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**ADDIS ABABA UNIVERSITY**

**SCHOOL OF GRADUATE STUDIES**

**COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES**

**DEPARTMENT OF SPECIAL NEEDS EDUCATION**

**Title: - The State of Special Needs Education Graduates in Exercising their  
Profession in Addis Ababa, Addis Ketema, Lideta and Gulelle Sub-Cities**

**BY**

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**March, 2022**

**Addis Ababa, Ethiopia**

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The State of Special Needs Education Graduates In Exercising their Profession in Addis Ababa, Addis Ketema, Lideta and Gulelle Sub-Cities

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## **DECLARATION**

I declare that this thesis, entitled, The State of Special Needs Education Graduates In Exercising Their Profession in Addis Ababa, Addis Ketema, Lideta and Gulelle Sub-Cities, is my original work and that all sources of materials used for this thesis have been dully acknowledged.

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## **Acronyms**

ENQF -The Ethiopian National Qualifications Framework

ESNEPA -Ethiopian Special Needs Education Professional Association

ETP -Education and Training Policy

ENQF- Ethiopian National Qualifications Framework

LSEN- Learners with Special Educational Needs

MOE- Ministry of Education

SEN- Special Educational Needs

SWSN-Student with special needs

PWD<sub>s</sub>-People with Disabilities

TVET- Technical and Vocational Educational Training

UNESCO- United Nations Educational Scientific and Cultural Organization

UNICEF –United Nations International Children’s Emergency Fund

NASET- National Association of Special Needs Education Teachers in America

NCSE- National Center for Science Education

NGO – None Governmental Organization

IEP - Individual Education Plan

## ***Abstract***

*This study was conducted to investigate the state of special needs education graduates in exercising their profession in Addis Ketema, Lideta and Gulelle sub-cities, Addis Ababa of Ethiopia. The study employed a mixed methods approach. The population of the study was 112(one hundred twelve); In view of that, the researcher took all 103(one hundred three) special needs education professionals as a sample of the study for questionnaire purposively/availably selected respondents and 3(three) school principals, 3(three) sub-cities special needs education expert officers, 3 (three) sub-cities educational bureau officers for interview. The instrument employed to collect data from respondent were questionnaire, interview and observation. The technique used to analyze; the quantitative data was frequency and percentage and the qualitative data was analyzed through narration. The major findings indicated that the special needs education graduates in Addis Ababa city has been assigned in schools. But some of the special needs education professionals were responsible to assign in irrelevant duties. On the other hand, there are challenges that special needs education professionals are facing in the course of their work. Because they lack of shortages in dealing with learners with disabilities, poor learning environment, lack of budget, curriculum guide, instructional material, school facilities and other support specialists. So due to these and other reasons many children with disabilities were do not got the necessary professional services and support from the school. The conclusion is to provide the necessary base for policy makers, planners, school administration and other stakeholders to realize the magnitude of the problem and design variable and effective change and take measures by mitigating the problem under consideration.*

# CHAPTER ONE

## 1. Introduction

### 1.1 Background of the study

Special needs education is specially designed instruction that often incorporates related services, to meet the educational, social, emotional, and vocational needs of students with special educational needs. It needs appropriate curriculum adaptation, teaching methods, educational resources and material, medium of communication and effective learning environment in order to fit the learning of individuals cited in (MOE, 2015).

The Salamanca statement and framework for action on the special needs education which was adopted by the world conference states that, special needs education incorporates the proven principles of sound pedagogy from which all children may benefit. It assumes that human differences are normal and that learning must accordingly be adapted to the needs of the child rather than the child fitted to preordained assumptions regarding the pace and nature of the learning process (UNESCO, 1994). Inclusive education reduces exclusion from education by representing content to students and for students in learning. It is a process addressing and responding to the diversity needs of all learners through increasing participation in learning, cultures and Communities.

Hence it is believed that special needs education has been provided in Ethiopia since 1917 E.C. in special schools, integrated schools and in special units attached to regular schools (MOE, 2005). Similarly, the education and training policy (ETP, 1994) of Ethiopia was purposed to prepare cultivate educated people for rewarding lives as engaging citizens in a complex and dynamic society. In Ethiopia more attention was given to special needs education based on the education training policy (ETP) the ministry of education (MOE) has designed a special needs education program strategy in 2006 to make education accessible to children with special needs and marginalized groups. According to the Federal Democratic Republic of Ethiopia, quality education has to provide to all its citizens, including children with Special Educational Needs (SEN) (MOE, 2012). The Ethiopian Constitution accepts the international declarations and conventions, and states education as a human right. But there is lack of different teaching and learning materials which can fit the needs of children with disabilities. Thus indicates there was a wide gap that needs tangible and practical contribution of schools, experts, educators and

concerned bodies in addressing and improving education for children with disabilities. Additionally children with disabilities cannot achieve quality education where participation of professionals, parents, educators and other concerned bodies are provided.

In Ethiopia teachers and special needs education professionals and exporters do not have the support they need during they are practicing to make inclusive education effective and successful. So, many schools those who are teaching children with disabilities do not have SNE professionals, support stakeholders, appropriate material and equipment etc. So that children with special educational needs who are leaning in regular schools, in special schools and mainstream schools were do not achieve quality education effectively. To increase the quality education by supporting special needs education, resource centers are established for cluster schools and special needs education professionals were assigned to the government schools to support children with SEN and disabilities, teachers of children with SEN and their parents to decrease and minimize the problem.

The special needs education graduates professionals are usually SNE teachers who are able to accommodate student's diversity and children with disabilities and are graduating from several higher education institutions. Particularly in Ethiopia different universities and educational institutions are training students in special needs education. Specifically, special needs education program is launched at Addis Ababa and Haromaya University at BA, MA and PhD levels; Bahirdar, Dilla, and Gondar universities at BA and MA level; and Adwa, Debrebirhan, Kotebe and Gambella at BA level (MOE, 2012). Accordingly, the Ethiopian special needs education professional association (ESNEPA, 2016) indicates the delegation for special needs education was provided in order to increase effectiveness and quality education for each educational cycle.

The federal government ministry of education is working to formulate teachers' professional standards to assess the performance of teachers in schools to develop quality of education (MOE, 2012). Special needs education professionals or SNE teachers were not expected to teach special needs education as subject rather they are expected to work on curriculum adaptation, designing teaching methods, preparing educational materials, identification and assessment of children with special needs. Thus the researcher wants to assess the state of special needs education graduates in exercising their profession in the school.

The state of special needs education profession provides services for exceptional children leadership and program development to support initiatives aimed at improving outcomes for

individuals with exceptional, their families, and the professionals who serve them (Susan...,et, at.,2019).Increasing diversity within students of full implementation of inclusive practices, collaborative teaching approach and designed curriculum can change the learning of exceptional children.

In Ethiopia, special needs education graduates professionals can be assigned in regional sector offices, zones, city administration and Woreda, primary and secondary schools, TVET, teachers education institutions, adults education centers, alternative basic education centers, rooms and reform centers, special schools and others related organization with regard to special needs education in order to perform activities of special needs education by planning, supervising and follow-up(ESNEPA, 2016). These special needs education graduates are lacking practical skills to provide and effective professional service at school level and expected areas (MOE, 2012). According to the current data of special needs education teachers and MOE, Addis Ababa city administration educational bureau, have working for the development of special class providing text book Braille libraries and assigning SNE professionals in schools and experts at Woreda and at sub-cities educational bureaus by making collaboration with the federal ministry of education. In practicing and exercising to provide the services special needs education teachers face many challenges. They have various responsibilities in providing service like community-focused work and child-focused work. Thus, the researcher wanted to see the state of special needs education graduates in exercising their profession in Addis Ababa city, Addis Ketema, Lideta and Gulelle sub-cities government schools.

## **1.2 Statement of the problem**

Professionals who are trained and took special needs education courses expected to provide professional services. Thus, special needs education teachers aim to be support students with disabilities, general teachers, parents, and the school community. The duties of special needs education teachers were vary that includes, they are responsible for planning, developing and evaluating appropriate individualized educational services, learning programs and instruction for special needs students in both self- contained and integrated settings in consultation with other school personnel. They were also working to identify children with disabilities, by providing professional assessment and referral, practical support and adequately, sensitizing and providing awareness for communities about disabilities (Lynch and McCall, 2007).

For the implementation of inclusive education in school setting, the special needs education teachers, itinerant teachers and special needs education exporters' are facing different challenges. It is difficult to accommodate student with disabilities in regular school because there were lack of screening and assessment tools for early identification of children with learning problems [MOE, 2012]. To support and provide effective service for person with disability there were a lack of professionals and stakeholders like psychologist, therapists, occupational and psychotherapist, interpreters, orientation and mobility trainers, Braille trainers and sign language trainers etc. Limited budget and funding for children with special needs also affect the education of children with disabilities, like limited provision of educational services, in accessible facilities and unsafe school environment, insufficient teaching learning materials, stationer and assistive device. The special needs education professional graduates have lack of practical skills to be effective in providing the special needs education support at school level (MOE, 2012). Because the support being provided by the SNE professionals in school, in the resource center and in the office lacks the fulfillment to meet the standards of the special needs. However, there were various problems which negatively affect the implementation of special needs professionals to children with special needs education. The government was trying to alleviate these problems using different mechanisms. Such as, establishing the resource center and assigning special needs education professionals, assigning focal special needs, establishing core team in the schools, etc.

International studies indicated that special needs education teachers program in the schools has shown development and was playing a vital role in supporting the development of special needs educations or inclusive education the learning of children with disabilities, starting from pre-school to colleges or universities. The importance of placing or assigning special needs education graduates in the appropriate place, which allows them to utilize their expertise, is to contribute for the stability and development of society and it also enables them to easily practice and make use of their knowledge and skills. These graduates can also get a sense of satisfaction through their work as they are working on their field of interest which can lead to being more productive and successful. There are many reasons why special needs education graduate placements is useful. The main one is that to help peoples with special needs and to create an inclusive society. Special needs education graduates are also essential in ensuring the provision of appropriate support for students, implementing laws, policies, strategies, plans and implementation procedures, and in realizing the inclusion education (MOE, 2012). Nowadays this model is being in the special needs education program in Ethiopian education system. But those who graduated

by special needs education field in different levels were assigned to irrelevant duties and some of this graduate professionals were not exercising for the purpose they are training for. Therefore, in order to narrow the gap the researcher decided to take this opportunity to assess the state of special needs education graduates in exercising their profession in Addis Ababa, Addis ketema, lideta, and Gulelle sub-cities. The researcher also interested to conduct detail investigation to curve the challenges and opportunities of special needs education professionals and will help to identify the professional requirements of those special needs education graduates, how they are exercising to their profession in the field of work, how can implement their profession, what challenges they faced, how the children with disabilities are supported and to put out suggested solutions and recommendations that could be used for the effective implementation and management of special needs education in educational and other related sectors in Addis ketema, lideta, and Gulelle sub-cities. The result may provide the criteria to evaluate the appropriateness of current professional development in special needs education and offer recommendations for future professional development programs in the sub-cities. Thus this study attempted to answer the following basic research questions.

### **1.3 Research Questions**

This study was guided by the following leading questions

1. How is the assignment of special needs education professionals for the purpose they are trained for?
2. How do special needs education professionals are assigning in the schools and Woreda?
3. How children with disabilities are supporting in the school?

### **1.4 Objectives of the Study**

#### **1.4.1 Specific Objectives**

The researcher applied utmost exertion in order to address the following specific objectives of the study:

- To examine the existing assignment special needs education graduates.
- To assess the roles and responsibility of special needs education graduates.
- To determine the special needs education professional engagement



- To obtain perceived solutions to address the problems in assignment and opportunity for special needs education graduates.

## **1.5 Scopes of the Study**

This study is limited to the state of special needs education graduates in exercising their profession in Addis Ababa, Addis ketema, lideta, and Gulelle sub-cities. The study was confined on the following variables which are the assignment of special needs education in the right place, current engagement of professionals, level of using knowledge, indicating level of using skills and developing inclusive culture in school. For the purpose of the study data collection instruments were questionnaire and interviews. Assessing the problem at country and regional level is very difficult task limited time interval and requires much time. However, due to time, the geographical location of the country and the financial constraints, this study were limited to only three sub-cities: Addis ketema, lideta, and Gulelle and seventy nine government schools in the sub-cities.

## **1.6. Limitation of the study**

It is impossible to be certain that the study can be free of limitation. Some of the limiting factors include time constraint, uncooperativeness of responds in filling questionnaire and returning on time. Even though the researcher planned to use video recorder during interview and observation, but some respondents were not voluntary and forced to use only notes. The researcher overcomes these kinds of limitation with continuous follow up negotiation.

## **1.7. Significance of the study**

This study is very important to identify the existing knowledge and the gap on the state of special needs education graduates in exercising their professions and practices in Addis Ababa sub-city. Additionally, the study provides new insights with regard to the state of special needs education graduates in exercising their professions in educational sectors and in different related sectors. Assess and identify the state of special needs education and render professional back up support at all level of the community, use scientific based methodology to research, evaluate and improve curriculum instruction and interventions for the person with disabilities. It helps special needs education graduates to place the exact position and Create the much needed promotion activity to provide awareness rising, capacity building and information dissemination activities undertaken in the areas of special needs education and inclusive education. It also helps to

provide and apply theories, concepts, and principles of educational services to practices in special needs education and Identify the special needs educator exporters' collaboration with colleagues, communities, stakeholders and to point out suggested recommendations

## **1. 8 Organization of the study**

This thesis comprises five chapters. The first chapter consists of an introductory part which consist background of the study, statement of the problem, research questions, significance of the study, scope of the study and definitions of operational terms. The second chapter deals with review of related literature on the state of special needs education profession and professional development in special needs education and also appraisal of previous research in the field. The third chapter was about research methodology and design, which states what methodology. The fourth chapter deals with the results of the data gathered based on the questionnaires supported by table, interview and observation. Chapter five provides discussion, conclusion and recommendation of the study.

## **1.9 conceptual definition**

**Special needs education (SNE):-**is a profession with its own tools, techniques and research efforts with emphasis to improving instructional arrangements and procedures for evaluation and meeting educational demands of exceptional children and adults(MOE,2015).

**Special needs education profession:-**The special needs education professionals are usually SNE teachers who are formally trained to provide service to person with special education needs, preferably at degree, masters, and PhD level.

**Inclusive education:** refers to the philosophy of ensuring that schools, centers of learning and educational systems are open to all children. This will enable the learners to be included in all aspects of school-life. It also means identifying reducing or removing barriers within and around the school that may hinder learning (MOE, 2016)

**Graduates:** Graduated personnel who have graduation with special needs education from different Ethiopian universities with regular first Degree.

**Practice:-**The necessary conditions of special needs education Professional practice must be put in place and sufficient resources must be allocated to fully enable teachers to meet the needs of an increasingly diverse group of learners.

## CHAPTER TWO

### 2 Review of related literature of the study

#### 2. 1. The concept of special needs education profession

The special needs education professionals are usually SNE teachers who are formally trained in education of children with special education needs, preferably at bachelor, masters, and PhD level (MOE 2015).The SNE professionals provide the individual instruction and materials for the implementation of inclusive education. In all educational level like in preschool education, general education, stripping education center, special education, preparatory education, Technical and vocational training in universities etc., and providing information for regional, zonal, and Woreda educational bureaus(ESNEPA 2016).They were working with to provide individual instruction and special materials to students with special educational needs, providing and consultation services to schools, teachers and family of children with special educational needs (olsmstead,1991,stephens and birch, 1969 as cited in correa-Torres and Howell,2004).

The special needs education professionals provide support to change and shape the differences between the child's ability and adaptive curriculum in the education the daily activity of child's life (Benton, 1984 cited in Lynch and McCall, 2007).The role and responsibility of special needs education professional developed particularly in the field of different type of disability and individual instruction will work. According to summery of UNICEF (2013), Ingrid Liwis and Sunit Bagree, trained teachers of special needs education have several responsibilities in the school because; they contribute a lot to the inclusion process in the school as a general and class room as particular. According to many international literature reviews, the special needs education professionals may be tasked with different roles based on the country's education system (UNICEF 2013) cited in Donna, (2018). They may give a single area of work with some type of disabilities, like visual impairments, deaf and hard of hearing and autism etc. But in Ethiopia the role of these teachers were not specified to a single of specialist area because of they trained as a general support teacher and not fully practice because teachers and administrators were not understanding the role of special needs education Professionals who needs to get services of SNE teachers.

## **2.2 Theory and practice of special needs education profession**

Special needs education teachers have to be experts twice over. They need a good knowledge of special education and they need to have good interaction skills in order to engage in consultation. A special needs education teacher works mainly with small groups of children and more seldom in big classes in co-operation with another teacher, although this seems to be an effective way of giving support to the pupils. SNE teacher hold discussions with parents and with other teachers before starting to teach pupils (Markussen, 2004). Special needs education teachers also participated in school meetings, carried out written work (IEPs), took part in training, assessed pupils and designed materials, all of which together was called background work. They also consulted with various partners, such as other teachers, parents, psychologists and head teachers (Takala, Pirttimaa&Tormanen, 2009).

In addition to the core functions of special needs education teacher in accordance with the regulation of the ministry of education, it is supposed to undertake important tasks like accept SWSN and provide them with equal opportunities to learn; training courses, workshops and special activities aimed at improving the quality and delivery of special needs education programs and services; monitor the implementation of special needs education programs and provide periodic reports on the status of these programs and conduct assessments to determine students level of academic performance (MOE, 2006a). The other most important duty is conduct field visits to schools to observe the implementation of inclusive education; prepare and implement vocational programs at inclusive schools, or at schools that have students with special needs; coordinate with the subject teachers; collaborate with other professions inside the school such as other subject teachers, school administrators and in the community to facilitate the implementation of special education programs and at the end with prepare comprehensive progress reports semi-annually including what has been accomplished during the semester (MOE, 2006a; Takala, Pirttimaa&Tormanen, 2009).

The Special Education Training professional offers training for school administrators, focusing on bridging the gap between theory and practical application of knowledge needed to design, develop, effectively implement, and supervise programs for students with special needs in the least restrictive environment( Dianne monteith,2000).professional development support teachers and improve teaching. Special education teachers engage in complex work while implementing

special education policy and integrating disabled students. These Professionals are likely work to find out and sustain the professional identity in the context of inclusive education.

Teachers are responsible for integrating educational technologies into instructional practices. Special education teachers have the opportunity to individualize and differentiate instructions with many technological devices never before available for children with special needs (Akpan& Beard, 2014) cited in Basak Baglama, et.,al(2017). They can promote greater independence for students by enabling them to perform tasks which students with special needs are unable to achieve or have difficulties to achieve.

Professional development in special education is unlikely to be scaled up, however, if it falls outside of or is inconsistent with efforts to enhance general education practice. To create cohesive learning opportunities for special educators and general educators, they need to align professional development programs while addressing Special education teachers' unique at learning needs. So that researchers and trainers need to stipulate how the content adds value to instruction provided in general education and how it enables students with disabilities to access the general education curriculum (Paul Sindelar, Mary Brownell, and Bonnie Billingsley, 2017)

For professional development to be effective, it must sustain the development of knowledge, skills, and professional dispositions begun during initial preparation and sharpened during induction. Special education teachers must deepen their knowledge of subject matter and the pedagogical practices that support its acquisition. To provide highly responsive instruction, either through collaborative teaching or small-group instructional arrangements, they need to hone their clinical judgment. They also need to develop the knowledge and skills that enable them to become instructional leaders or conceptual frameworks that organize and sequence the content of professional development, and need research that improves their ability to provide such development coherently and powerfully Desimone (2009)

## **2.3 The special needs education program in Ethiopia**

Historically, in Ethiopia the development of special needs education program in its modern type was started in 1917. Before 1917, blind people were attending traditional church education, and with that they had high achievement, especially in oral learning and teaching in the Orthodox Church (Tibebu, 1995).

Special needs education teacher training was started after a long time of teaching children with disabilities in different schools and programs. After this long time teaching an agreement was reached between the government of Ethiopia and Finland in 1988/89 to train special needs education trainers (Eskinder, 2015). According to the agreement signed some teachers training institution instructors and experts from the MOE went to Finland to become trainers. These Special Education Teacher Trainers were trained in Finland at graduate level (MA in Special Education). When these trainers returned to their Country, training of Special Education teachers for primary level was started in summer with six-week program in 1991. This training was started by using the trial curriculum prepared by those trainers and experts assigned in the MOE. In 1992/93 with summer course and six months training period at the part opened in Nazareth Teacher Training institute and Sebeta Special Education Teacher's Training Center (Eskinder,(2015).

Today in Ethiopia special needs education department are opened in different universities and educational institutions. Special needs education programs were launched at Addis Ababa University (AAU) at BA (1999), MA and PhD levels; Bahirdar, Dilla, Haromaya (2001 E.C); Gondar Universities at BA level (2003 E. c) and MA level (2008 E. c); Adwa, Debrebirhan, Kotebe, Gambella (2003) and Hosaena (MOE, 2012). The goal of this launching program were to produce high level professionals in the fields of special needs and inclusive education that would play a leading role in caring out research, teaching and community service.

The main functions of special needs education graduates is removing or minimizing obstacles that encircled children with special needs and youths and bringing positive attitudinal changes and also essential in ensuring the provision of appropriate support for students with special needs, implementing laws, policies, strategies, plans and implementation procedures, and in realizing the inclusive education (MOE, 2012)

## **2.4 Principle of Special Needs Education professional Graduates**

Ethiopia has ratified and accepted various international conventions and policy instruments of relevant to special needs education. The strategy of implementation in special needs/ inclusive education guideline by ministry of education (July, 2012), stated about college and university; ensures that departments are established with full capacity to train SNE/IE teachers based on the regional/country demand ensures that all teacher education programs have practical oriented course on SNE/IE which enable graduates to give proper support to SWSN. United Nations Convention on the Rights of Persons with Disabilities (2006) Article 27: Work and employment states Parties recognize the right of persons with disabilities to work which includes protect the rights of persons with disabilities on an equal basis with others, create favorable conditions of work, including equal opportunities and equal remuneration for work of equal value and also create safe and healthy working conditions.

The Salamanca Frame works for Action (1994) Article 5 no 40 II guidelines for action at the national level; recruitment and training of educational personnel states that appropriate preparation of all educational personnel stands out as a key factor in promoting progress towards inclusive schools. Furthermore, the importance of recruiting teachers with disability who can serve as role models for children with disabilities is increasingly recognized. The Dakar Framework for Action (2000) strategies 5, Education for All: Meeting our Collective Commitments. Enhance the status, morale and professionalism of teachers.

The Minister of Education (2006) guideline, general rules for the provision of special education programs and services; Collaborate with qualified professionals for all categories of special needs education to educate and meet the needs of students with special needs. Conduct surveys to determine the personnel needs for the zone, Woreda and sub-city and encourage professional and personal development programs for employees with special needs and monitor their training and work. The Ethiopian National Qualifications Framework (ENQF) (2007), The ENQF aims to raise credibility of qualifications, by establishing quality assurance processes and setting out nationally valid standards detailing the knowledge, skills and competences expected of Graduates

## **2.5 Job opportunity of Special Needs Education**

Ethiopia has set a human resource development agenda to raise the quality of its workforce to international standards and build a culture of entrepreneurship among graduates. Providing adequate employment opportunities for the growing labor force, particularly for young people, constitutes a major socioeconomic challenge. Ethiopia's current labor market information system, by which data about the labor market is made available, is insufficiently developed, fragmented, limited in scope and out-of-date. Strengthening the labor market information system is therefore an important objective of the Ethiopian Government (MOE, 2010a).

Professional assignments are as much about gaining an insight and understanding of the culture and language of that profession as gaining technical skill and experience. It is also in the interest of the placement organization to be broadly supportive as these students will become their future workforce pool. Assigning special needs education graduates in right place is very important to help PWSN and to create inclusive society. For the purpose of this, professionals who are able to accommodate student's diversity and special needs are graduating from several higher education institutions. Nevertheless, to educating those students having special needs in accordance with their need and capacity/ability and bringing quality of education remains unresolved. One of the reasons for such problems is that special needs education graduates are not working on the area of their field of study. While there is numerous of works in their field of study they are placed on other unrelated works (MOE, 2012; ESNPA, September 2016).

The main functions of special needs education graduates is realizing inclusive education at all education levels by removing factors that hinder the provision and implementation of inclusive education. Removing or minimizing obstacles that encircle children with special needs and youths and bringing positive attitudinal changes are also the main function/duty of special needs education graduates. Also those graduates are essential in ensuring the provision of appropriate support for students, implementing laws, policies, strategies, plans and implementation procedures, and in realizing the inclusion education (MOE, 2012; ESNPA, September 2016). Special needs education graduates perform the following responsibilities and functions (MOE, 2012; ESNPA, September 2016). Some are;

- ✧ Plan, supervise and follow-up special needs education service in the regions, zones, city administration and Woreda as primary and secondary schools, TVET, teachers education



institutions, adults education centers, alternative basic education centers, special schools, rooms and reform centers

- ✧ Propose special needs education to be incorporated in the country's and regional education sectors development plans and government growth and transformation plan
- ✧ Coordinate zones in order to reform education training and policy, standards and implantation procedures so as to incorporate inclusive educations comprehensively
- ✧ By taking into consideration the need and questions of zones and Woreda, the practitioner will plan, advice and follow-up the concerned government bodies on ways of providing educational material and technological inputs which are not found within the country
- ✧ In collaboration with Zones education directors and Woreda/districts/ they undertake studies and forward ideas about the possible ways of providing educations for children who are in need of their experts, youths and adults
- ✧ Follow up the placement of special needs education graduates within Zone education director and Woreda education sector and accordingly, supervise the preparation and implementation of the plan and budget
- ✧ Give training, theory and practice about special needs education for different communities and plan ways of addressing awareness creation program about disability and special needs education through different media found in the region
- ✧ Work in coordination with regional sector offices, sectors and others related organization with regard to special needs education
- ✧ Ensure the preparation and administration of regional and national examinations whether they take into consideration special needs examinee or not and also prepare and submit report for his/her immediate work supervisor about job implementation

## 2.6 Role of Special needs education profession

Role is set of activities that are generally carried out by an individual or group with some organizationally relevant responsibility. This set of activities is related to a corresponding set of desired qualities such as experience, qualifications and personality traits possessed by the individual needed to fill the role. Roles of special needs education graduates are special education teacher, school counselor vocational counselor, rehabilitation counselor, Braille teacher, sign language interpreter, itinerant teacher, resources center facilitator, consultant in school and researcher (Marilyn, 2010; Smith & Luckasson, 1995; MOE, 2006; CEC, 2016; Markussen, 2004).

Besides special needs education profession is to provide instruction and support which facilitates the perception of students with disabilities in the regular class room. They have responsibility to well come student with disabilities by providing the communities who are not getting chance of enrolling and entering to school because of their disabilities and have to work with their parents and with the communities to ensure the children education. The special needs education professions were serve as a case managers and responsible for the development, implementation, and evaluation of students, provide the necessary information to the class room teacher by entering the general education class room regarding the students disability, medical concerns and equipment operation to meet the unique needs of PWDs. These special needs educations trained teachers have also a crucial role in supporting inclusion classrooms and they develop and supervise plan for professional duties, maintain collaborative relationship and good will with the general educations and the team teacher lessons, either small group or whole class with the general education teacher (Boyer and Mainzer, 2003). They can also provide counseling and guidance to help children in the classroom and practical advice to regular teachers on education inclusion. After graduation special needs education professionals are expected to exercises the following over all roles and responsibilities (MOE, 2012; SNE, 2016; ESNEPA, September 2016).

- ✚ Design, manage and evaluate projects and educational programs related to special needs and inclusive education
- ✚ Design curriculum in the field of special needs and inclusive education and disability issues

- # Render counseling and rehabilitation services for children with special needs and their parents/ caregivers and the local society at large
- # Facilitate and realize inclusive education at schools and local society
- # Collaborate with other departments within the ministry and other organizations in the community to improve the quality of special needs education programs and services provided to students and their families
- # Empower regular teachers to use alternative and supportive teaching approaches and improve quality of learning of all children
- # Conduct problem solving research and development projects in the field of special needs and inclusive education
- # Serve as special needs and inclusive education curriculum experts, educational advisors, and officers at various levels of the education system
- # Collaborate with families, colleagues and the community to improve support programs and services for persons with special needs
- # Adapt, modify, select and use appropriate assistive and adaptive technology and make use of local resources to enrich students learning
- # Coordinate, manage and monitor special needs and inclusive education program at inclusive schools, resource centers and community based programs
- # Collect, organize and analyze data pertaining to disability for policy making, planning and implementing inclusive education, community based rehabilitation programs, and family based intervention programs
- # Prepare manuals for practitioners working with children with special educational needs in different settings
- # Organize and run workshops, seminars and other training programs in inclusive education and rehabilitation
- # Conduct surveys to evaluate the quality of special education programs and services delivered and conduct surveys to determine the personnel needs for the zone, and assist the director of special needs education and human resources departments with the recruitment process
- # Serve as a social worker in community in providing support for vulnerable and at- risk children and individuals with HIV/AIDS and other psycho-social crises.

### **2.6.1 Special needs education professional support**

The purpose of providing support to children with disability is to improve their learning needs and to help them get equal access to education with their non-disabled children in the schools

and in community at large (MOE, 2015). Appointing of children to special schools, special classes, and sections within school on a permanent basis should be the exception, to be recommended only on those in frequent cases where it is clearly demonstrated that education in regular class room is in capable of meeting a child's educational, social needs (Tirussew, 2006, Dash, 2009).

The special needs education professional teachers, itinerant teachers, class teachers and the community play a various important roles in the school. They may provide a professional counseling and guidance service of teaching and supporting children with different disabilities in the school settings. Schools are a center where children with disabilities will assessed for objective of supporting in order to meet their needs and to ensure their progress. The effectiveness and quality education will be approved by participation and effective support of families, community, governmental and non- governmental organizations and other stakeholders.

### **2.6.2 Support for children with disability**

Academic support is the most necessary for special needs children to provide appropriate and effective education. It consists of provision of instructional material for children with special needs in resources rooms, modifying the curriculum to meet the needs of children's, improving the quality of education, taking personal care of children, showing positive attitude towards children with special needs, adopting innovative teaching practices, providing remedial instructions and children with special needs and establishing linkage with special school utilizing the expertise and resource of special school (Dash 2009).

Special needs education professional teachers should adopt innovative practices while teaching children with special needs. They are providing support in organizing linkages with special schools, consulting and advising of special school teachers, visiting school regulatory and discuss with teachers about the child's problem. The problem of effective collaboration and discussion among teachers is barriers that hinder quality education to students with special needs. Additionally lack of trained teachers, assign those trained professionals, instructional materials, modified curriculum are the others barriers to provide quality education to children with special needs. Moreover there are other barriers that can hinder the quality education of children with SNE like economic barriers, environmental barriers, attitudinal barriers and system barriers.

### **2.6.3 Support for parents**

The special needs education professionals were responsible for helping parents of children with special needs and providing professional support like counseling and guidance for their children and family themselves for the placement in school, local clinics, hospitals for medical assessment and supports. Parents of children with disabilities may not have adequate knowledge or information about the needs of their children. Therefore, professional support like special needs education teachers can provide help to the parents to get the information of their children supports and as well as medical or educational placement before very decision has made to the children (MOF, 2015). The special needs education teachers have to discuss and decide on the placement and referral of the child with disability. During this time the parent's consent and signature is very mandatory. Studies that raising child with disability has pressure on their parents and parents of children with special needs often report feelings of isolation and high levels of stress and depression (Barnett elements, Kaplan-Estrin, and Fiaka, 2003 cited in European commission, 2013).

SNE professionals can play great role in advising parents to get psychological counseling support from professional and they provide advice to parent to take courses or training related to their children's disability that they could help their children in the areas of thinking that can be developed or adjusted. In most cases parents send children to school but they are not involved in any aspects of inclusion such as assessment decision making and education of their children. Non-involvement of parents may be barriers for successful education of special needs education children. Community awareness program and parents contact program will motivate parent and community for their involvement in the process of education for children with special needs. Involvement and cooperation of parents in Education of children with special needs education is very important and education of children with special needs is shared of parents and professionals. A cooperative supportive parent's in between school administrator, teachers, SNE teachers, and parents should develop and be regarded as active on decision making. Government should take part in promoting parent ship, through both statements of policy and legislation concerning parental rights. The development of parents associations should be promoted and their representatives involved in design and implementation of programs intended to enhance the education of their children.

## **2.6.4 Support for regular teacher**

Special needs education teacher gather data about a child to understand and support students' divert needs and support class teacher how to provide support for children with special needs by preparing portfolio of learners with special needs and support teachers to use it. Moreover, they have to collaborate with satellite school directors and teachers, to organize training on the use of resource center, implement inclusive education and coordinate child's educational goals with collaboration of stake holders, to participate activities. They also supporting to designing individual education program (IEP), planning to mainstream in strategic and annual plan report to school director on over all progress. Special needs education professionals were providing guidance and counseling service for child, parent and regular teachers, organize awareness program among the community about the special needs education in collaboration with Woreda, schools and other stake holders. Making the resource centers as skills development making network with other schools, NGOs and individuals building capacity of the parents through community meeting in encouraging parents to visit the center providing school based workshops to teachers and establishing parent support groups and child to child support groups(MOE, 2015

## **2.6. 5 Community Support**

Involvement of the community or social intervention is a necessary condition for the success of education of children with special needs. The community can intervene in the program in the following ways: participating in the decision making process, meeting the expenses of constructing the resource rooms, sending out of school children to school; encouraging disabled children to attend school regularly, providing or helping the teachers trained in special education, providing the salary of the resource teachers providing aids and equipment to the schools supervising the work of teachers, and giving feedback to them; helping in dealing with the problems of the handicapped girl child, monitoring the progress of education of special needs children in the locality and transforming the school into a community school.

Local administrators should encourage community participation by giving support to representative associations and inviting them to take part in decision-making. Community involvement should be sought in order to supplement in-school activities, provide help in doing homework and compensate for lack of family support. Mention should be made in this connection of the role of neighborhood associations in making premises available, the role of

family associations, youth clubs and movements, and the potential role of elderly people and other volunteers, including persons with disabilities, both in-school and out-of-school programs. As voluntary associations and national non-governmental organizations have more freedom to act and can respond more readily to express needs, they should be supported in developing new ideas and pioneering innovative delivery methods. They can play the roles of innovator and catalyst and extend the range of programs available to the community.

## **2.7 Challenges of special needs education profession**

The research in the field of special needs education has highlighted, several work –related challenges. For example; role confusion, role conflict, paper work, in adequate support which can adversely affect special educators’ sense of satisfaction with their positions (Billingsley,2004) special education teachers have a higher rate of burnout than is found in most other professionals. The result of this turnover rate is a shortage of special education teachers and lack of quality programs for the students they serve, while special needs education may start their career with the intention of helping disabled students become productive members of society, they face several challenges that make the task extremely difficult. These challenges are; widespread perception that teaching is easy, On-instructional responsibilities, Lack of support at a time from school districts, little Salary payment, Dealing with multiple disabilities, Handling the problems of an inclusive Classroom, Professional isolation, Lack of support from parents, the difficulty of discipline in a special needs classroom, Budget problems. The special needs education also face shortages of essential resources and equipment for delivering effective lessons.

## **CHAPTER THREE**

### **3.1 Research design and methodology**

The purpose of this chapter is to describe and explain the methodology which is employed in this study. In addition the reason for choosing this research method were explains. Moreover, it was also describe data sources, procedures of data collection, techniques of sample, analysis of data and ethical consideration

### **3.2 Research Design**

This research employed a mixed methods approach. It comprises both quantitative and qualitative design for triangulation purpose (Anthony & Julie, 2011). It helps to better understanding of the situation and so as to give a comprehensive interpretation of the matter. The design that employed was a descriptive survey (provides a quantitative or numeric description about the situation) and use to gather ample amount of comprehensive data from various places. Qualitative approach gives as a clear grasp of what is presented by the quantitative data and use to fully understand and describe the situation from the perspective of respondents.

In this study, the quantitative approach is used to examine availability of services, special need education teachers and the availability of professionals in the practice of inclusive education in schools and how the graduates of special needs education are exercising to their profession. Qualitative research can be employed when the concern is with people because the research to study in depth and detail (patton, 1990; patton M.Q (1990). The methods used to collect quantitative data were questionnaires distributed to the respondent whereas qualitative data were interviews. Semi-structured interview and structured interview were employed to get detail responses from special needs education teachers and special needs education expert officers, the experienced and selected school principals and the sub-city educational bureau officer.

### **3.3 Source of Data**

The primary source of data was used mainly from target population of Special needs education teachers, the sub-cities special needs education experts' officer, the sub-cities educational bureaus officer, and principals were the primary source of data and the secondary data were report of professionals and official documents.



The researcher collected the data through questionnaire in depth interview and informal observation. The structured questionnaire was designed to get information about the available professionals, skills the special needs education teachers have, the purpose for the SNE trained, facilities and services provided for children with disabilities in the school, irrelevant duties that special needs education professionals placed and demographic information. The special needs education teachers were completed the questionnaire and the support provided for the children with disabilities the services and facilitates of special needs education were gathered by observation

### 3.4 The target population

The target population under this study includes; 112(one hundred twelve) participants: 103(one hundred three) were special needs education teachers or professionals, 3(three) were the sub-cities special needs education expert, 3 (three) participants were the sub-cities educational bureaus officer, and 3 (three) participants were school principals who were selected from the sub-cities schools by their experience. All the information of respondent is provided as the following table.

**Table 1: background information of participants of the study**

No.	Name of the responsible participant	Number of the respondents
2	Special needs education expert in sub-cities	3
3	SNE professionals	103
4	School principals	3
5	Sub-cities educational bureau officers	3
	Total	112

### 3.5 Sampling Techniques

The sampling method used to collect the data was purposive sampling method. Purpose sampling is viewed as a particular case that was chosen because it illustrates some features or process that is of interest for a particular study (Silverman, 2000).

Hence the researcher were took available population 103(one hundred three) special needs education professionals who were assigned and working in seventy nine government schools in

Addis Ketema, Lideta, and Gulelle sub-cities, 3(three) participants were experienced principals in the sub- cities primary and secondary government schools, 3(three) respondents were special needs education expert officers in the sub cities and 3 (three) were the educational bureau officers in the sub-cities.

### **3.6 Data collection Instrument**

Data collection is a crucial of any type of research study, for the purpose of this study unstructured and structured interview, questionnaire were applied in primary data gathering process. To gather information from target population, the questionnaire distributed 103 respondents and among them, 92(89.3%) participants were filled and returned. Besides to this, 9 interview participants involved in the study and forwarded the views on the study.

Totally 101 participants out of 112 were fully involved in this thesis accomplishment, the rest 11 participants were not returned the distributed questionnaire because of the conditional problem of the pandemic covid-19. Observation were also employed and the data obtained from these were triangulated to certain the validity of data findings. Furthermore, the secondary data sources that of journal articles, books, official documents and reports reviews, newspaper, used in data gathering.

#### **3.6.1 Questionnaire**

One of the data collecting methods of the researcher was questionnaire which is formed to get effective data from the large number of population. Therefore, the researcher was developing the questionnaire which comprises in closed questionnaire for the special needs education professionals in English. The questionnaires were distributed to the special needs education professionals. Accordingly, 103 questionnaire were distributed to the respondents among them 92(89.3%) respondents were filled and returned.

#### **3.6.2 Interview**

According to Wilkison and Bhandarkar (1999) interview is necessary to get deep feeling, perception, values or how people interpreted world around them and past events that are impossible to replicate. In this case the purpose of conduction semi- structural interviews and structural interviews. Sam-Structured interviews were for 3 (three) sub-cities educational bureau officer, 3 (three) special needs education expert officer, 3 (three) selected principals by

experience that means one principal in each sub-city were selected. First, the researcher was developed and writes the question in English. Therefore, the researcher was conducting the interview in English.

### 3.6.3 Observation

The researcher was observed how children with disabilities are supported in the school by using observation checklist. This is because observation is naturalistic that means, if it is possible to check as well as to supplement information obtained by other methods of data collection. The structured observations were used to collect data at the resource centers, the schools and the Special Needs Education teachers on their work that was used to gather live information about their actual work and the availability of supporting materials and resources in the RC as well as in the school environment and the supporting process of the whole schools regarding children with special educational needs was also observed by using four major themes of observation checklists, physical accessibility, social accessibility, material accessibility and duties of special needs education professionals which is listed as the following table.

**Table 2 observation checklist**

No	Statements /items/	Very good	Good	Not good	None
	<b>I. Physical accessibility</b>				
1	School get for wheel chair user				
2	Classroom get				
3	Seating room				
4	The school buildings rump				
5	Toilet				
6	Bureaus				
7	The school play ground				
8	The library				
	<b>II. social accessibility</b>	Very good	Good	Not good	None
1	Sign language users				
2	Sign language interpreters				
3	Play together				

4	Braille reading and writing				
<b>III. Material accessibility</b>		Very good	Good	Not good	None
1	Braille slate				
2	Stylus				
3	Cane				
4	Braille dictionary				
5	Sign language dictionary				
6	Wheel chair				
7	Crutches				
<b>IV Special Needs Education professionals duties</b>		Very good	Good	Not good	None
1	They are assigned in their profession				
2	They are working in their profession they are trained				
3	They are supporting teachers				
4	They are supporting students				
5	They are supporting parents				
6	They are organizing resource center				
7	They identify children with special needs education and developed file				

### 3.7 Methods of data analysis

The researcher was collected the data by using the questionnaire and interview and then the data entry and analysis were done by the support of statistical package of the social sciences (SPSS) version 20. The data was analyzed in the form of frequency counts and percentage distributions. In addition, the data obtained from questionnaires, interviews and observation were analyzed by thematically, summary of the overall responses made to similar uses as well.

## **CHAPTER FUOR**

### **4. Data presentation, Analysis and Interpretation**

#### **4.1 Introduction**

In this chapter, the researcher attempted to examine thoroughly and specifically the responses, views and perspectives of the respondents. The researcher also tried to provide understanding from the respondents' perspectives and interpreted scientifically by using both qualitative and quantitative data analysis methods. The results obtained from questionnaire, interview, and observation were analyzed to assess the special needs education graduates in exercising their profession in every school in the sub-cities through various statistical methods were employed to present and analyze the structured item of questionnaire quantitatively. To supplement and enrich the information that was drawn using questionnaire, interviews and observation were illustrated and described in words whereas the quantitative data was analyzed by the support of statistical package for social science (SPSS) version 20. The structured questionnaires were prepared for special needs education professionals.

In order to get more valid information, observations and documents were referred and checked by the researcher. The first part of this chapter deals with the personal information of the participants while the second section deals with the analysis of the finding of the study in relation to the basic research question.

#### **4.2 Background of the respondents**

The sample of this study was the special needs education professionals in selected three sub-cities, Addis Ketema, Lideta and Gulelle, Addis Ababa. In this three sub-cities there were 103 special needs education professionals that were, 33 in Addis ketama, 40 in Lideta and 30 in Gulelle were taken and questionnaire were distributed. Three special needs education expert officer, three school principals and three educational bureaus officer in the sub-cities were interviewed and presented in the following table.

**Table 3 Demographic of the respondents**

NO			Frequency	Percent
1	<b>Sex</b>			
		Male	52	56.5%
		Female	40	43.5%
		Total	92	100%
2	<b>Age</b>		Frequency	Percent
		20-25	11	12%
		26-35	54	58%
		36-45	25	27.2%
		46-55	2	2.2%
		56 and above	-	-
		Total	92	100%
3	<b>Educational background</b>		Frequency	Percent
		SNE	53	57.6%
		SNE +other field	39	42.4%
		Total	92	100%
4	<b>Educational qualification</b>		Frequency	Percent
		Certificate in SNE	1	1.1%
		Diploma in SNE	32	34.7%
		Degree in SNE	58	63.1%
		MA in SNE	1	1.1%
		Total	92	100%
5	<b>Total service in year</b>		Frequency	Percent
		1-5	22	23.9%
		6-10	43	46.7%
		11-15	26	28.3%
		16-20	-	-
		21-25	-	-
		26-30 and above	1	1.1
		Total	92	100%

Table 3 provides the demographics characteristics of the respondents. According to question 1, 52 (56.5%) participants were male and 40 (43.5%) were female. As the data shows that males and females are nearly equal in number. Question 2 indicates that 11(12%) professionals were at the age that ranges 20-26 years, 54(58.7%) were at age level of 26-35 years 25(27.2%) were at age level of 36-45 years, 2(2.2%) were at the age of 46-55 years with zero or no 56and above years. Question three illustrates that the educational backgrounds of the respondents, 53(57.6%)

were trained in special needs education, 39(42.4%) were trained special needs education plus other field without special needs and. As the above data shows that most of the respondents were trained special needs education. Question four were about the educational qualification of the respondents, 1(1.1%) were certificate in special needs education, 32(34.8%) were diploma holder in special needs education, 58(63.1%) were degree holder in special needs education. 1(1.1%) were masters in special needs, As the above data shows that majority of the respondents were degree holder in special needs education followed by diploma holder. Question five, were total service of the respondents, 22(23.9%) was work between 1-5 years, 43(46.7%) was work between 6-10 years, 26(28.3%) was work between 11-15 years and lastly 1(1.1%) was work 26 and above. As the above data indicates most the special needs education are served in between 6-10 years that means they was served more than 6 years and these shows that majority of the professionals know and understand the challenges and barriers of person with special educational needs and how they are supported.

### **4.3 status of working condition of special needs education professionals**

#### **4.3.1 Assignment of special needs education professionals**

Each of the items was designed in the form of five rating scales. Those are, strongly agree, agree, uncertain, disagree, and strongly disagree. The values of the scales are 1, 2, 3, 4, and 5 respectively. The average values dividing the sum of ration scales (1+2+3+4+5=15) by number of rating scale that is 5. Thus the average value 3.0 in the interpretation effort was put to show that the mean score indicates. The result obtained from the score was interpreted as follows (SA=strongly Agree-5), (A= agree-4), (UN= uncertain-3), (DA=disagree-2), (SDA= strongly disagree-1).

The final objective of the study were to investigate the extent to which the special needs education professionals were assigned in the right place for the purpose they trained for in Addis Ababa: Addis ketema, Lideta and Gulelle sub-cites. The data is shown in the following table 4

**Table 4 Responses of special needs education professionals about the right place**

No	Assignment of special needs education professionals in the right place	SA		AG		UN		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Special needs education professionals are vital and need to be assigned in the school	84	91.3	8	8.7	-	-	-	-	-	-
2	Special needs education graduates are assigned by their profession they are trained for in every school	64	69.6	20	20.7	7	7.6	1	1.1	1	1.1
3	Special needs education professionals can achieve effective results in every school	66	71.7	13	14.1	10	10.9	3	3.3	-	-
4	Special needs education Professionals are exercising and practicing in their profession	5	5.4	10	10.9	54	58.7	21	22.8	2	2.2

The above table 4 item 1 illustrates that 84(91.3%) respondents were strongly agree and 8(8.7%) respondents were agree on the special needs education professionals are vital and need to be assigned in the school. From this we can understand that special needs education professionals are very vital in every school to work with children who need extra support to fulfill their potential. The second item indicates that, 64(69.6%) respondents were strongly agree 19(20.7%), 7(7.6%) respondents were uncertain, 1(1.1%) and 1(1.1%) respondents were disagree and strongly disagree respectively on Special needs education graduates are assigned by their profession they are trained for in every school. Table 4 item 3 indicates that 66(71.7%) respondents were strongly agree, 13(14.1%) respondents were agree, 10(10.9%) respondents were uncertain and 3(3.3%) respondents were disagree on special needs education professionals can achieve effective results in every school. This item indicates that the special needs education professionals and experts can achieve effective results in ever school. Table 4 item 4 shows that 5(5.4%) respondents were strongly agree,10(10.9%) respondents were agree, 54(58.7%) respondents were uncertain, 21(22.8%) respondents were disagree and 2(2.2%) respondents were strongly disagree. This item shows that even if, some of the special needs education professionals were exercising and practicing by their profession, majority of the SNE professionals are teaching a subject without their field so that they cannot provide a professional support for students with disabilities effectively.



### 4.3.2 The current status of special needs education graduates

According to the data from in-depth interview with sub-cities educational officer, replied and stated that,

*“The special needs education professionals were assigned in all three sub-cities government schools. So that they are very vital in every school to provide and facilitate the learning of individuals for a wide verity of reasons that requires additional support and adoptive pedagogical methods in order to participate and meet the learning of objective in an educational program”.*

Another participant also replied that,

*“some special needs education professionals was assigned to irrelevant duties, because when the schools were faced to lack of subject teachers as well as when the teacher upgrade their education from certificate to diploma, from diploma to degree with special needs education they become more than one professional in one school, there were no vacancy in other schools in the sub-city the special needs education professionals are forced to teach a course or assign with their profession and other irrelevant duties in the schools. The other reason is there was no carrier structure system by which this special needs education professionals can grew for to continuous their carrier structure, the professionals were forced to perform other irrelevant duties (like teaching a course)”.*

Special education professionals are responsible for complying with the treatment well-being of people with disabilities and their education. For example:

One of the sub-city educational bureaus officers asserted that,

*“The special needs education teachers’ work with a child who needs extra support to fulfill their potential. They responsible to developing programs of learning activities, planning, preparing and researching lessons, adapting teaching materials, making use of special facilities and equipment, coordinating the work of the work staff. They are also working in schools helping children with a wide range of severe learning, physical or behavioral difficulties. Supporting schoolwork under the supervision of the teacher, preparing learning resources,*

*encouraging children’s confidence, self-esteem and independence, putting into practice individual education ,social, behavioral and personal care programs”.*

There are various challenges to implement the special needs education profession and provide professional service for children with disabilities.

According to the interview participants stated that,

*“One of the challenges to implement special needs education profession is finding a good qualified special needs education teacher getting increasingly difficult because of paperwork, low payment, lack of skills and knowledge, training and supervising paraprofessionals, Collaborating with general education teachers, data collection which is huge in special needs education.”*

#### **4.3.3 The current engagement of the special needs education professionals**

**Table 5 responses of present engagement of the special needs education professionals**

No	II. The present engagement of the professionals										
	General questions	SA		A		UN		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	Holding regular consulting with teachers and parents of students with special needs	8	8.7	52	56.5	26	28.3	6	6.5	-	-
2	Constructing identification and assessment tools to identify children with special needs	8	8.7	52	56.5	27	29.3	5	5.4	-	-
3	Using the tools they have identified and assessed children in classroom	12	13.5	59	64.5	11	12	10	10.9	-	-
4	Participating in curriculum adaptation	6	6.5	11	12	29	31.5	28	30.4	18	19.6
5	Creating a supportive learning environment for students with special needs	7	7.6	49	53.3	21	22.8	15	16.3	-	-
6	Supporting teachers, while Designing an individual Education program of the Children	7	7.6	17	18.5	48	52.2	19	20.7	1	1.1

The above table 5 item 1 shows 8(8.7%) participants were responded strongly agree, 52(56.5%) participants were responded agree, 26(28.3%) participants were responded uncertain and 6(6.5%) participants were responded disagree on holding regular consulting with teachers and

parents of students with special needs. From this item, we can conclude that the majority of special needs education professionals were engaging in regular consulting with teachers and parents of students with special needs to bring successful outcomes for students with special needs education. Table 5 item 2 shows 8(8.7%) participants were responded strongly agree, 52(56.5%) respondents were responded agree, 27(29.3%) participants were responded uncertain and 5(5.4%) participants were responded disagree on Constructing identification and assessment tools to identify children with special needs. This item shows most of the special needs education professionals were involving in developing and constructing the assessment and identification tools to identify children with special needs. Item 3 indicates 12(13.5%) participant were responded strongly agree, 59(64.5%) participants were responded agree, 11(12%) participants were responded uncertain and 10(10.9%) participants were responded disagree Using the tools they have identified and assessed children in classroom. This item shows majority of the special needs education professionals were use tools to identify and assess the children with special needs. Item 4 illustrates, 6(6.5%) participants were responded strongly agree, 11(12%) participants were responded agree, 29(31.5%) participants were responded uncertain, 28(30.4%) participants were disagree and 18(19.6%) participants were strongly disagree on participating curriculum adaptation. In this item most of the special needs education professionals were not involved to design curriculum adaptation that can meets the learning requirements of divers' needs of learners of all abilities. Item 5 indicates 7(7.6%) participants were responded strongly agree, 49(53.3%) participants were responded agree, 21(22.3%) participants were responded uncertain and 15(16.3%) participants were responded disagree on creating a supportive learning environment for students with special needs. In this most of the special needs education professional were engaging in creating supportive learning environment for children with special educational needs. Item 6 illustrates 7(7.6%) participants were responded strongly agree, 17(18.5%) participants were responded agree, 48(52.2%) participants were responded uncertain, 19 (20.7%) participants were responded disagree and 1(1.1%) participant were responded strongly disagree on supporting teachers, while designing an individual education program of the children. This item shows that majority of the special need education professional was not engaging in supporting the teachers in designing their individual educational programming the children.

### 4.3.4 Level of using your knowledge

**Table 6 response of the professionals about using to their knowledge**

No	Level of using your knowledge										
	general questions about the knowledge	SA		AG		UN		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	I am creating awareness about disabilities and inclusive education for school community	7	7.6	55	59.8	24	26.1	6	6.5	-	-
2	I am working with teachers in adaption of curriculum to suit all children with special educational needs	7	7.6	19	20.7	50	54.3	15	16.3	1	1.1
3	I am, supporting classroom teachers, resource center and satellite school teachers how to teach and support every children	2	2.2	14	15.2	52	56.5	23	25	1	1.1
4	I am working on the school environment and facilities to create accessibility for all children with special needs education	9	9.8	44	48.8	27	29.3	12	13	-	-
5	I conducting training for teachers about children with disabilities in the school	3	3.3	52	56.5	29	31.5	8	8.7	-	-
6	I am working closely with parents and/or guardians for the success of the children	3	3.3	32	34.8	46	50	11	12	-	-
7	I am organizing learning outside the classroom in activities to connect classroom learning with life in the outside	6	6.5	42	45.7	31	33.7	13	14.1	-	-

Table 6 item 1 indicates that 7(7.6%) participants were responded strongly agree, 55(59.8%) participants were responded agree, 24(26.1%) participants were responded uncertain and 6(6.5%) participants were responded disagree on creating awareness about disabilities and inclusive education for school community. In this item majority of the special needs education were making and creating awareness about disabilities and inclusive education for the school community. Item 2 shows 7(7.6%) participants were responded strongly agree, 19(20.7%) participants were responded agree, 50(54.3%) participants were responded uncertain, 15(16.3%) participants were responded disagree and 1(1.1%) participant were responded strongly disagree working with teachers in adaption of curriculum to suit all children with special educational needs. From this item, most of the professionals were not working with teachers in adaption of curriculum to suit all children with special education needs. Item 3 shows 2(2.2%) participants were responded strongly agree, 14(15.2%) participants were responded agree, 52(56.5%)

participants were responded uncertain, 23(25%) participants were responded disagree and 1(1.1%) participant were responded strongly disagree on supporting classroom teachers, resource center and satellite school teachers how to teach and support every children. This item indicates that majority of the special needs education professionals were not provide effective supporting for classroom teachers, resource center and satellite school teachers how to teach and support every children. Item 4 illustrate 9(9.8%) participants were responded strongly agree, 44(48.8%) participants were responded agree 27(29.3%) participants were responded uncertain and 12(13%) participants were responded disagree on working on the school environment and facilities to create accessibility for all children with special needs education. In this item most of the special needs education was working on school environment and facilities to create accessibility for all students with disabilities. Item 5 shows 3(3.3%) participants were responded strongly agree, 52(56.5%) participants were responded agree, 27(31.5%) participants were responded uncertain and 8(8.7%) participants were responded disagree on conducting training for teachers about children with disabilities in the school. In this item most of special needs education professionals were providing training for teachers about disabilities in the school. Item 6 shows 3(3.3%) participants were responded strongly agree, 32(34.8%) participants were responded agree, 46(50%) participants were responded uncertain and 11(12%) participants were responded disagree on working closely with parents and/or guardians for the success of the children. In this item majority of the professionals were not working closely with parents for a success of children. 6(6.5%) participants were responded strongly agree, 42(45.7%) participants were responded agree, 31(33.7%) participants were responded uncertain and 13(14.1%) participants were responded disagree organizing learning outside the classroom in activities to connect classroom learning with life in the outside. In this item 42(45.5%) of the special needs education professionals organizing learning outside the classroom in activities to connect classroom learning with life outside and 31(33.7%) of the professionals were not organizing.

#### **4.3. 5. Providing professional support**

Professional support is very important and vital in the lives of children with special needs. Special needs education professionals must have special training in working with children with disabilities and must meet competence standards of any subjects that they teach. They are responsible for modifying the educational curriculum for students with disabilities and act as a resource for regular education teachers who have less experience working with students with disabilities.

One of the school principals stated that,

*“The special needs education professionals are competent in providing support and services in schools & have abilities and skills to solve problem of children with disabilities in teaching. They are providing professional counseling and guidance for students, parents, support teachers and the whole school community. They are also providing awareness for teachers, family and the community to motivate the education of children with disabilities. But they may face various problems during they are applying their professional support. For example in most cases parents send their children to school but they are not involved in any aspects of inclusion such as assessment, discussion making and education of their children. So that non participation of parents is one of the barriers for successful education of special needs education children”.*

Reinforcing to the above idea, another school principal stated that,

*“The special needs education professionals were supporting the students with disabilities and they were competent enough to deliver the service. But in some schools, there were a shortage of materials, even though it was difficult to measure their exact professional competence, was possible to assume their performance on the service they deliver in some unfulfilled materials, equipment’s and unfavorable environment”.*

To consider, address and ensure the children with disabilities educational needs the special needs education professionals design carefully to identify and provide service from evaluation to reviewing process.

Another principal asserted that,

*“The special needs education professionals identify, locate and evaluate the children with disabilities who need special education and related services by asking parents care, giver and a teacher depending on the child’s visibility problem and the daily activity of the child. The professionals may ask the parents if he or she has a problem and the parents may conduct the child’s teacher or other school professionals to be evaluated. This discussion may hold verbally or by writing”*

To help children with disability the special needs education teachers use different strategies and techniques’ for example, the school principal said that,

*“They are creating learning environments conducive to interactions and discussions to move and participate in learning independently. They also help children by providing effective oral instructional strategies and they provide counseling guidance for those who have behavioral problems and social problems”.*

Effective special education teacher collaborate with a wide range of professionals, families and caregivers to assure that educational programs and related services to meet the needs of student with disability.

Another principal asserted that,

*“The special needs education teachers are collaborating with professionals and families to support the students learning and secure needed services. They collaborate with families about individual children’s needs, goals, programs, and progress over time and to ensure families are informed about their rights and education”.*

#### 4.3.6 Indicating level of the use of your skills

**Table 7 Responses of the professionals about level of using their skills**

Indicating level of the use of your skills											
No	General questions about the skills	SA		AG		UN		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	I am supporting students and school Communities in sign language, braille, mobility and orientation skills development	1	1.1	13	14.1	28	30.4	47	51.1	3	3.3
2	I am creating collaborative activities of school communities	5	5.4	37	40.2	33	35.9	17	18.5	-	-
3	I am providing effective instructional strategies for teachers	2	2.2	27	29.3	34	37	28	30.4	1	1.1
4	I am consulting school Communities for a good leadership and organizational skills Development for person with disabilities	6	6.5	26	28.3	24	26.1	30	32.6	6	6.5
5	I am working in creating good communication skills of the school community	8	8.7	30	32.6	24	26.1	28	30.4	2	2.2

The respondents suggested in the above table 7 item 1 were 1(1.1%) participant were responded strongly agree, 13(14.1%) participants were responded agree, 28(30.4%) participants were responded uncertain, 47(51.1%) participants were responded disagree and 3(3.3%) participants were responded disagree on supporting students and school communities in sign language, Braille, mobility and orientation skills development. One of the special needs education profession responsibilities is encouraging integration of students with disabilities into mainstream activities whenever possible. But in this item almost majority of the special needs

education professionals were not supporting students and school communities in sign language, Braille, mobility and orientation skills development. Item 2 shows 5(5.4%) participants were responded strongly agree, 37(40.2%) participants were responded agree, 33(35.9%) participants were responded uncertain and 17(18.5%) participants were responded disagree on creating collaborative activities of school communities. Partnership can serve to strengthen, support and even transform individual partners, resulting in improved program quality, more efficient use of resources and better alignment of goals and curricula. So collaboration is very important to provide effective support for students with disabilities. In this item almost most of the special needs education professionals were creating collaborative activities with school communities. Item 3 indicates 2(2.2%) participants were responded strongly agree, 27(29.3%) participants were responded agree, 34(37%) participants were responded uncertain, 28(30.4%) participants were responded disagree and 1(1.1%) participant were responded strongly disagree on providing effective instructional strategies for teachers. One of the special needs education professionals' roles was preparing effective instructional strategies for teachers. So in this item majority of the professionals were not providing effective instructional strategies for teachers. Item 4 illustrates 6(6.5%) participants were responded strongly agree, 26(28.3%) participants were responded agree, 24(26.1%) participants were responded uncertain, 30(32.1%) participants were responded disagree and 6(6.5%) participants were responded strongly disagree on consulting school Communities for a good leadership and organizational skills development for person with disabilities. In this item almost most of the professionals were not consulting school communities for good leadership and organizational skills for PWDs. Item 5 indicates 8(8.7%) participants were responded strongly agree, 30(32.6%) participants were responded agree, 24(26.1%) participants were responded uncertain, 28(30.4%) participants were responded disagree and 2(2.2%) participants were responded strongly agree on working in creating good communication skills of the school community. In this item almost half of the participants were working in good communication skills of the school community and half of the participants were not working in good communication skills of the community.

#### **4.3.7 Skills and qualification of special needs education graduates**

The sub-cities special needs education expert officer confirmed that,

*“The special needs education professionals were assigned in all three sub-cities government schools to provide and facilitate the learning of individuals for a*



*various reasons those who needs professional helping and pedagogical methods in order to invite and meet the learning of objective in an educational program of exceptional children. But they were not using to their skills effectively because there are lack of materials and equipment's, lack of budget, lack of short and long term training, lack of administrative support and consideration, lack of resource center were great problem for the professionals to use their skills”.*

Another respondent stated that,

*“Special needs teachers are expected to provide support not only to the class teachers but also the mainstream school teachers as well as satellite schools. Though these teachers are graduates in trainee of SNE theory, they don't have much knowledge and practical skills on teacher's services. Most of them lack the necessary skills to support children with special needs and their class teachers. As an expert, I could still observe gaps in their skills and career on providing support to children with SENs, training to the class teachers, advice to families etc. even after they took many training. They were not assigned regarding their teaching profiles but they were assigned because they were the only SNE teacher in the school or they were selected by the school's principal where the resource center is located. As a result, most of them lack the skills and experience to be SNE teachers”.*

Training is used to develop specific and useful knowledge, skills and techniques. It intends to prepare people to carry out predetermined tasks in well-defined job contexts. It is basically a task-oriented activity aimed at improving performance in current or future jobs.

Another special needs education expert stated that,

*“Sometimes training was given for the professionals by the preparation of the sub-city to develop their skills like sign language, problem solving skills, concept of special needs education and how to provide support and service for students with disabilities, how to work cooperatively with parents and with stakeholders, in short term of training or in service training”.*

### 4.3. 8 developing inclusive education in school

**Table 8 Responses of the professionals about developing inclusive education in school**

No	V. Developing inclusive culture in school										
	General question about inclusive	SA		AG		UN		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1	I am working to ensure a well-coming school environment	12	13	59	64.1	13	14.1	8	8.7	-	-
2	I am empowering teachers to promote inclusive educational setting	10	10.9	59	64.1	17	18.5	6	6.5	-	-
3	I am creating mutual respect among the school community	10	10.9	32	34.8	36	39.1	14	15.2	-	-
4	I am working to promote inclusive community	12	13	69	75	8	8.7	3	3.3	-	-
5	I am working to make the school accessible to all students	13	14.1	71	77.2	6	6.5	1	1.1	1	1.1
6	I am promoting the partnership of staff and families for success of all	12	13	69	75	8	8.7	3	3.3	-	-

Table 8 item 1 illustrates 12(13%) participants were responded strongly agree, 59(64.1%) participants were responded agree, 13(14.1%) participants were responded uncertain and 8(8.7%) participants were responded disagree on working to ensure a well-coming school environment. A well coming school environment creates the foundation for making families feel comfortable with the school community. In this item, majority of the special needs education professionals were working to ensure a well-coming school environment. Item 2 shows 10(10.9%) participants were responded strongly agree, 59(64.4%) participants were responded agree, 17(18.5%) participants were responded uncertain and 6(6.5%) participants were responded disagree on empowering teachers to promote inclusive educational setting. Inclusive education is an ongoing process by offering quality education for all regardless of gender, race, disability, color etc., and the different needs and abilities. So in this item most of special needs education professionals were empowering teachers to promote inclusive education setting. Item 3 indicates 10(10.9%) participants were responded strongly agree, 32(34.8%) participants were responded agree, 36(39.1%) participants were responded uncertain and 14(15.2%) participants were responded disagree on creating mutual respect among the school community in this item some the special needs education professional were not creating mutual respect among the

school community. Item 4 shows 12(13%) participants were responded strongly agree, 69(75%) participants were responded agree, 8(8.7%) participants were responded uncertain and 3(3.3%) participants were responded disagree on working to promote inclusive community. In this item almost all the special needs education professionals were promoting inclusive community. Item 5 indicates 13(14.1%) participants were responded strongly agree, 71(77.2%) participants were responded agree, 6(6.5%) participants were responded uncertain, 1(1.1%) participant were responded disagree and 1(1.1%) participant were responded strongly agree on working to make the school accessible to all students. In this item almost all of the special needs education professionals were working to make the school accessible to all. Item 6 shows 12(13%) participants were responded strongly agree, 69(75%) participants were responded agree, 8(8.7%) participants were responded uncertain and 3(3.3%) participants were responded disagree on promoting the partnership of staff and families for success of all. In this item most of the special needs education professional was promoting the collaboration of staff and families for the success of the students.

#### **4.3 9 Practice of inclusive education**

Inclusive practice is a teaching approach that recognizes the differences between students and uses to ensure that all students can access educational content and participate fully in their learning. It has a whole range of benefits for students, teachers and families. It is also about providing professional teachers to incorporate problem-solving, teamwork and collaboration into their lessons and the professional teachers are working with schools to make environmental accessible for all students.

One of the school principals responded that,

*“The special needs education professionals’ were working to develop inclusive education in school. A school can support inclusive culture through wide opportunities and activities for its students. In an inclusive school, events and activities appeal to diverse group of students and are made accessible to everyone.”*

The other participant said that,

*Throughout the world, educators are seeking ways to create schools that promote justice and enhance the learning and performance of all children. They are*

*discovering that old patterns of segregating students by race, gender, culture, language, and ability model oppression, reduce effective learning, and prevent the development of relationships among diverse children. Innovative and concerned educators are seeking to create inclusive schools where diversity is valued and children of great differences learn together.*

Reinforcing to the above idea, another principal stated that,

*“The government schools in the sub-cities were inclusive and working to develop inclusive education. But there were various challenges and problems like, lack of societal awareness to bring their children to the school, lack of materials and equipment, lack of short and long term training, lack of special needs education professionals specified job description, and lack of budget”.*

#### **4.4 The results of the observation**

In this study, Observation is carried out at 79 government schools which are found in three sub-cities. This observation has four major themes of checklists, physical accessibility, social accessibility, material accessibility and duties of special needs education professionals. The finding is showed in the following tables by using likert scale and stated by percentage and narration

**Table 9 physical accessibility**

No	Physical accessibility	No of school observed				
		Very good	Good	Not good	None	Total
1	School gate for wheel chair user	9(11.4%)	50(63.3%)	16(20.3%)	4(5%)	79(100)
2	Classroom gate	2(2.5%)	26(32.9%)	49(62%)	2(2.5%)	
3	Seating room		68(86.1%)	11(13.1%)		
4	The school buildings rump		6(7.6%)	51(64.6%)	22(27.8%)	
5	Toilet			67(84.8%)	12(15.1%)	
6	Bureaus	4(5%)	24(30.4%)	49(62%)	2(2.5%)	
7	The school play ground	2(2.5%)	32(40.5%)	37(46.8%)	8(10.1%)	
8	The library	4(5%)	12(15%)	50(63.3%)	13(16.5%)	

Physical accessibility is a broad concept that encompasses the usability of environments, amenities and resources by persons with disabilities. Table 9 shows that observation on physical accessibility in inclusive school. According to the observation findings, 9(11.4%) schools gates

were very good for student for wheel chair users and they can easily move in the school starting from the entrance of the school gates and 49(62%) were good for wheel chair users. This indicates that most of the schools can fit and well-coming the student with physical disabilities. Because welcoming all children into a school starts at the main entrance. But 16(20.3%) schools gates were not good, and (5%) were none, totally 21(25.3%) were not fit the students with disabilities especially students with physical disabilities. Item two shows that 2(2.5%) classroom gates were very good and 26(32.9%) were good in their classroom gate. But 49 (62%) were not good in their classroom gate and 2(2.5%) were not fit and consider the students with disabilities. Regarding to the seating room, 68(86.1%) were good according the finding. This means majority of the classroom gates were considering the interest of the students with disabilities. But 11 (13.1%) were not good in class room seating. In our country, the school building is one of the great challenges for the person with disabilities. So in the observation the school buildings were not considered the person with disabilities. Item 4 shows that 6(7.6%) schools were good in building the ramp, 51(64.6%) were not good and 22(27.8%) were haven't ramp totally. Path access to ramps should avoid sandy or muddy areas as it is extremely difficult to access for wheelchair and crutch users. But in this observation item, majority of the sub-cities schools were not accessing in building the ramp. Toilet is the other problem for student with disabilities. 67(84.8%) school were not good in toilet and 12(15.1%) were totally not consider and comfortable for person with disabilities. Inaccessible toilets can be a cause for children, especially girls with disabilities, to drop out from school. Item 6 shows about bureaus that are director, administrators etc. the observation result shows 4(5%) were very good and 24(30.4%) were good. But (62%) were not good and 2(2.5%) bureaus were not accessibly for student with disabilities. The other one is the playground of the school shows, 2(2.5%) was very good and 32(40.5%) school playgrounds were good. But 37(46.8%) were not good and (10.1%) were haven't playground. This is because the narrowness of the school and lack of giving attention for the person with disabilities. Item 8 is library, 4(5%) were very good and (15.1%) school libraries were good in accessing and fitting the students with disabilities. But 50(63.3%) were not good and 13(16.5%) were not fitting the students with disabilities. According to the observation findings, the researcher observed and viewed by moving to the sub-cities schools and confirmed the facilities provided for the children with disabilities in the school. Even if the school were inclusive, physical accessibility were not well fulfilled almost in all schools according to the needs of the children with disabilities.

**Table 10 social accessibility**

No	social accessibility	No of school observed				
		Very good	Good	Not good	None	Total
1	Sign language users	7(8.9%)	-	10(12.6%)	62(78.5%)	79(100%)
2	Sign language interpreters	-	2(2.5%)	4(5%)	73(92.5%)	
3	Play together	8(10.1%)	37(46.8%)	34(43.1%)	-	
4	Braille reading and writing	-	6(7.6%)	11(13.9%)	62(78.5%)	

According to the observation results, almost in all the sub-cities schools there were no Social accessibility like language users, sign language interpreters and Braille reading and writing. Table 10 shows 7(8.9%) schools were very good in sign language, 10(12.6%) were not good and 62(78.5%) schools were haven't skill to use sign language. Item 2 also shows that (2.5%) schools were very good in sign language interpreter, 4(5%) were not good and 73(92.5%) schools were haven't sign language interpreters. Regarding to Braille reading and writing skill, 6(7.6%) schools were good, 11(13.9%) were not good and 62(78.5%) were haven't Braille writing and reading skill totally. Item three were about the relationship of the students play together. The results show that 8(10.1%) students were very good and 37(46.8%) were good in playing together. But 34(43.1%) were not good in playing together. This is indicates that there were lack of training skill in all the sub- cities school.

**Table 11 material accessibility**

No of item	Material accessibility	No of schools observed				
		Very good	Good	Not good	None	Total
1	Braille slate	-	69(87.3%)	6(7.6%)	4(5%)	79(100%)
2	Stylus	-	69(87.3%)	6(7.6%)	4(5%)	
3	Cane	-	64(81%)	7(8.6%)	8(10.1%)	
4	Braille dictionary	-	59(74.7%)	11	9	
5	Sign language dictionary	-	56(70.9%)	15(19.1%)	8(10.1%)	
6	Sound recorder	-	18(22.7%)	-	61(77.2%)	
7	Wheel chair	-	4(5%)	-	75(95%)	
8	Crutches	-	4(5%)	-	75(95%)	

Material accessibility is one of the most important to provide support and service for the students with disabilities. Table 11 items 1 and 2 shows 69(87.3%) schools were having Braille slate and

stylus at good level. This is because; most schools were provided a material as a sample for the case of evaluation. But 6(7.6%) schools were not good in having Braille slate and stylus and (5%) schools were not having Braille slate and stylus totally. Item three is about cane, 64(81%) schools were having cane at good level. But 7(8.9%) schools were not having cane and 8(10.1%) schools were haven't cane totally. Regarding to Braille dictionary, 59(74.7%) schools were found at good level. But 11(13.9%) and 9(11.4%) totally 20(25.3%) schools were haven't Braille dictionary. Item 5 shows, 56(70.9%) schools were having sign language dictionary at good level. But 15(19%) and 8(10.1%) totally 23(29.1) schools were haven't sign language dictionary. Regarding to sound recorder, 18(22.8%) schools were at good level. But 61(77.2%) schools were haven't sound recorder. Item7 indicates that 4(5%) schools were at good level in having wheel chair and crutches for their students with physical disabilities. But 75(95%) schools were haven't wheel chair and crutches for their students with physical disabilities.

According to the observation findings, even if some schools were having Braille slate, stylus, cane, sign language dictionary, Braille dictionary and sound recording for sample, but it is not good and enough. In other words in the sub-cities schools there were no sign language chart, hearing aid/ head phone/, wheel chair, crutches, lifts or elevator on the school buildings totally

**Table 12 special needs education professional's duties**

No	Special Needs Education professionals duties	No of school observed				
		very good	Good	Not good	None	Total
1	They are assigned in their profession	10(12.7%)	65(82.3%)	2(2.5%)	2(2.5%)	79(100%)
2	They are working in their profession they are trained	10(12.7%)	59(74.6%)	8(10.1%)	2(2.5%)	
3	They are supporting teachers	9(11.45)	54(68.4%)	16(20.2%)	-	
4	They are supporting students	11(13.9%)	62(78.5%)	6(7.6%)	-	
5	They are supporting parents	7(8.9%)	23(29.1%)	49(62%)	-	
6	They are organizing resource center	3(3.8%)	17(21.5%)	59(74.7%)	-	
7	They identify children with special needs education and developed file	19(24%)	54(68.3%)	6(7.6%)	-	

The roles of special needs education professionals in the school are enormous because, they can contribute a lot to the inclusion process in the classroom and out of the classroom. So table 12 shows that about the duties of special needs education professionals or teachers. Item one indicates that 10(12.7%) participants were assigned in their profession at very good level and

65(82.3) participants were assigned in their profession at good level. But 4(5%) of the participants were not assigned in their profession in the school. According to item two, 10(12.7%) and 59 (74.7%) SNE professionals were working in their profession they are trained at very good and good level respectively. But 8(10.1%) were not good and 2(2.5%) were none, totally 10(12.6%) SNE professionals were not working in their profession they trained. According to the researcher observed and reviewed different documents of the professionals in different schools majority of the professionals were assigned by their professions and working in their profession they are trained for. Table 10 item 3 shows that 9(11.4%) SNE professionals were supporting teachers at very good level and 54(68.4%) were supporting teachers at good level. But 16(20.2%) were not supporting teachers. According to item 4, 11(13.9%) professionals were supporting students at very good level and 62(78.5%) were supporting at good level. But 6(7.6%) were not supporting students. Item 5 also about supporting parents and 7(8.9%) were supporting at very good level and 23(29.1%) were supporting parents at good level. But 49(62%) professionals were not supporting parents. Table 10 item 6 shows, 3(3.8%) were organizing resource center at very good level and 17(21.5%) were organizing at good level. But 59(74.7%) were not organizing resource center totally. According to item 7 shows, 19(24%) professionals were identify and develop file children with disabilities at very good level and 54(68.4%) were identify and develop file about children with special needs. But 6(7.8%) were not identifying and developing file about children with special needs.



## **CHAPTER FIVE**

### **5. Discussion, conclusion and recommendations**

This chapter consists of discussion, conclusion and recommendations of the study. First discussion of the study and major findings were made. Second conclusions of the fundamental findings were drawn, and lastly some possible recommendations were forwarded on the basis of the findings of the study.

#### **5.1 Discussion**

According to the results of this study, the background information gathered through questionnaire showed that the number of female teachers in the field of Special Needs Education was less than male teachers. According to Islahi & Nasreen (2013) in their study on the effectiveness female and male teachers, showed that female teachers were more supportive, expressive, care giving and effective to words their students than male teachers. Thus, the schools and other related service giving centers should involve more female special needs education teachers and professionals in their teaching and in the service center so that person with disabilities may get support from female teachers or professionals.

According to table 3 majority of the special needs education professionals in this study were relatively at their young age and they have less work experiences. This implies that they are keen to help students in the schools and teachers need different professional supports from the whole-school environment and advice from their experienced coworkers in their course of work. Regarding their educational background, 53(57.6%) were trained in special needs education and 39(42.4%) were trained special needs education plus other field without special needs. Even if the SNE professionals were trained the special needs education they lack knowledge and skills to provide appropriate support to students in needs of different types of disabilities and may not be able to easily identify children with SEN in the schools, classes compared to SNE professionals and teachers who have taken SNE courses in their studies.

Regarding to the educational qualification, majority of the special needs education professionals were qualified in diploma and degree holders. This implies that the professionals can achieve effective service and provide support for children with disabilities effectively. (MeryemUçar and ArzuKış, 2018)indicates in their study on the qualifications of Subject Teachers in Special

Education Schools, Teacher qualifications are essential to be able to teach children with special needs efficiently. Children with special needs require a unique instruction by professionally trained to help them and achieve their highest effective educational result. Special education professionals are very honesty and tolerant to understanding educators needs by providing individual tools and guidance needed to maximize their success.

### **5.1.1 Assignment of special needs education professionals in the right place**

Accordingly, the special needs education professionals were very important in schools to help build accommodate learning opportunities for children with exceptionable in regular educational programs. Table 4 shows that 84(91.3%) respondents were strongly agree and 8(8.7%) respondents were agree on the special needs education professionals are vital and need to be assigned in the school. This is because it is responsibility of special needs professionals to modify structural educational curriculum for children with disabilities when necessary as resource center for regular teachers those who haven't experience to performing and exercising with children with disabilities. The interview participants of the sub-cities educational bureau officer replied and conformed that;

*The special needs education professionals were assigned in all three sub-cities government schools. They are very vital in every school to provide and facilitate the learning of individuals for a various reasons those who needs professional helping and pedagogical methods in order to invite and meet the learning of objective in an educational program of exceptional children.*

According to ministry of education (MOE, 2012) special needs education or inclusive education experts should be assigned at all educational level. Table 4 items 2 shows, majority of the respondents were mentioned that the Special needs education graduates are assigned by their profession they are trained for in every school. That is 64(69.6%) respondents were strongly agree and 19(20.7%) were respondents were agree, totally 83(90.3%)Special needs education graduates were assigned by their profession they are trained for in every school. In order to triangulate the above mentioned finding, interview findings, from the sub-cities educational bureaus and the special needs education expert officers were used. As a result the data confirmed that most of the SNE professionals were assigned for the purpose they are trained for in every school. But 7(7.6%) respondents were uncertain or neutral 1(1.1%) and 1(1.1%) respondents were disagree and strongly disagree respectively, totally 2(2.2%) Special needs education graduates were not assigned by their profession they are trained for in every school. This is

indicates that the SNE professionals were assigned to irrelevant duties or forced to assigned without their profession in the schools. This is because some times when the schools were faced to lack of subject teachers they assign to teach as a regular teacher. This may have an effect on the target they train for and to achieve the quality of education. The other interviewees also replied that;

*Sometimes special needs education professionals was assigned to irrelevant duties, because when the schools were faced to lack of subject teachers as well as when the teacher upgrade their education from certificate to diploma, from diploma to degree with special needs education they become more than one professional(s) in one school, there were no vacancy in other schools in the sub-city the special needs education professionals are forced to teach a course or assign with their profession and other irrelevant duties in the schools. The other reason was there was no carrier structure system by which this special needs education professionals can grew for to continuous carrier structure the special needs education professionals were forced to perform other irrelevant duties (like teaching a course).*

The researcher also observed and reviewed different documents of the professionals in different schools they are assigned by their professions and working in their profession they are trained for. So that the observation results table 12 items one indicates that 10(12.7%) participants were assigned in their profession at very good level and 65(82.3%) participants were assigned in their profession at good level totally 75(95%) participants were assigned in their profession. But the rest (5%) were assigned without their profession.

As we can see in table 4 question 3 the special needs education professionals were responded 66(71.7%) strongly agree and 13(14.1%) agree, totally 79(85.8%) special needs education professionals can achieve effective results in every school. This item indicates that the special needs education professionals and experts can achieve effective results in every school. SNE / IE require special teachers who receive adequate training to be effective (Da Yeo kang&Sonya Martin, 2018).Working in special needs education requires skill, patience and training. Especially special needs education applies to both children and adults who have varying degrees of learning disabilities and require special attention by teachers and advisors. But only 3(3.3%) respondents were disagreeing on special needs education professionals can achieve effective results in every school. The other SNE professionals, 10 (10.9%) were responded uncertain. This is because, there was lack of graduates practical skills to be effective in providing the special needs education support at school level (MOE, 2012). Table 4 question 4 shows that 5(5.4%)

respondents were strongly agree,10(10.9%) respondents were agree, 54(58.7%) respondents were uncertain or neutral 21(22.8%) respondents were disagree and 2(2.2%) respondents were strongly disagree. This item shows that even if to some extent, the special needs education professionals were exercising and practicing by their profession, but majority of the SNE professionals are not exercising and practicing by their profession or they are teaching a subject without their field so that they cannot provide a professional support for students with disabilities effectively. Because there were lack of materials and equipment, lack of structured curriculum lack of administrative support and lack of enough and poor learning environments.

### **5.1.2. The current engagement of the special needs education professionals**

Regarding to consulting with teachers and parents of students with special needs, the professionals 8(8.7%) replied strongly agree and 52 (56.5%) agree, totally 60(65.2%) SNE professionals were holding regular consulting with teachers and parents of students with special needs and 26(28.3%) were responded uncertain. But very few 6(6.5%) of SNE professionals were responded disagree. This implies that holding consultant with teachers and parents of students with special needs were very important to understand and to provide effective professional support and service. Studies suggest that teacher-parent collaboration is essential for teachers and parents to consult undertake joint efforts and share information in providing efficient and meaningful education for students with SEN (Christenson & Sheridan, 2001; Henderson &Map, 2002).Professional consults with a child's parents and general teachers are very important to assess, monitor, and treat the child's problems. The benefit of this collaborative approach is to treat childhood anxiety and illustrates the application of conjoint behavioral consultation with a case example of selective autism (Elana R.et al and Thomas R. Kratochwill, 2006).According the school principals said, they were supporting the professionals by preparing meetings to lead the service for the students with disabilities by reviewing how the professionals were collect and organize the data about the students, how the staff members are appropriately implementing services for students with disabilities, how to prevent discipline problems and what is necessary for providing special education service. Regarding to the Constructing identification and assessment tools to identify children with special needs, table 3 item 2 shows 8(8.7%) the SNE professionals were responded strongly agree and 52(56.5%) SNE professionals were responded agree. Developing Screening and assessment tools is one of the responsibilities of the special needs education professionals to identify for visible disabilities which are a

permanent in education. According to MOE strategy guide (2012b, p.9) there are some assessment tools to identify disabilities like mathematics, hearing and blindness but there are still no standardized assessment tools in the country to identify children with mild and profound disabilities. Because of this, SNE teachers and other stake holders faced difficult to accommodate and provide professional support to learners with Special educational needs. But only 5(5.4%) SNE Professionals were responded disagree. The rest 27(29.3%) SNE professionals were responded uncertain or neutral. Thus in the country Ethiopia, there were no identification and assessment tools rather the professionals using traditional methods of identification system for visible and severe disabilities. This result is confirmed by the Ministry of Education (2012b, p.9) as there are no screening and assessment tools for early identification of learning problems learner and teachers found it difficult to accommodate LSEN. The interview participants were replied that the special needs education professionals were participating in providing support and counseling guidance for the students with different needs starting from identifying and developing profiles. But still they were not making identification and assessment timely and make referral regularly by using scientific tools.

Another question was forwarded for SNE professionals, 6(6.5%) were responded strongly agree and 11(12%) SNE professionals were responded agree, totally 17 (18.5%) were participating in curriculum adaptation. This indicates that few of the professionals were participating in curriculum adaptation. But 28(30.4%) professionals were disagreeing and 18(19.6%) professionals were strongly disagreeing totally 46(50%) were not participating in curriculum adaptation. The rest 29(31.5%) of SNE professionals were responded uncertain. In this item most of the special needs education professionals were not involved to design curriculum adaptation that can meet the learning requirements of diverse needs of learners of all abilities. According to Special Needs/ Inclusive Education Strategy, (2012) curriculum adaptation and modification will be exercised at all levels of MoE (HEIs and TVETs) and implementation guideline will be developed in collaboration with concerned stakeholders. Regarding to creating a learning environment is very crucial to for students with special needs 7 (7.6%) professionals were responded strongly agree and 49(53.3%) professionals were responded agree, totally 56 (60.9%) professionals were creating a supportive learning environment is about physical classrooms resources and relationship for children with special needs. But 15(16.3%) participants were responded disagree on creating a supportive learning environment for students with special needs. The rest 21(22.3%) of professionals were responded uncertain. In this response, most of

the special needs education professional was engaging in creating supportive learning environment for children with special educational needs. In order to create successful learning environment for all children, special needs education teachers and general teachers must be responsive to all student's needs (Noma Blecker & Noma Boakes, 2010). Classroom is one of the environments that the students with disabilities will interact with students without disabilities. Special needs education teachers have to collaborate with general teacher, in school policies, administrative assistance, preparing appropriate materials and resources and qualified teachers

As we can see table 5 Item 6 SNE professionals were asked about supporting teachers, while designing an individual education program of the children. 7 (7.6%) SNE professionals were responded strongly agree and 17(18.5%) SNE professionals were responded agree, totally 24(26.1%) on supporting teachers, while designing an individual education program of the children. But 19 (20.7%) SNE professionals were responded disagree and 1(1.1%) SNE professionals were responded strongly disagree, totally 20(21.8) in supporting teachers, while designing an individual education program of the children. More than half 48(52.2%) of SNE professionals were responded uncertain. This item shows that majority of the special need education professionals were engaging in supporting the teachers in designing their individual educational programming for children. The individual education program creates an opportunity for teachers, parents, school administrators related services personnel and students to work together and improve educational results for children with disabilities. According to MoE, (2012b, p.16) learners' individual needs call for Individualized Educational Program (IEP). To put this into effect at all levels of educational hierarchies, teachers will be capacitance and IEP guideline will be prepared at federal level.

### **5.1.3 Level of using your knowledge**

Knowledge in special needs education can assist resource teacher and mainstream class teacher in finding best solutions for removing whatever barriers to learning exist in the class (MOE, 2012). Table 6 item 1 indicates that 7(7.6%) SNE professionals were responded strongly agree and 55(59.8%) SNE professionals were responded agree, totally 62(67.4%) were creating awareness about disabilities and inclusive education for school community. In this item majority of the special needs education were making and creating awareness about disabilities and inclusive education for the school community. About 24(26.1%) SNE professionals were

responded uncertain or neutral. But only 6(6.5%) SNE professionals were responded disagreeing on creating awareness about disabilities and inclusive education for school community. Support of children with disabilities can be gained from the family and community through awareness-raising activities. Disability awareness in schools is extremely important because it educates students so they may become better citizens (Lindsay & McPherson, 2011). Including disability and ability understanding into a multicultural education will benefit student's long term by guiding them through the process and providing them with tools they need to be more understanding of diversity. Inclusion is important and supports understanding because contact between majority and minority groups is an effective way to eliminate prejudice and support tolerance for differences (Gasser, Malti & Buholzer, 2012) cited in Williamson, Cecelia (2014). Regarding to using knowledge the school principals were interviewed and confirmed they were supporting the professionals by ensuring that all staff members are aware of the process for identifying students with disabilities and the concept and practices of special education.

According to table 6 Item 2 shows 7(7.6%) SNE professionals were responded strongly agree and 19(20.7%) SNE professionals were responded agree, totally 26(28.3%) were working with teachers in adaption of curriculum to suit all children with special educational needs. But 15(16.3%) SNE professionals were responded disagreeing and 1(1.1%) SNE professionals were responded strongly disagreeing, totally 16(17.4%) working with teachers in adaption of curriculum to suit all children with special educational needs. The remaining more than half 50(54.3%) of the SNE professionals were responded uncertain. From this item, most of the professionals were working with teachers in adaption of curriculum to suit all children with special education needs. According to (Jodi D. Katsanas 2007) the special needs education teachers or professionals have a mandate in adapting the school curriculum to meet the needs of each child. These teachers are providing individualized education programs and use diverse techniques of behavior modification which are suitable for each child. But according to ministry of education special needs or inclusive education strategy (2012), Teachers are not trained effectively to adopt structural curriculum which fit the needs of individual with disabilities and there is no guideline modification for curriculum at the school and other center of service. Another question was provided for SNE professionals' about supporting classroom teachers, resource center and satellite school teachers how to teach and support every child. 2(2.2%) SNE professionals were responded strongly agree and 14(15.2%) SNE professionals were responded agree, totally 16(17.4%) were supporting classroom teachers, resource center and satellite school

teachers how to teach and support every child. More than half of the participants, 52(56.5%) SNE professionals were responded uncertain. But 23(25%) professionals were responded disagree and 1(1.1%) professionals were responded strongly disagree, totally 24(26.1%) were supporting classroom teachers, resource center and satellite school teachers how to teach and support every children. This item indicates that majority of the special needs education professionals were not provide effective supporting for classroom teachers, resource center and satellite school teachers how to teach and support every children. But according to MoE, 2012; ESNEPA, September 2016, special needs education professionals are provide professional support for regular teachers in giving training, awareness and practice about special needs education, plan, supervise and follow-up special needs education service in regions, zones, city administrations, in primary and secondary schools, adult education centers, special schools, alternative education centers and resource centers. The researcher also observed and viewed that the different activities of the special needs education professionals in the three sub-cities schools and confirmed that few of the special needs education professionals were providing support for students, teachers. But majority of the SNE professionals were not providing support for parents. Table 6 Item 4 illustrates 9(9.8%) participants were responded strongly agree, 44(48.8%) participants were responded agree, totally 53 (58.6%) were working on the school environment and facilities to create accessibility for all children with special needs education. But 12(13%) participants were responded disagree on working on the school environment and facilities to create accessibility for all children with special needs education. The remaining 27(29.3%) participants were responded uncertain. In this item most of the special needs education was working on school environment and facilities to create accessibility for all students with disabilities. Special needs education professionals are working in facilitating and realizing inclusive education at schools and in local society about students with disabilities (MoE, 2012; ESNEPA Sept.2016).The researcher also observed and viewed by moving to the sub-cities schools and confirmed the environments and facilities provided for the children with disabilities in the school: - Physical accessibility is a broad concept that encompasses the usability of environments, amenities and resources by persons with disabilities. Environments include physical spaces such as schools, playgrounds and Water Sanitation and Hygiene facilities. Amenities include facilities such as a pump, well or school furniture within a classroom. Accessing the school includes, Getting to School from their house to school can be a challenge for any child, but it is particularly challenging for children with disabilities, Entering the School



Welcoming all children into a school starts at the main entrance, Ramps: Path access to ramps should avoid sandy or muddy areas as it is extremely difficult to access for wheelchair and crutch users and accessible toilet. The researcher observed even if the school were inclusive, physical accessibility was not good fulfilled almost in all schools according to the needs of the children with disabilities. According to the researcher observation almost all the schools were haven't sign language users, sign language interpreters and Braille reading and writing. Regarding to material accessibility: even if some schools were having Braille slate, stylus, cane, sign language dictionary, Braille dictionary and sound recording, but it is not good and enough. In other words in the sub-cities schools there were no sign language chart, hearing aid/ head phone/, wheel chair, crutches, lifts or elevator on the school buildings totally.

Question item 5 shows 3(3.3%) participants were responded strongly agree, 52(56.5%) participants were responded agree, 27(31.5%) participants were responded uncertain. But only 8(8.7%) participants were responded disagree on conducting training for teachers about children with disabilities in the school. In this item most of special needs education professionals were providing training for teachers about disabilities in the school. According to ministry of education 2012; ESNEPA Sept.2016), one of the special needs education professionals role is giving training, theory and practice about the special needs education for regular teachers, school administrators, and for the community. As item 6 shows 3(3.3%) participants were responded strongly agree, 32(34.8%) participants were responded agree, 46(50%) participants were responded uncertain and 11(12%) participants were responded disagree on working closely with parents and/or guardians for the success of the children. In this item majority of the professionals were not working closely with parents for a success of children. But according to (MoE, 2012), Special needs education professionals are closely work with parents or guardians, school and teachers, providing resources and information about the child's behavior, strength and abilities and to provide necessary care for the children. Table 6 item7, 6(6.5%) participants were responded strongly agree, 42(45.7%) participants were responded agree, totally48 (52.2%) professionals were organizing learning outside the classroom in activities to connect classroom learning with life in the outside. But only13 (14.1%) participants were responded disagree on organizing learning outside the classroom in activities to connect classroom learning with life in the outside. The remaining 31(33.7%) participants were responded uncertain or neutral. In this item the special needs education professionals organizing learning outside the classroom in activities to connect classroom learning with life outside and 31(33.7%) of the professionals

were not organizing. Children who are learning outside classroom can learn and develop: skills related to personal problem-solving, cooperation, communication, participate to bring personal challenges and changes, accept personal responsibility and maintain a higher degree of control over their environment. Dillon et al. (2005) cited in Liz O'Brien et al.(2011 p.364)found that teachers and pupils who engaged in outdoor learning experiences were aware of personal and social developments that arose from this engagement, such as increased confidence and self-esteem.

The interview participants of the school principals confirmed that the special needs education professionals were supporting the students with disabilities and they were competent enough to deliver the service. They identify, and assess children with disabilities in the school and provide professional support for these children. They also organize and develop file about children with special needs in the school and provide counseling guidance for students, parents and regular teachers. But in most the sub-cities schools there were a shortage of materials, even though it was difficult to measure their exact professional competence and possible to assume their performance on the service they deliver in some unfulfilled materials, equipment's and unfavorable environment. The researcher also observed and viewed that the different activities of the special needs education professionals in the three sub-cities schools and confirmed that most of the professionals were identifying and developing file about children with disabilities. According to item 11 shows, 24(24%) professionals were identify and develop file about children with disabilities at very good level and 54(68.4%) were identify and develop file about children with special needs. But 6(7.8%) were not identifying and developing file about children with special needs.

#### **5.1.4 Indicating level of the use of your skills**

The respondents suggested in the table 7 item 1 were 1(1.1%) participant were responded strongly agree, 13(14.1%) participants were responded agree totally 14(15.2%) were supporting students and school communities in sign language, Braille, mobility and orientation skills development. But more than 47(51.1%)of the SNE professionals were responded disagree and 3(3.3%) participants were responded disagree, totally 50(54.4%) were not supporting students and school communities in sign language, Braille, mobility and orientation skills development. The rest 28(30.4%) of participants were responded uncertain. One of the special needs education profession responsibilities is encouraging integration of students with disabilities into

mainstream activities whenever possible. But in this item almost majority of the special needs education professionals were not supporting students and school communities in sign language, Braille, mobility and orientation skills development. This is because there is lack of material and equipment accessibility, lack of budget allotment and lack of interest from the community and teachers. According to the observation results, almost in all the sub-cities schools, there were no Social accessibility like language users, sign language interpreters and Braille reading and writing. Table 10 shows (8.9%) schools were very good in sign language, (12.6%) were not good and (78.5%) schools were haven't skill to use sign language. Regarding to sign language interpreter, (2.5%) schools were very good and (97.5%) schools were haven't sign language interpreters. Regarding to Braille reading and writing skill, (7.6%) schools were good and good and (92.4%) were haven't Braille writing and reading skill totally. Item three were about the relationship of the students' plays together. The results show that (2.5%) schools were very good and (55.1%) were good, totally (57.6%) were playing together. But (43%) schools were not good in playing together. This is indicates that there were lack of training skill in all the sub- cities schools.

Regarding to creating collaborative activities of school communities for the SNE professionals, 5(5.4%) participants were responded strongly agree, 37(40.2%) participants were responded agree, totally 42(45.6%) we recreating collaborative activities of school communities. But only 17(18.5%) participants were responded disagree on creating collaborative activities of school communities. About 33(35.9%) of participants were responded uncertain. Partnership can serve to strengthen, support and even transform individual partners, resulting in improved program quality, more efficient use of resources and better alignment of goals and curricula. So collaboration is very important to provide effective support for students with disabilities. In this item around half of the special needs education professionals were creating collaborative activities with school communities. Another question provided for the SNE professionals were providing effective instructional strategies for teachers, 2(2.2%) participants were responded strongly agree 27(29.3%) participants were responded agree, totally 29(31.5%) professionals were providing effective instructional strategies for teachers. But 28(30.4%) participants were responded disagree and 1(1.1%) participant were responded strongly disagree, totally 29(31.5%) were not providing effective instructional strategies for teacher. The rest 34(37%) of the SNE professionals were responded uncertain, One of the special needs education professionals' roles is preparing effective instructional strategies for teachers and varies the method and pace of

teaching in order to maintain children's interest and enable them to learn at their own speed, save the children (2002). But in this result majority of the professionals were not providing effective instructional strategies for teachers.

Table 7 Item 4 illustrates, 6(6.5%) participants were responded strongly agree, 26(28.3%) participants were responded agree, totally 32(34.8%) professionals were consulting school Communities for a good leadership and organizational skills development for person with disabilities. But 30(32.1%) participants were responded disagree and 6(6.5%) participants were responded strongly disagree, totally 36(38.6%) professionals were not consulting school Communities for a good leadership and organizational skills development for person with disabilities. The remaining 24(26.1%) participants were responded uncertain. Knowledge about self-perceptions of leadership abilities will give insight into authentic leadership development within the disabilities field, in order to promote and support emerging leaders to impart change to improve the quality of services and supports available to people with disabilities and their families (cited in Caitlin E. Bailey, 2012 p.2). But in this item most of the professionals were not consulting school communities for good leadership and organizational skills for PWDs. Because, it may be lack of professional training in leadership and unwillingness of the school principals and school communities, lack of budget and time. Table 7 question 5 indicates 8(8.7%) participants were responded strongly agree, 30(32.6%) participants were responded agree, totally 38(41.3) participants were on working in creating good communication skills of the school community. But 28(30.4%) participants were responded disagree and 2(2.2%) participants were responded strongly disagree and totally 30(32.6%) participants were working in creating good communication skills of the school community. The rest 24(26.1%) of participants were responded uncertain. According to the above result half of the respondents were working in creating good communication skills of the school. Good communication strategies create a much stronger chain between parents, children and teachers to form strong community that works together to produce the best in education. Communication is the best strategy to encourage the involvement of parents and the community. The characteristics of an excellent teacher, in terms of communication skills, include possessing superior communication skills and having the capability to convey ideas and messages effectively in diverse situations of the children. An excellent teacher is considered the pioneer to an effort and one who successfully interacts either via writing or speech, Jared Keeley, Emad Ismail, William Buskist, (2016). In carrying out effective communication, according to Turnbull et al. 2006 [3]), the teacher must be patient and

understanding of the parents' problems. Besides that, according to Friend & Cook (2007 [4]), cited in Mohd Hanafi & Mohd Yasin, (2013) the teacher should use easily understood language that suits the culture and ethnic. But in this item almost half of the participants were not working in good communication skills of the community.

The sub-cities special needs education expert were also confirmed that the special needs education professionals were not using to their skills effectively because there were lack of materials and equipment's, lack of budget, lack of short and long term training, lack of administrative support and consideration, lack of resource center in the schools were great problems for the professionals to develop their skills. The researcher observed and confirmed the documents and visible things, social accessibility and material accessibility, almost in all the sub-cities schools haven't accessible.

### **5.1.5 Developing inclusive culture in school**

An inclusive culture starts from the premise that everyone in the school – students, educators, administrators, support staff and parents should feel that they belong, realize their potential, and contribute to the life of the school. In an inclusive culture, diverse experiences, perspectives and gifts are seen to enrich the school community. Achieving an inclusive school culture goes beyond making a decision to run a workshop on bullying, put in a ramp, or offer diversity training to staff. It is more than just developing a value statement that talks about inclusion. An inclusive school culture requires a shift in the attitudes of all the stakeholders as well as the development of policies and practices that reinforce inclusive behavior. Inclusive education will require a school culture that emphasizes the notion of diversity and is based on a desire to explore difference and similarity (Turner and Louis 1996), cited in Suzanne Carrington, (1999) Therefore, this goal of creating inclusive schools should not focus just on the needs of students with disabilities but should be embedded in the broader context of difference and similarity. By recognizing and understanding social responses to difference and establishing 'cultures of difference' within schools, equity and the inclusion of all students could be promoted.

Table 8 question 1 illustrates 12(13%) participants were responded strongly agree, 59(64.1%) participants were responded agree, totally 71(77.1%) participants were working to ensure a well-coming school environment. But only 8(8.7%) participants were responded disagree on working to ensure a well-coming school environment. The remaining 13(14.1%) participants were responded uncertain or neutral. A well coming school environment creates the foundation for

making families feel comfortable with the school community. It is about working to develop supportive school environments, flexible and innovative practice, making curriculum adjustments, strong statements about inclusive schooling, focus on students with disability. Well-coming schools grow from a respect and appreciation of diversity in the school community. So according to this item, majority of the special needs education professionals in the sub-cities were working to ensure a well-coming school environment.

Parents should frequently contact with class teachers, resource teachers and stakeholders to know exactly what is going on in the classrooms about their child's educational condition. Question number 3 shows 10(10.9%) participants were responded strongly agree and 59(64.4%) participants were responded agree, totally 69(75.3%) participants were empowering teachers to promote inclusive educational setting. But very few 6(6.5%) participants were responded disagree on empowering teachers to promote inclusive educational setting. The rest 17(18.5%) participants were responded uncertain. Inclusive education is an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities. So in this item most of special needs education professionals were empowering teachers to promote inclusive education setting. Empowered teachers are to decide which learners have or do not have access to learning opportunities. Teachers have to do to ensure that all learners participate and achieve and how they can use their influence to promote learner autonomy (Kefallino Anthelia, 2016, p.7).

Another question were forwarded for the professionals, 10(10.9%) and 32(34.8%) participants were responded strongly agree and agree respectively, totally 42(45.7%) participants were creating mutual respect among the school community. About 36(39.1%) participants were responded uncertain or neutral on creating mutual respect among the school community. In this item almost half of the special needs education professional was creating mutual respect among the school community. School communities have to maintain a positive learning environment for each and every student. To achieve that goal, each group within the larger community is expected to adhere to four basic behavioral guidelines: Respect yourself, Respect others as you would respect yourself, Respect the physical environment of the school and Respect the learning environment of the school. But about 14(15.2%) participants were responded disagree on creating mutual respect among the school community. Table 8 item 5 shows 12(13%) participants were responded strongly agree and 69(75%) participants were responded agree,

totally 81(88%) were working to promote inclusive community. 8(8.7%) participants were responded uncertain or neutral. But only 3(3.3%) participants were responded disagree on working to promote inclusive community. In this item almost all the special needs education professionals were promoting inclusive community. The successful implementation of inclusive practice is largely dependent on teachers. As teachers will have the main responsibility for implementing inclusion policy, teachers' characteristics are critical in ensuring the success of inclusive practice (Norwich, 1994; Shade & Stewart, 2001; World Health Organization, 2011) cited in M. Pit-ten Cate, et, al.,(2018, P.49). Question 6 indicates 13(14.1%) participants were responded strongly agree and 71(77.2%) participants were responded agree, totally 84(91.3%) working to make the school accessible to all students. But only 1(1.1%) participant were responded disagree and 1(1.1%) participant were responded strongly agree totally 2(2.2%) participants were working to make the school accessible to all students. The remaining 6(6.5%) participants were responded remained neutral or uncertain. In this item almost all of the special needs education professionals were working to make the school accessible to all. According to wasim Ahmed (2012), Children with disabilities face multiple forms of discrimination which leads to their exclusion from society and school. Attitudes toward children with disabilities as well as a lack of resource to accommodate them, compound the challenges they face in accessing education. While lack of access to school is an issue, an equal concern is the inability of the education system to ensure quality education for children with disabilities. To ensure quality education for children with disabilities, promote accessible and inclusive learning environment, invest in teacher training for inclusive education, take multi-sartorial approach, involve the community and collect data for evidence building and progress approach must be addressed.

Another question forwarded for the profession shows, 12(13%) participants were responded strongly agrees, 69(75%) participants were responded agree, totally 71(78%) promoting the partnership of staff and families for success of all. But 3(3.3%) participants were responded disagree on promoting the partnership of staff and families for success of all. The remaining 8(8.7%) participants were responded uncertain or neutral. In this item most of the special needs education professional was promoting the collaboration of staff and families for the success of the students. Partnerships in education build bridges between families, communities, teachers and schools. As children interact with the people, places and things associated with the family, the immediate community, and beyond, they extend their horizons to develop the attitudes, skills, and knowledge they need to become effective citizens (Davies, 2000, p.83)School-family,

community partnership involvement is considered a central aspect of the school counselor role. School counselors are in an ideal position to promote and provide leadership for partnerships among school, families and communities (cited in Bryan, Julia, 2005, p.222).

The sub-cities educational bureau officer and sub-cities special needs education expert asserted that all the government schools in the sub-cities were inclusive and working to develop inclusive education. A school can support inclusive culture through the school wide opportunities and activities it provides for its students. In an inclusive school, events and activities appeal to diverse group of students and are made accessible to everyone. Throughout the world, educators are seeking ways to create schools that promote justice and enhance the learning and performance of all children. They are discovering that old patterns of segregating students by race, gender, culture, language, and ability model oppression, reduce effective learning, and prevent the development of relationships among diverse children. Innovative and concerned educators are seeking to create inclusive schools where diversity is valued and children of great differences learn together. But according to the interview participants replied, there were various challenges and problems almost in all the sub-cities schools like, lack of societal awareness to bring their children to the school, lack of materials and equipment, lack of short and long term training, lack of special needs education professionals specified job description, and lack of budget.

The researcher also observed and viewed by moving to the sub-cities schools and confirmed the facilities provided for the children with disabilities in the school: - Physical accessibility is a broad concept that encompasses the usability of environments, amenities and resources by persons with disabilities. Environments include physical spaces such as schools, playgrounds and Water Sanitation and Hygiene facilities. Amenities include facilities such as a pump, well or school furniture within a classroom. Within the context of schools, resources include books and other learning materials, as well as computers, computer software and internet services where they are available. Accessing the school includes, Getting to School from their house to school can be a challenge for any child, but it is particularly challenging for children with disabilities, Entering the School Welcoming all children into a school starts at the main entrance, Ramps: Path access to ramps should avoid sandy or muddy areas as it is extremely difficult to access for wheelchair and crutch users, Accessible Toilet Fixtures: inaccessible toilets can be a cause for children, especially girls with disabilities, to drop out from school. The researcher observed even



if the school were inclusive, physical accessibility was not good fulfilled almost in all schools according to the needs of the children with disabilities. Social accessibility: - the investigator also observed and viewed almost all the schools were haven't sign language users, sign language interpreters and Braille reading and writing. Material accessibility: even if some schools were having Braille slate, stylus, cane, sign language dictionary, Braille dictionary and sound recording, but it is not good and enough. In other words in the sub-cities schools there were no sign language chart, hearing aid/ head phone/, wheel chair, crutches, lifts or elevator on the school buildings totally.

## **5.2 Conclusion**

The goal of this study was to assess the state of special needs education graduates in exercising in their profession in Addis Ababa government schools. The data sources of the study were totally 112 selected from three sub-cities of government schools, sub-cities educational bureau officers and sub-cities SNE exporters Addis Ababa, by using purposive sampling technique. The researcher decided to see all the special needs education professionals' practices and activities in exercising their profession in the schools. The data was collected from these data sources by using observation, questionnaire for SNE professionals and interview was conducted with sub-cities educational officers, SNE exporters and the school principals. Qualitative and quantitative data analysis methods were employed to rich at the results. The data that was collected through questionnaires and observation were analyzed quantitatively using frequency and percentage whereas the data that was collected through interview were analyzed using qualitative description of responses and events. Based on the major findings of this study the following conclusion was mentioned.

- According to the findings of this study, the special needs education professionals were very important in schools to help and build accommodate learning opportunities for children with exceptionable in regular educational programs. Because they have a responsibility to modify the structural curriculum for children with disabilities and provide professional service as a resource for teachers who have less experience working with students with disabilities.
- Most of the SNE professionals were assigned for the purpose they are trained for in every school. But very few of professionals were assigned without their profession in the

school. Because when the schools were lack a teacher, the SNE professionals were forced to teach subject as a regular teacher. At this time they may not bring effective result in their profession and quality education.

- The other findings revealed that, special needs education professionals and experts can achieve effective results in every school. Because exceptional children require special teachers who receive adequate training, practical skills and patience to provide effective support for students with special educational needs.
- The SNE professionals are not exercising and practicing by their profession. Because, there were lack of materials and equipment, lack of flexible curriculum, lack of administrative support and lack of enough and poor learning environments. Besides, they are teaching a subject without their field they trained so that they cannot provide a professional support for students with disabilities effectively. Still no standardized assessment tools in the country to identify children with mild and profound disabilities. SNE teachers and other stake holders face difficult to accommodate and provide professional support to learners with Special educational needs because of the limitations of screening and assessment tools for identification of learning problem.
- To create successful learning environment for all children, special needs education teachers and general teachers must be responsive to all students' needs. Classroom is one of the environments that the students with disabilities will interact with students without disabilities. As a result creating supportive learning environment is very important for children with special educational needs and special needs education teachers have to collaborate with general teacher, in school policies, administrative assistance, preparing appropriate materials and resources and qualified teachers.
- The finding of this study revealed that, the special needs education professionals were not working closely with parents, providing effective instructional strategies, supporting students and school communities in sign language, Braille, and mobility and orientation skills development for a success of children. But their responsibilities were closely working with parents or guardians, and teachers in providing materials and gathering information about the child's behavior and child's academics performance to provide necessary care for the children. They are also responsible preparing effective instructional

strategies for inclusive teachers and vary the method and pace of teaching in order to maintain children's interest and enable them to learn at their own speed.

- Innovative and concerned educators are seeking to create inclusive schools where diversity is valued and children of great differences learn together. But according school principals to develop inclusive culture, there were various challenges and problems almost in all the sub-cities schools like, lack of societal awareness to bring their children to the school, lack of materials and equipment, lack of short and long term training, lack of special needs education professionals specified job description, and lack of budget allocation. Additionally, there was lack of school environmental accessibility like, physical, social and material accessibility that can fit and welcome children with disabilities.

### **5.3 Recommendation**

Assigning special needs education professionals in right position is very necessary to help person with disabilities and to create inclusive culture effectively. These professionals have various contributions in the implementation of inclusive education. They provide support to address the needs of marginalized children specifically for exceptional children who are in schools or out of schools. But educating students with special needs according to their need and capacity or ability and bringing quality of education remains unresolved. Because these professionals were not working on the area they trained for. Still there is a gap in accessing materials and equipment's in the resource centers and in the schools and in addressing the needs of children with disabilities. So depending on the conclusion the following recommendations are forwarded.

- ❖ Special needs education professionals have to provide and give training for the school community about inclusive education like sign language, Braille reading and writing, provide counseling and guidance for school principals to make the education of children effective and take part to prepare IEP to address the unique needs children with special needs and consults to allocate special budget for the necessary materials to provide the service needed for children with special needs.
- ❖ The school administration has to support the special needs education professionals and have to supervise and evaluate their work based on the certain criteria. The schools have to involve scientific ways of screening, identification and assessment procedures and prepare training by consulting with the stake holders to change the attitude of the school community towards inclusive education and children with disabilities.
- ❖ The school environment should have to accessibly so that person with disabilities can participate in without any discrimination based on their ability, learn independently and participate fully in all aspects of activities.
- ❖ To assign Special needs education professional in the right position, the ministry of education has to set clear job descriptions and address for employing institution like education sector, non-governmental organizations, special need centers, inclusive schools and non-education sectors (like healthy sector, justice system, and information sector. To bring effective result, the special needs education professionals have to free from

teaching a subject and provide professional support and service for exceptional children in schools.

- ❖ The ministry of education has to give attention to the development and application of standard screening and assessment tools and to provide guideline for special needs education professionals to participate in the implementation of curriculum adaptation at the school level.
- ❖ Addis Ababa educational bureau have to prepare and organize long and short term skill training program like sign language, Braille writing and reading a for the special needs education professionals and have to place special need experts in sub-cities, Woreda facilitate special needs issues and to follow-up special need education graduates placements.

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