years, they get employment opportunities for their future life (Kirk, et al, 2009).

When learners attend in inclusive education in their early years, they have been benefited in academic, social, well-being and classmate relationships (Price, 2018). Early years of life is vital for further development of different aspects, i.e. educational, social inclusion, recognition of children's rights and the economic returns for the individual and society (ILO, 2012). From birth to 12 years of age is the most critical time for different aspects of social and emotional development.

Inclusive education enables all children benefit from educational activities not only children with disabilities but all children becomes better learning outcomes (Save the Children, 2016). To make all learners to become participate fully and actively in the school and in the society, support shall be provided to all learners based on individual needs (MoE, 2016). UNECEF, 2014 outlined that inclusive education is important for children to enhanced learning outcomes for all, all children can benefit socially, and it can be cost-effective.

Economical benefit: Early childhood is the most effective and cost-efficient time to ensure that all children develop their full potential, by preventing negative impacts of deprivations during the most formative life-phase as well by positively strengthening young children’s capacities (Rossiter, 2016). When children receive better opportunities in their early years, they become healthy and productive adults that may reduce the future costs of educational, medical and other spending (WHO, 2012). Delays in early childhood leads children for long lasting negative consequences and it is more costly to provide remedy than early years (ILO, 2012).

It is a basic stage for future and diverse development: Children in early years learn incredibly fast rate, and the development of brain in these early years provide the base for all further learning (Kirk, et al, 2009, MoE, 2016; WHO, 2012). Quality programs that promote the overall development of children help the children to minimize inequalities in different developmental milestones (Rossiter, 2016). In most cases vulnerable and disadvantaged children face gain best from ECCIE than others and early childhood is a period of great potential for growth and development (ILO, 2012).

To increase social wellbeing: intervention in early childhood has further social rationale that helps children to reduce inequalities linked to poverty, gender, race/ethnicity, caste or religion (ILO, 2012). Early childhood is a time when children develop appropriate understanding and positive belief about other people, and inclusive education is important for children with and without disabilities to learn each other and respect difference (You et al, 2019)

For better educational achievement: Quality programs that promote the overall development of children help the children to achieve best outcomes in their learning, earning lives and minimize inequalities in different developmental aspects (Rossiter, 2016). ECE programs can

provide better school readiness; increase school enrolment, minimizes drop-out of school and grade repetition; and increase grade completion and educational achievement (ILO, 2012).

It addresses children's right: when children participates fully in inclusive setting, they experience freedom and social justice; if social justice is achieved in the society, there will be a great attention and focus on the children's quality learning in early childhood settings (Underwood et al, 2012). The CRC and the CRPD stated that, if possible, all children have the right to develop their maximum potential (WHO, 2012).

2.3. Practice of Early Childhood Inclusive Education

The practice of inclusion requires moral and educational support, and adequate resources, both human and material fulfillment (Franck, 2013). Inclusion in preschool refers to the practice of educating children with disabilities from age 3 to 5 years alongside with their typically developing peers (Lawrence, Smith, & Banerjee, 2016). Genuine respect and acceptance of difference is needed for human beings to live with harmony and to do this education in early years plays an important role in bringing changes in attitudinal and value systems (Abdullah, 2009). Effective inclusion is highly depend on the ability to improve and modify the instructional environment and methods in relation to meet the needs of students, use effective strategies that helps children to learn appropriate behaviors, and provide equal learning opportunities for all children (Bricker, 1995 cited in Akalın, 2014).

In inclusive education, equality is not just understood in terms of differences but it is manifested in how differences influence an individual's capabilities and functioning (Underwood et al, 2012). Whatever the children's background is diverse the long-term aim for all children is their inclusion and participation in society as active citizens (EASNIE, 2016). In early childhood care and inclusive education the aim is to support all children to achieve their capabilities, and consideration should be given to individuals capabilities and values will influenced by their difference (Underwood et al, 2012). Providing developmentally appropriate experiences in early years is important for children to promote awareness of others, empathy, happiness, hopefulness, resilience and trust (Abdullah, 2009).

In inclusive setting children have diverse cultural backgrounds, these make children different and have unique needs. Qualified teaching staff is needed to appreciate and respect children's background and culture, so children feel like full members of the setting (EASNIE, 2016). Teaching and play materials should represent the children's difference and the reality of social and cultural practice of the country and children should be accepted irrespective of their difference (Abdullah, 2009).

The practice of early childhood care and inclusive education is costly, because it ranges from half day-care to full day-care, from nursery to kindergartens and preschool and free services are low in quality in most cases than paid services (Abdullah, 2009).

2.4. Features of High Quality Early Childhood Inclusive Education

Access, participation and support are features of high quality inclusive education (Reiser, 2008). The effectiveness of inclusive education depends on identifying of barriers and come up with solutions. Solutions should be attitudinal and cultural, environmental and organizational and operate at all levels (Reiser, 2008). Unless individual educational planning is required, providing of general educational curriculum does not facilitate learning and achievement of all learners (Cate, et al, 2018).

2.5. History of Early Childhood Inclusive Education in Ethiopia

In 1971, the first pre-school worker program was established for six month training and there was rapid expansion with low-quality buildings and teachers with only very basic or no training is resulted (Kate et al. 2012).

As ECCE has long history in Ethiopia through church education, but still it is forgotten part of education sector (Kassahun, 2013). In Ethiopia the first secular pre-schools were opened during the twentieth century and were attached to private schools in Addis Ababa and these were initially staffed by Swedish and American volunteers and later taken over by female community workers (Kate et al. 2012).

For better implementation of pre-primary education the Government of Ethiopia, through the Ministry of Education and Regional Education Bureaus, has supported in all areas of the country

(Rossiter, 2016). During the period from 2010-15, students are enrolled across Child-to-Child schemes, multi-year kindergarten programs, Accelerated School Readiness courses and a one-year O-Class ‘reception’ year with a combination of government, community, nongovernmental (NGO), church and private sector initiatives (Rossiter, 2016).

Today, Ethiopian government pays a great attention for the practice of inclusive education in early years. To do so, the Ministry of Education stated that, there is an increasing awareness of education as a human right and, consequently, a demand to provide education for all citizens (MoE, 2016). 2010 ECCE Framework of Ethiopian government is important to advance in policy development of early year children (Kate et al, 2012). And the Ministry of Education designed a strategy for special needs education during Education Sector Development Program IV to ensure access and quality education for all children and students with special needs (MoE, 2016). In Education Sector Development Program V the Ministry of Education set ambitious targets for years (2015/16- 2019/20) that leads national planning and implementation in the education sector and highlights pre-primary education as a priority, with the goal to provide all children with access to pre-primary education for school preparedness (Rossiter, 2016).

The implementation of inclusive education in Ethiopia remains a gap in enrolment and therefore the strategy needs to be revised in relation to real situation (MoE, 2016). So, to make it applicable, the government should take account monitoring and accountability issues and to allocate adequate budget, create collaboration and discussion with stakeholders at all levels (Price, 2018).

2.6. Practice of ECIE in Ethiopia

In Ethiopia the first SNE strategy was developed in 2006 and it focuses on the promotion of inclusive education at all levels to meet the Millennium Development and Education for All Goals and it served for five years (2006-2011) (MoE, 2012). In Education Sector Development Program V, a 10 year inclusive education master plan was introduced as a cross cutting issue with the purpose of to give attention to inclusive education and strengthen structure and enabling inclusive environment (MoE, 2016). Recently the Ethiopian government introduced Child to Child programs and O classes and Kindergartens are primarily owned by non-governmental organizations (NGOs) and institutions (MoE, 2016).

In the 2009/10 academic year, enrolment level was 340,000 and reached over 3,000,000 in 2014/15 and students attended in different programs. Ethiopia also developed national ECCE framework in 2010 ((Molla, 2019; Kate et al, 2012).

To ensure the children's sense of belonging and enable their active engagement and learning in the ECCE setting and to make children towards future active citizenship there is a need in promoting social inclusion and relationships through staff-child and child-peer interaction, promoting the child's participation and active engagement through a child-centered approach, using personalized, flexible and formative assessment for learning should be necessary (EASNIE, 2016).

2.6.1. ECCE School Environment

Through observation and investigation with adults, materials and their surroundings children learn and express their feelings by talking, painting and drawing (Katz, 1987). According to Katz, (1987), there are four categories of learning for young children. These are knowledge, skill, disposition and feeling and these learning categories do not attain in direct instruction rather they learn from people around them. Ensuring the social and physical pre-primary school environment is essential to engage all children in the setting (EASNIE, 2016).

The physical environment of the school plays crucial role for the children's development, because it promotes engagement, communication, interaction, or play (Odom & Wolery, 2003). The play ground also should be safe and accessible for children with physical disabilities and for all children for free movement of wheel chairs and other assistive devices (Muranda, 2013). Social and physical environment of the school needs consideration that all children become engage actively in different activities (EASNIE, 2016). When children come to school regardless of their difference the school environment should be organized to become comfortable and free from barriers that may provide access for all children to move freely and independently in the school (MoE, 2016; California Healthcare Program, 2006). In inclusive setting, the classroom should be organized and accumulated with a variety of challenging daily routine activities to facilitate children's active participation which promote the children's educational performance (Henninger & Gupta, 2014).

2.6.2. Teachers Attitude

Attitude of family, staff members and the society plays crucial role either in creating access to services and reducing barriers to learning or hindering children from quality learning (EIZein, 2014). Efforts that preschool teachers used to nurture and guide children will assist in laying healthy foundations for social and emotional development (Abdullah, 2009). Early childhood teachers have a responsibility to build positive social interaction to make children to feel belongingness to the peer group in the pre-school and teachers recognize each and every child (EASNIE, 2016).

Teachers' age, teaching experience with children with disabilities, and appropriate training in relation to inclusive education plays an important role in teachers' attitude of inclusive education (You et al, 2019). Pre-service training should be prepared student teachers in relation to diversity of culture to help student teachers to re-examine their beliefs about race, culture, sexuality and gender because it highly affects their practice (Abdullah, 2009). Pre-school staff members who are working with children have great influence on the development of children's attitude towards cultural diversity than any other person, so to fulfill such responsibility the staff should get necessary training and development programs to gain necessary skill, knowledge and attitudes (Abdullah, 2009).

2.6.3. The Role of Teachers

The role of the teacher is important not only for teaching the subject matter but also to provide appropriate training and support service for all children based on their difficulty, need, and potential (Tyagi, 2016). There are different role of the teacher in inclusive education. These includes; identification of children's diverse needs; referring of children those who need further examination and treatment; promoting positive attitude in the classroom; removing barriers; facilitate all children's participation; collaboration with others; adapting and accommodating of curriculum and assessment techniques for children etc (Tyagi, 2016).

2.6.4. Teacher Qualification and Competency

The success of inclusion and expected outcome of children depends on teachers functional training programs that foster positive attitudes towards inclusion and provide them with a meaningful experience (Akalin, 2014). In inclusive education, the aim is to support all children achieving their capabilities, but each individual's set of capabilities and values are influenced by their differences (Underwood et al, 2012; UNICEF, 1998). To understand these differences teachers' qualification which includes knowledge, skills and competencies is a key that helps to provide high-quality ECCE to promote children's cognitive and social outcomes in relation to meet these individual differences (OECD, 2012).

School teachers and principals should get up-to-date information, through workshops, pre-service and in-service training services that help to provide evidence based support for children (Kirk et al 2009; UNICEF, 1998). Awareness, skill and knowledge about inclusive education are vital for teachers to ensure the educational right and to provide quality educational services for all learners (Rossiter, 2016). Because scholars argued that training of teachers provide not only knowledge and understanding but also provides positive attitudes and increase teachers interest and willingness to include all students in regular classrooms (Forlin, 2010 cited in Cate et al, 2018).

And all teachers must have thorough training in teaching children with SEND as part of their initial training, and ongoing professional development is relevant to this throughout their careers (Hornby, 2015).

Both knowledge and attitudes of teacher's provide great impact on the children performance so, ECCE teachers will be required to have the necessary teaching qualification and competency in the media of instruction through pro-service and in-service training (Ethiopian Education and Training Policy, 1994). When teachers are not aware of young children's development and learning they can't understand which practice is good and which one is not for children in their level of development. So teachers should get specialized knowledge about how children learn and develop effectively (DEC/NAEYC, 2009).

2.7. Challenges of Practicing Inclusive Education

There are many challenges associated with inclusion that are embedded mostly in socio cultural attitudes and practices (Franck, 2013). Social model of disability emphasizes, social approach to disability proposes that the relation between reduced function and the experience of disability is contingent on environmental, social and cultural factors (Rees, 2017). The report of 2010 Global monitoring for Education for All elucidates that Ethiopia has lack of special needs trained teachers, inaccessibility of schools and teaching materials, prevented children from accessing education, and lack of early childhood development program that prevent the early diagnosis of children's difference in the practice of inclusive education (ACPF, 2011).

Ethiopia's 1994 Education and Training Policy and the MoE special needs education strategy opened the doors of schools to students with disabilities, attitudes in society remained unchanged and many children were still kept at home (Franck, 2013). In Ethiopia the major challenge is low attitude of people and society about inclusive education at the Federal Ministry, regions and woreda level (MoE, 2016). The other challenge is lack of finance to fulfill adaptive materials, to provide in-service and pre-service trainings and workshops (Price, 2018). And also due to failure to provide adequate finance many children resulted to continuing to be excluded from education and society (OSLO, 2015). The society and parents are seen people with disabilities as a burden and helpless people. As a result, significant proportions of children with disabilities are not enrolled in school at all or are compelled to drop out of school (ACPF, 2011).

2.8. Government Policies and Strategies on ECIE in Ethiopia

As noted in different agreements and conventions, without any precondition children have the moral right to grow up together and learn from each other (EASNIE, 2016).

Ethiopia has much aware of and recognized the importance and the value of Early Childhood Care and Education (ECCE) in accelerating attainment of Education for All and the Millennium Development Goals (MoE, 2016). In order to promote an inclusive society, Ethiopia has ratified almost all international agreements, conventions, and legislations including the UN Convention on the Rights of Persons with Disabilities (UNCRPD) in (2010) and also established a special needs strategy focused on the inclusion of students in mainstream classes close to their homes

(MoE, 2016; Ethiopian Country strategy 2016-2020). Ethiopia included special needs education in the policies in the ESDP-III, SNE strategy was developed; new teacher education programs on SNE were started; and disability specific curricula and manuals also modified and prepared for children with disabilities (JICA, 2012). The MoE, (2012), showed that, the FDRE constitution states that all international agreements are ratified by Ethiopia and it is an integral part of the law of the land (Article 9 (4)) and every citizen have get to equal access to publicly funded social services and additional support should be provided for CWSN. The Ethiopian education and training policy encompasses overall and specific objectives and implementation strategies including kindergarten and it will focus on over all development of the child in preparation for formal schooling (Ethiopian education and training policy,1994). National Early Child Care and Education Policy Framework (NECCEPF), 2010, also agreed by different sectors such as the Ministry of Education, Ministry of Health and the Ministry of Women, Children and Youth Affairs was considered phenomenal in the history of preprimary education in the country (Tirusew et al, 2018). Based on NECCEPF and its Implementation Strategic Plan (MoE, 2010) the new initiatives are emerged, these are O-class (School Readiness Program), Child to Child and Accelerated Learning Readiness have been initiated by the Ministry of Education in collaboration with UNICEF in the country. These undertakings have not only drastically increased the preprimary school enrollment rate from 5.3% in 2011/12 to 39% (MoE, 2016) but also raised the awareness and the public interest in the ECCE program (Tirusew et al, 2018).

2.9. The use of flexible and culturally relevant teaching and learning strategies.

Kassahun, 2013 pointed out that, with the exception of GK teachers and teacher trainers, other personnel groups have no direct relation with early childhood settings. As ECCE is culturally specific issue, when we learn practices from other countries we must adapt those activities in relation to meet the needs and backgrounds of different communities in Ethiopia (Kassahun, 2013).

2.10. Theoretical framework

This study is informed by a view of Vygotsky's socio cultural theory which is appropriate to how children acquire knowledge and develop cognitive capacity. ECCIE refers to the practice of

educating children with disabilities with their peers because, inclusion increases social interaction, language and educational performance (Lawrence, 2016). Catherine, 2012, stated that, early childhood care and inclusive education is considered as one of the most important part of quality programming for young children with disabilities.

According to Vygotsky's socio cultural theory, an individual's cognitive and motivational process of learning is shaped by hierarchical systems with a combination of different social and cultural layers (Phan, 2012). In socio cultural view point internalization, zone of proximal development, mediation, scaffolding, and dynamic assessment are the main ideas on cognitive development (Zubaidi, 2015). As noted in DEC/NAECY, (2009), the practitioner of the setting provides developmentally appropriate and conducive environment which foster children's physical, emotional, and cognitive development. Especially, the socio cultural perspective of learning focuses on the social and individual process depend each other in the construction of knowledge (Park, 2015; John-Steiner & Mahn, 1996). Early childhood settings are seen as children's first communities outside the home which can affect and shape children's development (DEC/NAECY, 2009). Sense of belonging and membership, positive social relationships and friendships, as well as development and learning to reach full potential are the desired results of inclusive education (Odebiyi, 2016; DEC/NAECY, 2009). ZPD may be applied in any situation while children are participating in an activity through in the process of developing mastery of practice.

The appropriateness of this theory for the study is inclusive education provides quality educational services based on the children's need, potential, and interest; and focuses adults should provide support according to the children's level of development and learning pace.

CHAPTER THREE

3. Research Method

3.1. Research Design

The major purpose of this research is to assess practice and challenges of inclusive education in Enat academy which is a private preschool in Awi Zone. To conduct this research case study design is employed in exploring wide range of perspectives from various sources. Rowley (2002), described as case studies use different evidences from different sources, like documents, interviews, artifacts, observations and other historical studies. A case study is important for detail and deep investigation of contemporary issue within its real life context (Rowley, 2002). And data can be explored and analyzed to develop clear understanding about the overall implementation of the research.

3.2. Description of the Study Area

The area which is chosen to conduct the study is Injibara administration town, Enat Pre-School which is found in Awi zone Amhara region in the North West direction of Addis Ababa. It is found at 460 Km far from Addis Ababa. The reason that the researcher selected this area is the researcher has living in Injibara administration town and, this would help the researcher to get available information about the practice of inclusive education in this pre- school.

3.3. Source of Data

The major sources of data are pre-school teachers, and students, educational officers and parents are additional sources of data Awi Zone Injibara administration town Enat academy. The main characteristic of qualitative research study design is to focus on the intensive study of specific cases of a phenomenon in depth.

3.4. Population

The aim of the study is to investigate the practice and challenges of inclusive education. So the target populations of the study are preschool teachers and also parents of preschool children and educational experts are included. In Injibara administration town there are six governmental and

eight private pre-schools. There are 13 females and 1 male totally 14 teachers in governmental preschools and 35 private teachers and all are females. Totally 49 pre-school teachers are found in Injibara administrative town. And the researcher selected one private pre-school which is on the way of implementing inclusive education.

3.5. Sample and Sampling Techniques

To determine the sample of the participants of the study the researcher used purposive sampling technique to gather relevant information from the target population. In Injibara town there are six governmental and eight private pre-schools. The researcher selects one private pre-school by using purposive sampling technique because Enat academy is on the way of implementing inclusive education, one teacher is trained in pre-school education and one teacher is trained in special needs education. There are also two children who have physical impairment. In Enat academy there are 5 teachers. So, the researcher decided to conduct the study at Enat academy. The target samples are two children (1 male and 1 female) with special needs. And the participants are preschool teachers, principal, children, parents and educational experts and their demographic characteristics i.e. sex, age, teaching experience qualification, field of study, and current job is presented below and the researcher selected participants by using purposive sampling technique.

category	Participants	Age	sex	qualification	Field of study	Current job	experience	Remark
teachers	T1	24	F	diploma	SNE	Teacher	3	
	T2	32	F	certificate	KG	Teacher	3	
	T3	26	F	diploma	English	Teacher	5	
Children	C1	6	M	student	-	Student	-	
	C2	5	F	student	-	Student	-	
principal	P1	28	M	Degree	BSC chemistry	Principal	4	
Education officer	E1	48	F	Degree	Chemistry	Office Coordinator	25	
	E2	30	M	Degree	English	Officer	8	
parent	M1	43	F	Degree	Geography	Teacher	23	
	M2	38	F	Certificate	Typist	Secretary	16	
	M3	52	M	Degree	Economics	Finance	27	

Table 1. Demographic characteristics of the Research Participants

3.6. Instruments

3.6.1. Observation

Observation allows the researcher to gather data on real life situation without having to rely on the honesty and accuracy of respondents. The researcher used direct observation and observation checklists which helped the researcher to focus on the main issue of the study. The researcher will conduct observation checklists to gather information about the school environment, classrooms, library, toilets, water supply and other facilities in relation to the practice of inclusive education in early childhood care and education perspective and document analysis schedule checklist will be used to gather relevant information and to triangulate themes in the study. Checklists help the researcher to gather information through observing whether or not activities are occurring in the setting (Kawulich, 2012). Observation guides are a printed form which contains space for recording observations which have yes or no options and observation checklists contained five main items and eleven sub items. The researcher used observation to triangulate data and to affirm findings derived from other method of data collection instruments.

3.6.2. Interview

In order to elicit and capture views, attributions and perceptions of participants, the researcher used semi-structured interviews and open ended questions based on research questions because these questions give opportunity to the respondents to express their views, beliefs and perspective. In semi-structured interviews, the researcher has opportunity to refocus and probe the questions for more information to get something interesting or new. The researcher used an interview guide to construct the interview process to ensure that all important issues to be discussed. It also allows the researcher focusing attention on the informants and what is said; and requires well prepared about the interview by heart (Marie-Lou, et al, 2011). There are 9 open ended interview questions for all participants and six open ended questions for preschool children. Questions were developed in English and translated in to Amharic. Interview questions start with easy, non-threatening and prompt questions which are used to make the interviewee relaxed and follow questions directly related to the main point of the study and ask more sensitive questions after rapport is established (Ryan, et al, 2009). The researcher also used

interview guide which starts from an introductory, main questions and closing up questions. And questions start from simple to complex.

3.6.3. Document Analysis

Document analyses checklists are developed by the researcher and used to collect appropriate information from various documents which include children's background and strategic plans of the school about practice of inclusive education and challenges to support the information gathered through other data collection instruments.

3.6.4. Trust Worthiness

In this study great amount of attention is given to its validity and reliability. In qualitative study the issue is mostly related to validity and reliability (Abd Gani, et al 2020). To increase the validity and reliability of the research, the researcher is used different strategies. These are; data source triangulations are made, validation of respondent after interpretation of data, using of multiple data gathering tools and all investigations are made in the natural or real life setting. And the data gathering tools semi-structured interviews and observation checklists are used considered valuable in previous researches.

3.6.5. Data Collection Procedures

In qualitative research, the researcher employed semi-structured and open ended interviews with students, parents, teachers, principals, and education expert's in order to acquire qualitative data. And the researcher also used interview guide or schedule. The participants will personally contacted with the agreement of the participants at any time they feel comfortable and interview will held on the purpose of the study in order to make sure that the participants are willing to involve in the study. The researcher told that the information obtained keep confidential. And the work of interview, document analysis and observations were thoroughly and solely accomplished by the researcher herself. And the researcher used audio recorder and themes were organized according to the research questions. The interview with teachers and parents took place in the rest room of the preschool; interview with children took place in the play field; and interview with principal and education office experts took place in their office. The researcher

takes note by using note book, pen and audio record. While the interview session is conducted, the researcher make sure whether the interviewees understand the questions and ensure relevant data to be gathered from interview question in relation to research question.

3.6.6. Methods of Data Analysis

In order to provide clear understanding the researcher must carefully consider and summarize the data to answer the research questions. Based on the data gathered from observation, interview and document analysis, each case will be analyzed deeply by integrating according to the research questions and objectives, that means which informant answer relates to which research question, which observation data relates to which research question and which document analysis integrates to which research question. Because, data gathered from different instruments will be based on the research question. In this qualitative data, the data is stated in words and narrated in meaning full ways. Generally in order to enhance deep understanding and explanation, the researcher use triangulation to provide better understanding about the study. The researcher triangulated certain phrases or patterns that will be repeated by participants and integrate data sources from interview, observation and document analysis to improve the validity of study result.

3.7. Ethical Consideration

In this research there will be strong positive interaction between researcher and population sample. First of all the researcher got permission from the preschool where study to be implemented. The researcher will be mentioned the advantage and purpose of the study to the pre-school, educational office, to the students, teachers, and parents and to the whole community. The willingness of participants will be assured and reached to agreement. The researcher also asks permission from parents of children with disabilities to involve their children in the study. The researcher will applied the study based on this ethical principle. The researcher will propose a set of ethical and moral considerations and inform to the participants before in depth interview.

CHAPTER FOUR

4. Data Analysis and Presentation

In order to answer the basic research questions stated above, document analysis, observation and interview with participants is conducted. Physical and social setup of the preschool is observed for three consecutive weeks and two days per week, and the following points are observed. Findings revealed from observation, interview and document analysis are presented as follows.

This study presents the data findings of general categories that are described in accordance with the detailed information from interview, observation and document analysis. Verbal quotes from interview are presented to interpret and substantiate the findings

4.1. Status of the practice of Inclusive Education in the Pre School

4.1.1. The preschool environment

Physical and social setup of the preschool is observed for three consecutive weeks and two days per week, and the following points are observed.

The accessibility of indoor and outdoor physical environment is observed in relation to the practice of active participation of all children. As observed by the researcher, the chairs and tables are child sized and all children are free while sitting. There was a child with physical disability in the class and he can enter to the class without any interference and moves freely in the classroom. The classroom is equipped with attractive, child sized materials and pictures; and also clean and has adequate light. Children were free to play and engage based on their interest in the classroom.

Even though the classroom is equipped with attractive pictures and materials, there is scarcity of locally available materials, and the materials available in the preschool are most of them reflect western culture and some reflect urban culture.

The outdoor physical environment also has adequate compound area and well fenced with wooden materials. It is built for the purpose of preschool and has ramps that help children with

physical impairment to move freely. And all classrooms are on the ground. There are play materials like roundabouts, swing, slide and others that initiate children to play and engage fully in the preschool. The play ground is inside the preschool and it is equipped with play materials, and it has safe, clean and free from dangerous materials (broken material parts, glasses etc). The play materials and equipments are developmentally appropriate. The toilets, library, water pump, feeding room and rest room are clean and accessible for all learners.

In addition the interview and observation of social environment is focused on child to child, child care giver and caregiver parent relationship.

As observed by the researcher in the preschool all children are welcomed in warm and respectful manner. Child to child interaction was very interesting and they help and play each other. But sometimes teachers and children feel about children with disabilities as pitiful people. As observed by the researcher, when children are learning outside classroom teachers sit together and play and help children in their learning. When teachers are sitting together with children, children feel better and they do not afraid of teachers. Findings from interview confirm findings from observation; and participants revealed that;

ParticipantT1. Stated as;

“when children are coming to our preschool we accept them warmly and interestingly without any discrimination. Due to this children are free from afraid of us and they are happy to come to preschool.”

Even though children with physical disabilities play by using materials like roundabouts while others are playing with different materials; during the researcher’s observation, children with physical disabilities have little play materials and most play materials are not modified for children with disabilities; this may lead them to develop poor social interaction and socio-emotional development. The interview result also confirms the above idea.

Participant C1 elucidates

"Teachers accept me as other learners, they are good. But sometimes children insult me in relation to my impairment. I told for Miss and she told for them to stop insulting me. "

Participant C2 elucidates;

"as I have visual impairment, children said she can't see without eye glass. Sometimes they point at me and want and try to take my eye glass. When they are saying this I am not happy."

To conclude the above idea, in most cases the preschool environment is accessible in both physically and socially for all children. And the play and learning materials are available adequately in the preschool which helps children to engage actively in the preschool setting but they are mostly modern and express western culture. Due to this play and learning materials need adaptation and modification to respond and fulfill children's interest, need and background. The play materials also need adaptation to include children with physical disabilities and others. And there is a need to fulfill additional materials which helps children with disabilities to participate fully in the preschool setting.

4.1.2. The use of flexible teaching and learning strategies.

In inclusive classroom, there are children with a variety of interest, need and potential. To meet this diversified interest teachers must instruct by using a variety of strategies. Effective inclusion is highly depend on the ability to improve and modify the instructional environment and methods in relation to meet the needs of students, use effective strategies that helps children to learn appropriate behaviors, and provide equal learning opportunities for all children.

The researcher is observed the use of variety and flexible teaching and learning strategies from KG1-KG3 classrooms. As observed by the researcher teachers use a variety of teaching and learning strategies. In KG1 when teaching drawings, teachers give activities for children to draw different animals. While children are drawing, teachers go round and help children how to handle pencil, draw pictures of animals and the like. When children are outside the classroom, teachers

sit together with students on the ground and play and help children. When children are learning alphabets and words teachers use individualized help by rounding and observing children who need additional help. Based on the teaching and learning process the participants respond about the raised questions in relation to flexible teaching strategies are presented below with verbal quotes.

Participant C1 clarified as;

“ In the classroom miss teaches us by using songs, materials, pictures. She also used playing and drama.”

Participant T2 said that;

“In the classroom there are a variety of learning materials in different learning corners that we use while teaching and learning process and children use these materials when they want.”

Participant T1 elucidates;

“In my classroom I used different teaching and learning strategies which promote the children’s educational performance. These strategies are like peer discussion, group discussion, using of different materials and pictures while teaching, individual works, home works and the like. I used video plays, audio records and learning corners to meet children’s interest and need and to promote their learning.”

When the researcher is observed the classroom environment, the classroom is equipped with learning materials and pictures. And there are learning corners which are organized based on subject areas. The sitting chairs are appropriate and adequate for all learners. Based on the researcher’s document analysis and interview, teachers identified children based on their educational performance and additional supports are provided for children who have low educational performance.

Even though teachers have ill training in inclusive education, they are tried to practice better in the preschool setting. In the observation session, teachers use flexible strategies for learners. In KG2 classroom the teacher teaches alphabets and she used blackboard for writing letters and at the same time she used letter cards, pictures of animals and fruits related to letters; and the teacher invites children to tell letters, relate letters with pictures. This kind of teaching strategy is better for children to promote their educational performance and language learning.

4.1.3. The use of play based learning

Play should be a central element of defining pre-primary quality. During interview participants elucidated as;

Participant C1 clarifies as;

“ In the classroom miss teaches us by using songs, materials, pictures. She also used playing and drama.”

Participant T2 elucidates as;

“Play is the center activity for us to teach children, because children learn best through play. Therefore most of the times I use play as the main activity both in the classroom and outside classroom. Due to this all children are eager to participate fully”

Participant T1 Clarified as;

“There is adequate space and time for play and also adequate play materials both in the classroom and outside classroom.”

The researcher also observed that teachers teach children by using different materials and they make children to play with materials and each other; and the teacher also play with children. Children play and count numbers with their peers and in computer class. While the researcher was observing children, they play in different groups and different activities which are guiding by the teacher. The teacher is trying to make all children to involve in the play. Example, when children are playing by running around, she makes a child with physical impairment to play by

arranging some children to play with him and after a while she shift him to other children and play by sitting around and counting their legs.

This is also confirmed by interview session

Participant T2 Clarifies as;

“children are happy when they go to computer class. They draw things, write letters, and count numbers eagerly.”

Overall the findings revealed that teachers are trying to practice inclusive education by adapting the traditional classroom without changing instructional materials and instruction. In the preschool, in most cases children learn through play both inside and outside the classroom.

4.2. Perception of the preschool teachers, principals, educational officers, and parents about their role in implementation of inclusive education

4.2.1. The role of teachers

Responses from interview and observation indicated that teachers support the idea of inclusive education in early years and they accept their role positively. They want to help children individually based on their potential and interest; and try to give additional time for children who have low performance. They described as their role in their class is identifying children’s interest, potential, limitations and supports; accepting children warmly, and provide appropriate support. In reality the teachers are trying to practice inclusive education and perceive their role in the practice of inclusive education positively as the researcher is understood. The participants reflect their role in relation to inclusive education is presented below.

Participant T1. Elaborates;

“In my KG3, there are children with a variety of interests, because they are different naturally; which means they have different backgrounds and potentials. Due to this they need supports based on their potential. Even though there are challenges (like overcrowded children, shortage of time to help children individually and adequately) to help children

effectively to make them to achieve better educational achievement I am trying to help children individually.”

ParticipantT2. Elaborates;

“in my KG1 class there are children who have different behavior and interest and potential. Due to this I provide teaching and learning process by considering these differences. When children have difficulty while calling things I help them to correct the word without worrying them by considering their age. I help children to learn based on their pace and not forced them to call things and letters correctly. But I am sitting go round with them and I will try to help them”

Document analysis also confirms that teachers provide additional support for children. Based on the researcher’s document analysis, teachers identified children based on their educational performance and additional supports are provided for children who have low performance. And teachers accept their role positively.

4.2.2. The role of principals

In the interview session questions which are related to the role of principals in the practice of inclusive education are raised for the principal.

Participantp1. Elucidates;

“In the practice of inclusive education my role is facilitating of better opportunities and providing of budget plan for school administrator. Because, improving educational achievement is the focus of our school. To achieve this goal there is a need to create any opportunities which help children to improve their educational performance.”

4.2.3. The role of parents

Parental involvement can take place in many ways and it is essential for the improvement of different developmental milestones. Parents involve in different activities in the preschools, these are communication with teachers and school about their children, communication with their

children about their day to day activities, and following their children's academic achievement. Findings of interview session revealed that parents have positive perception about their role in the implementation of inclusive education in the preschool. The researcher was raised questions about the role of parents in the implementation of inclusive education in the preschool. The response of parent participants are stated as

Participant P1 clarifies;

"My role is feeding and sending of my child to preschool, fulfilling of materials, paying of fees and discussing with teachers about my child's progress and other issues. Because the issue is my child's issue so am interested to do these things."

Participant p2 stated as;

"I am paying fees for my child's better education. If I want to improve my child's educational performance I follow and fulfill any necessary things that teachers asked me to fulfill."

Participant T1 elucidates

"The parents role is feeding of children, paying of fees, sending children, pursue their children's progress and participate in discussion and decide decisions about their children's overall issue. This preschool is private owned, and it is totally based on parents full interests surmount of their role. When the parents are invited to discuss about the difficulties of their child and the need of additional support, most parents accept and show interest to help their children. So they surmount their role fully."

Participant T3 stated as;

"parents have positive feeling in the practice of inclusive education, because the only thing that they want is improving their child's educational performance, due to this they are interested in practicing of inclusive education. In my class there is a child with physical disability, so when I want to discuss with parents about the limitation of their child, they are

eager to discuss and need to provide any additional support. Even they asked to provide counseling service for their child.”

4.2.4. The role of education offices.

Responses from education officers about their role in the practice of inclusive education in the preschool indicated as both E1 and E2 elucidate that; in our office there is no any role in private preschools at all, because there is no strategy that links us to work with private preschools.

Overall,

4.3. Challenges faced in the process of practicing ECCIE

4.3.1. Collaboration of stakeholders

To improve the child’s quality life different groups and units should be interconnected. Factors that affect the practice of IECCE in Enat academy are stated below. Data gathered from observation and interview from parents, teachers/assistants, preschool principal, and educational experts are held to gather relevant information. In the interview session the researcher raised questions which are related to collaboration of stakeholders.

4.3.1.1. Parental involvement

Participant P1 elucidates that:

“In our preschool we have programs to communicate with parents about over all process of the preschool 3 times a year. The program is from the starting of academic year, in the mid year, and at the end of school year. And we invite parents to raise any questions and comments about educational process, and other relevant issues. And if necessary, we call parents and discuss about their child’s educational progress and other necessary issues by sending letters. And they fully participate in the meeting and came and discuss about their child’s issue.”

Participant T1 clarifies that;

“Of course the preschool has parent meeting programs. But in most cases most parents are involved in the meeting program. Some parents are not involved from the meeting program but when we call them individually they came and discuss about their child’s issue”

Participant T3 said that;

“Parents seen the preschool as their center, due to this they are involved in different meetings.”

Participant M1 elaborates about collaboration of the preschool as;

“ when there is meeting in the preschool, the preschool sent message for our children to us. As to me, most of the time I did not participate from the meeting, because I am busy and my husband also busy. Even though the issue is our daughter but in most cases we did not participate. But sometimes I or my husband went and discuss with teachers or principals if needed.”

Participant M2 also stated as;

“in reality, in most cases I am not participating in the meeting. Sometimes I participate in the program. In most cases the preschool sent letters for my child and we communicate about any issues.”

Findings of interview about the collaboration of parents in the preschool revealed that most participants elucidate there is better collaboration with parents and they involved in meetings when the preschool call them. But some participants clarify most of the time parents do not participate efficiently in the meeting and other activities in the preschool.

4.3.1.2. Education office involvement

In the interview session the researcher raised questions about the collaboration of educational office with private KG. As the participants described there is no any collaboration in between

governmental education office and private educational centers. And the researcher asked the question related to support for private KG centers for educational officers. And the response is presented as follows.

Participant E2 stated that;

“In private KG centers our office does not provide any support. Because the office has not responsibility for providing any support for private centers. They do by their own curriculum and there is no strategy that leads us to work collaboratively”

Participant p1 also elucidated as;

“We have no linkage with governmental offices. Sometimes they come and take only statistical information.”

Based on the above response it is possible to say private Kindergartens have no collaboration with governmental education offices.

Overall in the preschool there is better collaboration with parents but there is low collaboration with other stakeholders.

4.3.2. Qualification of the staff

Findings from the participants’ interview revealed that teachers need additional knowledge, skill and experience to identify and help children based on their diverse needs. They emphasize that in their pre-service program, they have only general information about inclusive education and they need additional in-service training in work-shops and seminars to gain better understanding and to provide appropriate service and meet the diverse needs of children.

In the interview session teachers, principal and educational experts are asked whether they have got trainings (in their in-service training, workshops, etc) in relation to inclusive education in early childhood care and its practice. Their response is stated as follows:

Participant T1. Elucidates that,

"I took courses that are related to inclusive education, because I have diploma in SNE, but I am not took courses that are related to early childhood education. Of course I took a course child development, but the course was not providing deep understanding. This is a major challenge for me to identify and support children with disabilities in their early years. In the preschool also have no additional trainings and workshops which help us to update our understanding. As to me this is the major challenge."

Participant T2. Said that,

"I have certificate in ECCE. During my certificate training I took one course regarding inclusive education. But it was not related to early childhood care and education, and it did not include how to practice inclusive education for children in early years, we took the course that is similar to primary education trainers and it only provides general understanding. This is a major challenge for me to identify and provide appropriate support for children. And the other challenge is parents do not accept their children's problem, because last year in my KG1 class there are children who cannot speak, they are twins and 5 years old. When I called parents to discuss about their children, their father denies the problem and he told me my children did not get opportunity to interact with other neighbor children because I don't want and permit them to play outside home, so this is the main problem but they have no other problem."

Participant T3 said that,

"In my English diploma training, I took one course of inclusive education. But I have no deep understanding and how to implement inclusive education in early years. Because I am graduated in English language for primary level and the course was not provide details and I didn't got training especially in relation to ECCE."

Participant p1 clarifies,

“as I described earlier I have degree in chemistry and I didn’t took any course related to inclusive education.”

Participant E1, Described as,

“Of course, I took short term training about inclusive education and its implementation but I think it is not enough to support teachers to practice inclusive education especially in KG schools. Because, I took the training in a workshop and in general way so, I ... think I need additional training for better understanding. And especially at KG level we have still do not practice inclusive education.

Based on the above response it is possible to say that, participant T1 had adequate training in regard to inclusive education, but it is impossible to say Participant T1 understood well how to facilitate education of children with diverse needs in the kindergarten level and setting. Because, she should get additional training about inclusive education in relation to preschoolers. Participant P1 has not got training about the concept of inclusive education and its implementation. As he is the principal of the preschool he had no better concept which helps him to facilitate the practice of early childhood inclusive education in the preschool. Participant T2, T3, E1, and E2 have little understanding about the concept of inclusive education. Based on the above finding, teachers have insufficient knowledge about inclusive education.

4.3.3. Language

As observed by the researcher and document analysis, the class size and teacher student ratio is higher, because teacher student ratio is 1 to 40 and above. This is difficult for teachers to identify and manage children, to provide appropriate support for children. Language is another challenge in the teaching and learning process, because in the preschool the major teaching and learning media is English. And children are forced to communicate with English which is also not considering children’s level of development.

Participant M2 stated as

“Activities are not recognized the children’s level of development because my son was forced to speak English, he is 5 years old due to this he was ashamed and I discussed and communicate with the principal of the school and we agreed to teach my child based on his level of development and teachers should not forced to speak English and other activities which are above his developmental level.”

4.3.4. Curriculum

Based on the appropriateness of curriculum the researcher raised questions for participants and they respond as

Participant M1 Clarified as;

“my youngest daughter has low potential and she is not successful in her educational performance compared to her elder sisters. I think because the teaching and learning process and subject matters does not fulfill the learners’ potential and developmental difference. Teachers didn’t provide educational support for children based on their difference.”

Participant T1 elucidates;

“In the preschool children are learning nine subject matters and most subjects are English media. To provide appropriate help for each child the overloaded and English media is major challenge for me.”

In the interview session findings revealed most respondents agreed that curriculum is the most important thing. In the teaching and learning process children with additional needs takes more time than others. In regard to interview questions related to teaching and learning activities, the participants stated that, the indoor activities are not appropriate for all learners. This is the major challenge for them to improve children’s performance. Because to help children based on their difference additional time is must, because the schedule and the plan of the preschool curriculum is overloaded and in the classroom there are children more than 40.

When the researcher is observed in KG2, children's play materials and activities in the classroom and most activities are above the children's level of development. In the teaching and learning process sometimes the teacher teaches as older children. Children are forced to sit, write and read, and listen teachers like older children while instructing; children learn nine subject matters that may lead children to become bored. In the preschool textbooks, story books, posters and other learning materials do not reflect local and cultural diversity, most of them reflect western culture and even strange for most children.

4.3.5. Availability of Materials

Accessibility of material is the other important thing that was asked during interview and observation session of the researcher and the interview session held with principal and teachers that the preschool faced to provide appropriate care and education for all children based on their unique need and potential.

Participant T1 said,

“Identifying and providing of appropriate support and activity for children with disabilities is difficult in our preschool, because there is scarcity of materials that are appropriate for these children. In every year the preschool accepts children who have difficulties without fee. These children may have physical impairment, children whose parents are in prison, or low income. Especially for children with physical impairment there is lack of outdoor play materials. And as I trained in SNE there may be children who have partially sighted or hard of hearing. To identify and provide appropriate support for these children there is no identification and assessment tool in the preschool.

Participant p1 described as;

In our preschool, children who have hearing, vision and intellectual problem are not enrolled, because as you know the center is business related preschool. When we accept those children, they need additional support and materials so we forced to ask additional fee than others and this is difficult for parents. Due to this we can't fulfill additional materials that can help children with disabilities to participate fully in the

preschool. In our preschool teachers identify children who have less performance than their peers and teachers provide additional support for these children.

In the above interview revealed that there is adequate material in the preschool which help children to facilitate their learning, but there is shortage of adaptive materials which helps all children including children with disabilities to identify and support children to participate fully in the preschool.

Availability of Infrastructure is observed by the researcher, yet the preschool has clean toilets and which are separated for both females and males but it has some limitations in relation to infrastructure. Participants also affirm by their interview session.

Participant T3.stated as;

“most of the time there is no water in the preschool. Of course the problem is not for the preschool. It is the problem of all our surroundings because water does not exist most of the time.”

The preschool is near to the main street and it has transport service which travels children in the morning and afternoon. There is also water pump but water is mostly not available.

4.4. Discussion of Findings

The purpose of this study is to assess the practice and challenges of early childhood inclusive education in Awi Zone Enat academy. The discussions of findings are presented below in relation to literature.

4.4.1. Status of the Practice of Inclusive Education in the Preschool

In order to answer the basic research questions stated above, document analysis, observation and interview with participants is conducted. Outcomes identified from observation, interview and document analysis sources are presented and discussed as follows.

The study revealed that the social and physical environment of the preschool is appropriate for children to engage fully in the setting. Children can enter to the preschool in a well come manner

and moves freely in the preschool setting and in the classroom. Children were free to play and engage based on their interest in the preschool. In parallel to this Henninger & Gupta (2014), cleared that, in inclusive setting the classroom should be organized and accumulated with a variety of challenging daily routine activities to facilitate children's active participation which promote the children's educational performance.

The physical environment of the preschool has adequate compound area and it is built for the purpose of preschool and children with physical impairment are move freely. And all classrooms are on the ground. In the preschool, there are play materials like roundabouts, swing, slide and others that initiate children to play and engage fully in the preschool. The play ground is safe, clean and free from dangerous materials. In parallel, Muranda, (2013), stated that the play ground should be safe and accessible for all children for free movement of wheel chairs and other assistive devices.

In the preschool the classroom and outside classroom environment is organized with different attractive pictures and materials, but still there is scarcity of locally available resources and materials. In most cases the materials and teaching aids available in the preschool reflect western culture and some reflect urban culture. In the same way Kassahun, (2013), indicated that the practice of kindergarten education in Ethiopia seems promoting of the ideology and practice of overseas due to low attention of traditional and cultural childrearing practice. This may make children difficult to understand easily, because most materials are stranger for them. Due to this children may need additional time and adaptation to understand easily such things. In contrary as ECCE is culturally specific issue, when we learn practices from other countries we must adapt those activities in relation to meet the needs and backgrounds of different communities in Ethiopia (Kassahun, 2013).

Even though the preschool fulfills some basic standards including transport service and teachers consign children, the researcher observed that it has threat due to near to the main street that may lead children for car accident. There is water pump but most of the time there is no water in the pre-school and children used drinking and washing water by themselves. And the play materials are not modified for children with physical impairment and can't address individual differences. As observed by the researcher, most of the time children with physical disabilities were simply

sitting and looking while other children without disabilities playing with play materials (e.g., slide, swings, roundabouts etc) but sometimes a child with physical impairment play with roundabouts.

The interview and observation of social environment is focused on child to child, child care giver and caregiver parent relationship.

As observed by the researcher, in the preschool all children are welcomed in warm and respectful manner. Child to child interaction was very interesting and they help and play each other. But sometimes teachers and children feel about children with disabilities as pitiful people. EASNIE, (2017), revealed " *that the main competence to be accepted is sympathy, as a means of enhancing other-oriented and socially inclusive behaviors.*" Abdullah, (2009), pointed out that genuine respect and acceptance of difference is needed for human beings to live with harmony and to do this education in early years plays an important role in bringing changes in attitudinal and value systems. As observed by the researcher, when children are learning outside classroom teachers sit together and play and help children in their learning. When teachers are sitting together with children, children feel better and they do not afraid of teachers. This kind of interaction improves children's socio emotional development. In parallel EASNIE,(2017), clarified that when teachers are role models for children, there is a great impact on children's beliefs, values and practices.

To conclude the above idea, in most cases the preschool environment is accessible in both physically and socially for all children. And the play and learning materials are available adequately in the preschool which helps children to engage actively in the preschool setting but they are mostly modern and express western culture. Due to this play and learning materials need adaptation and modification to respond and fulfill children's interest, need and background. The play materials also need adaptation to include children with physical disabilities and others. And there is a need to fulfill additional materials which helps children with disabilities to participate fully in the preschool setting.

Effective inclusion is highly depend on the ability to improve and modify the instructional environment and methods in relation to meet the needs of students, use effective strategies that

helps children to learn appropriate behaviors, and provide equal learning opportunities for all children (Bricker, 1995 cited in Akalin, 2014). Unless individual educational planning is required, providing of general educational curriculum does not facilitate learning and achievement of all learners (Cate et al, 2018). In early childhood care and inclusive education the aim is to support all children to achieve their capabilities; and individual's capabilities and values will be influenced by their difference (Underwood et al, 2012). Providing developmentally appropriate practices and experiences in early years is important for children to promote awareness of about others, empathy, happiness, hopefulness, resilience and trust (Abdullah, 2009).

This study revealed that teachers use a variety of teaching and learning strategies. In KG1 when teaching drawings, teachers give activities for children to draw different animals. While children are drawing, teachers go round and help children how to handle pencil, draw pictures of animals and the like. When children are outside the classroom, teachers sit together with students on the ground and play and help children. When children are learning alphabets and words teachers use individualized help by rounding and observing children who need additional help.

When the researcher observed the classroom environment, the classroom is equipped with learning materials and pictures. And there are learning corners which are organized based on subject areas. The sitting chairs are appropriate and adequate for all learners. Based on the researcher's document analysis and interview, teachers identified children based on their educational performance and additional supports are provided for children who have low performance.

Even though teachers have ill training in inclusive education, they practice better in the preschool setting. In the observation session, teachers use flexible strategies for learners. This kind of teaching strategy is better for children to promote their educational performance and language learning. In parallel to this when children participate actively in activities in inclusive setting, they get opportunities to promote their abilities in socially, academically, linguistically and other skill areas than segregated setting (Akinrotimi, 2016; Odom & Wolery, 2003; UNESCO-IICBA, 2013; Henninger IV & Gupta., 2014).

This study revealed that teachers teach children by using different materials and make children to play with materials and each other and the teacher also play with children; play in different groups and different activities which are guiding by the teacher. Similarly play should be a central element of defining pre-primary quality. Monitoring and quality assurance are central to ensuring continuous improvement and identifying areas where additional supports and resources may be needed (UNICEF, 2018). The findings of the study indicated that the teachers are tried to make all children to involve in the play. Example, when children are playing by running around, she makes a child with physical impairment to play by arranging some children to play with him and after a while she shift him to other children and play by sitting around and counting their legs. UNICEF, (2018), indicated as, by allowing children either individually or in group for play children acquire knowledge and skill. Teachers also offer children to play by themselves or based on their interest. EASNIE, (2017), revealed choices of play is provided for children and it is the part of discourse to make children to learn as being in a group.

Preschool teachers understanding and the use of play for learning strategies are important to improve the development of children's social, motor, cognitive and emotion. Similarly, different developmental milestones are improved through play and this occurs during the center time which is early childhood education program (UNICEF, 2018). Based on the findings of researcher's observation and interview of participants in the preschool setting most of the time children are learning through play. As the preschool is build for the purpose of early childhood education, the preschool has adequate learning and play area. In parallel UNICEF, (2018), pointed out that, in a well organized preschool settings children should provided with adequate time and space to promote their play experience.

The preschool has computer class and children learn computer skill in computer class. During the researcher's observation children are enjoyed by computer. This helps and fosters children's learning.

Overall teachers try to practice inclusive education by adapting the traditional classroom without change in materials and instruction. To parallel, Buli-Holmberg, (2018), clarified as, in traditional inclusive classroom practice, children with special needs are included in the regular

classroom without any adaptation. In the preschool, children learn through play both inside and outside the classroom.

4.4.2. Perception of the Preschool Teachers, Principals, Educational officers, and Parents About their Role in Implementation of Inclusive Education

Teachers' responses to these items indicate that, it can be said that the preschool teachers have positive perception about the practice of inclusive education. As they indicated, when children with and without disabilities are enrolled in inclusive setting, they will increase understanding and acceptance of differences among students and the preschool should provide these students with a variety of possible opportunities to function their maximum potential.

Responses from interview and observation indicated that teachers support the idea of inclusive education in early years and they accept their role positively. They want to help children individually based on their potential and interest; and they try to give additional time for children who have low performance. The role of the teacher is important not only for teaching the subject matter but also to provide appropriate training and support service for all children based on their difficulty, need, and potential (Tyagi, 2016). They described as their role in their class is identifying children's interest, potential, limitations and supports; accepting children warmly, and provide appropriate support. Tyagi, (2016), clarified that the role of the teacher is identification of children's diverse needs; referring of children those who need further examination and treatment; promoting positive attitude in the classroom; removing barriers; facilitate all children's participation; collaboration with others; adapting and accommodating of curriculum and assessment techniques for children etc. In reality the teachers are trying to practice inclusive education and perceive their role in the practice of inclusive education positively as the researcher is understood.

Document analysis also confirms that teachers provide additional support for children. Based on the researcher's document analysis, teachers identified children based on their educational performance and additional supports are provided in traditional way for children who have low performance. And teachers accept their role positively.

Findings of interview session revealed that parents, education officers, and teachers have positive perception about their role in the implementation of inclusive education in the preschool. Parental involvement can take place in many ways and it is essential for the improvement of different developmental milestones. Parental involvement is critical for early years in both inside and outside the school (Koch, 2018). But findings revealed that education officers have no any role in private preschools at all, because there is no strategy that links us to work with private preschools. Parallel to this Kassahun, (2013), pointed out that, with the exception of GK teachers and teacher trainers, other personnel groups have no direct relation with early childhood settings.

4.4.3. Challenges Faced in the Process of Practicing ECIE

This section of discussion is focused on challenges faced in the process of practicing ECIE. Practicing of inclusive education is difficult for teachers to teach children in the classroom who have diversified needs.

Data gathered from observation and interview from parents, teachers/assistants, preschool principal, and educational expert are held to gather relevant information. In the interview session the researcher raised questions which are related to challenges faced in the process of practicing ECIE.

Findings of interview about the collaboration of parents in the preschool revealed that most participants elucidated there is better collaboration with parents and they involved in meetings when the preschool call them. But some participants clarify most of the time parents do not participate efficiently in the meeting and other activities in the preschool. And also the study revealed that there is no any collaboration in between governmental education office and private educational centers. In relation to this as Kassahun, (2013), clarified that ECCE has long history in Ethiopia through church education, but still it is forgotten part of education sector. Overall in the preschool there is better collaboration with parents but there is low collaboration with other stakeholders.

Findings from the participants' interview revealed that staff members have low in their knowledge, skill and experience to identify and help children based on their diverse needs. Similarly Akalin, (2014), stated that the success of inclusion and expected outcome of children

depends on teachers functional training programs that foster positive attitudes towards inclusion and provide them with a meaningful experience. In inclusive education, the aim is to support all children achieving their capabilities, but each individual's set of capabilities and values are influenced by their differences (Underwood et al, 2012; UNICEF, 1998). The staff members have only general information about inclusive education and they should need additional in-service trainings to understand and to provide appropriate educational services to meet the diverse needs of children. In contrary, Abdullah, (2009), clarifies; pre-service training should be prepared student teachers in relation to diversity of culture to help student teachers to re-examine their beliefs about race, culture, sexuality and gender; because it highly affects their practice. In addition, OECD, 2012, emphasized that to understand children's differences teachers' qualification which includes knowledge, skills and competencies is a key that helps to provide high-quality ECCE to promote children's cognitive and social outcomes in relation to meet these individual differences.

The study revealed that, teacher student ratio is high; due to this it is difficult for teachers to identify children's needs difficulties; to manage and control children; and to provide appropriate support for children.

Language is another challenge in the teaching and learning process, because in the preschool the major teaching and learning media is English. And children are forced to communicate with English which is also not considering children's level of development.

Findings revealed that most respondents agreed that curriculum is the major challenge for them. The schedule of the preschool curriculum is overloaded and children learn nine subject matters. Children are expected to read and write letters, words and sentences both in English and Amharic starting from KG1. On the contrary, reading and writing is not relevant to children's learning process for preschoolers, because children may feel bored and prejudice the process of learning writing and reading (Genc-Ersoy, 2021).

In the teaching and learning process children learn nine subject matters and they are forced to sit, write and read longer sentences like older children and this may lead children to become bored. Even though, in the preschool there is adequate materials like textbooks, story books, posters and

other learning materials. But most of them do not reflect local and cultural diversity. In contrast Abdullah cleared that teaching and play materials should represent the children's difference and the reality of social and cultural practice of the country and children should be accepted irrespective of their difference (Abdullah, 2009).

In addition, there is shortage of adaptive materials which helps to engage all children including children with disabilities in the preschool. On the other hand to improve inclusive education system Ethiopian government ratified the universal human right to education which emphasizes the allocation of resources and materials to provide appropriate support for children with additional needs (Tesfaye, 2020).

Availability of infrastructure is observed by the researcher, yet the preschool has clean toilets and which are separated for both females and males but it has some limitations in relation to infrastructure. The preschool is near to the main street and it has transport service which travels children in the morning and afternoon. There is also water pump but water is mostly not available.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation of Major Findings

5.1. Summary

The main purpose of the study was to assess the practices and challenges of early childhood inclusive education; the sample school is one private preschool in Awi zone Injibara administrative town at Enat academy. The study consisted of total of 3 teachers, 3 parents 1 principal 2 children with disabilities and 2 educational officials and then, the data obtained do not provide generalizations about most teachers, parents and educational officials of preschools in the administrative town/Zone and the research suggests that, there is a need to initiate preschool stakeholders about the importance of early childhood inclusive education. For the purpose of investigating of findings the following research questions were formulated.

1. What is the status of implementation of inclusive education in Enat academy?
2. What are the challenges of implementing inclusive education in Enat academy?
3. How do stakeholders perceive their role in implementation of inclusive education in Enat academy?

To get appropriate responses for these questions and to achieve the objective of the study the researcher used qualitative data. The data were gathered from teachers, principal, education office experts, parents and children by using semi-structured interviews. The researcher also used observation and document analysis for the purpose to triangulate data and to investigate relevance and accurate findings. Data gathered from interview, observation and document analysis is analyzed by using words. Based on the analysis of the data the researcher got the following findings.

In a welcoming educational setting all children had fun while playing together and they support and share skills each other. The play ground in the preschool is equipped with play materials, and it has safe, clean and free from dangerous materials (broken material parts, glasses etc). The classroom is also equipped with learning materials and pictures. And there are learning corners

which are organized based on subject areas. The sitting chairs are age appropriate and adequate for all learners.

In the preschool children have feeling to welcome, treated with respect and valued equally and all children are welcomed in warm and respectful manner. Child to child interaction was interesting and they help and play each other. In most cases the preschool environment is accessible in both physically and socially for all children. And the play and learning materials are available adequately in the preschool which helps children to engage actively in the preschool setting but they are mostly modern and express western culture.

Early childhood inclusive education is justified in increasing benefit of young children's social, emotional, language, motor and cognitive development. It helps children to develop their strengths and gifts, and promote respect and belonging in school culture. Brain develops at a fast rate in early years. To promote their brain capacity children should exposed to appropriate daily experiences and activities based on their level of potential, interest and difficulty.

Even though in the preschool there is inclusive education practice based on the children's educational performance and supports are provided for children individually; but the implementation of inclusive education is provided traditionally and it is still not satisfactory. Almost all participants agreed that all students including children with disabilities should get quality education in their early years, but they also agreed that instruction for children with special needs in the preschool setting is not effective due to a variety of reasons. The challenges faced to implement inclusive education in real situation are large number of students in the class, lack of knowledge and skill on implementation of inclusive education, lack of adaptive materials, lack of collaboration with educational experts and overload curriculum content are the main challenges faced in the implementation of inclusive education in the preschool. In the preschool the major teaching and learning media is English. And children are forced to communicate with English which is also not considering children's level of development.

The findings indicated that the preschool may need to be further improvement concerning in teacher training to identify and provide appropriate supports and services for children with additional needs. In the preschool except one teacher all of them are graduates of other subject

matter and lacks training with regard to inclusive education of children with special needs. Even one teacher has qualified in special needs education in her diploma for primary education, but she needs additional training in the implementation of inclusive education for young children which helps her to provide appropriate educational and support services based on children's level of development. They lack skill, knowledge and awareness about identification techniques.

Even though in the preschool there is lack of adequate training with regard to inclusive education, teachers, and principal and education officers showed interest and eagerness to identify and support preschool children. The problem is that, in the education office there is no focal person or professional who trained in inclusive education and also there is no any involvement and collaboration strategy with private preschools. Due to this their leadership is not influential for private preschool teachers to bring attitudinal change; to provide trainings, workshops, and seminars.

In the preschool, children's play materials and activities in the classroom are in some extent above the children's level of development. In the teaching and learning process sometimes the teacher teaches as older children. Children are forced to sit, write and read, and listen teachers like older children while instructing; children learn nine subject matters that may lead children to become bored. In the preschool textbooks, story books, posters and other learning materials do not reflect local and cultural diversity; most of them reflect western culture.

Both indoor and outdoor settings of the center assured that the learning and playing materials are not adapted and modified to support the learning and development of children with disabilities. And in the center children with special needs were not enroll and getting necessary support and intervention based on the individual needs and potential of each child.

5.2. Conclusion

This study is established to assess the practice and challenges of early childhood inclusive education at Awi Zone Injibara administrative town in one private preschool at Enat academy. The participants in the study revealed their views about their role in the practice of inclusive education in early childhood education and how to practice inclusive education in the setting and the challenges they faced in the practice. This study is not generalized for other situations,

context or even other preschools in Injibara administrative town. Because, it is limited in one preschool and it used small number of participants; but it has analytical generalization.

The study showed that, teachers try to practice inclusive education by adapting the traditional classroom and instruction without change in materials. Teachers teach children by using different materials and make children to play with materials and each other. The preschool teachers are trying to make all children to involve in the play. Children also enjoy their learning through play and by using computer. This help children to become happy and foster their social, emotional, moral, communication, motor and cognitive development. In the preschool almost all participants have viewed their role positively. Teachers in the preschool have great passion for the development and improvement of all children's learning in their classrooms by creating better learning environment, providing activities that initiate all students in learning.

Lack of in-service and pre-service training of educators to understand the diverse needs of children and to help those children based on their difference should need great attention from the governmental and nongovernmental organizations. In the preschool lack of relevant resources, assistive devices and curriculum content also critical factors which need immediate solutions for the implementation of effective inclusive education. Based on the findings challenges in the practice of early childhood education are highlighted and possible solutions and recommendations are suggested to bring and change for the improvement of the practice of early childhood inclusive education.

5.3. Recommendation

Based on the findings of the study the following recommendations were made to improve the successful implementation of inclusive education.

- The legislation should ensure the rights of persons with disabilities to include and prohibit discrimination from both governmental and nongovernmental preschools.
- Private preschools should provide in-service training for staff members so that they can respond to diversity in the classroom.
- Private preschools should use special needs teachers to train other teachers about inclusive education methodologies.

- Private preschools should address the class size smaller because the small class sizes are generally considered as most effective in the practice of inclusive education.
- Private preschools should adapt the curriculum content in relation to the best practice and children's level of development.
- Private preschools should ensure that resources and materials are accessible for all children and locally relevant.

Reference

- Abdullah, A.C. (2009). Multicultural Education in Early Childhood: Issues and Challenges. *Journal of International Cooperation in Education*, vol 12(1), 159 -175
- Abd Gani, N.I., Rathakrishnan, M., Krishnasamy, H.N. (2020). A Pilot Test for Establishing Validity and Reliability of Qualitative Interview in the Blended Learning English Proficiency Course. 7(5).
- ACPF. (2011). Children with disabilities in Ethiopia: The hidden reality: Addis Ababa: The African Child Policy Forum. www.africanchildforum.org. www.africanchild.info.
- Akalın, S., Demir, Ş., Sucuoğlu, B., Bakkaloğlu, H., & İşcen, F. (2014). The needs of inclusive preschool teachers about inclusive practices. *Eurasian Journal of Educational Research*, 54, 39-60.
- Akinrotimi, A. A. (2016). Challenges in Implementation of Early Childhood Education in Nigeria: The Way Forward. *Journal of Education and Practice*. www.iiste.org ISSN 2222-288X, 7(7).
- Alemayehu Dugassa Geleta. (2019). School Principals and Teachers' Perceptions of Inclusive Education in Sebeta Town Primary Government Schools, Sebeta, Ethiopia. Vol8(1).
- Baskarada, S. (2014). Qualitative Case Study Guidelines. *The Qualitative Report*, 19(40), 1-18. <http://nsuworks.nova.edu/tqr/vol19/iss40/3>
- Buli-Holmberg, J., Jeyaprabhan, S. (2016). Effective Practice In Inclusive And Special Needs Education. Vol 31(1).
- California Healthcare Program. (2006). Children with Disabilities and Other Special Needs.
- Cate, P-t., I.M, Markova.M., & Krischler. M. (2018). Promoting Inclusive Education: The Role of Teachers' Competence and Attitudes. *Insights into Learning Disabilities* 15(1), 49-63, www.ldworldwide.org.

DEC/NAEYC, 2009). Early Childhood Inclusion. www.naeyc.org www.dec-sped.org

Dreyer M. L. (2017). Inclusive Education. :

<https://www.researchgate.net/publication/316352226>

EIZein, H. L. (2014). Inclusive Education for Children with Special Needs: The Case of Lebanon. DOI: 10.1007/978-94-007-6555-9_44

<https://www.researchgate.net/publication/299675790>

ELP. (2016). Measuring the quality of early learning programs Ethiopia Country Strategic Plan. 2018-2021

Ethiopian Country strategy 2016-2020,

European Agency for Development in Special Needs Education. (2003). (ED, J.W. Meijer). Summary Report: Inclusive Education and Classroom Practice. www.european-agency.org

European Agency for Special Needs and Inclusive Education. (2016). inclusive early childhood education. www.european-agency.org

European Agency for Special Needs and Inclusive Education. (2017). Inclusive Early Childhood Education. www.european-agency.org

Farrel, P. (2012). Inclusive Education for All: A Dream or Reality?

FDRE MoE (1994), Education and Training Policy

FDRE MoE. (2012). Special Needs/ Inclusive Education Strategy.

FDRE MoE. (2016). A Master Plan for Special Needs Education/Inclusive Education in Ethiopia 2016-2025

FDRE, (2017). The 2017 Voluntary National Reviews on SDGs of Ethiopia: Government Commitments, National Ownership and Performance Trends

Franck, B. (2013). *Inclusive Education and Children with Disabilities in Ethiopia*, University of Denver 2013.

Genc-Ersoy, B. (2021). Stakeholder views on early literacy, reading and writing acquisition in the preschool period. *Journal of Qualitative Research in Education*, 25, 255-286. doi: 10.14689/enad.25.11

Hailu Dinka, (2017). *The Challenges of Government Preprimary Education Schools/Centers in Addis Ababa*. hailudinka@gmail.com

Henninger, IV, W. R., and Gupta, S. S. (2014). *How Do Children Benefit from Inclusion?*

Hornby, G. (2015). *Inclusive special education: development of a new theory for the education of children with special educational needs and disabilities*. 42(3), DOI: 10.1111/1467-8578.12101

ILO. (2012). *Right beginnings: Early childhood education and educators*. Report for discussion at the Global Dialogue Forum on Conditions of Personnel in Early Childhood Education. www.ilo.org/publns.

JICA, (2012). *Basic Education Sector Analysis Report - Ethiopia -*

John-Steiner, V., & Mahn, H. (1996). Sociocultural approaches to learning and development: a Vygotskyian Framework. 31(3/4), 191-206

Kassahun Tigistu (2013): *Professionalism in Early Childhood Education and Care in Ethiopia: What Are We Talking About?* *Childhood Education*, 89:3, 152-158

Kate, O., Abebe, Y. W., Martin, W. (2012). *Delivering Quality Early Learning in Low- Resource Settings: Progress and Challenges in Ethiopia*. Bernard van Leer Foundation, The Hague/ Netherlands. <http://www.bernardvanleer.org>

Katz, L.G. (1987). *What Should Young Children Be Learning?* ERIC Digest • www.eric.ed.gov

- Kawulich, B., (2012). Collecting data through observation.
At: <https://www.researchgate.net/publication/257944783>
- Kelley, K., Clark, B., Brown, V., & Sitzia, J. (2003). Good practice in the conduct and reporting of survey research. *International Journal for Quality in Health Care*, 15(3), 261-266.
<https://doi.org/10.1093/intqhc/mzg031>
- Kirk, S., Gallagher, J. J., Bubpha, S., Erawan, P., Saihong, P. (2012). Model Development for Inclusive Education Management: Practical Guidelines for Inclusive Schools.
- Koch, L. A. (2018). Parent Involvement in Early Childhood Education and its Impact on the Development of Early Language and Literacy Skills: An Exploration of One Head Start Program's Parent Involvement Model. A Dissertation Submitted to the Faculty of Drexel University.
- Lawrence, S., & Smith, S. University of Northern Colorado & Rashida Banerjee. (2016). Columbia University: Preschool Inclusion: *Key Findings from Research and Implications for Policy*: National Center for Children in Poverty Mailman School of Public Health. www.researchconnections.org
- Mag, A. G., Sinfield, S., & Burns, T. (2017). The benefits of inclusive education: new challenges for university teachers. *MATEC Web of Conferences*, 121, 12011.
<https://doi.org/10.1051/mateconf/201712112011>
- Marie-Lou. D.H., Roos.W., Christiane.T., & Jorgen.C. (2011). Instruments and guidelines for qualitative fieldwork. EUMAGINE Project Paper 6B
- Molla Bekalu Mulualem. (2019). Practices, Challenges and Opportunities of Early Childhood Care and Education Program Implementation in Bahir Dar City Administration.
- Montenegro, T. (2007). Special Needs Education Basis: Historical and Conceptual Approach
- Muranda, A. Z (2013). Challenges faced by Zimbabwean Special Schools in Providing Support Services to Learners Physical and Motor Impairments. *International Journal of Science*

and Research (IJSR) ISSN (Online): 2319-7064 Index Copernicus Value (2013): 6.14 |
Impact Factor (2013): 4.438 vol 4(7). www.ijsr.net

Nsamenang, A.B. (2009). A Critical Peek at Early Childhood Care and Education in Africa:
Psychology and Learning Sciences Advanced School of Education. Journal of
Education and Practice, www.iiste.org: 5(27),

Odebiyi, O. M. (2016). Introduction of Inclusive Early Childhood Education Curriculum in
Nigerian school system: Do teachers' perception, willingness and demography matter?
International Journal of Education and Research, vol 4(5). *International Journal of
Education and Research* . omodebiyi@crimson.ua.edu

Odom, S. L., & Wolery, M., (2003). A Unified Theory of Practice in Early Intervention/Early
Childhood Special Education: Evidence-Based Practices

OECD.(2012). Quality Matters in Early Childhood Education and Care: Slovak Republic.

www.oecd.org/publishing/corrigenda.

OSLO. (2015). Towards disability-inclusive education. [https://en.unesco.org/world-education-
forum-2015/incheon-declaration](https://en.unesco.org/world-education-forum-2015/incheon-declaration)

Pandit, P. (2017). Philosophy of inclusion – problems and challenges. Vol2(5).

www.academicjournal.com

Park, H. (2015). Learning Identity A Sociocultural Perspective. ," *Adult Education Research
Conference*. <http://newprairiepress.org/aerc/2015/papers/41>

Phan. H. P. (2012). A sociocultural perspective of learning: Developing a new theoretical tenet.

University of New England. hphan2@une.edu.au

Price, R. (2018). Institute of Development Studies, Inclusive and special education approaches in
developing countries. helpdesk@k4d.info.

- Rees, K. (2017). Models of disability and the categorization of children with severe and profound learning difficulties: Informing educational approaches based on an understanding of individual needs.
<https://www.researchgate.net/publication/321154848>
- Rieser, R. (2008). Implementing Inclusive Education: A Commonwealth Guide to Implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities. (Second Edition). www.thecommonwealth.org/publications
- Rossiter, J. (2016). Young Lives Policy Paper 8, Scaling up access to quality early education in Ethiopia: Guidance from international experience
- Rowley, J. (2002). Using Case Studies in Research. Vol 25(1).
- Save the Children. (2016). Inclusive education: what, why and how. A hand book on program implementers.
- Tadesse Zewdu Zegeye. (2014), The Knowledge, Attitudes and Practice of Inclusive Education in North Wollo Zone Rural Primary Schools.
- Tassew Woldehanna (2011). The Effects of Early Childhood Education Attendance on Cognitive Development: Evidence from Urban Ethiopia¹ Ethiopian Journal of Economics.
- Teka Zewdie¹ and Belay Tefera, (2015). Early Childhood Care and Education in Rural Ethiopia: Current Practices, New Initiatives, and Pilot Programs. The Ethiopian Journal of Education
- Tesfaye Basha Ludago. (2020). Practices, Challenges and Opportunities of Inclusive Education Implementation in Kambata Tambaro Zone, Ethiopia Hawassa University, Hawassa, Ethiopia volume 7, e5989. ISSN Online: 2333-9721.
<https://doi.org/10.4236/oalib.1105989>
- Tirussew Teferra, Amare Asgedom, Jeilu Oumer, Tassew W/hanna, Aklilu Dalelo & Berhannu Assefa. (2018). Ethiopian Education Development Roadmap (2018-30)

- Tsegai Mulugeta. (2015). Early child care and education attainment in Ethiopia: Current status and challenges Tyagi. G (2016). Role of Teacher in Inclusive Education. Susana Methodist Girls B.Ed. College Roorkee, Uttarakhand, India.
- Underwood, K, Valeo, A. Wood, R. (2012). Understanding Inclusive Early Childhood Education: A Capability Approach; Contemporary Issues in Early Childhood
- UNESCO. (2007). Regional Seminar “Poverty Alleviation, HIV and AIDS Education and Inclusive Education: Priority Issues for Inclusive Quality Education in Eastern and Western Sub Saharan Africa.” www.unesco.org
- UNESCO. (2010). early childhood care and education regional report: World conference on early childhood care and education. <http://www.dakar.unesco.org>
- UNESCO. (2018). Defining the scope of inclusive education. gemreport@unesco.org.
- UNESCO-IICBA. (2010). Country case studies on early childhood care and education. A summary report.
- UNESCO- IICBA. (2013). Patience O. Awopegba, Esther A. Oduolowu and A.Bame nsamenang Indigenous Early Childhood Care and Education (IECCE) curriculum framework for Africa. A focus on context and contents.
- UNICEF. (1998). The Education of Children with Special Needs: Barriers and Opportunities in Central and Eastern Europe Mel Ainscow and Memmenasha Haile-Giorgis
- UNICEF. (2014). Conceptualizing Inclusive Education and Contextualizing it within the UNICEF Mission. Companion Technical Booklet
- UNICEF. (2018). Learning through play: S strengthening learning through play in early childhood education programs. www.unicef.org/publications
- World Bank. (2008). Africa’s Future, Africa’s Challenge. Early Childhood Care and Development in Sub-Saharan Africa

- WHO. (2012). Early Childhood Development and Disability: A discussion paper.
(http://www.who.int/about/licensing/copyright_form/en/index.html).
- World Bank. (2008). Africa's Future, Africa's Challenge Early Childhood Care and Development in Sub-Saharan Africa. www.worldbank.org
- Yigzaw Haile & Abdirahman Mohammed, (2017). Practices and Challenges of Public and Private Preschools of Jigjiga City Administration. International Journal of Research-
[Http://www.granthaalayah.com](http://www.granthaalayah.com)
- You, S., Kim, E., & Shin, K. (2019). Teachers Belief and Efficacy Towards Inclusive Education in Early Childhood Settings in Korea. Sustainability, 11(5), 1489.
<https://doi.org/10.3390/su11051489>
- Zelalem Temesgen. (2014), The Journey of Special Needs Education in Ethiopia: An Overview. Journal of Education and Practice www.iiste.org ISSN 2222-288X (Online), 5(27).
- Zubaidi, N. (2015). Sociocultural Theory. University of Melbourne
DOI: 10.13140/RG.2.1.2642.192
at: <https://www.researchgate.net/publication/277892662>

Appendices
Appendix A
Addis Ababa University
College of Education and Behavioral Studies
Center for Early childhood Care and Education

Interview questions for education office experts

A. Introduction and Demographic Information

Participant's code-----

Sex-----

Age -----

Educational level-----

Field of study-----

How long have you been education office expert?

How would you describe yourself as education office expert?

B. Research Questions

1. Did you get training about inclusive education?
2. Do you have experience supervising inclusive practices in preschools?
3. How do you perceive your role in the implementation of inclusive education?
4. Did you believe the preschool is accessible for all children?
5. How do you evaluate parents and education office experts' involvement on the practice of inclusive education in preschools?
6. How does the preschool provide inclusive educational support?
7. What are the main obstacles in implementing inclusive education in the preschool?

C. Closing and Thank you

8. Are there any additional comments you would like to add?

As I mentioned earlier, this information is keep in confidential and it only used for this study.

You will receive the written transcript to review your interview.

Appendix B
Addis Ababa University
College of Education and Behavioral Studies
Center for Early childhood Care and Education

Interview questions for the preschool principal

D. Introduction and Demographic Information

Participant's code-----

Sex-----

Age -----

Educational level-----

Field of study-----

How long have you been preschool administrator?

How would you describe yourself as administrator?

E. Research question

1. Did you have training about inclusive education?
2. How do you support teacher knowledge about inclusive education?
3. How do you perceive your role in the implementation of inclusive education?
4. How did you accept children with special needs in your preschool?
5. Did you believe the preschool environment is accessible for all children?
6. In your preschool did you identify children based on their difference? How?
7. How do you evaluate parents and education office experts' involvement on the practice of inclusive education in your preschool?
8. How does the preschool provide inclusive educational support?
9. What are the main obstacles in implementing inclusive education in your preschool?

C. Closing and Thank you

9. Are there any additional comments you would like to add?

As I mentioned earlier, this information is keep in confidential and it only used for this study.

You will receive the written transcript to review your interview.

Appendix C
Addis Ababa University
College of Education and Behavioral Studies
Center for Early childhood Care and Education

Interview questions for the preschool teachers

A. Introduction and Demographic Information

Participant's code-----

Sex-----

Age -----

Educational level-----

Field of study-----

How long have you been preschool teacher?

How would you describe yourself as a teacher?

B. Research question

1. Did you have training about inclusive education?
2. How do you perceive your role in the implementation of inclusive education?
3. How does your teaching and learning process support inclusive education?
4. What are some practices you have used to or advised teachers to use to support all children's participation opportunities in the classroom
5. How did you accept children with special needs in your class?
6. Did you believe the preschool is accessible for all children?
7. Did you identify children based on their difference? How?
8. How do you provide inclusive educational support?
9. What are challenges you face in implementing inclusive education in your preschool?

C. Closing and Thank you

10. Are there any additional comments you would like to add?

As I mentioned earlier, this information is keep in confidential and it only used for this study.

You will receive the written transcript to review your interview.

Appendix D
Addis Ababa University
College of Education and Behavioral Studies
Center for Early childhood Care and Education

Interview questions for parents

A. Introduction and Demographic Information

Participant's code-----

Sex-----

Age -----

Educational level-----

Field of study-----

Experience -----

How would you describe yourself as a parent?

B. Research question

1. Did you have any training about the concept inclusive education?
2. How do you perceive your role in the implementation of inclusive education in the preschool?
3. How the preschool accept your child?
4. Did you believe the preschool is accessible for all children?
5. Did you believe that your child get appropriate support based on his/her need?
6. Did you believe your child is able to achieve as other peers in his/her educational performance?
7. How do you involve on the practice of inclusive education in the preschool?
8. How does the preschool provide inclusive educational support?
9. What are the main obstacles in implementing inclusive education in the preschool?

C. Closing and Thank you

11. Are there any additional comments you would like to add?

As I mentioned earlier, this information is keep in confidential and it only used for this study.

You will receive the written transcript to review your interview.

Appendix E
Addis Ababa University
College of Education and Behavioral Studies
Center for Early childhood Care and Education
Interview questions for children with special needs

A. Introduction and Demographic Information

What is your name-----

What grade are you-----

How do you describe your educational performance-----

B. Research questions

1. Is the preschool environment suitable for you?
2. How the preschool teachers accept you?
3. Is the teaching and learning process feeling comfort for you? How?
4. How teachers provide support for you?
5. What are the challenges that make you feel unhappy?
6. What do you do for your best educational performance?

C. Closing and Thank you

7. Is there any additional comment you would like to add?

As I mentioned earlier, this information is keep in confidential and it only used for this study.
You will receive the written transcript to review your interview.

Appendix F
Addis Ababa University
College of Education and Behavioral Studies
Center for Early childhood Care and Education

Observation checklists

Main items	Sub-items	yes	no
Physical environment	<p>Does each child have access to his/her own learning materials, like pencils and paper?</p> <p>Are there places for children to play within classrooms?</p> <p>Are there enough seats for all children?</p> <p>Does the environment promote good health practices (e.g., personal hygiene, including hand washing)?</p> <p>Do children have access to clean water and sanitation?</p>		
Teacher characteristics	<p>Do teachers demonstrate knowledge of child growth, development, and learning?</p> <p>Are they apply their knowledge to practice?</p>		
play	<p>Do all children have access to free time for play?</p> <p>Do all children have access to materials for play inside the classroom?</p>		
Teacher-child interaction	<p>Does the teacher smile, clap, or offer positive words of praise for children's efforts?</p> <p>Are children allowed/encouraged to interact with one another?</p>		
Curriculum	<p>Does curriculum content address children's physical, socio-emotional, linguistic and cognitive development</p> <p>Does curriculum stimulates early literacy and numeracy skills</p>		