ST. MARY UNIVERSITY

SCHOOL OF GRADUATE STUDIES

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ASSESSMENT OF INCLUSIVE EDUCATION PROJECT AT FDRE MINISTRY OF EDUCATION: INCLUSION OF PEOPLE WITH INTELLECTUAL DISABILITY

BY

MIHRET NIGUSSIE

JANUARY, 2024

ADDIS ABABA, ETHIOPIA

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A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES, ST. MARY'S UNIVERSITY,IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE MASTER'S DEGREE IN PROJECT MANAGEMENT

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Contents

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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of MISGANAW SOLOMON (PHD). All sources of the materials have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose earning of any degree.

_____   _____

Name   Signature

St. Mary's university, Addis Ababa   January 2024

ENDORSEMENT

This thesis has been submitted to St. Mary's university college, school of graduate studies for examination with my approval as a university advisor.

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Advisor   Signature

St. Mary's university college, Addis Ababa   January 2024

LIST of TABLES   Page

ACRONYMS

CRPD   Convention on the Right of People with Intellectual Disabilities

EFA   Education for All

ESDP   Education Sector Development Program

ETP   Education and Training Policy

ESDP-VI   EDUCATION SECTOR DEVELOPMENT PROGRAMME VI

FDRE   Federal Democratic Republic of Ethiopia

IE   Inclusive Education

MoE   Ministry of Education

M&E   Monitoring and Evaluation

SDG   Sustainable Development Goals

SEN   Special Educational Needs

SNE   Special Needs Education

UNCRPD   United Nations Convention on the Right of People with Disabilities

UNESCO   United Nations Educational, Scientific and Cultural Organization

UNICEF   United Nations International Children's Emergency Fund

DEDICATION

I have dedicated this thesis for Ethiopian children with intellectual disabilities who have been deprived of their right to education because of their disabilities and poverty. Being a sibling to a brother with intellectual disabilities who always dream about proper education and school life but couldn't get any quality education until today. Here, I have got an opportunity to work on this Thesis which can has a contribution for a better implementation of inclusive education programs in Ethiopia. I thankfully advocate to the educational right of those children with intellectual disabilities who denied to access education.

ACKNOWLEDGEMENT

Assessment of Inclusive Education Project at FDRE Ministry of Education: Inclusion of people with intellectual disability within the project

ABSTRACT

This study investigates the Inclusive Education (IE) implementation for individuals with intellectual disabilities within the Ethiopian Ministry of Education. It explores the perceptions of ministry officials on IE conceptualization, the effectiveness of current practices, resource allocation, assessment mechanisms, and the challenges faced. A mixed-methods approach with a thematic analysis of interviews and survey questionnaires data from 19 experts reveals insufficient understanding of intellectual disabilities, hindered by a lack of resources, trained personnel, and consistent data. These challenges result in the insufficient integration of students with intellectual disabilities and call for the establishment of clear policies, dedicated funding, enhanced training, legislative support, and the establishment of Inclusive Education Resource Centers. The survey highlighted that 87 percent of the participants have clear understanding about what inclusive education is but a lesser degree of understanding for what intellectual disability learning is. Based on the participant responses 87% of participants disagree with sufficient resources are allocated for inclusive education for students with intellectual disabilities statement. As a result 100% of participants agreed on Inclusive education project implementations faced more challenges compared with other projects. According to the study result 93% of participants strongly agreed on there is a need to improve the implementation of IE for people with intellectual disabilities. To accomplish the research work, phenomenology as an approach, judgmental sampling, and structured interview as instrument and phenomenological interpretation as method of analysis used. The conclusions stress that political commitment and structural improvements are critical for building capacity and fostering successful inclusion. Recommendations from the study include the need for establishing clear guidelines and policies specifically addressing the challenges faced by children with Intellectual Disabilities. Enhancing political commitment, funding, and capacity-building initiatives, such as the establishment of Inclusive Education Resource Centers, are critical to improving the situation.

Keywords: *Inclusive Education, Intellectual Disabilities, Ethiopia, Project Implementation, Education Programs.*

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Children and young people with disabilities have historically been treated as less important or left out of schools around the world. Despite the fact that a number of them were able to attend schools without any changes to the programs, individuals with disabilities may receive education in residential schools, segregated classes, or regular classes with the assistance of special needs teachers or support service providers (Taylor, 2007). Nevertheless, the implementation of the UNESCO, Salamanca Statement and Framework for Action on Special Needs Education in 1994 has led to the worldwide prioritization of including all children in educational settings as a main service option (Chireshe, 2013). The worldwide political and philosophical movement focusing on including all children in education has been driven by the emphasis on social justice in educational programs and agendas (Peebles & Mendaglio, 2014).

Inclusive Education is a shift of emphasis on the task of persons providing educational services to make sure that the educational settings were adjusted to accommodate the special educational needs rather than trying to make the children with disabilities fit into the given educational settings. Inclusion in education as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education programs (UNESCO, 2005). "Every child has unique characteristics, interests, abilities and learning needs. Education programs should be designed and implemented to take into account the wide diversity of these characteristics and needs, those with special educational needs must have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting these needs", (UNESCO,1994, Art. 2 and 3).

The Federal Democratic Republic of Ethiopia has been committed to provide quality education to all its citizens, including Children with Special Educational Needs (CSENs). This is vividly articulated in the Constitution and Education and Training Policy (ETP) of the country. The

Government has also displayed its commitment to the education of Persons with Disabilities (PwDs) by ratifying various International Conventions, Declarations and Statements, particularly the UN Convention on the Rights of PwDs adopted in 2006 which recognizes the right of PwDs to inclusive education at all levels of the education system in 2010. Subsequently, this right has become part and parcel of the Constitution of the country (MoE, 2012). Within the framework of this Policy, the Ethiopian Government has designed and launched Education Sector Development Program (ESDP) to translate policy issues in to action. To this end, due attention has been given for out-of-school children and children with Special Educational Needs particularly in ESDP VI (2013 – 2017). Under the action plan framework the Ministry of Education developed the General Education Quality Improvement Program (GEQIP) and designed an Inclusive Education/Special Needs Education Program strategy in 2015.

In spite of such efforts that Ethiopia has shown in the process of achieving Education for All (EFA), it has been noted that there is still a gap in the provision of access to all learners mainly those with Intellectual Disabilities.

According to Annual Education Statistics abstract of MoE(2021/22), the Gross Enrolment Ratio nationally for Pre-Primary is 2.7%, which shows an increment by 1% compared with last year's result. This is a result based on assumptions related to the population with special educational needs, which shows that thousands of children with disabilities are not yet attending education and too far from the target stated by Ministry of Education. Ministry of Education - Lead policymaker in the education sector, such as the national and Regional/Subnational Ministry of Education (MoEs) or the equivalent entities within a country that lead educational planning, play an essential role in shaping education policy and reforming curriculum and delivery systems. Dependable with UNCRPD Article 4, parag. 3, States parties must consult with and actively involve persons with disabilities, including children with disabilities, through their representative organizations (OPDs), in all aspects of planning, implementation, monitoring and evaluation of inclusive education policies and programs.

Children with visual and hearing impairments have received their education for the past 90 years in special schools established first by foreign missionaries and then by the government (Tirussew,

2005). Nevertheless, as of right now, only a small number of students are accepted into these few special institutions, and their enrollment is negligible (MoE, 2006; Tirussew, 2005). Specifically, specific courses for children with intellectual disabilities were introduced at Kokebe-Tsibah Primary School in Addis Ababa in the late 1980s, marking the beginning of their education. Since then, special education programs for kids with intellectual disabilities have spread throughout the nation in various conventional school settings (Tirussew, 2006; Haile &Bogale, 1999).

Children with disability/special Educational Needs is an issue that deserves attention to improve the overall situation of inclusive education and it initiated me to study on the practices and challenges of inclusive education in the process of implementation. The country's inclusive education problem is intended to be addressed by the Education Sector Development Programs. In actuality, inclusive education is not completely incorporated into sub-sectoral priority programs when it comes to federal to woreda level planning, budgeting, implementing, monitoring, and assessing. The existing experience shows that federal, region and city administrations have allocated budget for the implementation of inclusive education, but its share of the total is not sufficient at all levels. Based on my 15 years experiences working with people with intellectual disabilities, in Ethiopia children with intellectual disabilities were the least likely to receive support for attending school, the budget allocation, and the action plan to support student with intellectual disability is not clear. NGOs have been taking a large portion of the work being done to develop education for students with intellectual disabilities, and these efforts may not continue beyond the initial assistance. Even individuals with access to schooling need adapted learning resources, support from qualified educators, and adapted learning spaces. This indicates that, given the circumstances of the nation, either inclusive education implementation is unattainable or extremely difficult. This circumstance is what prompted me to select this research topic and look into the difficulties associated with inclusive education programs implementation in the country. Therefore, this study investigates the implementation Inclusive Education Project at FDRE Ministry of Education in inclusion of people with intellectual disability within the project.

1.2 Statement of the Problem

Meeting the requirements of a diverse set of students in the classroom is the main obstacle to inclusive education. Consequently, it is imperative that all relevant parties look for answers to the myths, false assumptions, and societal hurdles associated with the way special education is currently practiced in inclusive settings (Tirusew, 2005). In addition to this the Global Education Monitoring(GEM) report 2020 prepared on the practice of inclusive education in Ethiopia, stressed that a weak inclusive education structure, limitations in data collection and management system, Inaccessible facility and unsafe school environment, inadequate educational materials and assistive devices, lack of general education teachers' adequate preparation and rigid curriculum prevented children with disabilities from accessing education.

Inclusive education has been presented as program for education that should enable every child to access education on the basis of equal opportunities and emphasis on competencies rather than on deficits. This means that children could be taught together by using their diversity as a potential for the whole class. Special needs therefore have to be identified for every child in the class to be able to support the individual child according to his/her needs (Schiemer, 2017).

Special Needs/Inclusive Education Program Strategy and the evaluation highlighted that lack of commitment on the part of implementers , absence of screening assessment tools, limited capacity, limited awareness on disability issues , limited budget and funding for Learners with Special Educational Needs, lack of data concerning Learners with Special Educational Needs in general and those with disabilities in particular, limited Provision of Educational Services, inaccessible facility and unsafe school environment, insufficient teaching-learning materials stationeries and assistive devices, lack of interpreters for Deaf learners and rigid curriculum as major draw backs and consequently challenges the education has been inaccessible for most Children with disabilities (MoE , 2012).

Most of the literature focuses on concepts and definitions of 'inclusive education', access to basic education, policy recommendations, and on teacher attitudes, but evidence on implementation and on learning outcomes is scattered and inconclusive (Howgego et al., 2014). Studies have revealed that the Ethiopia government established a special needs strategy focused on the inclusion of

students in mainstream classes close to their homes (Franck & Joshi, 2017). However, there is little research conducted on the situation of inclusive education projects/programs to address the need of students with learning disabilities.

The limited availability of research in this area as well as the interest in knowing the situation of inclusive education implementation for people with intellectual disability at MoE in Ethiopia became the source of motivation for working on this research. I am also family member of person with intellectual disability; I have a brother with intellectual disabilities. So that I have been witness for this bitter prejudice and stigma as a family member and as a leader working on the right of people with intellectual disabilities at Fikir Ethiopia National Association on Intellectual Disability. As a result, the results of this study will undoubtedly motivate society and policy makers in particular.

1.3 Research Objectives

1.3.1 General Objective

The general objective of this research was to assess the implementation of Inclusive Education Project at FDRE Ministry of Education: inclusion of people with intellectual disability.

1.3.2 Specific Objectives

The specific objectives of this research was:

➢ To identify the available resources to facilitate inclusive education for people with intellectual disabilities

➢ To examine the ways of implementations of inclusive education for heterogeneous groups of learners

➢ To describe the challenges of implementing inclusive education for people with intellectual disabilities.

1.4 Research Questions

The research questions of this study was:

1. What are the available resources to facilitate inclusive education?
2. What are ways of implementations of inclusive education for heterogeneous groups of learners?
3. What are the challenges affecting implementation of inclusive education for people with intellectual disabilities?

1.5 Significance of the Study

Education is a basic human right and the foundation for a more just and equal society, this study assessed the practical situations towards the basic principles. The different interventions and methodologies which are being used in an inclusive education are generally being ways to reach out to different students with learning disabilities.

Although this study is primarily conducted as an academic requirement, it provides feedback for educational leaders, teachers, students and other stakeholders on the current practices and challenges in implementation of the inclusive education for people with intellectual disabilities. Besides, it serves as a reference for various stakeholders such as students, researchers and policy makers.

This study serves as guidance in using the available interventions for significant actors as it described the situation towards inclusive education for students with learning disabilities. The study also had an effect for the researcher through allowing advancing practical experience, knowledge and skills in conducting social work qualitative research.

Additionally, this study may contribute in adding the number of studies conducted on inclusive education in an Ethiopian context as there is a prevalence of scarcity in terms of available studies and documentations regarding the issue under investigation.

Thus, the findings of this research can serve as valuable input to plan sound and effective intervention because it has provided timely information and identified the level of educational opportunities and challenges of the studied population. It will also tried to suggest possible solution

to address the needs of these students and initiative grounded for the regional education bureau; it can also indicate some strategies to address students' with intellectual disabilities educational challenges. Furtherly, the study could serve as a springboard by providing baseline information to other interested researchers to take serious investigation on issue.

1.6 Scope of the Study

This study mainly concentrates on the assessment of the IE implementation practiced by FDRE MoE during the last 5 years on projects that are ongoing and completed. Particular emphasis is given to the components or the elements that makes the systems functional, serving heterogonous groups to keep the system running and be inclusive, effective, quality, the equality in comparison to the inclusive education systems practices, as well as the realized benefits. The specific area this study aims includes the IE program practices of MoE during the last 5 years on projects, i.e. from 2018 to 2022, that are ongoing and completed.

Inclusion being descriptive in nature is about the systematic collection, synthesis and analysis of information on an ongoing project. For this cause the study will incorporate inclusive approaches that are currently used on active projects.

1.7Operational Definitions

Inclusive school: mean ordinary (regular) school open to all children and students regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments.

Inclusion: An education system that is open to all students, regardless of economic status, gender, ethnic backgrounds, language, learning difficulties and impairments.

Disability: someone who has a long term physical, mental intellectual or sensory impairment together with different social, economic or political barriers that may make it difficult to participate in society (UNCRPD, 2006).

Impairment: any loss or absence of body structures or physiological functions.

Inclusive education-Inclusive education is a form of education where individual with learning disabilitiesare submerged into the regular classroom environment resulting in alterations inattitudes, curricula and environments to meet the needs of all learners

1.8 Limitation of the study

A research limitation is an element that the researchers are aware of and that could have a negative impact on the study's findings, but they are unable to directly control. It is crucial to remember that this research was conducted during Ethiopia's new government reforms and emerging of new IE strategies. Therefore, controversy among implementers or education personnel is expected in the early years of inclusive education implementation. The following are the restrictions that I have found with the study's success:

- Because only two of several departments and assesses only Federal or Ministry level implementation practices, the study's scope was limited. In order to identify other barriers other than those challenges that I have already discovered, it may be helpful to determine if the experience of regional states were incorporated. The sample population was limited to the education program and planning office staff due to budgetary and scheduling constraints.

- Not including document review as part of a research study can limit the depth and breadth of the analysis, restrict access to existing knowledge and data, and potentially introduce biases. The research not consider the benefits of document review and its relevance to the research objectives to ensure a more comprehensive and robust study. Without engaging in document review, the researcher may miss out on important policy documents, reports, or evaluations that provide insights into the policy's objectives, implementation strategies, and intended outcomes. Document review could have helped in understanding the context, identifying potential challenges, and analyzing the project's effectiveness.

1.9 Organization of the Study

This study organized into five chapters; Chapter one presented overview of the background to the study, statement of the problem, research questions, and general objective of the study, significance of the study, scope of the study, and defining the key terms.

Chapter two presented overview of literature review on Implementation Inclusive Education Project at FDRE Ministry of Education Inclusion of people with intellectual disability within the project, theoretical literature, empirical and conceptual framework will be presented.

Chapter three presents the methodology of the study. It discusses the research design, population and sampling techniques used, data source and data collection and data analysis, reliability and validity of data collection and tries used ethical consideration.

Chapter four is about data presentation, analysis and interpretations of the research findings. Lastly, Chapter five presents with summary, conclusion and recommendation of the study

CHAPTER TWO

LITERATURE REVIEW

This section of the paper provides an overview of Inclusive Education, relevant international policies related to inclusive education, describe components that should be included in national policies, and introduces the importance of national inclusive education strategies or plans. International Policies and Frameworks for Inclusive Education International legislation and legal frameworks, such as the CRPD, describe human rights principles and legal requirements for upholding those principles.

Studies have demonstrated that countries with ratified human rights treaties are associated with better or improved human rights practices. The historical and contemporary concerns surrounding the education of people with disabilities systematically reviewed in this thesis chapter.

This chapter highlighted subjects from books, journals, and online databases using the previously established taxonomy of literature. The review now constructed on fundamental ideas of inclusive education.

2.1.History and Background of Inclusive Education

The concept of inclusion is far from new and has its origins in the field of special education and disability. During the 19th century, pioneers of special education argued for and helped develop provision for children and young people who were excluded from education (Reynolds &Ainscow, 1994) cited in Winter & Raw (2010). Much later, governments assumed responsibility for such provision. The twentieth century saw the emergence and development of the field of special education and special schools become very much the norm for pupils with disabilities. The segregated education of children according to their difficulties was seen as essential because they were deemed incapable of benefiting from ordinary methods of instruction (Thomas, Walker and Webb, 1998) cited in Winter and Raw (2010). Historically, segregated special education was supported by the medical model of disability which views the barriers to learning as being within the child. It was also bolstered by advances in psychometrics. Both of these models facilitated

categorization and separate educational provision according to the pupil's disability. This segregated approach largely went unchallenged for many years. As the field of special education expanded, it became the received and unquestioned wisdom that separate provision was the appropriate and most effective option for meeting the needs of a minority of children while safeguarding the efficient education of the majority (Pij and Meijer, 1994) cited in (Winter & Raw, 2010).

It was only with the rise of the world-wide civil rights movement in the 1960s that the system of parallel provision began to be questioned. As people with disabilities challenged the stigmatizing and limiting nature of segregated education, and gave voice to their anger and dissatisfaction, issues of equality of access and educational opportunity gained impetus and integration became center stage. Political pressure from disability and parental advocacy groups began to change society's values and would ultimately bring legislative changes to reform education. Educators were increasingly exploring ways of supporting previously segregated groups so that they could find a place in mainstream schools. At the same time, the efficacy and outcomes of segregated education came under scrutiny. Specifically, evidence about the lack of success of segregated provision began to accumulate with such consistency that it could no longer be ignored (Thomas et al., 1998) cited in Winter& Raw (2010). Researchers also began to highlight the fact that the special school system selected children disproportionately from racial minorities and socially disadvantaged groups (see Dunn, 1968; Mercer, 1970; Tomlinson, 1981) cited in Winter & Raw (2010). By the end of the twentieth century there was a growing consensus, resulting from moral imperatives and empirical evidence, that inclusion was 'an appropriate philosophy and a relevant framework for restructuring education' (Thomas et al.,1998, p.4) cited in Winter & Raw (2010).

Currently, education systems are going through major reforms and changes in the developed and developing world towards addition of all in education (Malak, 2013). Various countries have come engaged to recognize the learning requirements of children and youth with disabilities within their education systems (Suleymanov, 2015). Over a period of time, thus, the number of children with different unique requirements, particularly children and youth with disabilities who are included and being educated in regular classrooms is significantly escalating in several countries(Pantic & Florian,

2015; Adoyo & Odeny, 2015).The shift towards inclusion is not simply a technical or organizational change but also a movement with a clear philosophy which is rooted in the ideology of human rights:

This view implies that progress is more likely if we recognize that difficulties experienced by pupils result from the ways in which schools are currently organized and from rigid teaching methods. It has been argued that schools need to be reformed and pedagogy needs to be improved in ways that will lead them to respond positively to pupil diversity—seeing individual differences not as a problem to be fixed, but as opportunities for enriching learning (Winter & Raw, 2010).

2.2.Definition of Inclusive Education

. Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences (UNICEF, Geneva, 2012).

According to UNCRPD General Comment No. 4 (2016) Inclusive education is to be understood as:

a) A fundamental human right of all learners. Notably, education is the right of the individual learner, and not, in the case of children, the right of a parent or caregiver. Parental responsibilities in this regard are subordinate to the rights of the child.
b) A principle that values the well-being of all students, respects their inherent dignity and autonomy, acknowledges individual requirements and ability to effectively be included in and contribute to society.
c) A means of realizing other human rights. It is the primary means by which persons with disabilities can lift themselves out of poverty, obtain the means to participate fully in their communities, and be safeguarded from exploitation. It is also the primary means through which to achieve inclusive societies.

d) the result of a process of continuing and pro-active commitment to eliminate barriers impeding the right to education, together with changes to culture, policy and practice of regular schools to accommodate and effectively include all students.

According to article 24, paragraph 1of the UNCRPD, States parties must ensure the realization of the right of persons with disabilities to education through an inclusive education system at all levels, including pre-schools, primary, secondary and tertiary education, vocational training and lifelong learning, extracurricular and social activities, and for all students, including persons with disabilities, without discrimination and on equal terms with others.

The right to inclusive education encompasses a transformation in culture, policy and practice in all formal and informal educational environments to accommodate the differing requirements and identities of individual students, together with a commitment to remove the barriers that impede that possibility. It involves strengthening the capacity of the education system to reach out to all learners. It focuses on the full and effective participation, accessibility, attendance and achievement of all students, especially those who, for different reasons, are excluded or at risk of being marginalized. Inclusion involves access to and progress in high-quality formal and informal education without discrimination. It seeks to enable communities, systems and structures to combat discrimination, including harmful stereotypes, recognize diversity, promote participation and overcome barriers to learning and participation for all by focusing on well-being and success of students with disabilities. It requires an in-depth transformation of education systems in legislation, policy, and the mechanisms for financing, administration, design, delivery and monitoring of education.

2.3. Approaches to Inclusive Education

In Anglo-American nations, the ideas of inclusive education first surfaced in the middle of the 1980s and early of the 1990s as a critical reaction to the integration model and special education systems that were then in place. The idea of Special needs education, integration and social inclusion discussed under this section. The explanation in this section showed how inclusive education emerged through different other approaches.

2.3.1. Special needs education

As inclusive education is a new journey in and originating in special needs education, most regions referred to this tradition when approaching inclusive education. For example, in Eastern and Western Sub-Saharan Africa, the CIS and Eastern and South-Eastern European regions, special needs education is based on the scientific and intellectual tradition of defectology as a way of addressing the education of children with special needs (UNESCO, 2008).

Similarly, in the latter two regions, considerable importance is given to the education of gifted children. The separation of gifted children — as well as that of special needs children (e.g. especially of hearing and visually impaired; physically or mentally disabled) — from mainstream schools was envisaged as necessary as there is no clear understanding of how to address the learning needs of these groups in the same classroom (UNESCO, 2008).

2.3.2. Integration

At the same time, alongside special needs education, regions are also presenting aspects of integration in their education systems. In some cases, special needs children with motor disabilities are integrated into mainstream schools as they do not represent "extreme cases" of disability. This could be approached as an initial step in inclusive education, yet in need of further development involving upcoming curricular and pedagogical changes. However, as is the case in some countries of the CIS region, integration of special needs children into mainstream schools could also be understood as a step in response to a lack of special education schools in remote areas (UNESCO, 2008).

Integration has drawn criticism from proponents of inclusive education, who argue that it simply refers to placing students classified as having special education needs into mainstream classrooms without making a significant effort to address the hidden exclusionary forces that exist both in society and in mainstream education (Mitchell, 2008). They contend that these students may suffer negative effects from integration if it turns into an exclusionary and discriminatory environment (Avramidis, Bayliss, & Burden, 2002).

2.3.3. Social inclusion

Social equity could not be separated from an inclusive education approach and that inclusive education could not be implemented successfully without a just society. Inclusive education implies valuing diversity within social cohesion (UNESCO, 2008).

2.4. Implementation of Inclusive Education

2.4.1. Parent's views of inclusion

Parents' views on inclusion vary greatly Farrell (1997) cited in Winter & Raw (2010). The increasing number of students with special educational needs in mainstream schools suggests that for many parents, inclusion is the preferred option. The factors that influence parents' choices of provision are relatively under-researched but according to Giangreco, central to inclusive practice is the acceptance that the family is part of the collaborative team (Winter & Raw, 2010).

2.4.2. Teachers' views of the inclusion

The current context in which teachers are working is one of rapid change. According to a Teachers' Perspective of Inclusive Education for Students With Special Needs in a Model Demonstration Project (MA. Narbis Ballhysa, 2017), all areas of education have changed during the past decades, with major changes to the role of teachers, together with the introduction of new approaches to the curriculum and assessment. In addition, the legislation has seen changes in how difficulties in learning are conceptualized from special educational needs to additional support for learning. These changes have involved the development of new understandings about the interactive nature of children's needs and a shift in focus from 'what is wrong with the child?' to 'what does the child need to support their learning?' Such developments have substantially affected the professional identity as well as the roles and responsibilities of many teachers. It also has implications for how teachers are trained and supported in their professional development (Rouse, 2008).

2.5.Benefit of Inclusive Education

Inclusive education is based on the principle that all children should learn together, wherever possible, regardless of difference. Inclusive education acknowledges that every child has unique characteristics, interests, abilities and learning needs and that those learners with special education needs must have access to and be accommodated in the general education system through child-centered pedagogy. Inclusive education, by taking into account the diversity among learners, seeks to combat discriminatory attitudes, create welcoming communities, achieve education for all as well as improve the quality and effectiveness of education of mainstream learners. In this way, educational systems should no longer view persons with disabilities as problems to be fixed; instead, they should respond positively to pupil diversity and approach individual differences as opportunities to enrich learning for all (Carr, 2016).

2.6. International Frameworks Supporting Inclusive Education

United Nations Convention on the Rights of the Child Adopted in 1989, Article 23 of the UN Convention on the Rights of the Child (CRC) specifically addresses the rights of children with disabilities and states that children with disabilities should have access to and receive education in a "manner conducive to the child's achieving the fullest possible social integration and individual development" (UN Office of the High Commissioner for Human Rights, 1989). The Committee on the Rights of the Child further clarified that inclusive education, not segregated education systems, must be the goal of educating children with disabilities (UN Office of the High Commissioner for Human Rights, 2007). World Declaration on Education for All Adopted in 1990 with support from UNESCO, UNICEF, and the UN Development Program, the World Declaration on Education for All served as one of the first milestones to support inclusive education throughout the world. A total of 155 countries adopted the Declaration, which asks countries to commit to universal primary education and stresses the need to provide access to education for all children with disabilities (UNESCO, 1990). Salamanca Framework for Action Adopted in 1994 at the World Conference on Special Needs Education, the Salamanca Framework for Action highlights the necessity to educate children with disabilities within the general education system. This

statement urges governments and the international community to endorse inclusive education as the best approach educating children with disabilities (UNESCO, 1994)

United Nations Convention on the Rights of Persons with Disabilities - Adopted in 2006, the CRPD provides the most comprehensive international legal framework for supporting the educational rights of children with disabilities. The CRPD states that countries that have ratified the CRPD must ensure an inclusive education system at all levels and that children with disabilities have the right to free primary and secondary education and cannot be discriminated against based on their disability. Other requirements related to the education of individuals with disabilities include the following (UN Division for Social Policy and Development: Disability, 2006):

All schools must be accessible (tied to Article 9 on Accessibility), both physically and regarding information and communication. Students with disabilities should receive reasonable accommodations within the classroom. Schools should address the academic, social, and life skills needs of each student. If needed, alternative learning methods should be used, such as easy ready instruction or alternative communication devices. Individuals with disabilities should have access to tertiary, vocational, and adult education. In 2015, the Committee on the CRPD drafted the General Comments on the right to inclusive education. (OHCHR, GC No. 8, 2022)

Sustainable Development Goals - Established in 2015, the SDGs serve as a set of aspirational goals for countries to work toward over the next 15 years. Goal 4 on education specifically addresses disability within two of the education targets (UN Division for Social Policy and Development: Disability, 2016):

Target 4.5. "By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations."

Target 4.a. "Build and upgrade education facilitates that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all." As governments work to implement the education goal, the data that are gathered and monitored will

provide valuable information that will hopefully inform and strengthen education systems in the future (UN, 2016c).

2.7.The General Concept of Disabilities

Disability is a global issue which exists everywhere in the world. It doesn't discriminate between sex, age, race, ethnicity, religion, status, etc. Disability simply attacks all human beings and no one knows when it will occur. Many persons with disabilities say that "disability is a reality for us but a possibility for every one". Defining disability enables the people to identify persons with disabilities from that of persons without disabilities and also it helps the government to easily identify persons with disabilities and take the necessary measure. Similarly, families and the society if they know what disability mean, they will do their best to prevent it or look for proper assistance if it already exists. As disability is a global issue, it is difficult to give a precise and single definition for it. It depends on the person or the county giving the definition.

Countries in the world give different definitions for disability so it is better to refer to the definition given by UNCRPD. In 2006 UNCRPD came up with a new definition that introduced a radical departure from the old assumption that disability applies to a distinct subset of people as:"Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others".

What is disability? Disability: is a general term that encompasses both the limitations and restrictions an individual faces in society due to their impairment and the functional limitation resulting from an impairment (i.e., partial or complete loss of function of a body part).

Impairment is the loss of a function of the body. For example, when someone cannot see properly or loss of limb. Impairments are mostly irreversible and lifelong. Sometimes the impairment can be treated, for example in the case of vision by using glasses.A person is said to be person with disability, if they are unable to perform an activity due to an impairment. For instance, if someone is unable to read printed materials due to an untreatable eye condition. There would not be any obstacle to reading if the materials were in braille.

Stated differently, disability is a multidimensional notion that pertains to the interaction between a person with a disability and their surroundings. Therefore, disability is seen as the outcome of a person's interaction with his surroundings rather than a personal characteristic of the individual. Thus, a person's experience of disability is greatly influenced by their surroundings. Someone would feel more integrated into society if they could access everything in the environment.

Disability was once seen as a medical condition, and efforts were made to "cure" or "fix" the disabled person in order to make them fit back into society. This emphasized that it was the person, not society, that needed to change. Based on sympathy and "helping" the "poorvulnerable person," it was also perceived as a charitable issue. Thankfully, disability is now considered as a human rights issue. Individuals with disabilities are acknowledged as valuable members of society, but obstacles in the form of laws, attitudes, buildings, communication, and otherconstraints frequently keep them from realizing their full potential. People with disabilities are regarded as equal members of society and are entitled to all human rights, such as the right to healthcare, education, and humanitarian aid, just like everyone else.

Disability Prevalence; About 15% of worldwide population are people with disabilities, according to the World Health Organization Disability Report 2011. That makes about a billion people. Due to their large number, people with disabilities are the largest minority group in the world and face social, economic, and cultural barriers that prevent them from fully and effectively participating in society.

Types of Impairments: There can be many different types of impairments which, in combination with activity limitations and participation restrictions, cause a person to be disabled in society. This means that persons with disabilities are not a homogenous group, and one person with a disability can have a completely different experience from the next. Also, people can experience single or multiple impairments, different levels of severity etc.(Resource Book-Disability Inclusion, Light for the world)Some examples of types of impairments are (classification may differ depending on location or who is doing the classifying):

Physical impairments: a category of impairments including persons having varying types of physical impairments including mobility impairments due to loss of, or loss of function of lower

limb(s), upper limb(s), manual dexterity or other physical limitations, e.g., spinal injury, stroke, leprosy.

Sensory impairments: are common term used to describe deafness, blindness, visual impairment, hearing impairment and Deaf-blindness.

Visual impairment refers to persons who are blind or who have partial vision.

Hearing impairment refers to all levels of hearing loss including a partial or total loss of hearing.

Intellectual impairments: refers to life-long limitations of the cognitive and intellectual abilities of a person that often results in the person requiring supervision in connection with daily activities. It usually affects the ability to comprehend and learn; ability to solve problems; ability to remember; ability to learn new information and skills, including social skills. Intellectual disability often has its onset in childhood, and is often linked to brain development problems prior to or at birth. Environmental factors, particularly things and people that surrounds a person with intellectual impairment, can impact his/her development, particularly during childhood. Intellectual impairments may affect people in terms of education, work and daily routines.

Psychosocial impairments: encompasses a wide spectrum of mental health conditions, including major depressive disorders, anxiety, borderline personality disorders, bipolar mood disorders, schizophrenia, and post-traumatic stress disorder. According to CBM. Community Mental Health - Terminology, it describes people who have a "medical or psychiatric condition that affects an individual's cognition, emotion and/or behavioral control, and interferes with his or her ability to learn and function in the family, at work, or in society." Psychosocial impairment and intellectual impairment are not the same, despite common confusion.

Learning impairments This explains particular types of learning challenges. A person with average or above average intelligence may struggle to use specific learning-related skills, such as speaking, writing, listening, and reading, if they have a learning impairment. One instance is dyslexia, which is a reading difficulty

2.8.The General Concept of Intellectual Disabilities

2.8.1. Definition of Intellectual Disability

Intellectual Disability is not something you are like being short or tall. It is not a medical disorder, although it may be coded in a medical classification of disease.

Intellectual disability is the impairment of cognitive functioning, characterized by having an IQ of less than 70, given the average IQ is 100. It is also characterized by impairment in adaptive functioning where individuals experience difficulties carrying out daily activities such as communication, socialization, and independent living.

Intellectual disabilities can be due to health problems, genetic conditions, environmental factors, and problems during pregnancy and birth. The common types of intellectual disabilities include autism, Down syndrome, fragile x syndrome, fetal alcohol syndrome, and Prader-Willi syndrome.

Individuals diagnosed with intellectual disabilities tend to experience general learning challenges and may take a little longer to develop social and practical skills. Intellectual disabilities can be due to health problems, genetic conditions, environmental factors, and problems during pregnancy and birth.

The common types of intellectual disabilities include autism, Down syndrome, fragile x syndrome, fetal alcohol syndrome, and Prader-Willi syndrome (Jafar Lola (Asst. Prof.) Jimma University, 2020).

1. **Autism**

According to (Alemayehu Teklemariam (PhD), 2020), Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term autism does not apply if the child's educational performance is adversely affected primarily because the child has an emotional disturbance. A child who shows the characteristics of autism after age 3 could be diagnosed as having autism if the criteria above

are satisfied.

Down's Syndrome

Down syndrome is a condition in which a person has an extra chromosome. Chromosomes are small "packages" of genes in the body. They determine how a baby's body forms and functions as it grows during pregnancy and after birth. Typically, a baby is born with 46 chromosomes (CDC, 2019). Down's syndrome is an intellectual disability stemming from having a part of or an extra copy of chromosome 21 in the DNA. It is the most common chromosomal cause of mild to moderate intellectual disabilities in children. Down syndrome affects development in children with down syndrome reaching key developmental stages later than the rest of the same age children. Down syndrome's common symptoms include slow learning, short attention span, impulsive behavior, poor judgment, and delayed language and speech development. Children with Down syndrome have poor muscle tone, making them take longer to learn how to make some movements such as turning over, walking, standing, and sitting. Some of the physical characteristics of individuals with Down syndrome include flattened facial profile and nose, upward slanting eyes, and small head, ears, and mouth. Additionally, individuals with Down syndrome are prone to other health factors such as heart abnormalities, hearing loss, autism, vision problems, and respiratory conditions. Although children with down syndrome have a slower development rate, they will eventually meet all or any of the development milestones. Also, the lifespan of individuals with Down syndrome has increased due to increased research and technology in the area.

2   Fragile X Syndrome

According to WL Stone (2022) Fragile X Syndrome is the most prevalent form of inherited developmental and intellectual disability. This genetic disorder results from a change or mutation in the X chromosome. The disability affects the development of a person, more so in the areas of learning and behavior. What's more, it can affect physical appearance, communication skills, and sensitivity to the individual's light and noise with intellectual disability. It is worth noting that the fragile x syndrome disability is more prevalent in boys than girls. Individuals with fragile x syndrome do not exhibit the same signs and symptoms. However, they have common signs, including: Problems with speech and language, Attention disorders Problems with hyperactivity,

Anxiety Developmental delay, Problems processing sensory information , Aggressiveness (ADHD), Trouble making eye contact,

3   Fetal Alcohol Syndrome

Fetal alcohol syndrome is an intellectual disability caused by exposure to alcohol during pregnancy. Women who drink alcohol during pregnancy expose their children the risk of this disability. The severity of the disability depends on the child's level of exposure to alcohol during pregnancy, where mothers who drink large quantities of alcohol during pregnancy increase the risk of severe symptoms in their children. The common symptoms found in children with fetal alcohol syndrome include: Facial, limb, and joint deformities, Poor memory and judgment, Learning disabilities, Poor social skills, Sensory difficulties, including hearing and vision, Heart problems and defects, Behavioral problems, Slow physical growth.

To avoid the possibility of having cases of fetal alcohol syndrome, pregnant women are advised to avoid alcohol at all costs. Also, in some countries such as the United States, mothers who give birth to children with fetal alcohol syndrome are at risk of their children being taken away from them, as stated by the law. Most of the symptoms of the disability can be reversed if early intervention is considered, such as surgeries to correct heart and neurological problems.

4   Prader-Willi Syndrome (PWS)

Prader-Willi syndrome is a genetic disorder occurring due to a problem with a part of chromosome. Babies born with the disability are poor feeders at infancy. Still, the feeding habit changes at the age of two, where the kids' hunger becomes insatiable, make them unable to control their appetite. The voracious hunger leads to problems such as diabetes and obesity. Symptoms of individuals with Prader-Willi syndrome include: Intellectual disability (problem-solving, language, and math difficulties), Poor muscle tone, Diabetes Obesity, Short stature, Hyperplasia, Emotional difficulties, Skin picking, Hormone deficiencies, Sleep issues such as sleep apnea.

Children below the age of two tend to exhibit developmental delays, weak cry, feeding difficulties, and undernourishment. During the teenage years, Prader-Willi syndrome leads to delayed puberty, increased risk of scoliosis, and increased social skill deficiencies. Interventions at an early age can help manage the symptoms of Prader-Willi, more so in the areas of intellectual ability of the child.

2.9.   Education and Intellectual Disabilities: Inclusive Vs Special Need Education

Inclusive education, specifically, has been shown to provide benefits for all students in improving the quality of education offered. It becomes more child-centred and focused on achieving good learning outcomes for all students, including those with a diverse range of abilities (UNESCO, 2009). Inclusive education can also foster students' socio-emotional growth, self-esteem and peer acceptance, while helping to fight stigma, stereotyping, discrimination and alienation in schools and societies more broadly (UNESCO, 2020). Up to now the general concept about the right to education and intellectual disability has been discussed and in this part the two types of education system provided to persons with intellectual disability i.e. Inclusive Education and Special Need Education will be discussed briefly.   Education does not limit itself only to academic or mere text book learning; rather it is more concerned with the all-round development of an individual. And it is a philosophy designed to help the young child reach his or her own potential and to enjoy a quality of life that comes through self and environmental knowledge. So, education is the main means that enables persons with intellectual disability, especially children, to reduce the negative effects of their disability. Through education they will be able to develop their communication skill, self-supporting ability, to acquire knowledge so that they can easily meet the world and in general terms have a smooth relationship with their families, friends and the community at large. Contrary to this fact, the majority of persons with intellectual disability do not have adequate access to education like that of persons without disability due to discrimination, stigma, inaccessible infrastructure, lack of attention from government, etc. (Alemayehu Teklemariam, 2019)

There are two ways of delivering education to persons with disability i.e. Inclusive and Special Needs Education. Both concepts are about paving the way for persons with disability to enjoy their right to education. In many countries children with disabilities are excluded from school. In some cultures being disabled is seen as a curse, and as such persons with disabilities are hidden away from the wider community. In others it is more of priorities that educating a child with disability is seen as a wasted investment or the school may not have the facilities or teaching staff to include such a child. But contrary to this, education is a fundamental human right enjoyed by everyone

irrespective of one's disability, ability, sex, race, religion, economic status, geographical or any external factors.

2.9.1. Special Needs Education

Special needs education promotes the building and setting up of segregated schools and classes to children with disabilities. The early history of special need education was largely a history of separate schools, especially for children with visual impairment, hearing impairment and intellectual disability. And, in public school such children were taken out of one classroom and put in another (W. L. Heward,, UNICEF's 1984, p. 16.).

Without question, the field of Special Education was dramatically influenced by Jean-Marc Itard (1774-1838) who was a medical doctor. He is often referred to as the "father of special education"(M. Beirne-Smith, et al, (1994)).

In regular class room setting teachers are most selective whom to teach and not to teach. This means if a child is with some type of disability sooner or later he/she will be referred to the special needs education class (Ethiopia National Association on Intellectual Disability, UNECA, 2009). So, special needs education focuses on children who are at risk of repetition and dropout due to learning difficulties, disabilities or socio-emotional problems, physical, sensory or intellectual impairment, or are excluded from education. Therefore, the main idea behind special education was to enable the child with special needs to receive a specially arranged and individually planned series of learning activities (William L. Heward, Michael D.orlanksky (1984)). What is meant by special educational needs is;

1) Special educational needs are deemed to exist if children have learning difficulties which require that special educational provision be made for them

2) Learning difficulties are deemed to exist if children have significantly great difficulty in learning than the majority of children of their age or, if they have a disability that either prevents or hinders them from making use of the educational facilities generally available to their age(G. Hornby, G. Davis, G. Taylor, 1995).

Contrary to this, school community and the society wrongly understand those children as having no potential of being educated as a result of their impairment (Ministry of Education (2006)).The modern concept towards special education is it is one part of isolation, ensuring that persons with disability are different so they should be included in regular classes.

2.9.2. Inclusive Education

Inclusive education is the human right to education, set out in the Universal Declaration of Human Rights, which states: "Every One has the Right to Education"(Ministry of Education, (pamphlet)). This right is also guaranteed in other Human Right Treaties which was discussed in detail in

The previous sections of this document. It advocates for the admitting and mixing of children with disability with the typical children under same classroom. In an inclusive education you accept all children that come to you despite their disability (Garry Hornby, et al. (1995)).

Further, inclusive education has also been defined as; "An approach to education where students with special needs including disabilities are educated in neighboring schools in age-appropriate regular class room settings with non-disabled peers, and are provided with supports and instructions that assure their participation with their peers, while also meeting their individual strength and needs'' (Inclusion International, 2019)

Furthermore, inclusive education refers to an education system that is open to all learners, regardless of poverty, gender, ethnic background, language, learning difficulties and intellectual disabilities. It emphasizes that all children and students can learn. It requires identifying barriers that hinder learning, and reducing or removing these barriers in schools, vocational training, higher education, teacher education, and education management.

Inclusive education is important to school improvement and to increase accountability of teachers and other students. The concept of full inclusion, a policy of all students being educated in inclusive environments 100% of the time, without regard to the severity of disability is receiving more attention in most parents, professionals, advocacy groups, etc.

Those who are in favor of inclusive education argue its advantages as; It is cost effective; because it is expensive and unaffordable to build a separated, segregated, Special Needs Education at a

distance and waiting for a country to achieve such economic status will be playing with the time and lives of persons with disabilities.

As a right, it is the right of persons with disabilities to have access to education without discrimination on the grounds of their disability. It creates a generation who is aware and familiar with disability and will not discriminate in the future.

Therefore, inclusive education is the best way to come up with tolerance, love, respect, and partiality between students with and without disability and the community in the school and also to effectively realize right to education of children with intellectual disability.

2.10. Challenges to Achieve Inclusion

UNESCO (2008) cited in Carr (2016) while many children are out of school because of systemic barriers within the education system, there are many other issues that go beyond the responsibility of Ministries of Education. Children with disabilities may be out of school for many reasons. In many places, there is still major stigma associated with disability. Children with disabilities may be kept hidden because of the negative consequences. In countries where there is a cost to birth registration, families may opt not register a child with disability, later denying that child the right to an education.

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

Furthermore, the community involvement in special needs education planning, developing and decision making is considered as effective way to achieve the intended educational goals and helps for monitoring the functional levels of education. Hence, the effective relationship between schools and the community can bring a desirable change in education system. With regard to this,

UNESCO (1995) reports that it is very sustain to increase in primary school enrollment, particularly children with special needs as well as to bring about changes in educational value and understanding.

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

According to MOLSA (2000) and MoE (2005), in Ethiopia, children with various disabilities have not received education and training which enable them to fulfill their needs because of its complex and diverse nature a great support is needed from local government, NGOs and religious organizations to accommodate their needs in the plan of period. The following strategies designed to provide inclusive and integrated education program. These are: The MoE (2012) current special needs/ inclusive education program strategy further sets that "according to new education and training policy of 1994 the regions and subsequence levels are responsible for planning and implementing special needs education."

The strategy emphasizes on provision of inclusive education, which provides education opportunities for all children with special needs and as "Widen" the gate to equitable access in regular school system. That is, the new strategy has given priority for inclusive education in the regular school system and to support the system by establishing resource centers provide available materials and equipment's in schools, assigning focal persons, providing trainings for staff, and school community and develop necessary human power (teachers), Raising the public awareness on the benefit of pre-school education, Encouraging the private sector, NGOs and the community participation to increase enrollment, Existing special needs education- training programs will be strengthened with human and material resources.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1.Introduction

In the previous chapter, the paper attempted to review the literature in relation to the education of Person with Disabilities in particular people with Intellectual Disabilities.

This chapter will describe the purpose of developing an appropriate research methodology and will consider the research design to determine how the data links to the research questions proposed. Subsequently, a description of the population will be provided together with the associated sample used. The process of data collection will then be considered as well as the development of the research instrument. Finally, the validity and reliability of the testing instrument considered.

For the purpose of this research, mixed methods were used to undertake the research process. To accomplish the research work, phenomenology as an approach, judgmental sampling, questionnaire and structured interview as instrument and phenomenological interpretation as method of analysis used.

3.2.Research Approach

A research approach is outline or plan used to generate answers to research problems by collecting and analyzing the required data, according to Cooper and Schindler (2008), and Churchill (2002). Since descriptive studies are concerned with specific narrations of facts and characteristics concerning individuals, groups or situations this study adheres to descriptive quantitative study. The need for identifying and describing the IE program implementation, practices and components along with its benefits as well as evaluating the programs/projects inclusiveness in addressing its intended purposes within including learners with intellectual disabilities, will force the research to have a qualitative data inquiry approach. The project inclusiveness and equality implications associated with the IE implementation will make the research have a quantitative data inquiry

approach too. Therefore, the research is expected to use mixed method which is a branch of multiple methods research that combines the use of quantitative and qualitative data collection techniques and analytical procedures.

Ministry of Education was a data source for this research.

3.2 Population and Sampling Design

3.2.1 Population

According to Cooper and Schindler (2008), population is defined as the total collection of elements under study whereby references have to be made. The total population of this study is 19 employees at FDRE Ministry of Education MoE from Special Needs/Inclusive Education and Strategic affairs executive departments. Because of the small population, the research takes all 19 employees as data source through questionnaire (15) and interview (4). In the process of this research work, knowledge constructed from the individuals' experience while executing their primary education as program staff, supervisors and SNE professionals. The 19 employees who are participated in this research are program staff, M&E officials and Inclusive Education/Special needs education experts in these two departments. The 4 key respondents are team leaders and two department heads of the departments. In addition, the research conducted the interview selected the key respondents by their high position within the above departments. The reason why the researcher select these key respondents for interview; because of their high position the final decision will be taken by this key respondents and they do have more information about the issue than their subordinates. In terms of supervision and monitoring of the project implementations they do have an advantage to review more practices.

According to Lincoln & Guba, 1985, questionnaires and interviews are effective tools for collecting data from research participants. They allow researchers to gather information about participants' thoughts, opinions, experiences, and behaviors related to the research topic. These instruments provide structured formats that ensure consistency in data collection and facilitate the comparison of responses across participants.

3.3 Data Collection Tools

The study used structured interviews and questionnaires as data collection tools.

3.3.1 Primary Data

a. Questionnaires

Primary data for the study gathered by using quantitative questionnaires which were administered to the targeted respondents. The choice of using questionnaires as method of data collection considering the fact that employees may have a limited time. Therefore, questionnaires distributed among the respondents who are available. Also, this method was opted in order to avoid interfere of employees' working hours. The questions were very short and explanatory, easy to understand directly related with their day today activities. The questions developed to answer explores meaning, purpose, or reality.

b. Interview

The interview method additionally used in the study in order to enhance the quality of the information gathered. A person interviewed a two way communication initiated by an interviewer to obtain information from a participant. This method was used because it is the most effective means of obtaining information. Thus it is used as complimentary of questionnaires as a way to tap on information that are possible to get through asking question on a piece of paper. The method used for obtaining information from heads of departments and other specific personnel.

3.4 Data Analysis Technique

Quantitative data from the questionnaire was coded and entered into the computer for computation of descriptive statistics. The Statistical Package for Social Sciences (SPSS version 23)and MS-Excel Sheet was used to run descriptive statistics such as frequency and percentages so as to present the quantitative data in the form of tables and graphs based on the major research questions. The qualitative data generated from open-ended questions and key informant interviews categorized in themes in accordance with research objectives and reported in narrative form along with quantitative presentation.

3.5 Validity and Reliability

When performing research using a questionnaire, the validity and reliability of the data obtained can be threatened. One reason for this is the fact that if the questionnaire is not appropriately designed, it is possible that the data obtained will not be reliable. This can happen when the constructs being used to collect the data are not applied consistently (Wagner et al., 2012). However, if the research instrument is valid, the questions included in the questionnaire will address the proposed hypothesis (Leedy and Ormrod, 2010) although there are various types of validity and reliability measures, only those that are appropriate instrument used in this study will be considered here.

Validity Test: There are four main types of validity: Face validity, Content validity, Criterion validity and Construct validity. The questionnaire in this study appears to have some degree of face validity as the questions were developed from the research questions proposed. The questionnaire also has a level of content validity too. In order to attain this validity, certain elements were verified with my colleagues prior to the questionnaire being administered to a larger sample. Since validity of a research study is a conceptual and scientific soundness, the test focused on eliminating or minimizing the effect of extraneous influences, variables and explanations that might detract the accuracy of the ultimate findings. After the researcher has constructed the questionnaire, pre-testing was done with persons who have knowledge of the area by allowing them to read it. These persons provided comments on Amharic translated questions on its ambiguities, the length, the structure and wording. This is done to ensure that the questionnaire is clear to respondents and can be completed in useful way (Adam et al., 2007), then, the instrument was evaluated by academic advisor prior to the data collection so as to

Maintain its validity and to increase the accuracy and usefulness of the findings in which it allows greater confidences of the study.

Reliability refers to the stability of the measure used to study the relationships between variables Ghauri, &Gronhaug. (2010), the questions in the questionnaire were designed taking into consideration the issues related to the problem and goals of the study and theories on the subject. Reliability refers to the consistent of measurements throughout the entire finding of the study and

it is a determination of obtaining the same results with in the sample respondents. A comprehensive measurement must fulfill the tests of validity and reliability; validity is the most critical criterion that indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 1984).

The research tool in this study, however, makes use of an internal measure of reliability. Here participants are given their interview transcripts and the research reports so they can agree/disagree with the researcher's findings. In addition, credibility is built up through prolonged engagement in the field and persistent observation and triangulation of data. To ensure the credibility of this research, the researcher made available the transcribed data for both interviewees and questionnaire participants to go through the record and give their own feedback. The participants gave constructive feedback after analyzing the transcribed data. Instead of aiming for random sampling and probabilistic reasoning, qualitative researchers are encouraged to provide a detailed portrait of the setting in which the research is conducted. The aim here is to give readers enough information for them to judge the applicability of the findings to other settings. In addition, in order to enhance the reliability of the tool, it will be administered to each participant in the same standard way. Auditing could also be used to establish conformability in which the researcher makes the provision of a methodological self¬critical account of how the research was done. In order to make auditing possible by other researchers, this research filed all collected data in a well-organized and retrievable form so that it could be made available to them if the findings of my research could be challenged.

According to Guba and Lincoln (1994), the concept dependability replaces the idea of reliability. It encourages researchers to provide an audit trail. For this, the researcher has opened the documentation of instruments, methods and decisions about the research to external scrutiny.

Accordingly, it will be presented to the research participants responsible for its completion who then completed the questionnaire without any help from or guidance from the researcher.

To sum up, reliability of this research was ensured using the already mentioned techniques. These include reflexivity, audit trail, triangulation, peer debriefing, member checking, and prolonged engagement in the process of data collection and intensive reading.

3.6 Ethical Considerations

According to Creswell (2007), the primary goals of research are knowledge generation, policy, practice, cultural transformation, and, in general, the participants' well-being. In addition, research possesses a positive ethical value and respect for individuals, stemming from a belief in a set of guiding principles. Consequently, respecting participants' rights and dignity is crucial to effectively promoting health and well-being. Therefore, the focus of any research study should be on the research participants. According to Grant (2002), ethical issues in research are more intricate when using a qualitative approach as opposed to a quantitative one, involving more individualized techniques and greater intrusion into the participant's daily life.

Therefore, the research participants were made aware that their involvement in the study was voluntary. They were therefore free to leave the study at any moment without facing any negative repercussions, and their involvement or lack thereof in the research did not cause them any harm. After informing the participants about the nature and goal of the study, I was able to secure their voluntary and informed consent. I further declare that I will protect the participants from any threat or psychological, social, legal, or dignitary harm. As a result, participants were chosen as fairly as possible to ensure that no particular group of people is unjustly included in or excluded from the study.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1. Introduction to the chapter

This chapter presented the data analysis, presentation, and interpretation of the findings on the data collected from the staffs of selected departments in MoE. In the preceding section, the researcher investigated into methodological concerns and identified the approach utilized to analyze the data. Moving forward, this chapter aims to present the discoveries linked to the research inquiries, as well as additional themes that surfaced. As the intent of this study centers on the Assessment of Implementation of Inclusive Education Project at FDRE Ministry of Education, the research entailed the participation of 19 individuals (15participants taken for Questionnaires and four heads of the departments taken for interviews) within the education system to gather their lived experiences.

Afterward, conduct an analysis focusing on the underlying themes that encompassed the fundamental and secondary inquiries of the research, as well as additional ones that surfaced during the data collection process. In congruence with this, while engaging in interviews with four participants across department heads. The ensuing list provides a comprehensive overview of the themes I identified throughout the study.

4.2. Questionnaire response results

A quantitative survey was conducted to investigate the implementation Inclusive Education Project at FDRE Ministry of Education in inclusion of people with intellectual disability within the project.

Fifteen experts from two departments at FDRE MoE- the plan program department and special needs education department requested to fill a survey questionnaire.

This section summarizes the outcomes of the surveys to understand identify gaps and benchmark existing statuses quo of inclusive education in Ethiopia, the driving forces for driving initiatives,

potential entity points for impacts, the challenges in implementing projects. The results of analysis are compiled into four key areas.

- Enabling policy and legislative framework to support Inclusive education, especially for intellectual disability
- The level of understanding and awareness among different stakeholders within the community and government.
- Institutional and human Capacity including, Human capacity, Institutional capacity and Financial capacity
- Lessons learned from existing initiatives in terms of challenges and opportunities

Here the study pointed out the respondent's gender, age, education level and working experience of the staffs those who were participating in the responding of questioners.

Table 4.1 Demographic Characteristics of Population

Variables	Categories	Frequency	Percent (%)
Gender	Male	11	73.3
	Female	4	26.7
	Total	15	100
Age	Below 25 years	0	-
	26-36 years	0	-
	36-45years	10	66.7
	46-55years	4	26.6
	56 & above	1	6.7
	Total	15	100
	Diploma	0	-

Educational Level	Degree	2	13.3
	MA	12	80
	PhD	1	6.7
	Total	15	100
Experience	1 - 5 years	0	-
	6-10 years	5	33.3
	Above 11 years	10	66.7
	Total	15	100

According to the above table 4.1 among the participants on the responding of the questioner 11 (73.3%) were males and the rest 4 (26.7%) of the respondents were also females. It indicates that most of the respondents were males.

Existing trends from my experiences in the organization I work with Fikir Ethiopia National Association on Intellectual Disability shows, mothers and female members of the family and society, have close relationships, more engagement in the lives of people especially family with intellectual disabilities. As such, additional emphasis was given to female participants to conduct the survey. In spite of their pivotal role, out of the fifteen participants, only five were women, only two of the management team were women. However, it is worth to note that, the better representation and active engagement of women participants in my experiences, reflects that, at the grassroots community level women have relatively better ownership, accountability and positive attitude for promoting inclusive education.

The level of education directly correlates with better understanding of societal challenges and solutions given the stigma and preconceived prejudices about the intellectual disability in Ethiopia, The research tried to assess if the a person educational background affect this perception. The majority of the participants were Higher education level backgrounds, while 80% of the

participants have MSc degree. As shown the above table 4.1 the education levels of the respondents 1st degree holders were 13.3% (2) of the whole respondents and PhD holders also 6.7% (1). It indicates the majorities of the staffs in these departments of MoE are educated and have better understanding levels.

Finally, as indicated in the above table the experiencing level of the respondents; there is no staff under 1-5 years' experiences has covers, 5 (33.3%) of the respondents were within the experience of 6-10years, 10(66.7%) of the respondents were above the experience of 11years. It shows that the staffs those who have working in these departments were well experienced.

However, it is worth to note that their academic background is not directly related to or focused on neither intellectual disability nor on inclusive education but rather on general education, project management and related topics like sociology.

Age was one variable considered to assess the level of awareness and implementation. The survey highlighted that majority of the participants fall under the category of 34-45 years. This might not entail a specific meaning, however given the average median age of Ethiopia population. It shows the need to bring younger experts and specialist to the workforce. Studies have shown that peer-to-peer interaction can help more (Cornelissen T., 2017).

4.2.1 Descriptive Analyses related with Inclusive Education Practices in the MoE

This part of the paper describes the finding of the respondent's perception towards the factors related to current practice of IE in the MoE. Descriptive statistics is done in the form of Frequency and Percentage, for the collected data and it is presented as follows.The appropriate column to the right side with consecutive numbers indicates where 1= strongly disagree 2=Disagree 3=Neutral 4=Agree   5=strongly agree.

Table. 4.2 – Analysis related with IE practices in the MoE

No.	Questions Items	Frequency					Total
		1	2	3	4	5	

1	Co-workers and team leaders understand inclusive education	0	0	2	13	0	15
	Percentages	0%	0%	13%	87%	0%	100%
Mean = 3.86							
2	Co-workers and team leaders understand learning/intellectual disability.	0	10	0	5		15
	Percentages	0%	67%	0%	33%	0%	100%
Mean = 2.66							
3	I understand what inclusive education means.			2	13		15
	Percentages	0%	0%	13%	87%	0%	100%
Mean = 3.86							
4	I understand what learning/intellectual disability is.		10	0	5		15
	Percentages	0%	67%	0%	33%	0%	100%
Mean = 2.66							
5	There are sufficient inclusive education projects available at MoE for students with intellectual disabilities.		6	5	4		15
	Percentages	0%	40%	33%	27%	0%	100%
Mean = 2.86							
6	Project/programs consider specific needs of learners with intellectual disabilities.			10	5		15
	Percentages	0%	0%	67%	33%	0%	100%
Mean = 3.33							

7	Schools are well equipped to practice IE for learners with intellectual disabilities.			9	6		15
	Percentages	0%	0%	60%	40%	0%	100%
Mean = 3.4							
8	Schools are well organize to implement and exercise IE for learners with intellectual disabilities.		5	6	4		15
	Percentages	0%	33%	40%	27%		100%
Mean = 2.93							
9	Adequate awareness training was provided for the project staff to include people with intellectual disabilities in the project planning and implementation.		4	4	7		15
	Percentages	0%	27%	27%	47%	0%	100%
Mean = 3.2							
10	All planning and program staffs have sufficient awareness about inclusive education and learners with intellectual disabilities.		6	4	5		15
	Percentages	0%	40%	27%	33%	0%	100%
Mean = 2.93							
11	Sufficient teaching material/aids are available for the education provision of learners with intellectual disabilities.		3	8	4		15
	Percentages	0%	20%	53%	27%	0%	100%
Mean = 3.06							

12	Projects give enough attention to the diversity needs of heterogeneous beneficiaries (including people with intellectual disabilities, etc) of IE.		3	8	4		15
	Percentages	0%	20%	53%	27%	0%	100%
Mean = 3.06							
13	There is sufficient administrative support for Inclusive Education Projects.			4	11		15
	Percentages	0%	0%	27%	73%	0%	100%
Mean = 3.73							
14	There is a need to improve the implementation of IE for people with **i**ntellectual disabilities**.**			1		14	15
	Percentages	0%	0%	7%	0%	93%	100%
Mean = 4.86							
15	The planning process of the project/programs is inclusive.		7	3	5		15
	Percentages	0%	47%	20%	33%	0%	100%
Mean = 2.86							
16	The action plan/the project plan/program plan of MoE considers the needs of heterogeneous/diversified groups of learners.			1	14		15
	Percentages	0%	0%	7%	93%	0%	100%
Mean = 3.93							
17	The staff are motivated to address the needs of students with intellectual disabilities in the		2	8	5		15

	project implementation and planning process.						
	Percentages	0%	13%	53%	33%	0%	100%
Mean = 3.2							
18	The project monitoring and evaluation tools and strategies are considered to check whether the project/program reaches specific needs of heterogeneous groups of students.		2		13		15
	Percentages	0%	13%	0%	80%	0%	100%
Mean = 3.73							

The survey highlighted that 87 percent of the participants have clear understanding about what inclusive education is but a lesser degree of understanding for what intellectual disability learning is. They also have a more or less similar understanding of the level of awareness of their coworkers and team leaders for this project. Majority of their colleagues have limited understanding of what education and learning for intellectual disability refers to and include.

At national level, MoE there are sufficient programs focus on inclusive education. There are 3 main programs however, with regards to intellectual disability apart from the policy level recognition, there are not so many projects. The outcomes of the survey also reaffirmed this status quo. Only 27% of the participants agree that sufficient projects were implemented by MoE, 40% of the participants disagreed with this and the rest 33% participants scored neutral. According to the participants, the projects and programs considering specific needs of learners with intellectual disability is very limited. Mainly attributed to lack of educational facilities, which are well equipped and organized to fulfil the needs of students with intellectual disability. As per the UN Convention on the Right of Person with Disability (UNCRPD) , it is mandatory to take into consideration the rights of differently able students when building infrastructure eg rumps for wheel chairs, easy and flexible curriculum for children with intellectual disabilities.

Though majority of the experts had sufficient awareness with inclusive education, it was

unanimously agreed that, it is very instrumental they were involved in during the designing and planning of the project. This gave them the opportunity to internalize the projects objectives, context; planning activities expected deliverable and outcomes. However there is a limitation on the inclusiveness of the planning process of the project/programs. According to 40 % of participants disagreed on the planning and process of the project/programs are inclusive.

About 67% of the participants mentioned that most projects, addressing inclusive educations do not give sufficient attention to the diversified needs of heterogeneous beneficiaries like with intellectual disability. They attributed, this gap results, due to lack of sufficient staff personal both at administration and at management level. The survey further reaffirmed the need for improving and scaling up inclusive approaches not only for implementing but for also planning process. According to the study result 93% of participants strongly agreed on there is a need to improve the implementation of IE for people with intellectual disabilities.

40% of the participants were not actually aware about the whether the schools are well organize to implement and exercise IE for learners with intellectual disabilities where as 33% of participants disagreed on the school organization to implement and exercising IE for people with intellectual disabilities. Only 27% of participants agreed on this schools implementations of IE.

Developing key performance indicators to measure impacts and capturing lessons learned are the cornerstone benchmark for up scaling similar programs. The benefit of this project, according to 80% of the survey participants were that, detailed monitoring and evaluation tools and strategies were considered to track project implementation, ensure the specifics needs of heterogeneous groups of students. However, all interview respondents declared that the M&E tools and strategies not explained or assessed about the specific needs of heterogeneous groups of students.

4.2.2 Descriptive Analyses related to challenges and available resources of inclusive education programs and projects.

Table 4.3 Analysis related to challenges and available resources of inclusive education programs and projects.

No	Items	Frequency					Total
		1	2	3	4	5	
1	Sufficient resources are allocated for inclusive education for students with intellectual disabilities.		13	2			15
	Percentages	0%	87%	13%	0%	0%	100%
	Mean = 2.13						
2	Adequate budget is allocated to address IE needs of students with intellectual disabilities.		14	1			15
	Percentages	0%	93%	7%	0%	0%	100%
	Mean= 2.06						
3	Adequate budget allocation for curriculum revision for heterogeneous learners		10	1	4		15
	Percentages	0%	67%	7%	27%	0%	100%
	Mean= 2.6						
4	There is budget allocation for teachers training.		8	3	4		15
	Percentages	0%	53%	20%	27%	0%	100%
	Mean=2.73						
5	Budget is allocated for monitoring and evaluation.			1	14		15
	Percentages	0%	0%	7%	93%	0%	100%
	Mean=3.93						
6	Budget is allocated for teaching aids.			1	14		15
	Percentages	0%	0%	7%	93%	0%	100%
	Mean=3.93						
7	There is budget allocation for support teachers	14		1			15
	Percentages	93%	0%	7%	0%	0%	100%
	Mean=1.13						
8	There are more challenges to implement inclusive education projects compared to other education projects in the MoE.					15	15

	Percentages	0%	0%	0%	0%	100%	100%
	Mean=5						

Based on the participant responses 87% of participants disagree with sufficient resources are allocated for inclusive education for students with intellectual disabilities statement. This shows there is lack of sufficient resources for inclusive education specifically with intellectual disabilities. The study also tried to see the budget and resource allocation per necessary activities to secure the inclusion of students with intellectual disabilities. The data shows that 67% of participants disagreed on adequate budget allocation for curriculum revision for heterogeneous learners. It is also almost the same result on budget allocation for teachers training 53% of participants disagreed. This study also obtained result on the challenges to implement inclusive education projects compared to other education projects in the MoE. As a result 100% of participants agreed on Inclusive education project implementations faced more challenges compared with other projects.

As it is explained under the open ended questions by this survey participants, one of the challenges of implementing program with intellectual disabilities is lack of resource, mainly financial resource. This is due to lack of sufficient awareness in all layers of stakeholders. it is also due to lack of specific guidelines to implement the existing IE strategies, lack of teaching aids and also lack of trained teachers.

The case of these projects are also no different. Adequate budget and resources not allocated for the projects. There are a significant shortage of budget for curriculum revision, provision of teaching aids, teachers training, conducting monitoring and evaluation. In general, more than 50% of the participants stressed the lack of sufficient financial resource, material resources as well human capital.

One of the participant stressed the need for incorporating the required legislative framework for Intellectual disability in the national GEQIPE -E framework. One possible area mentioned by the participants is policy support for procurement of teaching materials. Eg Tax incentives.

In this survey there was also open ended questions which ask questions related with allocated resources and challenges. However among 15 participants only 5 participants willing to give responses for this questions.

4.3. Identified Themes

Table-4.2 Identified Themes

Themes developed from interview with department heads and team leaders
Understanding of Intellectual disabilities and Inclusive Education
Project limitations on meeting the need of heterogeneous groups like children with intellectual disabilities
Budget allocation for Inclusive Education project activities
Assessment and progress monitoring and Evaluation practices in inclusive education for heterogeneous groups (eg. students with intellectual disabilities)
Challenges to implement Inclusive Education

4.4. Themes developed from interview with department heads and team leaders

4.4.1 Understanding of Intellectual disabilities and Inclusive Education

The department heads and team leaders provided the following response when asked a question how they had conceptualized inclusive education and intellectual disabilities.

Participant A: inclusive education "I will take IE as 'Inclusion' – To benefit all citizens with different type of capabilities in one setting. This includes children who have special difficulties or disabilities".

Intellectual Disabilities- " It is related with intelligence or IQ, which is less than average, people who have difficulties to analyzing matters intellectually"

Participant B: Inclusive Education -"By fulfilling their needs teaching children with disabilities along with normal children ….."

Intellectual Disabilities- "peoplewho don't have ability to think quickly or fast and also students who have difficulties to have equal speed with others."

Participant C: "Enabling children with special educational needs in the same classroom with others; by identifying them in the schools, fulfilling their special needs in righteousness way, and creating accessible environment."

Intellectual Disabilities- "a student who has limited capacity of learning skills to follow the existing standard of teaching-learning content".

Participant D: "The goal of inclusive education is to educate and assist every child, regardless of their ability or disability."

Intellectual Disabilities-"It is a cognitive disability in short."

Despite working in the field of education, each of the interviewees had a distinct conception of inclusive education and intellectual disabilities. Of the four above, the first two interviewees' perceptions of inclusion have been tainted by the idea of integration. But only one of the four gave an explanation of inclusive education that focused solely on Children with Disabilities. The fact that the fourth interviewee approached it from a different viewpoint was a plus. In actuality, inclusive education is a broad concept and a process. As a result, it can be viewed from several angles, including the perspectives of equity, diversity, and accessibility in education. Furthermore, inclusive education is a tactic where teachers instruct students based on their individual abilities.

In order to be inclusive, a school setting must be both welcoming and accessible, and differences must be acknowledged as resources for learning rather than as issues. It also requires refraining from using disparaging language that could dehumanize students. However, the terminology used by the three interviewees (normal and abnormal) betrays how offensive they were in their descriptions of the circumstances. Teaching children with disabilities alongside their non-disabled peers is what the three of them refer to as inclusive education. In addition, the word "abnormal" wasemployed in place of Children with Disabilities.

4.4.2 Project limitations on meeting the need of heterogeneous groups like children with intellectual disabilities

The desired outcomes of projects explained in project proposals, reports, or project plans. Here the research analyzed how these goals align with the broader contribution of inclusive education. What

contribution doesinclusive education have for students with intellectual disabilities? With what strategies and how do you implement inclusive education programs/projects for heterogeneous groups of learners? werecrucial questions put forward for interview participants.Below are their responses.

Participants A:

> *"GEQIP-E project had efforts to address the needs of those children with disabilities but there was no guidelines how to fulfill the needs of heterogeneous groups of learners ... There are so many challenges to exercise the real IE practices to provide quality education activities for people with intellectual disabilities ..... and I believe that IE has opportunity to show that people have capacity to learn and it has also opportunity for families to take out their hidden children to the society".*

Participants B:

> *"Projects support children to get opportunity of special needs education and inclusive education to enter regular classrooms with the support of resource centers...... IE can contribute to the fulfilment of children's with disabilities rights, their social interaction and to increase their confidence".*

Participant C:

> *" We aim and set objectives to exercise IE for all and tried to fulfill necessary input but I don't think the effort and practices exist for those with intellectual disabilities........IE will contribute to develop positive attitude about themselves and build their confidence by avoiding isolations".*

Participant D:

> *"From the beginning, by fulfilling their required needs to achieve their educational needs but we can't say that we are fulfilling the need of people with intellectual disability through projects as expected........ As education is right for all, IE has an opportunity to meet the aim of equality and justice in the education sector".*

Fortunately, both participants agreed that teachers and school administration had an indispensable role in realizing inclusion of children with intellectual disabilities in the regular schools setups. According to the interviewees reflections, the projects goals and specific objectives generalized

the needs of heterogeneous groups. There are limitations. The participants have touched upon all project implementers as critical elements of inclusive education though the contribution of the segment differed according to the interviewees' viewpoint.

Based on the interviewees, this research recognizes that the key personnel who has vital role on project planning and implementation understand the benefit of IE for Children with intellectual disabilities. However, there is a gap between the practical need of IE for heterogeneous groups and expected practices. One of participants confessed, "There is no specific strategies to respond specific needs of heterogeneous groups and its a general implementation strategies deployed". This convicted differentiation and individualization strategies employed in inclusive education for heterogeneous groups. All interview participants confirmed that projects aimed to bring 70% of children with disabilities and address their educational needs in general way without considering specific needs of children with intellectual disabilities.

Most of interview participants believe that the practical implementation responsibility is teachers' and Special Needs Education experts' duties. However, the most important variables of IE should get attention in all over sections of project ranges and series. Hence, one of the participant said: "The commitment of the leaders is more than anything else to include Children with Intellectual Disabilities in to the regular school."

When this research overview the performance and achievements of this project the researcher identifies limitations based on interviewee's responses. According to one of participant's explanation, projects have their own segments for example GEQIP-E project has 4 segments one is improving internal efficiency, two improving equitable access, third improving quality and fourth improving system. All these 4segments measured the general implementation results with few indicators. He said that "Based on this measurement process we will say the performance is moderately satisfactory. However, when the project evaluated in qualitative way need versus demand, the result shows that the project did not satisfy the demand". The other participant also said that "there is a big differences between planned activities/needs and resource allocation".

4.4.3 Budget allocation for Inclusive Education project activities

The interview participants were asked what amount/percentages of the program/project budget is

allocated for IE for learners with intellectual disability. They responded:

Participant A:

"We can't know the amount used for children with intellectual disabilities.It is generally allocated based on resource centers ...there is a scarcity of budget in general".

Participant B:

> *"We can't say that there is specific budget allocation for children with intellectual disabilities, 5% of the total budget of projects and annual budget allocation is for all people with intellectual disabilities"....... One of the challenges we faced that the lack of budget allocation for projects"*

Participant C: "There is no specific budget allocation.it is general and the needs of children with intellectual disability might be dominated by needs of children with other disability types".

Participant D: "The budget in general insufficient and we are not satisfied …. it is not alien with the need we have in the ground".

All participants agreed and confirmed that there is lack of budget allocation in general to execute all project activities. According to interview participants reasons of lack of budget allocation for IE activities, it might be related with the economic level of our country as it is developing or poor country.The other reasons identified by participants are the top leaders' commitments to allocate sufficient budget allocation for IE implementations.

4.4.4 Assessment and progress monitoring and Evaluation practices in inclusive education for heterogeneous groups (eg. students with intellectual disabilities)

The following responses were obtained from interview participants for the questionhow the monitoring and evaluation of IE program implementation was practiced and what strategies were used at national and regional levels to supervise implementation of IE for people with intellectual disabilities.

Participant A: "There is a supervision visit based on each working team.For example on our department we do supervision visitevery 6months together with donors".

Participant B: "We don't have specific strategies to assess the achievements of IE implementations for people with intellectual disabilities.It is general strategy and tools to supervise the performances".

Participant C: "There is no specific assessments for heterogeneous groups, it is general and I never see any achievements regarding to quality performance of IE for heterogeneous groups in my work life."

Participant D: "There is a checklist which help us to evaluate regions whether they contextualized the annual and the 10years plan and how their overall performance looks like".

According to the respondents, the Monitoring and evaluation work is done twice or once in a year. This might be disrupted by peace and security issues. Though M&E is not based on specific performance and achievements of heterogeneous groups of students. As Participant B: explained that "the assessment results may be satisfactory when it is carried out in quantitative way however we couldn't get qualitative results which can show the level of performances addressing specific needs of heterogeneous groups". According to respondents there is no detail and plan versus achievement M&E assessments rather qualitative data collections and it is a big gap to review the performance of the project implementations.

4.3.5 Challenges to implement Inclusive Education

The research has got similar answers in terms of the list of challenges in the implementation of Inclusive Education

Participant A:

> *"There is lack of resource allocation, lack of trained human resource, low level of awareness regarding to IE and people with disabilities and also sometimes misusing of allocated resources…..inaccurate and inconsistence data at national and regional level".*

Participant B:

> *"The first challenge we are facing is lack of resources in general. There is no data disaggregation on disability types, the information is always based on estimations it is not accurate… even though there is available data in few set ups there is the gap related with inconsistency".*

Participant C:

> *"In addition to lack of resource allocation and commitments I observing that there is also lack of Awareness gaps on intellectual disabilities". "Lack of awareness from higher officials up to grass root community including parents of children with intellectual disabilities".*

Participants D:

"We are attempting to assist Children with Disabilities. However, the government may not view the lack of inclusive guidelines, policies, and other documents as a top priority"

Together, the participants stated that school directors used to voice their discomfort about including Children with Disabilities in regular schools during supervision visits. As the participants went on to describe their experiences, they found that the biggest problem facing the group was not only the general lack of awareness among education actors, but also the scarcity of adapted teaching materials for students with disabilities specially for children with intellectual disabilities. As a result, inadequate special needs equipment provision was mentioned by all interview participants as the primary obstacle to implementing inclusion.

According to interview participant's perceptions how unclear guidelines and the strategic plan were to Education experts like Participant B stated, "There is strategic plan. But not guideline!" And Participant C mentioned that "The MoE is discussing absence of guidelines. But it has not been put in place yet!" The education system may find it easier to verify and reconcile the planned course of action with the intended outcome with the aid of the strategic plan.

Education heads have long believed that a major obstacle to teaching Children with Disabilities is financial constraints. As a result, the data that was obtained showed how little thought officials gave to the education of children with intellectual disabilities and how poorly committed they were. The mere fact that "four percent of school coverage of children with disabilities" is acknowledged as a success shows how the leaders in education have diminished the importance of children with disabilities education. According to the participants' accounts, educators, parents, and non-governmental organizations have a highly noticeable and pervasive issue with regard to the lack of commitment to include children with disabilities. If these stakeholders lack goodwill,

there is a risk to the implementation of inclusive education.

4.5 Discussions

In this sector, the themes have been discussed as put together presented in the previous section. Therefore, the discussion has folded a range of matters that affect the effective implementation of inclusive education programs for heterogeneous groups in Ethiopia.

Ethiopia, like many other nations, particularly those in the developing world, is a relatively newcomer to the field of education in general and inclusive education in particular. As a result, it is unclear what the inclusive education philosophy is. Consequently, it is possible to identify how education program experts misunderstand inclusive education for people with intellectual disabilities based on the results of the present study. Derogatory terms or language that can dehumanize people with intellectual disabilities were common throughout the interview, as the data shows. Words like "normal," "abnormal," "health problem," and others may serve as indicators of how far the participants had fallen outside the bounds of inclusive education. Thus, this study recognized a barrier to the implementation of inclusive education programs as the staff members' lack of understanding about the differences between integrated and inclusive environments. Once more, education specialists noticed that teachers expressed skepticism regarding the academic achievement of students in inclusive environments.

As it is discussed in the interview data, the impact of inclusive education programs in Ethiopia has undoubtedly been hindered by the lack of inclusive policy. Therefore, it appears impractical to facilitate inclusive education in the absence of such a mandated policy. Thomas (2013) has made similar observations, stating that an inclusive policy would mandate inclusion and may compel the government to provide resources and other forms of assistance in order to guarantee its implementation. Clear directions and implementation strategies may arise from policy (2013). According to Unesco (2009), policies determine how inclusive education is implemented overall and in what direction. Therefore, a policy is more than a strategic plan, set of guidelines, or other document. Nonetheless, the current study's participants thought of policy as a piece of paper. Because of this, even though the nation does not yet have policies, in their eyes, strategic plans are policies. In light of this, it is determined that the Strategic Plan is the only important document the

nation has for implementing inclusive education programs. This might has its own contribution to the proper implementation of inclusive education. However, there should be guidelines to implement the strategic plan based on the need of heterogeneous groups.

Decision-makers play a crucial role in promoting inclusion or discouraging the shift from a segregated environment to an inclusive mainstream educational system, as Mafa (2012) attests. Because of this, research participants thought that political leaders could be crucial to the successful implementation of any program, including inclusive education. Ethiopian practice, on the other hand, is different. The interview results show that top leaders are not as committed to ensuring that children with special needs are included. Top leaders' resistance has led to a lack of funding, poor human resource development, and inadequate acquisition of modified educational materials and guidelines. All of these elements have made it more difficult to realize how special needs children can be included in the education project and program implementations. Mafa (2012) discovered that political resistance poses a hurdle to the implementation of inclusive education in Zimbabwe. According to him, a lack of political will could prevent sufficient funding from being allocated to educate special needs students in ordinary classrooms.

One of the major barriers to the realization of Children with Disabilities inclusion in the nation has been identified as the lack of budgetary title. As Unesco has extensively documented, inadequate funding may be considered the primary cause of the delayed and sluggish development of inclusive education programs at all levels of the educational system (2005). The allocation of this budget was based on thematic area rather than the unique needs of heterogeneous groups, as the heads of education observed. The common limitation of the projects is the lack of adequate resources, including funding, personnel, and specialized support services. Limited resources can make it challenging to provide necessary accommodations, assistive technologies, and individualized support for children with intellectual disabilities within inclusive education settings.

When discussing project limitations in meeting the needs of inclusive education for heterogeneous groups, such as children with intellectual disabilities, several key points may arise. Researches revealed that the potential limitations Inadequate Teacher Training and Professional Development; Limited teacher training and professional development opportunities in inclusive (Naicker, 2006)

education and specific strategies for supporting children with intellectual disabilities can hinder effective implementation. Teachers may not have the necessary knowledge, skills, and strategies to address the unique learning needs of these students within the inclusive classroom.

Accurate Person with Disabilities data for health and other services has thus proven difficult to come by (WHO, 2011). According to WHO study shows that families do not want to expose their Children with intellectual disabilities due to societal discrimination and cultural prejudice. In a similar vein, the current study found that the study regions lacked accurate data on students with special needs. Accordingly, researchers related with IE who have been referred in this study demonstrated that there is a dearth of information on Children with Disabilities and that the evidence that does exist is based on a smaller sample size than that of the majority of other children without disabilities.

ESDP-VI of MoE stated that;"….there is difficulty in obtaining data on children with disabilities, and a lack of valid instruments to identify children with special needs". Even the data that are available from various offices within the educational hierarchy are inconsistent and do not provide a complete picture of the true number of Person with Disabilities/children with disabilities overall and Children with intellectual Disabilities specifically. As a result, it has been discovered that one of the most difficult problems with implementing inclusive education programs in Ethiopia is not only accurate data but also inconsistent data. Therefore, as the results demonstrate, it is a very noticeable fact that every research participant, was unaware of the precise number of children with disabilities they were helping in their respective projects. Neither the federal government nor the Regional Education Bureaus have yet established a database for children with disabilities service delivery nor research purposes. As a result, no department or division within the educational system possessed national statistics regarding disabilities.

Even though inclusive education is less expensive than segregated education, funding must be allocated for its implementation. However, officers found it difficult to adjust and modify the learning input to suit Children with disabilities because there was limited budget title in the finance. According the interview participants responds five percent of the school grant, which is the first, allocated to the education of Children with disabilities according to guidelines.

When discussing the limitations of assessment and progress monitoring practices in inclusive education for heterogeneous groups, including students with intellectual disabilities, several points may be raised. Standardized assessments often have limitations when it comes to capturing the abilities and progress of students with intellectual disabilities. These assessments may not adequately measure their unique skills, strengths, and areas of growth, as they are typically designed for the average student. As it is revealed by interview participants projects and M&E practices never assesse and review the specific achievements of children with intellectual disabilities in the IE project implementations. Consequently, the results of monitoring assessments not provided a comprehensive understanding of the capabilities and achievements of students with intellectual disabilities. There is also a lack of appropriate assessment tools and resources specifically designed for heterogeneous group of students in inclusive education project implementations. Progress monitoring and evaluation practices in inclusive education projects may not always provide individualized assessments that address the specific needs, abilities, and learning styles of students with intellectual disabilities. Generic evaluation methods may not accurately capture the progress and achievements of these students, as they require tailored assessment approaches that consider their unique circumstances.

In general the overall outcome of the survey highlight the following key points

- There is sufficient level of understanding of inclusive education but not Intellectual disability. However, more needs to be done to enhance awareness at all levels.
- The available opportunities, number of projects and schools is very lower when compared to the high demand.
- When compared to the other project focusing on inclusive education, projects focusing on intellectual disability encounter more challenges in terms of human capital. One participant mentioned that there are only few experts assigned in the Ministerial office with appropriate training.
- Lack of limited access for training both soft and hard skills on the topics affects availability of qualified manpower
- The institutional capacity to implement such projects is week especially at lower public

administrative levels like Woreda education offices. It was mentioned that further ownership and accountability is expected from the higher officials to integrate intellectual disabilities as one area of concern.

- Lack of well-coordinated efforts among stakeholder resulted in replication of effort and hinders opportunity for maximum impacts

- Apart from the budget allocated as part of the inclusive education by the ministry of education, there is very limited budget line and allocated fund to finance such projects. it was suggested to use innovative approach like ear marking at least 5% of total educational institutes finance for intellectual disabilities programs

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS OF THE STUDY

5.1 Introduction

This chapter tried to summarize the outcomes of the study or findings and to provide possible solutions or recommendations in order to solve the problems. The first section of this chapter is dedicated to the conclusion part and based on these summarized findings recommendations are given.

5.2 Summary

For the purpose of this research, mixed methods were used to undertake the research process. To accomplish the research work, phenomenology as an approach, judgmental sampling, questionnaire and structured interview as instrument and phenomenological interpretation as method of analysis used. This paper investigated the inclusiveness of the Inclusive Education (IE) projects to address the needs of heterogeneous groups, at the Ethiopian Ministry of Education, specifically concerning children with intellectual disabilities. As the intent of this study centers on the Assessment of Implementation of Inclusive Education Project at FDRE Ministry of Education, the research entailed the participation of 19 individuals (15participants taken for Questionnaires and four heads of the departments taken for interviews) within the education system to gather their lived experiences. The paper details several challenges: inadequate funding, a lack of trained personnel, inconsistent disability data, unclear guidelines, and insufficient attention to the specific needs of children with intellectual disabilities. Developing key performance indicators to measure impacts and capturing lessons learned are the cornerstone benchmark for up scaling similar programs. The benefit of this project, according to 80% of the survey participants were that, detailed monitoring and evaluation tools and strategies were considered to track project implementation, ensure the specifics needs of heterogeneous groups of students. However, all

interview respondents declared that the M&E tools and strategies not explained or assessed about the specific needs of heterogeneous groups of students. Findings indicate the necessity of a clear inclusive policy, stronger political commitment, better funding, accurate disability data, enhanced teacher training, and suitable assessment practices. The study suggests capacity-building initiatives like establishing Inclusive Education Resource Centers and recommends legislative changes and national assessments to create a holistic approach to inclusive education in Ethiopia. However, the study faces limitations, including potential generalization due to a small sample size and unexplored external contextual factors.

This paper focuses on the implementation of inclusive education for people with intellectual disabilities in Ethiopia. It discusses the challenges, benefits, and practices of inclusive education, as well as the importance of supportive policies and awareness among stakeholders. The study identifies barriers such as limited understanding of intellectual disabilities, inadequate funding, lack of trained personnel, and insufficient assessment practices. It recommends establishing clear guidelines and policies, enhancing political commitment and funding, and creating Inclusive Education Resource Centers to improve the inclusivity and effectiveness of inclusive education projects. The research try to assess based on the following questions;

- What are the main challenges faced in the implementation of inclusive education for people with intellectual disabilities in Ethiopia?
- How does the lack of understanding of intellectual disabilities among co-workers and team leaders affect the provision of inclusive education?
- What are the recommended strategies for improving the inclusivity and effectiveness of inclusive education projects for heterogeneous groups in Ethiopia?

5.3 Conclusion

Depending on the results of the study, some conclusion has been made. All projects in the MoE should consider the educational need of heterogeneous group of students. Thus, it can be concluded that Inclusive Education project implementations is in progress in the Ministry of Education. Despite the fact that, the result of the document analysis showed that there was no specific attestation about intellectually impaired pupils, types of their disability or what has been done for

them.

The other factor that affected the proper execution of Inclusive Education projects in the MoE was lack of acceptable training for all stakeholders regarding all aspects of Inclusive Education. Thus, it can be concluded that lack of knowledge and skill regarding Inclusive Education affected its proper perpetration in the particular implementation.

In conclusion, the study underscores the challenges and necessity for actively pursuing inclusive education within Ethiopia's educational framework, particularly for children with intellectual disabilities. While the government has made strides toward achieving Education for All, significant gaps in policy, resource allocation, teacher training, and awareness hinder the effective integration of IE projects into the mainstream educational system. The conclusions drawn from this study could shape future policy decisions and educational project practices, serving as a pivotal step in realizing the goal of inclusive education in Ethiopia. However, given the study's limitations in scope and depth, further research is warranted to support these recommendations and expand our understanding of inclusive education's multifaceted challenges within the country.

5.4 Recommendations

Recommendations from the study include the need for establishing clear guidelines and policies specifically addressing the challenges faced by children with Intellectual Disabilities. Enhancing political commitment, funding, and capacity-building initiatives, such as the establishment of Inclusive Education Resource Centers, are critical to improving the situation. The paper underscores the need of policy support and a national assessment to develop an integrated approach to inclusive education in Ethiopia. Strategic efforts including robust policies, increased funding, and comprehensive teacher training must be pursued to create a genuinely inclusive environment that respects the rights and meets the needs of all learners. Here, the possible remedies are directed in order to solve or reduce some problems in MOE while implementing IE projects:

- One of the primary limitations is ensuring adequate representation of diverse groups within the project. Heterogeneous groups encompass individuals from different backgrounds, abilities, and identities. It's crucial to actively involve and include individuals from these diverse groups in the planning, decision-making, and implementation processes of the IE

project. This can help ensure that their unique perspectives and needs are considered and addressed appropriately.

- Establishing Inclusive Education Resource Center (IERC) can help facilitate the availability and access for affordable, assistive technology and devices, teaching aids and materials resources.

- Accessibility is a critical consideration in an IE project. Individuals within heterogeneous groups may have different accessibility needs, such as those related to intellectual disabilities, sensory impairments, or language barriers. It's important to provide inclusive learning materials, assistive technologies, and alternative formats to accommodate a wide range of needs. Ensuring that the project's infrastructure, resources, and activities are accessible to all participants is vital for creating an inclusive learning environment.

- Differentiated Instruction; Heterogeneous groups often consist of individuals with varying abilities, learning styles, and cognitive profiles. To address this, it's important to employ differentiated instruction techniques that cater to individual needs and preferences. This may involve using varied instructional strategies, providing additional support or accommodations, and fostering a flexible learning environment that values and respects diverse learning pathways.

- Teacher Training and Professional Development: The success of an IE project depends greatly on the knowledge and skills of the educators involved. Providing comprehensive teacher training and ongoing professional development is crucial for addressing limitations related to heterogeneous groups. Teachers and educators play a crucial role in inclusive education for children with intellectual disabilities. Providing comprehensive training and ongoing support to teachers is essential. This training should cover topics such as understanding intellectual disabilities, effective instructional strategies, behavior management techniques, and creating inclusive classroom environments. Professional development opportunities and access to resources that focus on inclusive practices can greatly enhance teachers' abilities to support children with intellectual disabilities.

- Collaboration and partnership with stakeholders, including families, community members, and relevant organizations, are essential for addressing limitations related to heterogeneous

groups. Engaging these stakeholders in the design, implementation, and evaluation of the IE project can provide valuable insights, resources, and support. It helps to foster a sense of shared responsibility and collective ownership, leading to more effective and sustainable inclusive educational initiatives.

- Children with intellectual disabilities have diverse needs and abilities. It's essential to adopt an individualized approach that recognizes and addresses each child's unique strengths, challenges, and learning styles. This may involve conducting thorough assessments to understand their specific needs, setting personalized goals, and developing tailored teaching strategies and accommodations.

- Evaluation and Progress Monitoring: Regular evaluation and progress monitoring are crucial to determine the effectiveness of inclusive education practices for children with intellectual disabilities. Using a variety of assessment methods, including both formal and informal measures, helps to track progress, identify areas for improvement, and make necessary adjustments to individualized education plans. Continuous evaluation ensures that the educational strategies and supports provided are meeting the child's evolving needs. A comprehensive national assessment needs to be conducted to understand the overall context to develop an inclusive approach.

By considering these recommendations and actively working to overcome the limitations, it is possible to promote inclusive education for children with intellectual disabilities, creating an environment that supports their learning, development, and overall well-being. The practice can improve the inclusivity and effectiveness of Inclusive Education projects for heterogeneous groups. These recommendations aim to address the identified barriers to IE implementation and improve the inclusiveness of IE projects at the Ethiopian Ministry of Education. Implementing these recommendations can contribute to the effective integration of IE projects into the mainstream educational system and help in realizing the goal of inclusive education in Ethiopia.

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Appendix I – Survey Questionnaire

St. Mary's University

School of Graduate Studies

School of Business

Dearrespondents,

This survey questionnaireis designed for Master Thesis accomplishment needed for partialfulfillment of Master of Art Degree in Project Managementat St. Mary University. This questionnaire is prepared for staff /team member of the Plan and Program Department and Special Needs Education Department at FDRE MoE. Therefore, the objective of this questionnaire is to collect information for the studyconducted on Assessment of Implementation of Inclusive Education Project at FDRE Ministry of Education: Inclusion of people with intellectual disability. Your genuine, honest, and prompt response is avaluable input for the quality and successful completion of the research. The information yougivewill be used onlyfor academicpurposeandwill be kept confidential.

Thank you in advance!!!

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Email:-mahinigusse@yahoo.com

Advisor: - Misganaw Solomon (PhD)

Directionsforfillingthequestionnaire

Donotwriteyourname

❖ Puta "√"oran "×"markin the boxprovidedforchoice questions.

PartI:GeneralInformation

1. Sex: Female ☐ Male ☐

2. Age ☐ 25andbelow ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ 56 &above

3. Educational qualification: Diploma ☐ Degree ☐ Masters ☐ PhD ☐

   Other (Specify_____)

4. Howlonghaveyoubeen workingforyourcurrentorganization?

   1-5years ☐ 6-10 years above11years ☐

PartII:QuestionsrelatedtoImplementation of Inclusive Education Project

The following questions are related to current practice of IE in the MoE

Instruction:Pleaseindicatetheextenttowhichyoueitheragreeordisagreewiththefollowingstatementsbymarkingatickmark √or ×in theappropriate columnto theright sidewhere 1=stronglydisagree2=Disagree3=Neutral 4=Agree5=stronglyagree.

No.	QuestionsItems	1	2	3	4	5
1	Co-workers and team leaders understand inclusive education					
2	Co-workers and team leaders understand learning/intellectual disability.					
3	I understand what inclusive education means.					

4	I understand what learning/intellectual disability is.					
5	There are sufficient inclusive education projects available at MoE for students with intellectual disabilities.					
6	Project/programs consider specific needs of learners with intellectual disabilities.					
7	Schools are well equipped to practice IE for learners with intellectual disabilities.					
8	Schools are well organize to implement and exercise IE for learners with intellectual disabilities.					
9	Adequate awareness training was provided for the project staff to include people with intellectual disabilities in the project planning and implementation.					
10	All planning and program staffs have sufficient awareness about inclusive education and learners with intellectual disabilities.					
11	Sufficient teaching material/aids are available for the education provision of learners with intellectual disabilities.					
12	Projects give enough attention to the diversity needs of heterogeneous beneficiaries (including people with intellectual disabilities, etc) of IE.					
13	There is sufficient administrative support for Inclusive Education Projects.					
14	There is a need to improve the implementation of IE for people with intellectual disabilities.					
15	The planning process of the project/programs is inclusive.					
16	The action plan/the project plan/program plan of MoE considers the needs of heterogeneous/diversified groups of learners.					
17	The staff are motivated to address the needs of students with intellectual					

		1	2	3	4	5
	disabilities in the project implementation and planning process.					
18	The project monitoring and evaluation tools and strategies are considered to check whether the project/program reaches specific needs of heterogeneous groups of students.					

The following questions are related to challenges and available resources of inclusive education programs and projects. Indicate yourresponse by choosing: 1= strongly disagree 2=Disagree 3=Neutral 4=Agree 5=strongly agree, and putting a tick (√) mark inthe appropriate box.

No.	Items	1	2	3	4	5
1	Sufficient resources are allocated for inclusive education for students with intellectual disabilities.					
2	Adequate budget is allocated to address IE needs of students with intellectual disabilities.					
3	Adequatebudget allocation for curriculum revision for heterogeneous learners					
4	There is budget allocation for teachers training.					
5	Budget is allocated for monitoring and evaluation.					
6	Budget is allocated for teaching aids.					
7	There isbudget allocation for support teachers					
8	There are more challenges to implement inclusive education projects compared to other education projects in the MoE.					

11. What type of resourcesare allocated for inclusive education for students with intellectual disabilities. Please list them out.

_____
_____
_____
_____

12. What type of challenges are faced to implement IE in MoE?

_____

_____

_____

_____

_____

13. What type of challenges doesyour department/team face to implement IE?

_____
_____
_____
_____
_____

14. What are the challenges to include the needs of learners with intellectual disabilities in the Education programs or projects?

_____
_____
_____

Appendix II. Interview

St. Mary's University

School of Graduate Studies

School of Business

Dear respondents

These interview questions are designed for the partial fulfillment of Master of Art Degree in Project Management at St. Mary's University. The objective of this interview is to collect information for the study conducted on Assessment of Implementation of Inclusive Education Project at FDRE Ministry of Education: Inclusion of people with intellectual disability. The information you provide below is essential for the accomplishment of the study. Therefore, your genuine, honest, and prompt response is a valuable input for the quality and successful completion of the research. The information you give is used only for academic purpose and will be kept confidential.

Thank you in advance!!!

1. How do you understand an inclusive education?
2. How do you understand intellectual disabilities?
3. How do you implement inclusive education programs/projects for heterogeneous groups of learners?
4. What contribution do you think inclusive education has for students with intellectual disabilities?
5. How do you assess achievements of students with intellectual disabilities in your IE programs?

6. What inclusive strategy is exercised to plan IE for people with intellectual disabilities at national and regional levels?

7. What amount/percentages of the program/project budget is allocated for IE for learners with intellectual disability?

8. What strategy is provided at national and regional levels to supervise implementation of IE for people with intellectual disabilities?

9. How is the monitoring and evaluation of IE program implementation practiced?

10. What is your feedback on the performance of the program?

11. Is the budget enough to execute all activities?

12. Please explain why your answer is Yes or No for question No.11.

13. What are the challenges to implement inclusive education?