

CERTIFICATION

This is to certify that Mr. **Tadesse Zewdu Zegeye**, student of MARD from Indira Gandhi National Open University, New Delhi was working under my supervision and guidance for his project work for the course MRDP-001.

His project work entitled "**THE KNOWLEDGE, ATTITUDES AND PRACTICE OF INCLUSIVE EDUCATION IN NORTH WOLLO ZONE RURAL PRIMARY SCHOOLS**", which he is submitting, is genuine and original work.

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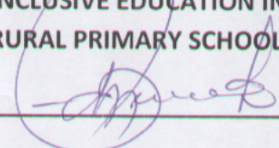
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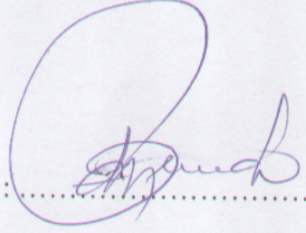
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Approved/Not Approved

DECLARATION

I hereby declare that the dissertation entitled “**THE KNOWLEDGE, ATTITUDES AND PRACTICE OF INCLUSIVE EDUCATION IN NORTH WOLLO ZONE RURAL PRIMARY SCHOOLS**” submitted by me for the partial fulfillment of the MA Degree in Rural Development to Indira Gandhi National Open University (IGNOU), New Delhi is my own original work and has not been submitted earlier to IGNOU or to any other institutions for the fulfillment of the requirement for any course of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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**INDIRA GANDHI NATIONAL OPEN UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE KNOWLEDGE, ATTITUDES AND PRACTICE OF INCLUSIVE
EDUCATION IN NORTH WOLLO ZONE RURAL PRIMARY SCHOOLS**

By: - TADESSE ZEWDU ZEGEYE

November, 2014

**THE KNOWLEDGE, ATTITUDES AND PRACTICE OF INCLUSIVE
EDUCATION IN NORTH WOLLO ZONE RURAL PRIMARY SCHOOLS**

By: TADESSE ZEWDU ZEGEYE

**SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
INDIRA GANDHI OPEN UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTERS OF ART IN
RURAL DEVELOPMENT**

November, 2014

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ABSTRACT

The main purpose of the study was to investigate the implementation of Inclusive Education in North Wollo Zone primary schools. In order to relate the findings of the study with reality, adequate related literature, document review and direct observation was conducted.

Descriptive survey method was employed in the study. The sources of data were three woredas of the Zone with four of the schools which were giving Special Needs Education being inclusive in their schools. There were 107 respondents covered in four schools, three woredas and zone education department used as source of data.

The data collection tools employed were questionnaire, interview and focus group discussion. To triangulate the data surveyed document analysis and direct observation was also used.

The main findings of the study are that teachers and the school community didn't have the proper training or knowledge to give education to students with Learning Difficulties/Disabilities. The attitudes of the school community were also not positive to give successful Inclusive Education in mainstream schools. The implementation of Inclusive Education in rural schools of North wollo was only at infant stage. There was high disparity of Inclusive Education in rural schools than urban areas. Children with Learning Difficulties/Disabilities had low access of Inclusive Education and contributed less in the development of the country.

The challenges of Inclusive Education were Lack of awareness ;Ineffective or non specific pre-service training and in service training; Absence of community /parent involvement; Negative attitude of school partners; Teachers competence to carry out Inclusive Education strategies and instruction and assessment methodologies; Inflexible curriculum and instructions; Lack of accommodation equipments, and materials for students with Learning Difficulties/Disabilities; Communication barriers between students with Learning Difficulties/Disabilities and the school community; Infrastructure of the school and environment; Absence of pre-school education and support, mentoring especially designed for students with Learning Difficulties/Disabilities; and Meager financial resources for students with Learning Difficulties/Disabilities accommodations.

The researcher emphasized the importance of inclusiveness in development especially improving attitudes and knowledge of stakeholders to raise the implementation status of Inclusive Education.

Awareness raising of the school community and training of teachers specific to disability types helps to deal with students with Learning Difficulties/Disabilities to improve the attitudes of the community towards disability. Creation of least restrictive environment by fulfilling and adjusting accommodations in the school, as well as selecting effective teaching methodology that encourages students with Learning Difficulties/Disabilities participation helps them to continue their education. The creation of more access of schools that are inclusive to children with Learning Difficulties/Disabilities gives more opportunity for them to enable themselves and contribute significantly in the development process.

The government has also great responsibilities in mobilizing stakeholders and finances well as setting conducive environments for children with learning difficulties/disabilities so that inclusive education and Millennium Development Goals become a reality and the children shall be drivers of rural development.

TABLE OF CONTENTS

Contents	page
DECLARATION.....	i
CERTIFICATION.....	ii
ACKNOWLEDGMENT.....	iii
ABSTRACT.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES	xi
TABLE OF ACRONYMS.....	xiii
I. Chapter One.....	1
1. Introduction.....	1
1.1 Background of the study	2
1.2 Statement of the problem.....	4
1.3 Objectives of the study.....	7
1.3.1 General objective.....	7
1.3.2 Specific Objectives.....	7
1.4 Significance of the study.....	7
1.5 Delimitation of the study /universe of the study.....	8
1.6 Limitation of the study.....	9
1.7 Organization of the study (Chapterization).....	9
1.8 Operational Definition of Terms.....	9
II. Chapter Two.....	11
2. Review of Related Literature.....	11
2.1 Development and Education.....	11
2.2 Rural Development, Education and Disability.....	13
2.2.1 Rural Development.....	13
2.2.2 Education and Rural Development.....	14

2.2.3 Disability and Rural Development.....	15
2.3 Rural Development and Inclusive Education.....	16
2.4 Historical Development of Special Education.....	18
2.5 Concepts and Principles of Special Needs and Inclusion.....	19
2.5.1 Definition of Special Needs.....	19
2.5.2 Concepts of Special Needs and Inclusive Education.....	21
2.5.3 Principles of Special Needs and Inclusive Education.....	22
2.5.4 The differences Between Mainstreaming, Integration and Inclusion.....	23
2.5.4.1 Mainstreaming.....	23
2.5.4.2 Integration.....	24
2.5.4.3 Inclusion.....	25
2.5.5 Accommodations of Special Needs Children.....	26
2.5.6 Models and Approaches.....	27
2.6 Policy Issues and Conventions on Special Needs and Inclusive Education.....	27
2.6.1 International Conventions.....	27
2.6.1.1 The Convention on the Rights of the Children (1948).....	27
2.6.1.2 Education for All.....	28
2.6.1.3 The Salamanca Statement of Framework.....	29
2.6.1.4 United Nations Convention on the Rights of Persons with Disabilities (2006).....	29
2.6.1.5 Other International Commitments.....	30
2.7 The Nature and Change in Special Needs and Inclusive Education.....	30
2.7.1. Current Trends in Special Needs and Inclusive Education.....	30
2.7.2 The Shift to Inclusive Education.....	31
2.7.3. Barriers to Inclusive Education.....	33
2.7.4 Benefits of Inclusive Education.....	34
2.7.4.1 Benefits of Inclusion for students with Special Needs.....	34
2.7.4.2 Benefits of Inclusion for Students without Disabilities.....	35
2.7.4.3. Parents and Community.....	35

2.7.5 Attitude.....	35
2.7.5.1 Attitude of Students towards Inclusive Education.....	36
2.7.5.2 Attitude of Teachers towards Inclusive Education.....	37
2.7.5.3 Attitude of Education professionals towards Inclusive Education.....	40
2.7.5.4 Attitude of Parents towards Inclusive Education.....	40
2.8. Some Major Challenges in the Provision of Inclusive Education.....	41
2.8.1 Inaccessibility of pre-school Education.....	42
2.8.2 Lack of Awareness	42
2.8.3 Parent and community.....	42
2.8.3.1 Lack of parent involvement	42
2.8.3.2. Community	43
2.8.4 Teachers.....	44
2.8.4.1. Working Conditions of Teachers.....	44
2.8.4.2 Teachers Competence.....	44
2.8.4.3 Teachers training.....	45
2.8.5 Curriculum and Instruction.....	45
2.8.6 Lack of assessment and identification.....	47
2.8.7 Access, Repetition and Drop-out.....	48
2.8.8 Lack of school Physical Facilities and Climate.....	49
2.9 The History and Evolution of Inclusive Education in Ethiopia.....	50
2.9.1 Inclusive Education in Ethiopia.....	50
2.9.2 National Policies and Conventions on Special Needs and Inclusive Education.....	51
2.9.2.1 The Constitution.....	51
2.9.2.2 National Education Policy.....	51
2.9.2.3 Special Needs Education Program Strategy (2006).....	51
2.9.2.4 General Education Quality Improvements Package (GEQIP).....	52
2.9.2.5 National Plan of Action for Equality of Opportunity and Full Participation of Persons with Disabilities.....	52
2.9.2.6 Education Sector Development Program (ESDP).....	52
2.9.3 Prevalence of Disability in Ethiopia.....	53

III. Chapter Three.....	55
3. Research Design and Methodology.....	55
3.1 Method of Study.....	55
3.2 Source of Data.....	55
3.3 Sample Size and Sampling Population.....	55
3.3.1 Sampling Population.....	55
3.4 Sampling Technique.....	56
3.5. Tools for Data Collection.....	57
3.5.1. Questionnaire.....	57
3.5.2. Interview of key informants.....	57
3.5.3. Focus Group Discussion (FGD).....	58
3.5.4 Observation Guide.....	58
3.5.5. Document analysis.....	58
3.5.6. Pilot Administration of the Questionnaire.....	58
3.6. Data Presentation and Analysis	58
IV. Chapter Four.....	59
4. Research Findings, Analysis and Discussion.....	59
4.1 Research Findings and Analysis.....	59
4.1.1 General characteristics of participants.....	59
4.1.1.1. Characteristics of Pupil respondents.....	61
4.1.1.2. Characteristics of Teachers Respondents.....	63
4.1.1.3. Characteristics of Education Professionals and Office Heads.....	65
4.1.1.4. Parent Teachers Association Members.....	66
4.1.2. Knowledge about Inclusive Education.....	67
4.1.2.1. Teachers Training on Special Needs Education.....	67
4.1.2.2. Knowledge of teachers and students on Inclusive Education.....	68

4.1.3 Attitudes on Inclusive Education.....	70
4.1.3.1 Attitudes of Teachers and students on the perception of Inclusive Education.....	70
4.1.3.2 Attitudes of teachers and students on the collaboration of teachers for Inclusive Education.....	71
4.1.3.3 Attitudes of teachers and students on the strategy for Inclusive Education.....	72
4.1.4 Practices of Inclusive Education.....	76
4.1.4.1 Suitability of the curriculum for Inclusive Education and its application.....	76
4.1.4.2 Accessibility of Inputs and Accommodations.....	78
4.1.4.3 Disparity towards Inclusive Education.....	80
4.1.4.4 Implementation of Inclusive Education strategies.....	82
4.1.5 Findings on the Interview with Key Informants/Education Professionals/.....	87
4.1.6 Findings from the Discussions with Parent Teacher Association Members.....	89
4.1.7 Findings on the Observation Guide on Target Schools.....	90
4.1.7.1 Facilities and Instructional Materials.....	90
4.1.7.2 Observation Check list.....	90
4.2 Discussions.....	91
4.2.1 General Information.....	91
4.2.2 Knowledge about Inclusive Education.....	94
4.2.2.1. Teachers Training on Special Needs Education.....	94
4.2.2.2. Knowledge of teachers and students on Inclusive Education.....	96
4.2.3 Attitudes on Inclusive Education.....	97
4.2.3.1 Attitudes of Teachers and students on the perception of Inclusive Education.....	97
4.2.3.2 Attitudes of teachers and students on the collaboration of teachers for Inclusive Education.....	98
4.2.3.3 Attitudes of teachers and students on the strategy for Inclusive Education.....	99

4.2.4 Practices of Inclusive Education.....	101
4.2.4.1 Suitability of the curriculum for Inclusive Education and its Application.....	101
4.2.4.2. Accessibility of Inputs and Accommodations.....	103
4.2.4.3 Disparity towards Inclusive Education.....	104
4.2.4.4 Implementation of Inclusive Education strategies.....	105
V. Chapter Five.....	109
5. Conclusions and Recommendations of the Study.....	109
5.1 Conclusion.....	109
5.2 Recommendations.....	114
VI. References.....	119
VII. Appendices.....	127
7.1 Tables and Figures.....	127
A. Students with Learning Difficulties/Disabilities by Disability Type.....	127
B. Students with Learning Difficulties/Disabilities by school and woreda.....	128
C. Special Needs Education Teachers enrolled in Selected Schools in 2006 e.c.....	129
D. Total Teachers enrolled in Selected Schools in 2006 e.c.....	130
E. Total Students enrolled in Selected Schools in 2006 e.c.....	131
7.2. Research Proposal.....	132
7.3. Data Collection Tools.....	150
1. Questionnaires for Teachers –English.....	151
2. Questionnaires for Teachers –Amharic.....	157
3. Questionnaires for Students –English.....	163
4. Questionnaires for Students –Amharic.....	168
5. Interview Guide for School Directors and Supervisors.....	173
6. Focus Group Discussion Points for PTA members.....	175
7. Observation Checklist in schools.....	177

<u>List of Tables</u>	<u>Page</u>
Table 1. Prevalence of Disabilities in General in Ethiopia	
Table 2. Prevalence of Disability by Sex in Ethiopia	
Table 3. Regional Distribution of Persons with Disabilities in Ethiopia	
Table 4 Respondents' type and sex	
Table 5. Characteristics of Pupils in Grades, sex and Disability	
Table 6. Characteristics of Pupils in Age, sex and Disability	
Table 7. Characteristics of teacher respondents in Age, school and sex	
Table 8. Educational Status of teachers, by school and sex	
Table 9. Service of teachers in teaching Pupils, by school and sex	
Table 10. Education Professionals and Office heads age, educational status and Experience	
Table 11. Parent Teacher Association members by age, sex and educational status	
Table 12. Course on Special Needs Education of teachers during pre-service training	
Table 13. Training of teachers on Special Needs Education/In service Training/	
Table 14. Knowledge of Teachers and staff members on their responsibilities	
Table 15. Responsibilities of teachers in supporting students with Learning Difficulties/Disabilities	
Table 16. Rural children access to Inclusive Education	
Table 17. Respondent's opinion on the Perception of teachers and students on Inclusive Education	
Table 18. Respondent's opinion on the Collaboration of teachers in Inclusive Education	

Table 19. Interaction of children with and without Learning Difficulties/Disabilities
among themselves and the community

Table 20. The extent of Interaction of students with Learning Difficulties/Disabilities
with the school community

Table 21. Teachers and students response on the community support to children with
Learning Difficulties/Disabilities

Table 22. Presence of Resource materials for children with Learning Difficulties/Disabilities

Table 23. Drop out and repetition of children with Learning Difficulties/Disabilities

Table 24. The extent of participation of students in class room and co-curricular activities

Table 25. Support of the woreda and zone education professionals for Inclusive Education

Table 26. The extent of strategies developed by the school for Inclusive Education

Table 27. The extent of the influence of Disability on Inclusive Education

Table 28. Conduciveness of the infrastructure of the school to children with Learning Difficulties/Disabilities

Table 29. Materials accommodations to children with Learning Difficulties/Disabilities
during instruction and assessment

Table 30. Opportunity of education for children with Learning Difficulties/Disabilities

Table 31. Comparison of Disability in sex

Table 32. The participation of teachers, families of students, community members and students

Table 33. Responses on rating of individualized planning of the lesson by teachers

Table 34. Responses on teachers' frequency of activities on the Instruction of the lesson

Table 35. Responses on teachers' frequency of arrangement of the classroom

Table 36. Responses on the frequency of distribution of questions and coverage of sections

ACRONYMS

- CBOs - Community Based Organizations
- CRPD - Convention on the Rights of Persons with Disabilities
- ECCE - Early Childhood Care and Education
- ECD - Early Childhood Development
- EFA - Education for All
- ENAB - Ethiopian National Association of the Blind
- ESDP - Education Sector Development Programme
- FGDs - Focus Group Discussion
- GEQIP - General Education Quality Improvements Package
- GOs - Government Organizations
- HI - Hearing Impaired
- IE - Inclusive Education
- IEP - Individualized Educational Plan
- MD - Mentally Disordered
- MDG - Millennium Development Goal
- MOLSA - Ministry of Labor and Social Affairs
- NGOs - Non-Governmental Organizations
- PTA - Parent Teacher Association
- PWDs - Persons with Disabilities
- SEN - Special Educational Needs
- SRBH - Societies for Rehabilitation of the Blind and Handicapped
- UNICEF - United Nations Children's Fund
- USAID - United States Agency for International Development
- UPE - Universal Primary Education
- VI - Visually/Vision Impaired
- WEO - Woreda Education Office
- ZED - Zonal Education Department

CHAPTER ONE

1. INTRODUCTION

Rural development in the refined definition encompasses agriculture, food-security, education, infrastructure, and health, capacity-building, for other than on-farm employment, rural institutions and the needs of vulnerable groups. To meet the challenges facing the rural world today, an integrated view of education is required, centered on access to quality basic education for all (D. Atchoarena and L. Gasperini, 2003).

Like education for rural people, rural development has been a very productive field in development studies. Education is the mirror to the society and is the seed as well as flower of the socioeconomic development. It transforms human beings from ignorance to enlightenment, from shades of social backwardness to light of social amelioration and a nation from underdevelopment to faster social and economic development (A. Kohama, 2012). The discussion about education in rural areas is closely related to the broader rural development concept.

The recognition of basic education as a prerequisite of sustainable rural development is also visible within the FAO which launched, in 2002, in collaboration with UNESCO, an 'Education for All' flagship on Education for rural people. However, thinking about the contribution of education to development extends far beyond the school context.

Education for a large number of people in rural areas is crucial for achieving sustainable development (UNESCO, 2002). As the majority of the world's poor, illiterate and undernourished live in rural areas, it is a major challenge to ensure their access to quality education. The lack of learning opportunities is both a cause and an effect of rural poverty. Hence, education and training strategies need to be integrated within all aspects of sustainable rural development, through plans of action that are interdisciplinary (Gomes & Câmara, 2004).

According to various research findings no two individuals are exactly alike (CICC, 2013). Although there exists common needs of human beings; hereditary make up, environment, family & community interaction etc... bear specific impacts on each individual. Disabilities of individuals may refer to a wide range of conditions that may interfere with a child's ability to perform everyday activities including learning skill. When we see disable persons, they have specific needs due to their special characteristics.

Special Education is a conventional term used to describe the services and support provided to disabled persons. In previous times, the support and service was delivered to severe and observable disabled persons in segregated environment which was beyond the formal school system.

The objectives and modes of provision of Special Needs Education passed through changed due to social, political and other changes. Public concerns, community services, educational philosophies, and organizations of disabled people's international human rights movements etc have their impact on initiating and speeding up the changes from segregated in to a more integrated forms of education. As noted by many educators, one of the reasons for integrating handicapped students in to the regular class room was to facilitate positive interactions among handicapped and non handicapped students (Warren 1979, as cited by Horne, 1985). Interactions with different age groups help young children the opportunity to practice teaching different activities and imitate and practice role relations from older children (Whiting and Edwards 1988; Whiting 1975 as cited in Rogoff ,2003).

The Inclusion of Children with Special Needs s in educational settings has become a primary service option since the adoption of the UNESCO's Salamanca statement as frame work for action on Special Needs Education (UNESCO 1994). Inclusive education is an approach that ensures the presence, participation and achievement of all students in education. It emphasizes opportunities for equal participation, but with options for special assistance and facilities as needed and for differentiation within a common learning framework.

1.1 Background of the study

Inclusive Education is an endeavor to recognize and take in to account the sameness of learners while at the same time paying due regard to differences and diversity among individuals concerned (Norwich 1996). Ainscow (1995) states that the aim of Inclusive Education is restructuring schools so as to address the learning needs of all learners. That is, schools must change in order to be able to meet the learning needs of all learners in a given community (Kisanji, 1999).

Inclusion (Inclusive Education) is a continuous process addressing and responding to the diversity needs of all learners regardless of factors such as disability, gender, age, ethnicity language HIV Status geographical location and sexuality recognizing that all can learn (UNESCO,2005).

Recently, the number of persons with disability grows at an alarming rate in the world. In fact, it has been predicted that by the year 2008, the number of persons with disabilities in the world would at least be 600

million of which 150 million children (under age 15) were with disability living in developing areas (Tirusew, 1996).

The prevalence of disabilities in developing countries seems to be higher than it is in the developed countries. Moreover, studies indicated that about 80% of all people with disabilities live in isolated rural areas in developing countries. (Tirusew, 1996). African countries seem to share the same problem; even worse. For instance, according to the national disability survey of Zimbabwe (1981), out of its total population one million (10%) persons were classified as disabled out of whom 25% were school age children (Fred 1996). As Tirusew (1996) noted it, the situation of persons with disabilities in Ethiopia is not far from the global conditions but even worse.

Out of the currently estimated 74 million populations, 4.9 million Ethiopians have some form of impairment. The total number of children with impairment exceeds 2.5 million, excluding those children with disabilities hid by their families and could not attend school. Thus, only few children out of the legible children entertain SNE in Ethiopia (MOLSA, 2004).

According to the 1994 population and Housing census of Ethiopia (PHCE), out of the total population (53,073,322), there were 988,853 (1.9%) persons with disability (excluding the homeless) and out of this figure 131,359 persons have hearing problems and 58,415 have hearing and speaking problems (PHCE, 1994.) The statistical information indicated that of the total persons with disability 17.7% are in the age group 0-14 years and 48% in the age group 15-49 years (PHCE, 1994).

Recent reports of successful trends of Inclusive Education had been reported from developing countries (UNESCO, 1998, 1999 as cited in Tirusew, 1999). In Ethiopia, pockets of successful Inclusive Education trails with children having visual impairment and Mental Retardation in Kokebe Tsebah primary school, (Gilnesh and Tibebe ,1999) and German Church Primary School Dagne (2000) (as cited in Tirusew, 1999) in Addis Ababa reported respectively. Furthermore, a study conducted on Blind students integrated in Sebeta School showed positive experience on the part of the teachers, sighted students as well as blind students (Teferi, 1996; as cited by Tirusew, 1999).

According to WHO (Cited in Tibebe, 1991) there are about 3 million children with disabilities in Ethiopia, from this population only 2,300 children get access to educational service in 7 special boarding schools, 8 special day schools and 42 special classes. According to Tirusew (2005), the number of children attending in special boarding and day school is about 1,066 and 1,210 children with a total number of 2,276 children.

The Amhara Regional State endorsed the country's policy and regulations ratified by the government. The regional education bureau prepared implementation plan for the education policy and Education Sector Development Programme (ESDP) activities which includes Special Needs Education.

The data collected in the year 2004/5 indicates that 989 children and youth with different disabilities attend formal education in 53 special classes being helped by 64 trained teachers with SNE (Ministry of education, 2006). From the total of 989 children with disabilities, 45.3% are visually impaired, 43.78% are hearing impaired and 10.8% are children with intellectual disabilities (Ministry of education, 2006). All special units are run by the government except one special education unit at Gondar run by one Catholic charity organization. The special unit and schools found in the region are few in numbers are limited to urban areas (Nitsuh B.Habte, 2008).

There had been a decrease in the number of SNE Students in the region for the last five years (2000/1 to 2004/5.) It decreased from 1,137 to 989 during this period. Across the types of disabilities, there has been a decrease of visually impaired students by 5.46%, while the number of hearing impaired and intellectual disability students decreased by 1.33 % and 9.4% respectively. During the same 3 years period, the number of Special Needs classes has also decreased by 6.97%, while the number of teachers increased by 5.46%. Special Needs Education classrooms are found only in 28 schools out of the 4,650 regular schools in the region. (Amhara Region JRM, Team, 2006). This situation triggers the researcher to investigate the practice of Inclusive Education in the study area.

1.2 Statement of the problem

Researchers and human rights groups indicated that even though the rights of the disabled are stated and endorsed by governments, they couldn't exercise their right to their full potential. In this connection, UN (2006) report indicated that people with disabilities are the most universally excluded from education. Some agencies estimate that 90 per cent of children with disabilities are not accessing school (UN, 2006) While many factors contribute to this exclusion – not least poverty and inaccessibility – prejudice is frequently the root cause. The assumption that people with disabilities are not full human beings, and so are somehow the exception in terms of universal rights, is common.

While the right of children with disabilities has been acknowledged, the type and location of education remains hotly debated– should it be through segregated special schools, full inclusion in mainstream schools, or some sort of combination.

“Notwithstanding the best intentions, it is conceded that all too often the result [of special programmes, specialized institutions, special educators] has been exclusion; differentiation becoming a form of discrimination, leaving children with Special Needs s outside the mainstream of school life and later, as adults, outside community social and cultural life in general.” (Sue Stubbs, 2008)

The objectives and modes of provision of Special Needs Education passed through changes due to social, political and other changes. Public concerns, community services, educational philosophies, organizations of disabled people’s international human rights movements etc have their impact on initiating and speeding up the changes from segregated in to a more integrated forms of education. As noted by many educators, one of the reasons for integrating handicapped students in to the regular class room was to facilitate positive interactions among handicapped and non handicapped students (Warren 1979, as cited by Horne, 1985).

Educational philosophies regarding children with Learning Difficulties/Disabilities have changed in recent years (in the past 2 decades) and several countries have led the effort to implement policies which foster the Integration and more recently, Inclusion of these students in to mainstream schools (Avramidis & Norwich ,2002).

The main challenge with integration / Inclusion is that mainstreaming has not been accompanied by changes in the organization of the ordinary school, its curriculum and teaching and learning strategies (UNESCO, 2005 as cited by Tilahun, 2007).

It has been argued that for Inclusive Education to be meaningful, schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnership with either communities. (UNESCO, 1994). But schools and teachers find it difficult to accommodate students with Special Needs s and compel them to adapt to the school instead of adapting schools to the needs of students (IBE UNESCO, 2007).

Inclusive Education is an educational practice based on the social premise of justice that advocates for equal access to educational opportunities for all children regardless of their physical, intellectual, emotional or learning disability (Loreman et al., 2005). The guiding principle in Inclusive Education is that all children have a right to learn in mainstream schools. The key issue is that Inclusive Education is based on a rights and social model; the system should adapt to the child, not the child to the system.

Even though the concept and provision of Special Needs Education have a relatively short history in Ethiopia, the development of provision of services to children with, Learning Difficulties/Disabilities is increasing (UNESCO , 1995) which indicates that Ethiopia is one of the countries which has a policy which encourages Inclusive Education.

The Ministry of Education has launched Special Needs Education Program Strategy in May 2006 and includes due emphasis on the implementation of Inclusive Education in ESPD IV. But, there are few Special Education and under resourced mainstream schools which couldn't accommodate so many children with Learning Difficulties/Disabilities.

The Amhara Regional Education Bureau indicated that there were 10,900 (4,802 female) children with Special Needs who were enrolled in sixty six special classes in the region in 2011. But there was no SNE unit at the Regional Education Bureau level rather it was managed by SNE expert. SNE classes are available only in few urban centers such as Debremarkos, Bahir Dar, and Children with different types of disability are enrolled in Inclusive schools. (Mary Jennings, 2011).

In North Wollo Zone, the situation of Special Needs Education is not different from the Amhara Regional State. In 2008/9, there were 11,793 children with Learning Difficulties/Disabilities in Amhara Region, from which only 925 get access to education in North Wollo Zone (ANRS Education Bureau, 2008/9).

To have Inclusive Education for children with Special Needs, it requires initiatives at various levels – Regional/ Woreda level that have overall responsibility at school level to make arrangements and prepare the school, teachers and students, and at community and house hold level in terms of awareness of children with disability right to an education.

Thus, a systematic study particularly in the area of Inclusive Education in the zone appears to be important.

Hence, the following research questions were formulated that the study should answer,

1. What are the level of knowledge and practices of Inclusive Education in North Wollo Rural Schools?
2. What are the attitudes of teachers, students and the communities towards disability?
2. What are the major challenges that affect the implementation of Inclusive Education?
3. Is there any conducive environment in the school to accommodate children with learning difficulties /disability?
4. Is there geographical disparity in the implementation of Inclusive Education? (Rural /Urban)
5. What are the possible strategies to improve inclusion of children in primary schools and its implications on Rural Development?

1.3 Objectives of the study

The current study has the following general and specific objectives

1.3.1 General objective

The main objective of the study is to assess the status of implementation of Inclusive Education in North Wollo Zone primary schools.

1.3.2 Specific Objectives

The specific objectives of the study are

- a. To analyze the knowledge and practice of Inclusive Education in North Wollo Rural Schools.
- b. To assess the attitudes of teachers, students and the community members on disability.
- c. To investigate the challenges that hinder the implementation of Inclusive Educations in North Wollo primary schools.
- d. To examine Rural/ Urban disparity in the accommodation of Inclusive Education for children with Learning Difficulties/Disabilities.
- e. To suggest some instructional strategies and indicate implications of Inclusive Educations on Rural Development based on the findings of the study.

1.4 Significance of the study

Even though some preconditions are on progress for disabled persons to entertain their rights and get access to Inclusive Education, the situation yet needs improvement. The numbers of disabled children who enjoy the opportunity of Inclusive Education are far less than expected in the legible children. Despite a governmental policy of Inclusive Education for children with Special Needs s, they remain amongst the most marginalized and inclusiveness is still at an embryonic stage. To a large extent, activities, services and interventions are left to NGOs and church groups to provide. (Mary Jennings, 2011).

Education of children with Special Needs s has encountered many challenges through time. It is assumed as a common knowledge that most attitudes towards the disabled are not positive in Ethiopia as in other countries. A base line survey done by Tirusew et al (1995) showed that there is also attitudinal difference between rural and urban dwellers and persons with different general educational backgrounds.

Special Needs Education is taken as an integral part of early education, primary education, secondary education technical and vocational education, higher education and alternative basic education in Ethiopia.

It is the responsibility of the Regional Education Bureau to ensure that SNE issues are included in all education programme activities. Children with disabilities are usually excluded from the community and hidden at home, parents are ashamed of them, and 'disability' is considered as 'Misfortune' or a 'curse' from God.

Thus, it is pertinent to study the implementation of Inclusive Education in North Wollo Zone and come up with research findings which may be helpful for designing better academic intervention.

The researcher believes that this study would have the following significances,

- It will indicate the practice of SNE in North Wollo selected schools.
- It will show the challenges in implementing SNE in North Wollo.
- It will create awareness about the status of SNE in North Wollo.
- It will serve as feed back to the concerned bodies to take practical measures about the effective implementation of Inclusive Education.
- It will suggest some practical solutions and future strategies to attain easy access and better implementation of Education For All (EFA).
- It will enable others to share experience and lessons with similar socio-cultural setting or different economic and geographical situations.
- It will indicate the implication of Inclusive Education on rural development.
- It will add contribution to further & investigation regarding Special Needs Education in promoting access and quality primary education for those children with and or disabled learning difficulties persons.

1.5 Delimitation of the study /universe of the study

The research was delimited to North Wollo which is one of the administrative zones of the Amhara Regional state with recurrent food insecurity and high level of disability. Out of the 3 schools in urban areas and 8 schools in rural places which give Special Needs Education to get a clear view of the zone, four of them were selected.

From the North Wollo Zone population statistics, only few children with disabilities are accommodated to continue their Inclusive Education with special trained teachers (Amhara Region JRM, Team, 2006). Primary education is selected because it is the level where children develop their basic attitudes and approaches to learning. It is also their basic right to enjoy quality and free primary education.

1.6 Limitation of the study

Special Needs Education is a relatively new phenomenon to Ethiopia. At the same time, Inclusive Education is a recent educational philosophy to serve the rights based service to children with Special Needs. Thus, locally written literature particularly on Special Needs Education and Inclusive Education is scarcely available.

Research studies on similar issue were not found. Specially, research studies on children in rural primary schools in North Wollo zone were generally not available. Therefore, it was difficult to collect past information about the subject matter. Documentation of the schools was not kept as required.

The schools are situated geographically further apart in order to collect data within shortest possible time. The researcher however felt that the social and environmental difficulties did not deem the results found out.

1.7 Organization of the study (Chapterization)

This study has five chapters. The first chapter deals with introduction of the study that includes background of the study, statement of the problem, objectives of the study significance of the study, delimitation and limitation as well as operational definition of terms. In the second chapter, Review of related literature is related. The third chapter focuses on methodology of the study. Data collection and interpretation is included in chapter four. Finally chapter five deals with summary, conclusion and recommendations.

1.8 Operational Definition of Terms

- **Regular classes** are classes where the Special Needs students attend their education in the selected governmental primary schools.
- **Special classes** are classes located within the selected primary governmental schools set up where Special Needs students are attending their education.
- **Mainstreaming** is the provision of education service for disabled students in the regular schools. The effect of this provision has been to greatly increase contacts between non disabled and disabled students
- **Impairment** refers to any loss on lack of psychological physiological or anatomical structure.
- **Disability** is any restriction or lack of ability (resulting from impairment) to perform an activity in the manner or within the range considered normal for a person of the same age, culture and education.

- **Handicap** refers to the societal level the environmental and societal deficits influenced by social norms and policy.
- **Attitude** is a mental and neural state of readiness organized through digits experience, exerting a directive and dynamic influence up on the individual's response to all objects and situations with which it is related.
- **Inclusion** is a process of addressing and responding to the diversity of needs of al learners through increasing participation in learning cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 2005).
- **Inclusive Education** is a process of the education system to reach out to all learners (Children with learning difficulties of disabled)... as an overall principle it should guide all education policies and practices starting from the fact that education is a basic human right and the foundation for a more just and equal society. (UNESCO, 2005)
- **Integration** is placing of students with Special Needs s in mainstream schools. The restructuring and improvement of physical facilities, the increase in numbers of special class rooms and specially trained teachers in the mainstream buildings and the providing of learning materials were and still are some of the main components for the application of Integration models (IBE-UNESCO, 2007. P.11)
- **Accommodations** are practices and procedure in the areas of presentation response setting and terming scheduling that provides equitable access during instruction and assessments for students with disabilities.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 DEVELOPMENT AND EDUCATION

Development is a multi-dimensional process that results from a combination of several factors: sustained growth; modification of social and economic structures; technological progress; social, political and institutional modernization; and overall improvement in the population's standard of living (Adelman, 2001 cited by D. Atchoarena and L. Gasperini, 2003). Development applies at all levels from individuals to nations irrespective of culture, religion and geographical location. Development could be conceptualized as a set or vector of desirable societal objectives or a development index, which does not decrease over time i.e. sustainable (Pierce et al, 1990 cited in K.Singh 2009). Sustainable development emphasizes the need society to ensure inter-generational equity in the sense that the present generation does not consume so much as to affect the option of the future generations to enjoy at least the present level of consumption and well-being.

Human beings are both the cause and consequences of development. It is the human factor which is pivotal to the process of development. Thus, the study of human beings what makes them changes the condition to induce development makes it very important. Consequently, the whole structure of national societies and of international society is, therefore, relevant to the development of people (ibid.).

“If you plan for a year, plant a seed. If for ten years, plant a tree. If for a hundred years, teach the people. When you sow a seed once, you will reap a single harvest. When you teach the people, you will reap a hundred harvests”. Guan Zhong (7th Century).

Education, or the transmission, acquisition, creation and adaptation of information, knowledge, skills and values, is a key lever of sustainable development. Education is essential to individuals' development as it is to the development of their families, of the local and national communities to which they belong, and to the world at large. Beyond its well-established socio-economic development, education also has a crucial socialization function through the shaping of personal and collective identities, the formation of responsible citizenship and the promotion of critical social participation, based on principles of respect for life, human dignity and cultural diversity (UN,2012).

There is a strong relationship between education and economic development. On the one hand, education is seen as a product of the development process that is worthy of pursuit by itself. On the other hand, education

is considered a crucial input into the development process (as economic growth, health outcomes, institutional development, and possibly trade).

Even though Education has significant positive effects on several aspects of development such as income growth, health outcomes, political stability, and women's participation in national politics, the outcome is different depending on the levels of education (Gyimah-Brempong, 2010). The income growth comes out of the effect of education since it causes advancements on the faculties of the human mind, improve health settings, create and absorb new technologies, and externalities effects of education (Groweic, 2010).

Thorough examination of the five specific economic components of the development question—growth, inequality and poverty, population and fertility, migration, and rural development, demonstrates two way relationships that exists between Education and Development. The expansion of education in the production of skilled and semiskilled professionals that cause to yield improved GNP in developed countries in which third world countries is lacking has been attributed to formal education. The income distribution inequality has positive correlation between levels of schooling and amount earned in the life time. In third world countries the financial and other factors hinder the poor to enjoy secondary and tertiary education widening the gap of inequality in income. Education found out to influence Rural-Urban migration, as educated individuals wander for better paying jobs in the urban places as rural villages couldn't accommodate them.

Most studies reveal an inverse relationship between the education of women and their size of family, particularly at the lower levels of education. Educating women has been shown to be a critical ingredient in breaking the vicious multigenerational cycle of poor child health, low educational performance, low income, high fertility, and poor child health. Numerous studies have documented that women's education leads to lower infant mortality rates. In the past few decades more emphasis was given to modernization and development of the urban sector where the rural areas were neglected. At present, especially in the third world countries in which 70% of their population dwells in country sides, directly or indirectly depend in agricultural incomes, due attention and successful rural development programs should be implemented to cope up the serious challenges embedded.

2.2 RURAL DEVELOPMENT, EDUCATION AND DISABILITY

2.2.1 Rural Development

Rural development: encompasses agriculture, education, infrastructure, health, capacity-building for other than on-farm employment, rural institutions and the needs of vulnerable groups. Rural development aims at improving rural people's livelihoods in an equitable and sustainable manner, both socially and environmentally, through better access to assets (natural, physical, human, technological, and social capital), and services, and control over productive capital (in its financial or economic and political forms), that enable them to improve their livelihoods on a sustainable and equitable basis (D. Atchoarena and L. Gasperini, 2003).

Before discussing further rural issues, it seems important to define the term 'rural' itself. Different countries and institutions has different perceptions on the word 'rural', in such a way that comparison is difficult. Somehow, the definition of FAO seems to encompass the notions of various researchers. According to the FAO, the definition of a 'rural area' should meet two criteria: one related to place of residence and land settlement pattern, and the other related to the type of work that residents engage in . First, rural areas are generally open areas, with low settled population densities. A high proportion of the unsettled land area and/or land used is for primary production (mining, agriculture, livestock, forestry, fisheries). Second, the residents of rural areas are largely dependent – either directly or indirectly – on these primary production activities as their principal, if not their only, source of livelihood (D. Atchoarena and C.Sedel, 2003).

Although there is a common understanding of what is rural, a universal definition does not exist. In an effort to better capture the concept of rurality some authors used a multi-criteria approach, defining rural areas as:

- a space where human settlement and infrastructure occupy only a small share of the landscape;
- natural environment dominated by pastures, forests, mountains and deserts;
- settlements of low density (about 5-10,000 persons);
- places where most people work on farms;
- the availability of land at a relatively low cost; and,
- a place where activities are affected by a high transaction cost, associated with long distance from cities and poor infrastructures (Ashley and Maxwell, 2001).

The overall population increase experienced during 1960-2000 led to a considerable growth in the size of the rural population from 2 billion in 1960 to 3.2 billion in 2000. This expansion was mainly due to rural

demographic expansion in the less developed regions. Trends in rural fertility and population growth need to be considered for approaching rural development issues. Indeed, in developing countries rurality often equates to poverty. Yet, in spite of significant rural-urban migration, the great majority of the poor are still rural. Average income levels remain lower in the countryside than in cities and a larger share of the population is living below specified poverty lines.

It is estimated that 1.2 billion people live in extreme poverty, meaning that they spend less than a ‘standard’ dollar a day. Among them about 75 per cent live in rural areas (IFAD, 2001). Furthermore, despite urbanization, 60 per cent of the world poor is still expected to be rural people by 2020. The situation continues to deteriorate in sub-Saharan Africa where the number of poor has been growing due to stagnation of per capita incomes. Africa is the region with the largest share of people living in poverty. Landless farm workers and casually employed farm labourers often form the majority of the poor in rural areas. However, in Africa, smallholders constitute the largest category of poor.

“Where resources have to be divided between rural and urban spending on, for instance, health and education, outlay per head is normally less in reaching rural areas, even though rural people have lower initial health and literacy. So higher spending in rural areas should normally improve outcome more than higher spending in urban areas” (IFAD, 2001). Thus this urban bias in public expenditure is not only inequitable, it is not cost effective, nor does it contribute to a country’s sound, overall development.

Basic facts and figures help in understanding the need to devote more attention to rural areas. It is estimated that for the next two decades, the majority of the population living in developing countries will continue to be rural. This implies that, during this period, the development challenge will continue to be related to rural trends and conditions (D. Atchoarena and L. Gasperini, 2003).

2.2.2 Education and Rural Development

The discussion about education in rural areas is closely related to the broader rural development concept. Like education for rural people, rural development has been a very productive field in development studies (Stamoulis, 2001; Ashley and Maxwell, 2001).

Education is one of the mechanisms to empower people to take part in poverty reduction. It was launched as a key strategy of rural development. Increased the education is a means to achieve development to resolve the rural problems (Lasker, Weiss, & Miller, 2001 cited in Sharada Weir, 1999). Recent research shows that

improvements in education boost local development prospects (Echeverría, 1998). Education has a desirable controlling influence over development of the rural individual, community, and society, leading to reduced poverty, income and controlled unemployment (Navaratnam, 1986).

In many countries social change and economic development have been organized by providing not only basic education, but also specific training to improve techniques employed in the rural economy. Furthermore, recent work on social capital shows that knowledge constitutes a key element for strengthening rural communities and facilitating their adaptation to change. Education and training are two of the most powerful weapons in the fight against rural poverty and for rural development.

In recent years, however, as verified by D. Atchoarena and C.Sedel, 2003, that the provision of basic education in rural areas, or at least how it is viewed, has been heavily influenced by two main currents of development policy. The first, proper to the education sector itself, derives from the World Conference on Education for All: Meeting Basic Learning Needs (Jomtien, Thailand, 1990). Providing *basic education* for all children, adolescents and adults, through formal and non-formal education, is now understood to be not only a fundamental obligation of any government that claims to respect human rights, but also to be a necessary prerequisite for social and economic development. The second and concurrent influence on basic education in rural areas has been the world community's renewed commitments during the 1990s to alleviate poverty and give increased attention to helping the poorest in the poor countries.

Urban/rural disparities in learning achievement the distinct advantage of pupils in schools located in cities over those in rural and isolated areas and even small towns in reaching at least the *minimum* level of reading literacy. In respect to the *desirable* level of achievement, the urban advantage was also very clear (ibid.).

Rural development approach, nowadays, recognizes that there are many different stakeholders in the rural space. The diverse collection of stakeholders in the rural space will need education and training that differ from that available in the past. What is needed today is a broader educational approach serving the needs of diversified target groups and focusing priority on the basic learning needs of rural children, out-of-school adults and youth and the rural poor to make rural development effective method to combat ignorance and poverty.

2.2.3 Disability and Rural Development

The World Health Organization (WHO) estimates that 10% of any population is disabled (Thomas, 2005a). In addition, approximately 85% of the world's children with disabilities under 15 live in developing

countries (Helander, 1993, cited in K.G.Lindsay,2007). It is further thought that with disability, or impairment, being both a cause and consequence of poverty, the Millennium Development Goals cannot be achieved without a specific disability focus (DFID, 2000).

People with disabilities have health, nutritional, educational and gender needs too, yet the goals related to these issues currently ignore the often unique needs of people with disabilities within these goals. The WHO estimates that up to 50% of disabilities are preventable, with 70% of blindness and 50% of hearing impairment in children in developing countries being preventable or treatable (DFID, 2000). Although this can be seen as more of a health issue than a disability politics one, its link to healthcare, malnutrition and poverty makes disability a development issue.

Out of the world population which lives with a disability, 80% of the people with disabilities live in developing countries (A. Kohama, 2012). The various services such as education, health, rights of the child, etc.. available for people with disabilities differ widely between developed and developing countries. One of these services is education. Globally, children with disabilities count for one-third of all children out-of-school. In developing countries, the numbers are even more staggering, with 90% of all children with disabilities out-of-school.

DFID (2000) highlights how disability can exacerbate poverty because it can lead to isolation and economic strain for the whole family. Disabled children are more likely to die young, or be neglected, malnourished and poor, while the denial of education can lead to a lack of employment opportunities and so poverty (ibid). Similarly, poverty can lead to malnutrition, dangerous working and living conditions (including road accidents) bad health and maternity care, poor sanitation, and vulnerability to natural disasters – all of which can result in disability.

One of the prominent discrepancies of services to disabled persons is between rural and urban settings. Educational facilities accessibility and number in urban areas are abundant where as scarce and expensive, if present at all, in rural areas. Thus, students with disabilities are more marginalized in rural areas.

2.3 RURAL DEVELOPMENT AND INCLUSIVE EDUCATION

There is a growing consensus that people with disabilities should be included in development programmes, as the exclusion to date of this marginalized group will probably result in the non-achievement of the UN Millennium Commission's broadly inclusive global development agenda. However, if a person with a

disability is dehumanized by cultural belief or stigma, as they are in India (Alur, 2002), then they can be 'invisibilised' and not considered worthy of rights. Disability is clearly a development issue that we ignore at a price, including that of human rights (K.G, Lidsay, 2007).

Disability is not only closely related to poverty (DFID, 2000), but is also becoming widely recognised as a cross-cutting development issue that bears relevance to all dimensions of social exclusion (Thomas, 2005a). Although social exclusion is not necessarily the opposite of inclusion (Kabeer, 2000), the extensive literature that is fast developing around processes of social exclusion (Subrahmanian, 2003; Sen, 2000; de Haan, 1998) can potentially assist in our understanding of combinations of exclusionary dimensions. Factors such as gender, ethnicity, disability, and poverty are rarely experienced exclusively, and as such are mutually reinforcing.

The International Community, especially since the UN Convention on People with Disabilities, is becoming increasingly aware of the different models of special education. The three basic models, segregated, integrated and inclusive special education, have been differentiated between by international and governmental agencies, and overwhelming support is being shown by human rights activists, nonprofits, governmental organizations, governments and international agencies, all in favor of inclusive special education as the most beneficial type of education for people of all ability levels

In developing countries, inclusive education is seen as an approach to serve special educational needs children within general education settings. However, internationally, inclusive education is seen as a system which caters for the needs of a diverse range of learners and supports diversity, effectively eliminating all forms of discrimination (UNESCO, 2009).

Charema (2007) claims that, 87% of individuals with disabilities in developing countries live in rural areas. Inclusive education is considered to be a means of providing educational opportunities for all children, including children with disabilities.

In the inclusive education model, the capacity and competency of key role players, adequate available funding and a uniform stance of national implementation are key determinative factors as to whether inclusive education will effectively and qualitatively address the needs of the greater learner population.

“In the countries of the South, the major constraint is the serious shortage of resources – lack of schools or inadequate facilities, lack of teachers and/or shortage of qualified staff, lack of learning materials and absence of support.” UNESCO (2001). These situations are clearly worse in the rural areas where the scarcity of even basic resources is strongly pronounced.

2.4 HISTORICAL DEVELOPMENT OF SPECIAL EDUCATION

Education is both a means of, and a part of, development. The United Nations Organization declared years 2005 to 2014 as the Decade of Education for Sustainable Development. The UN acknowledges education as one of the major instruments with which societal advancement can be brought about in a sustainable way. Education for sustainable development in the rural context should therefore go further than just eradicating illiteracy. Ability to read and write should be a stepping stone to achieving rural development. Education is a part of social policy (Gwarinda, 2007) and thus an entitlement of the people. History has shown how colonial powers in many developing countries used school curricula as a tool to keep indigenous peoples in subordinate roles, (Odora Hoppers, (2000).

History of disabled individuals starts as the age of human beings. In the early days, disabled persons were placed in hospitals, asylums or excluded from the society and could not attend education (Tremblay, P., 2007). During the 18th and 19th centuries, educators opened a variety of special schools for disabled students. From about 1890, the movement for special classes gathered strength. By the turn of the century, the schools' responses to student heterogeneity became more organized and the new century ushered in a massive expansion of special, segregated classes (Wizner, M.A, 2006).

From 1910 to 1930 there occurred a huge spurt in the enrolments in and types of special classes. Special settings and specially trained teachers served children variously described as deaf, blind, hard of hearing, near blind, undernourished, crippled, academically maladjusted, mentally retarded, speech defective, tubercular, and so on (Palen, 1923). Special Education classes within regular school programs began at the beginning of the 20th century (Wizner, M.A., 2006).

As the fervent egalitarianism and humanism of the 1960s created a new climate, the Educational Integration of students with disabilities became the central theme of Special Education (Wizner, M.A., 2006). The 1960s, which marked large-scale political, social, and economic change in the context of many disenfranchised and marginalized groups, saw the modern rewriting of the Special Education script and the beginning of a genuine movement towards Integration and desegregation (Ibid.). From 1960 onwards due to

civil rights movements, government conventions, international NGO interventions, societal attitude changes have occurred towards Special Needs Education and its implementation.

Beginning in the early 1980s, waves of reform surged across the educational systems of many nations. One of the strongest and most basic of the reform efforts in general education revolved around ensuring educational equity and opportunity for all students (Wizner, M.A., 2006).

In the early-1990s, the clarion call was for full Inclusion started.. Advocates contended that it was more enlightened to alter the classroom and school structure to allow all children to gain an education there than to segregate some students in special settings (Gartner and Lipsky, 1987; Stainback and Stainback, 1992, 1996; Ismail, 2004 as cited by ElZein, H.L., 2009). Certainly, Inclusive schooling has moved from an idea to a conviction to become the dominant ideology in contemporary Special Education. But despite ideological and philosophical convictions, Inclusion remains better accepted in the concept than in the practice (Wizner, M.A., 2006).

2.5 CONCEPTS AND PRINCIPLES OF SPECIAL NEEDS AND INCLUSION

2.5.1 Definition of Special Needs

Professionals who have the responsibility for helping children with Special Needs, like pediatricians, psychologists and educators, define Special Education and use the Functional Developmental and the Clinical Diagnostic approaches to help determine which children may most appropriately benefit from available treatment and services, and what particular help a child may need (CICC, 2013).

- A. ***Clinical Diagnostic Approach*** explains how and why professionals diagnose illnesses and special conditions that some children have and about the criteria they use for diagnosis. A child with Special Needs is basically a child who, because of his or her unique medical or developmental difficulties, has needs in addition to those of his or her peers.
- B. ***Functional Development Approach*** Looking at a child's functional development involves observing whether or not the child has mastered certain developmental milestones and expectations for his or her age.
 - 1. ***Body Movement: Physical Development and Motor Skills:*** - When a child turns over, or pulls him or herself to a standing position for the first time, we see physical and motor development in

- action. Example Milestones such as reaching, sitting, crawling, walking, running and jumping etc...
2. *Thinking and Learning: Cognitive Development Skills:* - Cognitive Development involves the mental and intellectual growth of the child. Example in various tasks of learning, memory, reasoning and problem solving.
 3. *Communications: Language Development Skills:* - . Technically, language is the code made up of a set of rules that include what gestures, utterances, or words mean and how to combine these to express thoughts or desires. Example Speech, gesturing, sign language and writing are a few.
 4. *The Senses: Vision, Hearing and Touch (Sensory Integration) :-* Infants and young children first learn about the external and internal world through their senses of sight, sound, touch, taste and smell as sensory information is transmitted to the brain and interpreted in a meaningful way.
 5. *Relating to Self and Others: Social Development Skills and Emotional Development Skills:* - Human beings need relationships in order to survive and grow. In a good enough relationship, the primary caregiver (mostly the mother) and baby learn to respond to one another. Example the child coos, gazes, hugs, smiles, holds, imitates etc to the primary caregiver.
 6. *Self Care and Daily Living Skills:-Adaptive Development:* - Adaptive development refers to the ability of the developing child to care for him or herself in age appropriate ways. Example self feeding with fingers, manipulation with equipments, etc.

A child may have a special need when he or she has a delay in one or more areas of development. It is very important for practical purposes that children who have Special Needs be identified as early as possible and that they be defined as such, so that they can receive the special help they need in order to live the best lives possible. The advantage of using a functional developmental approach to define children with Special Needs, and to evaluating and treating them, is that it is consistent with the reality that every child is a unique individual with specific strengths and weaknesses (CICC, 2013).

Children with learning or physical disability need to be identified at an early stage. If they are not, many will drop out at primary school (Lewis, 2009), because of the lack of appropriate support programs. Unfortunately, this is usually the case with disabled children in Ethiopia (Tirussew, 2005).

2.5.2 Concepts of Special Needs and Inclusive Education

Special Education is a conventional term used to describe the support and services given to disabled persons. The service and support, in previous times, was intended for those persons with severe problems in segregated schools since it was beyond the scope of the formal school. The services were given out of humanity, love and concern for others. Thus, the rationale behind providing Special Education is influenced by several assumptions about disability and individuals with disabilities which consequently changes through time and development of the society. The concept of Special Needs Education is defined on the basis of human rights and international experience, educational policy and the legal framework at the national level (Mamo, 2000).

In Sue Stubbs (2008), it is indicated that Inclusive schooling policy and practice, to a large extent, stems from two strong educational movements:

- A. *School Improvement (linked to concepts of effective schools and quality education)*:- If students, or particular groups or individuals, fail to learn, drop-out, repeat classes, learn things that are useless or irrelevant, are abused or unhappy, then the system is failing. This clearly demonstrates that Inclusion is about more than just access.
- B. *Special Needs Education*: - The concept of Special Educational Needs was originally intended to be broad and to refer to a wide range of difficulties that all types of learners might experience. In practice, it has often had a narrower focus, but still has been, and can continue to be, a key influence on the development of Inclusive Education.

Some of the key concepts to Inclusive Education, according to Sue Stubbs (2008), include:-

1. **Concepts about Learners/primary stakeholders**-education is fundamental human right for everyone, everyone can learn, and any child can experience difficulties in learning, all learners need their learning supported child-focused teaching benefits all children.
2. **Concepts about the education system and schools**- flexible, responsive educational systems broader than formal schools, school improvement, whole school approach collaboration between partners.
3. **Concepts about Diversity and Discrimination** – responding to/embracing diversity as a resource not as a problem, combat exclusionary pressures.
4. **Concepts about processes to promote Inclusion** - identifying and overcoming barriers to participation and exclusionary pressures, increase real participation and partnership among stakeholders.

5. **Concepts and Resources** – Fully using local resources, perceiving people (children, parents, teachers, community, etc) as key resources.

2.5.3 Principles of Special Needs and Inclusive Education

Research findings indicate that rapid growth of services to the disabled occurred in the 1960's due to advocacy of individuals, organizations, professional groups and parents. This increases more positive attitudes towards disabled persons and ensure appropriate education according to their needs and acceptance of disabled persons as individuals only with Special Needs (Wizner, M.A., 2006).

The dimension of changes in Special Education are great and diverse ranging from abandoning and segregating children to Inclusion in-service provision; the beneficiaries of the support services are extended from the few –blind, deaf, mentally retarded and physically disabled to all individuals who have Special Needs(Slee,1997).

Rajkumari (2006), states that Special Needs Education is based on the following agreed principles:-

1. *Individual Differences*: - There is an individual difference among persons. Hence, Special Needs Education is required to meet the needs of the exceptional children.
2. *Zero Rejection*: - All children with disabilities must be provided a free and appropriate education. The school system does not have the option to accept or reject a child for education in a regular school.
3. *Non-Discriminatory Education*: - Each student must receive a full individual examination.
4. *Individualized Education Program*: - Students with Special Needs require individualized education program either in a resource room or a special class in the regular school for some part of the day.
5. *Least-Restrictive Environment*: - As much as possible children with handicapped must be educated with children who are not handicapped in the regular classroom.
6. *Special Process*: - the parents of handicapped children have the right to evaluate the effort of the school system to identify and assess the handicapped children to modify the program of the school to meet the specific needs of these children if they are not satisfied with the program of the school, they have the right to withdraw their children from that school for a better program in any other organizational institution.

7. *Parental Participation*: - Special Needs Education can be made effective if parents participate actively in the educational program designed for handicapped children.

2.5.4 The differences Between Mainstreaming, Integration and Inclusion

To understand similarities and differences within the educational system, there arise various commonly used terminologies. At one extreme, different terms are used to mean the same thing, and at the other, identical terms are used to mean very different things (Slee, 1993). The terms mainstreaming, Integration and Inclusion are commonly used to describe the educational support and services given in different settings.

According to Sue Stubbs (2008), these terms and approaches have many positive concepts in common, for example:

- the right of all children, including children with disabilities, to education;
- a commitment to finding ways to help children who learn in different ways and at different speeds to really learn;
- promoting the development of the individual child's potential in a holistic way: physical, linguistic, social, cognitive, sensory;
- Supporting different methods of communication for people with a range of different impairments (sign language, Braille, signboards, computer-assisted speech, Makaton, etc).

At the same time, there are significant differences between these terminologies based on their origin, philosophical thoughts and principles and policies abided by an institution or a country.

2.5.4.1 Mainstreaming

Ainscow (1991) explains that “the withdrawal approach, the remedial approach and the mainstreaming approach to Special Education, although they have different methods and strategies they continue to perceive the problem as being the child.” Furthermore, Slee (1993) notes that mainstreaming became popular after several articles appeared in the professional literature criticizing the effectiveness of special classes for learners with mild to moderate disabilities.

Farman and Muthukrishna (1998) assert that “mainstreaming focuses on how to help a particular category or marginalized learners to fit into the existing system. It is the process of placing learners into ordinary schools from which they have previously been excluded on conditions that they can show that they will be able to meet the requirements of the existing curriculum. The emphasis is on how the learner can fit into the existing school structure and cope with the existing curriculum.”

According to Hardman, Drew and Egan (1996) “mainstreaming had advantages and disadvantages. It began the move away from segregational services. On the one hand, it allowed learners with exceptionalities and other learners to interact. But on the other hand, learners with exceptionalities were often placed into classrooms without necessary support and services.”

“Mainstreaming is related to the concept Integration, which both reinterpreted and extended the issue raised by Special Needs approach in mainstream classes”. Clark, Dyson, Millward and Skidmore (1997) explain that “mainstreaming in the 1970’s and 1980’s selectively integrated learners with Special Needs into mainstream classes on a case-by-case basis, depending on the needs of each learner and demands of the specific class.”

The term ‘mainstreaming’ has been commonly used to refer to “the placement of a learner with ‘Special Needs’ in the mainstream or regular school setting, and because the concepts of ‘Inclusion and Inclusive Education’ have broader implications than the term ‘mainstreaming’, they are preferred words today” (Donald, Lazarus & Lolwana, 2002).

Although there are several variations of the definition of mainstreaming, most sources seem to agree that it is defined as the selective Integration of students with disabilities in general education classes without a system of support (Zionts, 2005 cited by Turnbull, 2010).

2.5.4.2 Integration

The term Integration has been used to describe the process of the transfer of learners and young people to mainstreaming schools (Jackson et al, 2000). According to Barton (1998), Integration is about additional unchanged arrangements.

Rouse and Florian (1997) counter that Integration was too narrowly defined as placement, without any regard to the quality or placement and that much Integration practices not only involved the relocation of learners from special to mainstreaming, it also involved the transfer of many special practices. On the other hand, Jenkinson (1997) states “special classes or units in Special Education provision are seen as a form of Integration, providing more opportunity for interaction with mainstream peers than a segregated special school on a separate site.”

According to Rouse and Florian (1997), special classes, like special schools, were initially set up to cater for learners with serious learning problems, but without withdrawing learners from the regular school, meaning mainstream school, Integration is the main contributing factor in the development of Inclusive schooling.

2.5.4.3 Inclusion

In an effort to differentiate Inclusion from mainstreaming, researchers and advocates of Inclusion began defining Inclusion as a process of integrating students with disabilities into general education classes while including the necessary support system (Lipsky & Gartner, 1994; Keefe & Davis, 1998). According to these definitions, Inclusion can be divided into two different types: selective Inclusion and full Inclusion. Selective Inclusion occurs when students attend both academic and non-academic general education classes as well as some segregated Special Education classes. This differs from mainstreaming in that there is a system of support in place to help students succeed in their class placement (Zionts, 2005). In contrast, full Inclusion is a “zero-reject” policy that calls for the accommodation of all students in all general education classes (Ibid.).

Inclusion is a result of a major shift in such beliefs and practices regarding the provision of services to learners and youth with disabilities. Inclusion means that learners with disabilities are educated and supported in heterogeneous, age-appropriate, natural and learner-centered classrooms (Hallahan and Kauffman, 1994). Thomas, Walker and Webb (1998) assert that Inclusion is about a philosophy of acceptance; it is about providing a framework within which all learners – regardless of ability, gender, language, ethnic or cultural origin – can be valued equally, treated with respect and provided with equal opportunities at school.

The term Inclusion, according to Bailey (1998), means “being in ordinary school with other learners, learning the same curriculum at the same time in the same classroom with full acceptance by all and in a way which makes the learners feel no different from other learners.” It has been further explained that “Inclusion is a process of addressing the diversity of learners’ legitimate needs within regular education provision using all available resources efficiently to create a diversity of opportunities to learn in preparing children for active economic and social life in a culturally diverse and rapidly changing world” (UNESCO, 1999).

The definition of Inclusion according to UNESCO stems from Salamanca Conference (1994) which is a movement to improve the educational system as a whole.

“Inclusion is seen 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. It involves changes and modifications in content, approaches, structures and strategies, with a

common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.”(UNESCO, 2005).

On the other hand, Ainscow et al (2004) explains that Inclusion can be understood to comprise four elements namely:

- It is a process;
- It is concerned with the identification and removal of barriers;
- It is about the presence, participation and achievement of all students, and
- It involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement.

Inclusive Education will therefore involve placing children in an education setting that provides the support that meets their emotional, social, and educational needs (Deiner, 2005). Though globally acknowledged, the principle and practice of Inclusive Education is generally conceived as relatively new and implementing it appears not to be simple.

2.5.5 Accommodations of Special Needs Children

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities (Sandra J. T., et al, 2005).

Accommodations are intended to reduce or even eliminate the effects of a student’s disability; they do not reduce learning expectations. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. Accommodations for instruction and assessment are integrally intertwined.

According to Sandra J.T. (2005), Accommodations are commonly categorized in four ways: presentation, response, setting, and timing and scheduling:

1. **Presentation Accommodations**—Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.
2. **Response Accommodations**—Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.

3. **Setting Accommodations**—Change the location in which a test or assignment is given or the conditions of the assessment setting.
4. **Timing and Scheduling Accommodations**—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

2.5.6 Models and Approaches

According to Sue Stubbs (2003), educational programming pertaining to Special Needs Children could be treated through the following models and approaches.

1. *The Social Model* is the simplest form about changing the system to fit the student, not the student to fit the system. It originated in the early days of the disability civil rights movement, and provided a radically different definition of disability that influenced understanding and practice. It states that society is disabling, not the particular impairment or condition that a person may have.
2. *The Twin-Track Approach* - It expresses order to achieve full inclusion; two approaches working towards the same goal are needed— like a train moving smoothly on two tracks: focus on the system to overcome barriers of inclusion and focus on the learners to ensure that they get the necessary support from the community and learning environment.
3. *Right-Based Approach* – Rights-based approaches aim to combine the relevant human rights relating to education, and to highlight key underpinning principles such as participation, accountability and transparency, non-discrimination, and links to human rights standards. A rights-based approach clarifies the role of the child or learner as a rights holder with entitlements, and the role of the government and its institutions as duty bearers. Quality education is integrally linked to Inclusive Education and is highlighted in human rights documents. The UN outlines the basic principles of this approach in relation to development as a whole in its statement of common understanding (UN, 2003 as cited in Sue Stubbs, 2008).

2.6 POLICY ISSUES AND CONVENTIONS ON SPECIAL NEEDS AND INCLUSIVE EDUCATION

2.6.1 International Conventions

2.6.1.1 The Convention on the Rights of the Children (1948)

The United Nations Convention on the Rights of the Children is an international treaty that recognizes the human rights of children for those member countries of the United Nations. The member countries are required to ensure that children should benefit from the services such as education, health etc without discrimination.

The CRC states that all State Parties have to *respect and ensure the rights of each child, without discrimination of any kind, irrespective of the child's or his or her parent's [...] disability* (article 2). Besides that, the CRC focuses on disability in article 23, mentioning the rights of disabled children on a full and decent life, special care, assistance and access to health care services, education, training, rehabilitation and (preventive) information (article 23).

The UNCRC (1989) is the most ratified and consolidated convention of previous conventions. Four general principles underpin all other articles, including those on education:

1. Non discrimination (Article 2),
2. Making specific mention of children with disabilities best interests of the child (Article 3)
3. Right to survival and development (Article 6) and
4. Respect for the views of the child (Article 12).

Ethiopia ratified the Convention on the Rights of the Child (CRC) on the 14th of May 1991 and adopted it on 9 December 1991 (Tirussew, 2005).

2.6.1.2. Education for All

The World Declaration on Education for All – formulated at the World Conference on Education for All in **Jomtien**, Thailand, 1990 – tried to address the large gap between the ideal and the reality of achieving universal education for all. Although the term ‘Inclusion’ was not used, several statements show the importance of ensuring that people from marginalized groups have access to education in the mainstream system. It stated that “Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system”.

The World Education Forum (2000) agreed on six EFA goals, which were considered to be essential, attainable and affordable given that strong commitment are given to them by specific governments and by international communities, The Dakar Framework for Action declared that by 2015, *all* children of primary-school age would participate in free schooling of acceptable quality and that gender disparities in schooling would be eliminated. In the same year, the Millennium Development Goals were agreed, two of which – universal primary education (UPE) and the elimination of gender disparities in primary and secondary education – were defined as critical to the elimination of extreme poverty.

Ethiopia aims to achieve the MDGs, including MDG two that focuses on the achievement of universal primary education (UN, 2012). To reach that second MDG, UNESCO has designed six Educations for All (EFA) goals, which are internationally agreed. The first and third goal focuses indirectly on children with Special Needs. Goal one states that early childhood care and education should be expanded, especially for

vulnerable and *disadvantaged* children (UNESCO, 2012). The third one directs to *equitable access* to educational programs. Unfortunately, no further attention is given to students with learning disabilities. According to Lewis (2009), in the past, the EFA movement has supported and assisted education for disabled people to a very limited extent.

2.6.1.3 The Salamanca Statement of Framework

The Salamanca Statement on the education of all disabled students, agreed at a UNESCO World Conference on Special-Needs Education held in Salamanca in June 1994, called for Inclusion to be the norm (UNESCO, 1994). The delegates that signed the commitment, including representatives of Ethiopia, recognized “*the necessity and urgency of providing education for children, youth, and adults with Special Educational needs within the regular education system*”.

Article 2 provides a particularly important instrument for Inclusive schools: “Regular schools with this Inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an Inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system”.

2.6.1.4 United Nations Convention on the Rights of Persons with Disabilities (2006)

It is stated in Article 24 that with a view to realizing the Right of Persons with Disabilities to education without discrimination and on the basis of equal opportunity, states shall ensure an Inclusive, education system at all levels and lifelong learning. This commitment to Inclusive Education became a legal obligation through Article 24 of the 2006 Convention on the Rights of Persons with Disabilities (CRPD), which reaffirms the right of disabled children to quality education and committed governments to ensure that ‘persons with disabilities can access an Inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live’. Article 32 places an obligation on donor governments to make their support ‘Inclusive of and accessible to persons with disabilities’.

Ethiopia has signed the United Nations Convention on the Rights of Persons with Disabilities on the 30th of March 2007 (UN, 2012).

2.6.1.5 Other International Commitments

The African Charter on Human and People's Rights or Banjul Charter (1998) is ratified by Ethiopia in 1998 as one of the first countries (ILO, 2003) and entered into force in the same year. The Charter is designed by the State members of the African Union "to promote and protect human and people's rights and freedoms, taking into account the importance traditionally attached to these rights and freedoms in Africa" (African Charter on Human and People's Rights 1998). Article 18 states that "the aged and the disabled shall also have the right to special measures of protection in keeping with their physical or moral needs" (African Charter on Human and People's Rights 1998).

2.7 THE NATURE AND CHANGE IN SPECIAL NEEDS AND INCLUSIVE EDUCATION

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

The social model of disabilities and difficulties in learning underpins Inclusive Education, which is different from the medical model, views difficulties in learning as resulted from personal deficiencies. Thus, Inclusion program replaces concern with the identification of children with disabilities and learning difficulties to learn with all children by mobilizing Inclusionary resources (Slee, 1997) Thus, the nature of Inclusive Education is to create an ordinary education system that is responsive to learners' diversity and to ensure all learners have the best possible opportunity to learn, and to maximize participation for all learners in regular class.

2.7.1. Current Trends in Special Needs and Inclusive Education

The general objective of Special Needs Education from the end of 1940s in the developed countries was based on the aims to secure as normal condition as possible for people with the functional impairment. Thus, children with functional impairment have to get quality and normal education at school in their local area as other children do. As Wizner (1990) explained:

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

Thus, the normalization movement gave guidelines for the treatment of people with disabilities, as well as concrete suggestion for action. Nowadays, in many countries people have better understanding of and changing attitudes towards children with disabilities. International trends are now on the development of the potentials of the children with Special Needs Education and other needs as prescribed by the International Convention on the Rights of the Child (Eklindly, 2000).

The main issue of Inclusive Education is the human right to education pronounced in the Universal Declaration of Human Rights of the Child in 1948. Besides, the basic ideas of Inclusion can be equally found in many international policy documents, Conventions, and Action Plans such as CRC (1989), The *Jomtien* declaration on EFA (1990), The Standard rules on the Equalization of Opportunity for Persons with Disabilities (1993), The Salamanca Statement on the disabled children etc.. Currently, in developed countries the emphasis is in schooling and increasingly on Inclusive Education with a corresponding decrease in institutions and special schools (Savolainen et al 2000).

In Ethiopia, Special Needs Education principles are purposefully outlined according to 1994 Education and Training Policy as prescribed by the International Convention on the Rights of the Child, which Ethiopia already adapted to provide education for all children including those with Special Needs, education-learning in accordance with their full potential and needs. Inclusiveness of Disabled and learning difficulties are nowadays being recognized of their rights is included in major regulations and policy documents of the country. However, the development of Special Needs Education provision is still very low (MOE, 2005), especially in the rural areas it is nearly not implemented.

2.7.2 The Shift to Inclusive Education

It has been argued that the concepts underpinning special education and integrated education reflect the thinking of orthodox medical models of disability which locate the source of the ‘problem’ in the child, rather than in the wider society. Even though some children in special schools achieve high scores in assessments and enjoy strong social relationships among those with whom they interact, these students are segregated from the rest of society during a crucial part of their lives, and this negatively impacts both on individual children and on society as a whole (UNESCO, 2009).

The Convention on the Rights of the Child (1990), the most widely ratified international human rights treaty, highlights the need for governments to ensure access to education for disabled children. The Salamanca Statement (1994) stresses the importance of Inclusive Education, calling on governments to ‘give the highest policy and budgetary priority... to enable them to include all children regardless of individual differences or difficulties’ and to ‘adopt as a matter of law or policy the principle of Inclusive Education, enrolling all children in mainstream schools, unless there are compelling reasons for doing otherwise’.

This commitment to Inclusive Education became a legal obligation through Article 24 of the 2006 Convention on the Rights of Persons with Disabilities (CRPD), which reaffirms the right of disabled children to quality education and committed governments to ensure that ‘persons with disabilities can access an Inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.’

Education requires the support of the cultures, policies and practices in schools to help the learning and participation of the diversity of learners in their community. Policy development has to operate (implement) at all level and the development within communities have to be supported by local and national policies. Accordingly, national policies have to be consistent with the realities of life within local communities and ensure that strategies are in place to move local practice forward (UNESCO, 2003).

In order to maximize the participation rate of people with disabilities and enable to facilitate necessary conditions to Inclusive Education, the disabled people organizations and organizations of parents of disabled children should play the important role in the national and local policy formulation. In most countries including Ethiopia, an Inclusion strategy often seen as part of Special Needs Education policy prevents exclusionary practices within the educational system as a whole. In general, the concept of Inclusiveness is related to the very nature of general education and the regular school. Hence, Inclusive Education can be viewed in the light of an effort to improve schooling for all children with Special Needs Education.

In general Inclusive Education is the result of many different influences: activities of communities; concerns of Activists and Advocates; The Quality Education and School Improvement Movement; The Special Needs Education Movement; International Agencies Policy and Practices; and NGOs, Civil Society Initiatives, Networks and Campaigns (Stubbs,S., 2008).

2.7.3. Barriers to Inclusive Education

Even though the ideas of Inclusive Education are included in international and respective national documents, their implementation has not been sufficiently succeeded in breaking the vicious circle of poverty, inequality and exclusion. This doesn't mean that governments have not made efforts to improve the quality and equity of education and help to reduce the social gap. Nevertheless the educational reform processes underway in most countries, especially the developed countries have introduced important changes, which bring hope to the future of Inclusive Education (UNESCO, 2003, Salvolainen et al 2000).

In most of the developing countries, children with Special Needs Education still experience barriers for full learning and participation. For example, in the Latin America and Caribbean region children face problems (barriers) for learning and participation that are: in poverty; children of native groups; working and street children; nomadic families; and children with disabilities. Besides, there is disparity between Urban and Rural areas as well as the distribution of quality educational provision (Guijarro, 2000).

The key barriers in many developing countries that hinder Special Education provision and sustained exclusion (Ibid, Pivik et al., 2002, UNESCO, 2001):

- Problems in the provision and organization of education.
- Socio-economic barriers.
- Attitude.
- Lack of Resources.
- An inflexible curriculum.
- Problem with Language and Communication.
- Lack of enabling and Protective Legislation.
- Inaccessible and unsafe labeling environments.
- Lack of Human Resource Development.
- Knowledge base

Such barriers could be avoided when the economical condition of the country is increased, equitable distribution of human and material resources, sufficient financing and appropriate Inclusive Educational practice. If distrust and uncertainty are fabrics of an institutional culture, Inclusion becomes unattainable with a limited understanding and concepts of disability, negative attitude towards persons with disabilities and resistance to change are also some of the barriers in implementing Inclusive Education (Tirusew, 2005, Guijarro, 2000).

Barriers include biases of general and special educators, rigid expectations, lack of collaborative planning time, lack of administrative support, limited explanation of roles within the classroom, and lack of adequate preparation to provide supports in Inclusive environments (McDonnell, 1998; Wood, 1998; and York & Tunidor, 1995).

Rouso, H. (2007) as cited in Chavuta,A.(2008),on the other hand, states that barriers to Inclusive Education include: cultural biases which lead to preferential treatment and allocation of resources and opportunities to male children and children without disabilities; lack of access to SNE services and support, distance to school, inaccessible physical environment, physical and verbal abuse of children with disabilities, and the nature of the education setting which mostly encourage negative attitudes towards learners with SEN.

2.7.4 Benefits of Inclusive Education

2.7.4.1 Benefits of Inclusion for students with Special Needs

The goal of Inclusion is to prepare both students with and without disabilities to become contributing members of their community and society (Lipsky & Gartner, 1994). Other benefits of Inclusion for students with disabilities are senses of normalcy, respect, and dignity (Zionts, 2005). Students with disabilities must learn how to communicate with their peers in the classroom, just like they must do to succeed in society as adults.

Another possible benefit of Inclusion is that friendships will result from the classroom interactions and that these friendships will become future natural supports for the students into adulthood. Research has found that without the proper support the benefits of social interactions and friendships are not ensured even in an Inclusive classroom (Sapon-Shevin, Dobbelaere, Corrigan, Goodman, & Mastin, 1998; Taylor, Peterson, McMurray-Schwarz, & Guillou, 2002 as cited by Turnbull,K, .2010). Most advocates for Inclusion explain the negative social outcomes as the results of incorrect implementations of Inclusion (Frederickson et. al., 2007).

Research has also shown that academic improvements for students with disabilities when included in the general education classroom. The curriculum delivered in a pull-out special class room service is sometimes diluted compared to the curriculum in a general education classroom, and as some research has stated, special educators providing instruction in resource rooms are often not highly qualified in the specific content area they are assigned to teach (Zionts, 2005; Bouck, 2009).

Another possible reason students with disabilities improve in achievement is, as Janney and Snell (1996) have suggested that students with disabilities seem to have higher self confidence and exhibit greater independence when working with peers in the general education classroom.

2.7.4.2 Benefits of Inclusion for Students without Disabilities

One of the main benefits of Inclusion for students without Special Needs is a greater awareness of disabilities which Fisher (1999) suggested caused an increase in students' empathy and tolerance. Carter and Kennedy (2006) also found that students without disabilities, who were in Inclusive classrooms, showed greater appreciation of diversity and raised expectations of their classmates with severe disabilities. They also found that these typically developing students gained self esteem and developed new friendships (Carter & Kennedy, 2006). Vaughn et al. (1998) also found that average to high-achieving students in Inclusive settings showed increases in peer acceptance and friendship quality within a year's time.

Other researchers have found that the longer students with disabilities were included in a general education classroom, the more accepting their peers without disabilities became (Krajewski & Hyde, 2000; Townsend, Wilton, & Vakilirad, 1993 as cited by Turnbull, K., 2010).

Research found that students with disabilities often had unique viewpoints on topics during discussions which allowed their peers without disabilities to extend their thinking (Copeland, McCall, Williams, Guth, Carter, Fowler, Presley, & Huges, 2002, as cited by Turnbull, K., 2010). Copeland et al. (2002) noted several teachers reporting positive changes in their students' behavior and achievement. Students with disabilities were found to be role models for typically developing students because they tended to be interested in the subject material and completed assignments carefully (Copeland et al., 2002).

2.7.4.3. Parents and Community

Parents also gained from the Inclusive Education programme. They became more aware of their children's needs, and the knowledge they gained by attending teachers' workshops boosted their confidence and empowered them (Mphohle, P. & Paneng, 1997).

2.7.5 Attitude

Attitudes are beliefs, which influence people to react in a positive, negative, or ambivalent way to a person, object, or idea (Encarta Encyclopaedia, 2001). According to Aggrawal (1994) "An Attitude is learnt... it is adopted" An attitude is a point of view that someone holds towards an idea or objects in his /her everyday

life. Anyone can develop a positive or negative attitude toward the object or idea. In any case, to do a given task effectively there is a need to have a positive attitude toward it. (Beyene,G.,and Tizazu B.,2010)

Padeliadu and Lampropoulou (1997) noted the impact of attitude on Inclusive Education that ‘the effectiveness of any program is dependent on the attitudes of the people’ taking part in the implementation. This appears true mainly due to the fact that individual with positive attitudes will be willing to invest their effort depending on how much they positively value the program and how they think it is going to be functional. In addition, for inclusion to be well perceived by individual with disability and non-disability and by the staff who teach them, certain condition including the existence of positive attitude have to be met(cited by Tesfaye,2005 in Websre and Wood ,1995). Therefore, positive attitudes of individuals with disability, none-disabled peers, teachers and administrators contribute to successful implementation of Inclusive Education.

The main stakeholders of Inclusive Education in schools have different attitudes towards IE on the basis of their educational status, social interactions, training, experience, age, etc variables.

2.7.5.1 Attitude of Students towards Inclusive Education

As strong and Shaver (as cited in Sinkonnen, 1994) thus suggested that the best method to change any adverse attitude of the deaf is to create the possibilities of structured contacts between the hearing and the deaf. Teachers need to plan for the social integration of their hearing-impaired students and encourage them to initiate contacts with their hearing peers (Schulz, et al., 1991). It is also suggested by UNESCO (2000) that it is always necessary to inform the society that hearing-impaired persons can do everything except hear. But it is certainly not easy to change old beliefs and views of man deeply rooted in society. It takes great effort, struggle and the development of new knowledge and attitudes-it demands a change in awareness!

Some investigators have, on the other hand, studied the behavior and attitudes of the hearing toward the deaf as seen by persons with impaired hearing. The investigators have pointed out that the deaf may exaggerate or misinterpret the behavior of persons with normal hearing, that innocuous and situation – demanding behavior on the part the latter may be misinterpreted by the deaf according to their stereotype of the nondeaf (Barker, et al., 1946 cited in Tirussew, et al., 1995). In two separate studies in the same article it also appeared that the deaf had more negative attitudes towards deafness than the hearing. The deaf seem to perceive themselves as lacking in comparison with the hearing. This results in relatively negative self-concepts (Cates, 1991 cited in Sinkonnen, 1994).

Attitudes, which are largely negative, place limitation on students with Special Needs and inhibit the responsibility of their success (Tirussew, 1999).

2.7.5.2 Attitude of Teachers towards Inclusive Education

Teachers with more positive views of inclusion had more confidence in their ability to support students in Inclusive settings, and to adapt classroom materials and procedures to accommodate their needs. In all areas assessed, general classroom teachers rated their self efficacy, ability, and understanding, in relation to Inclusive practice, to be lower than did special education teachers, and expressed a greater need for related in-service training and increased support and resources. Similarly, Bender et al. (1995) found that teachers with more negative attitudes towards inclusion reported much less frequent use of instructional strategies known to facilitate the effective inclusion of children with learning disabilities.

Teachers' attitudes are additionally influenced by the level of disability they are asked to accommodate within their classroom. Center and Ward (1987) found that while the majority of teachers expressed a generalized agreement with the policy of inclusion, when asked specifically about their own willingness to include students with particular disabilities within their classrooms, they were only willing to accept the inclusion of students with mild physical disabilities (Rainforth, 2000; Scruggs & Mastropieri, 1996, Forlin et al., 1996 as cited in Campbell. et al., 2003).

The research literature on teachers' attitudes towards disability suggests that negative attitudes "lead to low expectations of a person with a disability" (Forlin et al., 1999b, p. 209) which in turn could lead to reduced learning opportunities, beginning a cycle of impaired performance and further lowered expectations, both by the teacher and the child.

Referring to the effect of teachers' attitudes on student's perception, Turnbull and Carpenter (1991), further declared that teacher attitudes "not only set the tone for the relationship between teachers and handicapped students, but they also substantially influence the attitudes of non handicapped classmates (Ibid.). Additionally, it is noted that the attitudes and knowledge teachers have concerning children with handicaps "are highly influential in determining the social, intellectual and emotional adjustment of these children," (Tibebu, 1995).

Elias Avramidis and Brahm Norwich, 2010 summarized factors influencing teachers attitude towards Integration/Inclusion in to child-related variables, teacher-related variables and educational environment-related variables.

1. Child related variables

Teachers' concepts of children with SEN normally consist of types of disabilities, their prevalence and the educational needs they exhibit (Clough and Lindsay, 1991). Generally, teachers' perceptions could be differentiated on the basis of three dimensions: physical and sensory, cognitive, and behavioral and emotional (Avramidis, E., and Norwich, B., 2010).

Teachers seem generally to exhibit a more positive attitude towards the integration of children with physical and sensory impairments than to those with learning difficulties and emotional-behavioural difficulties (EBD)(Bowman's ,1986, and Chazan ,1994)

2. Teacher-related variables

Researchers have explored a host of specific teacher variables, such as gender, age, years of teaching experience, grade level, contact with disabled persons and other personality factors, which might impact upon teacher acceptance of the inclusion principle.

A. gender

Some researchers noted that female teachers had a greater tolerance level for integration and for Special Needs persons than did male teachers (Aksamit, Morris and Leunberger, 1987; Eichinger, Rizzo and Sirotnik, 1991; Thomas, 1985), but the evidence to be inconsistent.

B. Age-teaching experience

Considering teaching experience of teachers, younger teachers and those with fewer years of experience have been found to be more supportive to integration (Berryman, 1989; Center and Ward, 1987; Clough and Lindsay, 1991).

In a study by Harvey (1985), compared the willingness of teacher trainees and primary teachers to accept children with SEN in their classes, there was a clear reluctance on the part of the more experienced primary teachers compared to teacher trainees in their willingness to integrate SEN children. Thus, it is reasonable to assume that newly qualified teachers hold positive attitudes towards integration when entering the professional arena.

C. Grade level taught

Leyser *et al.*'s (1994) international study found that senior high school teachers displayed significantly more positive attitudes towards integration than did junior high school and elementary school teachers, and junior high school teachers were significantly more positive than elementary school teachers.

Salvia and Munson (1986), in their review, concluded that as children's age increased, teacher attitudes became less positive to integration, and attributed that to the fact that teachers of older children tend to be concerned more about subject-matter and less about individual children differences. In this, it could be argued that primary school ethos is more holistic/inclusive, while secondary is subject-based, and that might impinge on teachers' attitudes (Avramidis,E., and Norwich,B.,2010).

D. Experience of contact

Experience of contact with children with SEN or disabled persons was mentioned by several studies as an important variable in shaping teacher attitudes towards integration. The 'contact hypothesis' in Yucker's, 1988 (cited by Avramidis,E., and Norwich,B.,2010), suggests that as teachers implement inclusive

programmes and therefore get closer to students with significant disabilities, their attitudes might become more positive. Leyser *et al.* (1994) found that, overall; teachers with much experience with disabled persons had significantly more favorable attitudes towards integration than those with little or no experience.

E. Training

Pre and in service training was considered an important factor in improving teachers' attitudes towards the implementation of an inclusive policy. Without a coherent plan for teacher training in the educational needs of children with SEN, attempts to include these children in the mainstream would be difficult (Avramidis, E., and Norwich, B., 2010). The importance of training in the formation of positive attitudes towards integration was supported by the findings of Beh-Pajoo (1992) and Shimman (1990).

The response of attitude survey of regular and special educators is that, both groups of respondents revealed more favorable attitudes towards inclusion (not Integration) after their in-service training than they did before with regular education teachers showing the strongest positive attitude change (Dickens-Smith, 1995).

F. Teachers' beliefs

More recently, Canadian research has identified another factor that influences not only teachers' reported attitudes towards inclusion, but their actual teaching styles and adaptations in heterogeneous classrooms; that is, their views about their responsibilities in dealing with Special Needs children. Jordan, Lindsay and Stanovich (1997) found that teachers holding a 'pathognomonic' perspective, in which the teacher assumes that a disability is inherent in the individual student, differed in their teaching instruction from those closer to an 'interventionist' perspective, in which the teacher attributes student problems to an interaction between student and environment.

G. Teachers' socio-political views

There have been a few studies of integration attitudes in relation to educators' wider personal beliefs (political outlook, socio-political views) and attitudes. Stephens and Braun (1980), in a US study, found that attitudes to integration were more positive when teachers believed that publicly funded schools should educate exceptional children.

3. Educational Environment-related Variables

A number of studies have examined environmental factors and their influence in the formation of teachers' attitudes towards integration/inclusion. One factor that has consistently been found to be associated with more positive attitudes is the availability of support services at the classroom and the school levels (Center and Ward, 1987; Clough and Lindsay, 1991; Myles and Simpson, 1989). Here, support could be seen as both physical (resources, teaching materials, IT equipment, a restructured physical environment, etc.) and human (learning support assistants, special teachers, speech therapists, etc.) (Avramidis, E., and Norwich, B., 2010).

Other aspects of the mainstream school environment have also been identified in the above studies as being obstacles that have to be surmounted in order for inclusive programmes to be successfully implemented; for example, more often than not, teachers report overcrowded classrooms, insufficient pre-prepared materials (differentiated packages), insufficient time to plan with learning support team, lack of a modified/flexible timetable, inadequately available support from external specialists and lack of regular INSET (Avramidis *et al.*, 2000).

2.7.5.3 Attitude of Education professionals towards Inclusive Education

Implementation of Inclusive Education is hampered by persisting negativity towards disability among the professionals in the education system. Government commitment to inclusion initiatives and the philosophies supporting them are very new, and counter many deeply-held beliefs about education. The majority of teachers continue to have the same discriminatory attitudes towards disability as those evidenced in the majority population (UNICEF, 2012).

“The most serious barrier to the Inclusive Education has been the attitude of administrators who have insufficient time and patience to learn about and understand its Inclusive Education objectives. (Jangira & Ahuja, 1994). As a consequence of lack of support, as well as a prescriptive and examination-oriented curriculum, discouraged teachers from trying innovations and “made it difficult for them to implement the new approaches they were learning” (Jangira & Ahuja, 1994).

2.7.5.4 Attitude of Parents towards Inclusive Education

Research has shown that parent’s attitudes affect the success of inclusion and their attitudes have been shown to be more favorable when allowed input into the decision making process (Lewis, Chard and Scott, 1994). In addition, parental involvement played an important role in changing the educational policies set for Special Needs children.

Vague understanding of the purpose and the benefits of the inclusion of exceptional children on the part of the parents can be a main reason for holding negative attitudes towards inclusion (Green and Shinn, 1995). Nevertheless, some evidence suggests that parental attitudes towards inclusion can be positively enhanced if adequate information about the benefits of inclusion is given (Green and Shinn, 1995).

Furthermore, Yesseldyke et al. (1994) found that parents of students with disabilities seek an educational system that meets their child’s educational needs, where there is frequent communication with parents, where their child receives adequate attention, where their child can attend school with siblings and friends. When they express concerns, families focus more on teacher qualifications, adequacy of instruction and fears of social rejection for the children with disabilities (Bang and Lamb, 1996).

A sample study which was conducted by Tirussew et al (1995) on the attitude of the society towards persons with disabilities in Ethiopia revealed that most of the people have negative attitudes towards individuals with disabilities.

Attitude is a critical challenge in terms of inputs to Inclusive Education. Successful Inclusive Education programs are finding that one of the “root problems” in terms of access is lack of political will based on attitudes of government officials (Peters,S.J., 2003).

In Ethiopia, the movement towards Inclusive Education continues on the assumption that teachers are willing to admit students within the regular classes and be responsible for meeting their needs. However, negative attitudes and misconceptions have begun to be reflected in researches conducted in some schools. Etenesh (2000), for example, found that most teachers reject the admission of students with disabilities into their schools. The same source indicates that teachers also refuse the placement of students with disability in their classes with the notion that this could be unrewarding and burdensome. The rejection is stronger with those children with severe disabilities than those with less severe disabilities.

2.8 SOME MAJOR CHALLENGES IN THE PROVISION OF INCLUSIVE EDUCATION

2.8.1 Inaccessibility of pre-school education

Encompassing the period of human development from prenatal through the transition into early primary grades, early childhood development (ECD) or early childhood care and education (ECCE) is “the socialization, education and readiness for school, as well as the provision of basic health care and adequate nutrition, nurturing and stimulation within a caring environment for children”(Gertsch L.,2009). Because the connections made in the brain at an early age affect the brain’s capacity in the long term (Mustard, F., 2007), research shows that ECCE increases the chance of a child to participate and succeed in school and life.

For pre-schools, schools and education systems to be child-friendly they should be among other things, Inclusive of all children, particularly children with disabilities, girls in some countries – boys in some others– and children with a disadvantaged social background. (UNICEF, 2005)

As Wizner (1990). States that there is greater variability in preschool program as reflected by the curriculum in organizations. Thus, a single early childhood curriculum doesn’t exist. But different curriculum based teaching methods are developed and implemented according age and abilities of the children. Whatever the methods are implied in the pre-school education, it prepares children for the primary education. Generally pre-school programs focus on stimulating and sustaining growth in a certain areas of the development. However absence of per-school program may lead children to demonstrate less in their development.

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

In addition, the Ministry of Education needs to consider early childhood educational program as a part of its comprehensive education to facilitate as a pre-condition before joining in the regular education system. Hence, some education programs of children with Special Needs require preparatory programs before regular schools, but pre schools (Kindergatern) education program do not admit children with disabilities, such as blind and deaf (Tirussew, 2005; MOLSA, 2004; Mamo, 2000). In principle pre school program is essential for all children, but it is difficult to provide it in all rural and urban areas in Ethiopian context.

2.8.2 Lack of Awareness

Vague understanding of the purpose and the benefits of the inclusion of exceptional children on the part of the parents can be a main reason for holding negative attitudes towards inclusion (Green and Shinn, 1995). Nevertheless, some evidence suggests that parental attitudes towards inclusion can be positively enhanced if adequate information about the benefits of inclusion is given (Green and Shinn, 1995).

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

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

2.8.3 Parent and community

2.8.3.1 Lack of parent involvement

One of the ways of schools development for Special Needs Education is creating an essential relationship with parents or /and families (Carpenter, 2001). In order to do these parents need to be encouraged and

awarded to promote participation in school activities concerning development of their children. Besides, a positive parent attitude to schooling may create better understanding for improving children learning and development. On the contrary, the parents' negative attitude and lack of participation in school activities (Schooling) may create negative impact on the learning of their children with disabilities Thomas (Cited in Tirussew, 2005).

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

Furthermore, Nywe as mentioned (in Tirussew, 2005) the promotion of friendship development for children with disabilities is being considered as a primary educational goal. Thus, parents' involvement in school activities may help to develop sufficient educational provision for their disabled children. Lack of parent, School/ teachers relationships, therefore, considered to affect the implementation of Inclusive Education.

2.8.3.2. Community

The preferable way to increase community understanding about the rights, needs and potential of person with disabilities, is by making collaborative efforts with disabled persons and their organizations, to exchanges ideas, views using mass media, which in turns promote the flow of information among the people. Therefore the community awareness program should also include specific strategies for the prevention of disabilities, and then government efforts focus on early identification, intervention and prevention that should be developed and strengthened through community awareness (Tilstone, 2001).

Schools can perform their activities better when they could be integral and positive part of the community. It is true that learning is neither limited to what is not formally taught, nor the time spent in class room or school but the learning is to interact with the surrounding environment (Muthukrishna, 2000). The term community refers to families, government offices and nongovernmental organizations (NGOs) parents, disabled persons and non-disabled persons. As the result, the success or failure of the Inclusive Education is directly or indirectly tied with these groups and organization, which is called community.

Moreover, an Inclusive approach to education recognizes that the community and the careers have a real contribution to make. They can make a contribution to children's learning and they have the right to be involved in the decision making process. However, research evidences suggests that those parent who become involved in the education of their children with Special Needs often are people with more resources but, a great challenge, therefore, is to get the families of the most marginalized students involved. (UNESCO, 2001). At the end, it can be said that without involvement of the community, provision of the Inclusive Education may not be effective as expected.

As Carpenter et al (2001) stated that the education of children with Special Needs cannot be achieved without active participation of parents as a wide range of community services.

2.8.4 Teachers

2.8.4.1. Working Conditions of Teachers

A condition of teachers' work is yet a critical input in Inclusive Education programs. Most implementation efforts focus on training teachers effective instructional strategies and ignore the conditions within which teachers must carry these out. Many projects reported in the literature also did not meet goals due to teacher/staff turnover and transfers (Peters, S.J., 2003).

Other conditions of teachers' work reported to have a significant impact on their ability to deliver effective instruction: class ratios, classroom physical layout, administrative support and supervision, incentives for participation, and release time for preparation and evaluation (Jangira & Ahuja, 1994).

2.8.4.2 Teachers Competence

The adequacy of the teachers' knowledge, skills a good perception and positive attitude towards children with Special Needs, as well as availability and utilization of important material make a teacher competent in providing Special Needs program. Actually, these conditions help a teacher to be engaged in the school cultures, policies and practices in order to increase learning ability and participation rate of children with diverse needs. On the contrary negative altitude and misconceptions of the teachers as well as school administrators towards children with disabilities have a great impact of the provision of required Special Needs Education (Schmidt S.c., 1991 and Nagata N., 1993).

Moreover, lack of supportive structural leadership and capacity of resources and lack of interest in education on the part of parents and students are also associated with low quality of education. One the contrary, a

positive school climate and culture is an emergent quality that promotes the well being of students, their families and staff (Carpenter, 2001).

Teachers have to have some fundamental understanding of the philosophy and assumptions about the current policy issues of Inclusive Education. Besides teachers (professionals) have to have a good morale towards teaching by shaping feelings of satisfaction or well-being (Bailey, 1998). It is obvious that unavailability of these conditions on teachers and administrators' likely to affect implementation of the Inclusive Education.

2.8.4.3 Teachers training

Today, Inclusive Education creates new challenge in the way which teacher development is constructed and organized in a country through important trainings to fulfill the Inclusive Education. In order to achieve the intended goal of Inclusive Education, different skills and training strategies are essential for special teacher to overcome challenges in the system.

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

The development of an Inclusive Education and teacher training programs are the most challenging issue in the process of implementation of Inclusive Education (Tirussew, 2005). Besides to avoid pedagogical challenges, of Inclusive Education ordinary class teacher who teaches students (Children) with Special Needs should be capable of teaching skills and knowledge.

2.8.5 Curriculum and Instruction

The term curriculum is the most fluid concept for most parents, it means textbook; for teacher it includes the text guides and perhaps the syllabi, for other it may mean the contents and structures of the lessons. However, in the professional context, the curriculum includes the national goals of education, educational objectives and structure of the lesson. Whatever the meanings are given by different groups, meeting the needs of the people with disabilities is important. The curriculum should be balanced in terms of the

children with Special Needs. The curriculum should be balanced in terms of the competencies and context it includes incorporating learning related to the development of knowledge, skills and values; to be meaningful and functional for every child (Gaijarro; 2000).

Chinn and Ashcroft (1999), for example, point out that 'if a child does not learn the way you teach, then teach him the way he learns'. This will suggest that teachers have to identify, possibly through assessment individual children's learning style in order to meet their needs (Stakes and Hornby, 2000). By learning style, it is meant the application of an individual's cognitive style to a learning situation (Mortimer, 2000, cited in Exley, 2003),

Now days Inclusion is mainly a curriculum issue since curriculum is concerned as the most significant problem to learning and exclusion for many learners, for those in special school settings or in ordinary school settings (UNICEF, 2003). These problems of learning arise from interlocking parts of the curriculum such as content of learning programs, the language, organization of the classroom, time frames for completion of curricula etc. Assessing the problem of the learners with learning difficulties the important modification in a core curriculum may encourage schools to use the range of available flexibilities in order to respond to local and individual difference (Wizner, 1990). In addition, Tirussew (2005) states that the current trend Inclusive approach curriculum needs a certain degree of flexibility in modification, substitutions, compensation that are needed to accommodate the educational needs of children.

Ashdown and Carpenter (2002) stated that students with disabilities need specific strategies so as to ensure their participation in the curriculum and curriculum should comprise all learning and other experiences based on the modified curriculum in each school. On the other hand, as a part of the curriculum, the language of instruction may create problems to all learners or some of them

When we see Inclusive Education, in any education system, curriculum is one of the major problems to facilitate the development of more Inclusive system (UNESCO, 2003). In many situations the curriculum is centrally designed and is rigid not leaving flexibility for local adaptations for teachers to experiment and try out new approaches. In some conditions the content may be distant to the reality in which the students live and therefore, inaccessible and unmotivated to students.

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

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

Therefore, curriculum should consider the diversity of culture, language, skills and knowledge levels of the community and children with Special Needs so that it would be flexible to overcome challenges in an Inclusive Education.

2.8.6 Lack of assessment and identification

Finding, identifying and encouraging children to go to school has been another critical challenge (Peters, S.J., 2003). Assessment in teaching learning process is very important to identify an individual child's problems and to follow the progress and improvement in learning activities. It also examines not only the educational needs but also the environmental status which has influence on the child's learning activities directly or indirectly. In line of this (Lewis, 2001) explained that assessment record keeping and acknowledging progress and achievement should be an integral part of teaching and learning for all students. This implies that assessment is the continuous process to identify where the students stand in their learning.

Stubbs (1993) suggests that Inclusive Education programs look for improvements at all levels: individual, family, community, organization, and government. Specific indicators include: presence, participation, choice, respect, knowledge and skills. Lynch (2001) advocates for evaluation of Inclusive Education programs at all levels (institutional and teacher performance as well as student performance) and against the goals of inclusion within a democratic, human-rights-based environment.

Some of the best quality indicators for Inclusive Education in the developing countries include: Early intervention when children are still in the formative stage of development; Small classes; Well-trained and valued teachers; Multi-ability groups; Positive learning environments (that is, a sense of community and commitment to mutual benefit) and Strong parental involvement.

According to (MoE, 2005) assessing needs to assist the school management and environment, knowledge and skills of teachers, social cultural background and characteristics of learners as well as availability of adapted materials and equipments have to be taken into consideration case by case.

One the other hand, policy and programs for human material and financial resources development concerning disabled persons should be based on the assessment of their needs and the potential of existing development programs services to achieve those needs (MoE, 2005).Thus, the assessment that is carried out by the personnel trained helps to identify the problems, which can reduce students' participation in education .It also helps to identify the level of disabilities in practical terms, levels of disability within each category as well as the needs and potentials of each individual are very different depending on their severity level. For those reasons, to identify the real needs of the people with disabilities, the appropriate assessment mechanisms might play great role in the process of education provision.

Besides, Mamo (2000) states that to meet the needs of children with Special Needs, assessment mechanisms should be appropriate to the local context. However, assessment should be carried out starting from child natural environment (home) collaborating with parents to identify detail problems. Thus, parents' involvement in an assessment program, may help to get available information about the children with disabilities and information gathered during assessment may help in understanding the Nature of the developmental problems. Accordingly, a wide variety of assessment devices should be available, including both formal standardized measures and less formal check lists and rating scales based on the observation of the child. (MOE.2005, Mamo, 2000).

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

2.8.7 Access, Repetition and Drop-out

Demand issues provide arguably predominant challenges to Inclusive Education. Access issues are affected by factors at all levels of inputs: student, school, family/community and national. Probably most influential are socio-economic and cultural factors within the family: family economic survival needs, traditional societal attitudes towards disability that may involve shame, guilt, under-expectations, sheltering/patronization. These factors often combine with distance to school, mobility, school-building accessibility, discrimination, shortage of trained teachers and resource supports to address teachers' working conditions, and shortage of school places (Peters, S.J., 2003).

Student characteristics are another critical challenge to Inclusive Education. Most of the developing countries have concentrated their Inclusive Education efforts on moderately and severely disabled children in four categories: physical/mobility impairments, blindness, deafness and cognitive impairments. However, the vast majority of children with disabilities have mild impairments. These children most likely constitute a significant percentage of drop-outs and grade-level repeaters (Peters, S.J., 2003).

Repetition doesn't improve the achievement of slow learners and it also affects self-esteem as well as their prospects for future success. Hence such children (Students) in normal classes suffered from undetected impairment or health problems. Lack of professional assessment and standardized tool to assess these individual with learning difficulties or health problem are also major problem in placement or setting process (UNESCO, 1994).

On the other hand, drop-out can be explained in terms of the student who leaves school before completing a given grade in a given school year. In developing countries, dropping – Out has been a major problem in primary education system. The dropping out problem often assumed of socio economic problem. However, children in primary schools mostly forced to leave school before the school year because of undetected problems. Regarding this Tirussew (2005) explained presumably, “Children with undetected mild problems may constitute a good number of early repeaters and drop out of the primary school in Ethiopia”.

2.8.8 Lack of school Physical Facilities and Climate

School Climate and Teaching/Learning are two broad domains concerned with the processes of challenges of Inclusive Education. A whole-school approach to Inclusive Education is emerging as critical to effective implementation, with basic principles participation and collaboration (Peters, S.J., 2003).

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

In addition, the absence of a good climate at school might influence development of the students with disabilities as well as theirs school. So it is important to create the conditions that enable both teachers and students learn and feel well. If all these aspects are available, the students will be reinforced to learn

(UNESCO, 2003). Thus, the existence of a bad climate and physical facilities in schools are most likely to affect the students' self esteem and in turn, it creates a negative condition in their learning process.

2.9 THE HISTORY AND EVOLUTION OF INCLUSIVE EDUCATION IN ETHIOPIA

2.9.1 Inclusive Education in Ethiopia

Regarding the historical development of special education in Ethiopia, it has a relatively closer point of time reference with the establishment of the first regular school in the country. It was within a time gap of less than a decade since the establishment of the first regular school (Menilik II school) that special education for the disabled was opened in its modern form in Ethiopia (Tibebu, 1995).

Inclusive Education is a current global trend to address the educational right of persons with Special Needs. The shift towards Inclusive Education in Ethiopia opens a huge opportunity for children with disabilities to have access to education within their communities not far from their residence. This means regular schools will unlock their doors to children with disabilities and learning difficulties and accept their right to be educated with their peers. This will encourage and motivate the parents of children with disabilities and learning difficulties to send their children to schools instead of leaving them to “vegetate at home” (Tirusew, 2005).

The Dakar World Education Forum (2000), stated that in order to achieve Education for All goal, it is vital to implement Inclusive Education that helps children with disabilities and learning difficulties to enjoy their rights of education. Ethiopia, since it adopted the declaration, enters a paradigm shift towards Inclusive Education.

Tirusew (2005) mentions that the educational scenario of children with disabilities and learning difficulties in Ethiopia seems to have the following five faces:-

1. *Special Day Schools*: - where children with the same type of disabilities and learning difficulties attend during the day time.
2. *Special Boarding Schools*: - residential schools where children with the same type disabilities and learning difficulties attend during the day time and stay the night together.
3. *Special Classes*: - classes in regular school settings where children with disabilities and learning difficulties are placed.

4. *Inclusive Schools*: - regular schools where children with disabilities and learning difficulties are fully or partially in regular classes with children without disabilities and learning difficulties and
5. *Regular Schools*: - schools where children with undetected disabilities and learning difficulties are attending regular classes with others.

2.9.2 National Policies and Conventions on Special Needs and Inclusive Education

2.9.2.1 The Constitution

The Ethiopian Constitution is adopted in 1994 and entered into force at the 21th of August 1995 (UNHCR, 2012). In this Constitution, the rights of disabled people are only described in article 41 section 4. This article states that the government is responsible for the supply of rehabilitation services for disabled persons (ILO, 2004): *The State shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and mentally disabled, the aged, and to children who are left without parents or guardian.*

2.9.2.2 National Education Policy

In 1994, the Ministry of Education prepared the Education and Training Policy, recognizing education as an essential element in human development. One of the specific objectives of the Education and Training Policy (Article 2) is *“to enable both the handicapped and the gifted learn in accordance with their potential and needs”* (Education and Training Policy, 1994). Besides that section, no other one focuses on people with disabilities specifically. Therefore, Lewis (2009) states that the Policy lacks accuracy and detail.

2.9.2.3 Special Needs Education Program Strategy (2006)

The 2006 Special Needs Education Program Strategy is prepared by the Ministry of Education to enhance participation of children with disabilities in Education. The document begins by stressing Ministry of Education’s commitment to achieve universal primary education by 2015 and aim to establish an educational system that is to be open to all. Similarly, it emphasizes the idea that all children and students can learn. It underscores the substantial effort needed *“to expand and strengthen Special Needs Education and training provisions, enhance Inclusive Education and enrich the regular education curricular materials”*.

The strategy emphasizes on provision of Inclusive Education which provides education opportunities for all children with Special Needs and hopes as *“widen”* the gate to equitable access in the regular school system. That is the strategy has given priority for Inclusive Education in the regular school system and to support the

system by providing available materials and equipments in the school as well as to train and develop necessary human power (Teachers).

2.9.2.4 General Education Quality Improvements Package (GEQIP)

Further, the government of Ethiopia has developed the General Education Quality Improvements Package (GEQIP) to improve the quality of education and to mainstream vulnerable groups. The objectives of the Package are the improvement of curricula and textbooks, the conversion of assessment practices, progress of teacher qualifications, and training in management and encourage schools to manage their resources. According to this initiative, textbooks have to promote Inclusive learning, teachers are obliged to follow Special Education trainings, management trainings require Inclusive issues and awareness has to be raised through forums and other activities for parents and students (World Bank, 2008). In other words, Inclusive Education is promoted in some of the objectives of the GEQIP.

2.9.2.5. National Plan of Action for Equality of Opportunity and Full Participation of Persons with Disabilities

The policy shows the focus of the Ethiopian government on disability mainstreaming and is based on the CRPD (ILO, 2011, MOLSA, 2010 (draft)). The purpose of the plan is to improve the life circumstances and to promote the rights and full participation of people with disabilities in Ethiopia (ILO, 2011).

“The National Plan of Action is based on a vision of a fully Inclusive Ethiopian society, where children, youth and adults with disabilities, regardless of gender or kind of disability, as well as their parents and families, enjoy the same rights and have access to the same medical, educational and social services, training, work and leisure opportunities enjoyed by other citizens” (MOLSA, 2010 (draft)).

2.9.2.6 Education Sector Development Program (ESDP)

Ethiopia has had several general national education policies. Currently, Education Sector Development Program IV 2010/11 – 2014/15 (ESDP IV) (2010) is in force, which replaced ESDP III (2005). ESDP III mentions the importance of Special Needs Education for people who require it (ESDP III, 2005, article 2). However, nothing is said about students with learning and physical disabilities.

ESDP IV is developed to continue the work done under ESDP III, to realize a long-term vision and to address the remaining goals (ESDP IV, 2010). In this most recent Program, the government recognizes the misconceptions and negative attitudes towards disabled people throughout society. Further, barriers to

education are enumerated, including lack of knowledge, bad teaching methods and lack of adequate assessment procedures. In order to overcome these barriers, to increase the limited number of disabled people enrolled in education and to achieve the Education for All (EFA) goals Ethiopia has emphasized Inclusive Education in ESDP IV, in contrast to the first three Education Sector Development Programs.

2.9.3 Prevalence of Disability in Ethiopia

Data pertaining the prevalence and situation of persons with disabilities are different according to different reports. To have some image, some evidences of disabilities in Ethiopia are presented in tables.

Table 1. Prevalence of Disabilities in General in Ethiopia

S.N.	Type	Prevalence in %
1	Persons with Disorders	41.2
2	Persons with Visual Impairment	30.4
3	Persons with Hearing Impairment	14.9
4	Persons with Cognitive Disability	6.5
5	Persons with Speech and Language Impairment	2.4
6	Persons with Behavioral Problems	2.4
7	Persons with Multiple Disabilities	2

Source: Tirusew (2005) in Wegayehu (2004)

As table 1 indicated, most of the persons with Disabilities are people with Visual and Hearing Impairment (30.4% and 14.9% respectively).It further describes that persons with various disorders accounted for the maximum percentage (41.2%) and the least in count are persons with multiple disorders (2%).

Table 2. Prevalence of Disability by Sex in Ethiopia

	Sex	Prevalence in %
1	Male	55.8
2	Female	44.2

Source: Baseline Survey Tirusew et al (1995)

In table 2, considering the prevalence of Disabilities with respect to sex, 55.8% of the Disabled registered are males and the remaining 44.2% are females. This indicates that males' prevalence is slightly higher than females.

Table 3. Regional Distribution of Persons with Disabilities in Ethiopia

S.N.	Region	Prevalence in %
1	Addis Ababa	17.7
2	South Nations, Nationalities and Peoples Region	16.8
3	Harare	14.4
4	Amhara	14.0
5	Tigray	13.3
6	Oromia	12.7
7	Benishangul	9
8	Dire Dawa	8.9
9	Gambella	4.4
	Total	14.3

Source: Tirusew (2005)

According to the table 3 data, the highest Disability rate is found in Addis Ababa region (17.7%), and the lowest is Gambella (4.4%). Amhara region stood third with 14.0 %. Even though the percentage of Disabilities in Amhara is slightly lower than the National average, it is relatively large considering the population size of the region.

CHAPTER THREE

3 RESEARCH DESIGN AND METHODOLOGY

3.1 METHOD OF STUDY

The main objective of the study was to investigate the implementation of Inclusive Education in North Wollo Zone primary schools. Both qualitative and quantitative data collecting mechanisms were applied to get ample and accurate information from the selected target samples. These mechanisms were selected to collect detail & relevant information on the current practice of Inclusive Education of children with Learning Difficulties/Disabilities.

To conduct this study descriptive survey method was employed. This was because the researcher believes that this method will help to gather detailed information to the problem under the study. Descriptive survey verifies the reason for particular practice, and describes the existing phenomena by using numbers or words (Yalew, 2011). In addition Best and Kahn (1999) noted that descriptive survey is effective to describe the phenomena in natural setting.

3.2 SOURCE OF DATA

- 3.2.1 Children with and without Learning Difficulties/Disabilities in sample schools.
- 3.2.2 Teachers which teach children with and without Learning Difficulties/Disabilities in sample schools.
- 3.2.3 School principals and Cluster Supervisors of sample schools.
- 3.2.4 Zone Education Department Expert and Woreda Focal Persons on Special Needs Education
- 3.2.5 Zone Education Department and Woreda Education Office Heads
- 3.2.6 Members of Parent Teachers Association of the sample schools.
- 3.2.7 Observation of School accommodations, Documents of zone Education Department and Woreda Education Office and sample schools.

3.3 SAMPLE SIZE AND SAMPLING POPULATION

3.3.1 Sampling Population

There are 9 Woredas with 11 schools which have Special Needs Education trained teachers in North Wollo Zone .Three of these schools are found in urban areas and the rest are in rural settings.

In order to represent rural schools, types of disabilities, and Woredas of the zone, cluster sampling was implemented. Thus, three Woredas and four schools which accommodate Special Needs children were selected.

At the same time, 50% teachers who teach students with learning difficulties or/and disabilities and about 25% of the teachers who do not teach SN students were covered with questionnaires.

Pertaining to Special Needs Education Students, 59.1% children with Learning Difficulties/Disabilities in the sample schools were selected to get detail information. At the same time, Principals of the sample schools, cluster supervisors of sample schools, Special Needs Education focal persons of the Woreda and Zone Education Offices and their respective office heads were also included for interview by purposive sampling to get detailed and relevant information about the subject matter.

Student with Learning Difficulties/Disabilities in the target schools were 88 (F 40, M 48) in number (Appendex A). Among these 21(23.6%) were learning in Inclusive Education but those in first cycle primary students (67or 76.1%) attended in special unit classes segregated from students without Learning Difficulties/Disabilities. From such universal population only 9 were from primary first cycle students for comparison. The remaining 17 students were from primary second cycle students who learn Inclusive class rooms.

In the target schools there were 21 students with Learning Difficulties/Disabilities in second cycle primary grades, from such population 13(61.9%) were included for the questionnaire. Along with students with Learning Difficulties/Disabilities 30 students without Learning Difficulties/Disabilities were selected from their classes.

Considering students with Learning Difficulties/Disabilities in the target schools 43(48.8%) were hearing impaired, 27(30.7%), visually impaired, mental disorder accounts for 6(6.8%), and the remaining 12(13.6%) were having multiple disorders. From the visually impaired students 17(62.9%) were females and 28(65.1%) of hearing impaired students were males (Appendex B).

3.4 SAMPLING TECHNIQUE

From nine Woredas of North Wollo Zone who give Inclusive Education with Special Needs Education trained teachers, four were selected by random sampling. Teachers (25%) in mainstream schools who do not teach children with disabilities and 15% of students who learn without Disabled children were selected by random sampling. This is because simple random sampling provides equal chance to each unit .Yalew (2011) described that simple random sampling provides equal opportunity to be selected and this reduces personal bias. As a result, the total student population and the sample size was determined from these 4

schools. At the same time, four of schools were selected from nine schools using random sampling technique.

Children with Learning Difficulties/Disabilities, school principals, cluster supervisors, SNE focal persons, and education officials of the Woreda and zone Education Offices, Woreda Education Offices and zonal Education Department heads were selected by using purposive sampling technique. Yalew (2011) stated that purposive sampling is used when the researcher believes to include those who have more information about the issue.

3.5. TOOLS FOR DATA COLLECTION

3.5.1. Questionnaire

The questionnaire used in this study was prepared based on the literature used in the main body of the research. The questionnaire is prepared originally in English but translated in to Amharic (especially for students) for the respondent's convenience. It has open and closed ended questions. The open ended questions have usually four options to select. This was addressed for teachers and students in sample schools.

Questionnaire was used to collect the desired data because of its advantages. According to Kothari (2007), in using questionnaire

- A) There is low cost even when the population is large;
- B) It is free from bias; answers are in respondents' own words;
- C) Large samples can be made use of and the results can be made more dependable and reliable.

The questionnaire was formulated with similar questions for four groups of teachers, and students. The questionnaire had 5 sub categories dealing with Basic questions about respondents; Knowledge and Trainings about Inclusive Education; Teachers and Students attitudes about Inclusive Education; Curriculum, instructional strategy and assessment; Accommodations and material access to children with Learning Difficulties/ Disabilities; and disparity of SN children.

3.5.2. Interview of key informants

Unstructured interview items were prepared for School Principals, Supervisors of the cluster schools, Woreda and Zonal Special Needs Education experts and office heads. There were 10 guiding questions for each interviewee prepared in open end questions and which were narrated respectively.

3.5.3. Focus Group Discussion (FGD)

About 5 members of PTA in each sample school were held in focus Group Discussion. The questions were prepared in open end questions that should address community representatives of the school. The questions were addressed to the respondents in Amharic. The response included the status and view of the community towards Special Needs Education, Inclusiveness and Disability.

3.5.4 Observation Guide

- The selected schools for study were observed thoroughly for
- the conduciveness of the school for Inclusive Education
- the accommodations of the teachers and the school used to help SNE students.
- the instructional and assessment strategies used for SNE students.
- the interaction of the SNE students with the school community.

3.5.5. Document analysis

All available documents released from the Regional Education Bureau, Zonal Education Department and Woreda Education Office as well as cluster supervisors' office pertaining to Inclusive Education were examined closely.

3.5.6. Pilot Administration of the Questionnaire

Prior to application of data collecting tools in sample schools, the questionnaire was conducted in Melka Kolie primary school which has special unit class of children with Learning Difficulties/Disabilities. The sample questionnaire were distributed to 5 regular teachers 2 trained Special Needs trained teachers, 5 students who learn with Disabled children and 3 student with Learning Difficulties/Disabilities.

Then, after discussing about the questionnaire administration, the respondents' data were analyzed for internal consistency of the items. Based on the analysis of the pilot test, items were revised. Finally the revised questionnaire was administered to the target respondents.

3.6. Data Presentation and Analysis

The data collected through questionnaires was tabulated, organized and critically analyzed using statistical tools such as SPSS. At the same time, qualitative data from focus group discussion and interview items are narrated in detail separately. In addition to the collected data, primary information was collected using observation guide. At the same time, documents obtained in the Woreda, zonal offices and literature review were consulted to strengthen the findings.

CHAPTER FOUR

4. RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1 RESEARCH FINDINGS AND ANALYSIS

This chapter deals with presentation and analysis of data gathered through questionnaire administered to 52 students and 26 teachers as well as information gathered through interview with four school directors, four cluster supervisors, four education office heads and four educational professionals. Focus Group Discussions were also conducted in four schools, among 13 members of Parent Teacher Associations. Direct observation was conducted using check lists on the implementation of Inclusive Education in the schools and examining documents in the four schools, three woredas and the zone education offices.

The presentation and analysis of the data consist of seven sections. They are

4.1. General characteristics of participants, 4.2. Knowledge about Inclusive Education, 4.3. Attitude on Inclusive Education 4.4. Practices of Inclusive Education, 4.5. Findings on the interview with key informants, 4.6. Findings on the discussions with PTA members and 4.7. Findings on the observation guides in target schools.

4.1.1 General characteristics of participants

This study was carried out in four primary schools (Mersa, Woinye, Filakit and Debrezebit) and the total number of informants was 107 (60 males and 47 females) as indicated in table 4.

Table 4 indicates that the respondents were 52 students, 26 teachers, 13 PTA, 4, 4 school directors, 4 cluster supervisors, 4 education office heads and 4 educational professionals.

It is evident from the student respondents that 26 (50%) of them were females and 26 (50%) of the respondents were males. The compositions of teachers were 15 (57.7%) females and 11 (42.3%) males. Educational professional (school principals, supervisors and education office heads) were 100% males. Parent Teacher Association members involved in the focus group discussions were 6 (46.2 %) females and 7 (53.8 %) males.

Table 4 Respondents' type and sex

Primary Name	Woreda	Students		Teachers	PTA	School Directors	Cluster Supervisors	Education Office Heads	Educ. Profess.
		F	M						
Mersa	Habru	F	9	6	2	-	-	-	-
		M	9	1	2	1	1	1	1
		T	18	7	4	1	1	1	1
Woinye	Gubalafto	F	6	3	2	-	-	-	-
		M	8	4	1	1	1	1	1
		T	14	7	3	1	1	1	1
Filakit	Meket	F	7	5	1	-	-	-	-
		M	6	1	2	1	1	1	1
		T	13	6	3	1	1	1	1
Debre zebit		F	4	1	1	-	-	-	-
		M	3	5	2	1	1	-	-
		T	7	6	3	1	1	-	-
Zonal Education Department		F	-	-	-	-	-	-	-
		M	-	-	-	-	-	1	1
		T	-	-	-	-	-	1	1
Woreda Education Office								-	-
								3	3
								3	3
Total		F	26(50%)	15(57.7%)	6(46.2%)	-	-	-	-
		M	26(50%)	11(42.3)	7(53.8%)	4(100%)	4(100%)	4(100%)	4(100%)
		T	52(100%)	26(100%)	13(100%)	4(100%)	4(100%)	4(100%)	4(100%)

4.1.1.1 Characteristics of Pupil respondents

Table 5. Characteristics of Pupils in Grades, sex and Disability

School's Name		Students with Learning Difficulties/Disabilities								Students without Learning Difficulties/Disabilities					
		Grades								Total	Grades				Total
		1	2	3	4	5	6	7	8		5	6	7	8	
Mersa	F	2	-	-	-	1	-	-	-	3(5.8%)	2	2	-	2	6(11.5%)
	M	2	-	-	-	1	-	-	-	3(5.8%)	-	2	-	4	6(11.5%)
Woinye	F	-	1	-	1	2	-	-	-	4(7.7%)	2	-	-	-	2(3.8%)
	M	-	-	1	2	2	-	-	-	5(9.6%)	3	-	-	-	3(5.8%)
Filakit	F	-	-	-	-	2	-	-	-	2(3.8%)	5	-	-	-	5(9.6%)
	M	-	-	-	-	2	-	-	-	2(3.8%)	4	-	-	-	4(7.7%)
Debre zebit	F	-	-	-	-	-	-	-	2	2(3.8%)	-	-	1	1	2(3.8%)
	M	-	-	-	-	-	-	-	1	1(1.9%)	-	-	1	1	2(3.8%)
Total	F	2	1	-	1	5	-	-	2	11(21.15%)	9	2	1	3	15(28.8%)
	M	2	-	1	2	5	-	-	1	11(21.15%)	7	2	1	5	15(28.8%)
	T	4	1	1	3	10	-	-	3	22(42.3%)	16	4	2	8	30(57.7%)

Table 5 indicates that the class size in each grade level of children with Learning Difficulties/Disabilities was lower than the standard class size which is from 12-15 depending on the type of disabilities in grades 1-4. It is evident that there were no students with Learning Difficulties/Disabilities in grades 6-7. students with Learning Difficulties/Disabilities were 22(42.3%) and students without Learning Difficulties/Disabilities were 30(57.7%) in both cases 50% were females.

Table 6. Characteristics of Pupils in Age, sex and Disability

School's Name		Students with Learning Difficulties/Disabilities				Students without Learning Difficulties/Disabilities				
		11-12	13-14	>14	T	8-10	11-12	13-14	>14	T
Mersa	F	-	1	2	3(13.6%)	1	4	-	1	6(20%)
	M	1	-	2	3(13.6%)	-	1	1	4	6(20%)
Woinye	F	-	1	3	4(18.2%)	1	1	-	-	2(6.7%)
	M	-	-	5	5(27.7%)	-	3	-	-	3(10%)
Filakit	F	-	-	2	2(9.1%)	1	2	2	-	5(16.7%)
	M	-	2	-	2(9.1%)	1	2	-	1	4(13.3%)
Debre zebit	F	-	-	2	2(9.1%)	-	-	-	2	2(6.7%)
	M	-	-	1	1(4.5%)	-	-	-	2	2(6.7%)
Total	F	-	2(9.1%)	9(40.9%)	11(50%)	3(10%)	7(23.3%)	2(6.6%)	3(10%)	15(50%)
	M	1(4.5%)	2(9.1%)	8(36.4%)	11(50%)	1(3.3%)	6(20%)	1(3.3%)	7(23.3%)	15(50%)
	T	1(4.5%)	4(18.2%)	17(77.3%)	22(100%)	4(13.3%)	13(43.3%)	3(10%)	10	30(100%)

As indicated in table 6 above, the age of children with Learning Difficulties/Disabilities was above the school age for primary school. Students with Learning Difficulties/Disabilities aged >14 were 17(77.3%) but those between 13 and 14 years of age were 4(18.18%) and within age group 11-12 was only 1(4.5%). When students without Learning Difficulties/Disabilities were considered, all age groups were represented. But the highest age group was 11-12(43.3%). The highest for males age group >14 was 23.3% and for girls age group 11-12 was 23.3%.

4.1.1.2. Characteristics of Teachers Respondents

Table 7. Characteristics of teacher respondents in Age, school and sex

Item	Range	Respondents by School											
		Mersa		Woinye		Filakit		Debre zebit		Total			
		F	M	F	M	F	M	F	M	F	M	T	
Age	<20	-	-	-	-	-	-	-	-	-	-	-	-
	21-29	3	-	3	3	2	1	-	4	8	8	16(61.5%)	
	30-34	1	-	-	-	1	-	-	1	2	1	3(11.5%)	
	35-39	1	-	-	-	1	-	-	-	2	-	2(7.7%)	
	>40	1	1	-	1	1	-	1	-	3	2	5(19.2%)	
	Total	6	1	3	4	5	1	1	5	15 (57.7%)	11 (42.3%)	26 (100%)	

Table 7 indicates that in the age range of <20, there were no teacher respondents. Most of the teachers were within the age range 21-29(16/61.5 %/). There were also 5(19.2%) teachers within age range above 40 years in the study. **Table 8. Educational Status of teachers, by school and sex**

Item	Range	Teacher Respondents							
		Special Needs Education Teachers		Mainstream teachers		Total			
		F	M	F	M	F	M	T	
Education Level	Certificate	-	1	-	1	-		2(7.7%)	2(7.7%)
	Diploma	5	-	10	9	15(57.7%)	9(34.6%)	24(92.3%)	
	Degree	-	-	-	-	-	-	-	
	Summer in service degree	-	-	-	-	-	-	-	
	Total					15(57.7%)	11(42.3%)	26(100%)	

According to table 8 there were only 2 (7.7%) certificate teachers. But the remaining 24 (92.3%) teachers were diploma holders. Among the Special Needs teachers who teach students with Learning Difficulties/Disabilities, there were 5 (83.3%) females, and only one of them was male. In the mainstream teachers, 10(50%) were females and the remaining 10(50%) were males.

There was 1(16.7%) Special Needs teacher and 1(3.8%) mainstream teacher with certificate educational status who teach Special Needs students. On the other hand, 5(83.3%) of the Special Needs and 19(95%) mainstream teachers were diploma graduates.

Table 9. Service of teachers in teaching Pupils, by school and sex

Items	Range In years	Teacher Respondents								
		Special Needs Education Teachers			Mainstream Teachers			Total		
		F	M	T	F	M	T	F	M	T
Total Service in Teaching	< 5	1		1(16.7%)	-	2	2(7.7%)	1(3.8%)	2(7.7%)	3(11.5%)
	5-10	2	1	3(50%)	6	5	11(42.3%)	8(30.8%)	6(23.1%)	14(53.8%)
	11-20	1	-	1(16.7%)	2	1	3(15%)	3(11.5%)	1(3.8%)	4(15.4%)
	> 20	-	1	1(16.7%)	3	2	5(25%)	3(11.5%)	2(7.7%)	5(19.2%)
	Total	4 (66.7%)	2 (7.7%)	6(100%)	11 (42.3%)	9 (45%)	20 (100%)	14 (53.8%)	12 (46.1%)	26 (100%)
Service in teaching Special Needs Children	<5	3	2	5(83.3%)	8	6	14(70%)	11(42.3%)	8(30.7%)	19(73.1%)
	5-10	1	-	1(16.7%)	3	2	5(25%)	4(15.4%)	2(7.7%)	6(23.1%)
	11-20	-	-	-	-	1	1(3.8%)	-	1(3.8%)	1(3.8%)
	> 20	-	-	-	-	-	-	-	-	-
	Total	4 (66.7%)	2 (7.7%)	6 (100%)	11 (42.3%)	9 (45%)	20 (100%)	15 (57.7%)	11 (42.3%)	26 (100%)

Table 9 indicates that majority of teachers with teaching experience for 5-10 years were 14(53.8%) and those with maximum service were 5(19.2%).But when teachers service in teaching Special Needs Children

was considered, 19(73.1%) taught below 5 years. Only 2(7.7%) had 11-20 years teaching experience of Special Needs Education.

Most of the Special Needs Education teachers, 5(83.3%), and 14(70%) of mainstream teachers had the least total experience (<5 years). On the other hand, only 1(16.7%) female teacher had 5-10 years experience in teaching Special Needs children. Table 9 also depicts 5(25%) of the mainstream teachers served 5-10 years of teaching Special Needs children, maximum service was observed in 1(5%) of them.

4.1.1.3. Characteristics of Education Professionals and Office Heads

Table 10. Education Professionals and Office heads age, educational status and Experience

Item	Range of age in Years	Respondents by School											
		School Principals		Cluster Supervisors		Education Office heads		Education Professionals		Total			
		F	M	F	M	F	M	F	M	F	M	T	
Age	<20	-	-	-	-	-	-	-	-	-	-	-	-
	21-29	-	-	-	-	-	-	-	-	-	-	-	-
	30-34	-	-	-	-	-	1	-	-	-	1(6.2%)	1(6.2%)	
	35-39	-	2	-	3	-	2	-	3	-	10(62.5%)	10(62.5%)	
	>40	-	2	-	1	-	1	-	1	-	5(31.2%)	5(31.2%)	
Total										-	16(100%)	16(100%)	
Education Level	Certificate	-	-	-	-	-	-	-	-	-	-	-	
	Diploma	-	1	-	-	-	-	-	1	-	1(6.2%)	1(6.2%)	
	Degree	-	3	-	4	-	3	-	1	-	11(68.7%)	11(68.7%)	
	Masters	-	-	-	-	-	1	-	1	-	2(12.5%)	2(12.5%)	
Total										-	16(100%)	16(100%)	
Total service in teaching	< 5 years	-	-	-	-	-	-	-	-	-	-	-	
	5-10 years	-	-	-	1	-	-	-	-	-	1(6.2%)	1(6.2%)	
	11-20 years	-	1	-	2	-	3	-	2	-	8(50%)	8(50%)	
	> 20 years	-	3	-	1	-	1	-	2	-	7(43.7%)	7(43.7%)	
Total										-	16(100%)	16(100%)	

Considering table 10, the age of respondents in Item 1, 10(62.5%) of the education professionals and office heads were within age range 35-39, and 5(31.2%) above 40 years of age. The educational status of the respondents in Item 2, 11(68.7%) held their first degrees and both Zone education department head and Special Needs expert had masters degree and the remaining one school principal was diploma graduate.

In Item 3, except one of the cluster supervisor, the other 15 (93.5%) respondents had total teaching service more than 11 years. Eight (50%) of the respondents were within the range of service 11-20 years, but 7(43.7%) of them taught students for more than 20 years.

4.1.1.4. Parent Teachers Association Members

Table 11. Parent Teacher Association members by age, sex and educational status

Item	Range	Respondents by School												
		Mersa		Woinye		Filakit		Debre zebit		Total				
		F	M	F	M	F	M	F	M	F	M	T		
Age	<20	-	-	-	-	-	-	-	-	-	-	-	-	-
	21-29	-	-	-	-	-	-	-	-	-	-	-	-	-
	30-34	-	-	1	-	-	-	-	1	1(7.7%)	1(7.7%)	2(15.4%)		
	35-39	2	-	1	-	1	1	1	-	5(38.5%)	1(7.7%)	6(46.1%)		
	>40	-	2	-	1	-	1	-	1	-	5(38.5%)	5(38.5%)		
		Total								6(46.1%)	7(53.8%)	13(100%)		
Education Level	Illiterate	-	-	-	-	-	-	-	1	-	1(7.7%)	1(7.7%)		
	Elementary Education	-	1	1	-	1	1	1	-	3(23.1%)	3(15.4%)	5(38.5%)		
	Secondary Education	1	-	-	-	-	1	-	-	1(7.7%)	1(7.7%)	2(15.4%)		
	Diploma	1	1	1	1	-	-	-	1	2(15.4%)	3(23.1%)	5(38.5%)		
	Degree and Above	-	-	-	-	-	-	-	-	-	-	-		
		Total								6(46.1%)	7(53.8%)	13(100%)		

In table 11, PTA members with age group 35-39 were 6(46.1%) and 2 (15.4%) were 30-34 years of age. Among the PTA members under the study, 5 of them (38.5%) had only elementary education; whereas 5 (38.5%) hold diploma and 1 (7.7%) PTA member was registered to be illiterate.

4.1.2. Knowledge about Inclusive Education

4.1.2.1. Teachers Training on Special Needs Education

Table 12. Course on Special Needs Education of teachers during pre-service training

Item	Participation	Teacher Respondents by school					
		Mersa	Woinye	Filakit	Debre zebit	Total	%
Have you taken course on Special Needs Education?	A. Yes	5	5	2	6	18	69.2
	B. No	2	2	4	-	8	30.8
If the answer for the above question is 'A' (yes), how long did your training last?	A. Less than 3 Months	-	-	-	-	-	-
	B. Less than 6 Months	4	2	1	5	12	66.7
	C. Certificate for 1 Year	-	-	-	-	-	-
	D. Diploma	1	3	1	1	6	33.3
	E. Degree	-	-	-	-	-	-

In item 1 of table 12, it is indicated that 18(69.2%) of the teachers took course on Special Needs Education during their pre-service college training. Whereas 8(30.8%) of the teachers didn't take the course while at college training.

On the other hand, the course that the teachers took lasted less than six months for 12(66.7%) of the teachers. At the same time 6(33.3%) of the teachers were trained to teach Special Needs Children at diploma educational status.

Table 13. Training of teachers on Special Needs Education/In service Training/

Items	Participation	Teacher Respondents by school					
		Mersa	Woinye	Filakit	Debre zebit	Total	%
Have you been trained on Special Needs Education?	A. Yes	1	3	1	1	6	23.1
	B. No	6	4	5	5	20	76.9
If the answer for the above question is 'A' (yes), how long did your training last	A. Less than 3 Months	-	-	-	-	-	-
	B. Certificate for 1 Year	-	-	-	-	-	-
	C. Less than 6 Months	-	-	-	-	-	-
	D. Diploma	1	3	1	1	6	23.08
	E. Degree	-	-	-	-	-	-

Table 13 illustrates the in-service training of teachers for Special Needs Education. Six (23.1%) of the teachers involved in the study were trained in diploma level to teach Special Needs Children and 20(76.9%) of the teachers were not trained in Special Needs Education.

4.1.2.2. Knowledge of teachers and students on Inclusive Education

Table 14. Knowledge of Teachers and staff members on their responsibilities

Items	Participation	Students								Total	
		With Learn. Diffic./Disab.				Without Learn.Diffic./Disab.				Teachers	students
		Mersa	Woinye	Filakit	Debre zebit	Mersa	Woinye	Filakit	Debre zebit		
Do teachers know their roles and responsibilities on teaching and supporting children with Learning Difficulties/Disabilities?	A. Yes	4	9	2	3	12	4	6	3	22	43
		18.2%	40.9%	9.1%	13.6%	40%	13.3%	20%	13.3%	84.6%	82.7%
	Total	18(81.8%)				25(83.3%)					
	B. No	2	-	2	-	-	1	3	1	4	9
		9.1%	-	9.1%	-	-	3.3%	13.3%	3.3%	15.4%	17.3%
Total	4(18.2%)				5(16.7%)						

Table 14, confirms that 22(84.6 %) of the teachers and 43(82.7%) of the students responded that teachers knew their responsibilities in teaching and supporting children with Learning Difficulties/Disabilities. On the other hand 4(15.4%) teachers and 9(17.3%) students confirmed that they didn't know their roles and responsibilities.

Table 15. Responsibilities of teachers in supporting students with Learning Difficulties/Disabilities

Items	Participation	Students								Total	
		With Learn. Diffic./Disab.				Without Learn.Diffic./Disab.					
		Mersa	Woinye	Filakit	Debre zebit	Mersa	Woinye	Filakit	Debre zebit	Teachers	students
Do you think that assisting children with disability/ impairment /to protect them from Danger, falling, crashing etc...is your responsibility?	A. Yes	4	7	3	3	8	5	6	4	18	40
		18.2%	31.8%	13.6%	13.6%	26.7%	16.7%	20%	13.3%	69.2%	76.9%
	Total	17(72.3%)				23(76.7%)					
	B. No	2	2	1	-	4	-	3	-	8	12
		9.1%	9.1%	4.5%	-	13.3%	-	10%	-	30.8%	23.1%
Total	5(22.7%)				7(23.3%)						

According to table 15, 40(76.9%) of students and 18(69.2%) teachers indicated that responsibility of assisting and protection of children with Learning Difficulties/Disabilities was their responsibility. Whereas, 12(23.1%) of students and 8(30.8%) of teachers responded that it was not their responsibility.

Table 16. Rural children access to Inclusive Education

Items	Participation	Students								Total	
		With Learn. Diffic./Disab.				Without Learn.Diffic./Disab.					
		Mersa	Woinye	Filakit	Debre zebit	Mersa	Woinye	Filakit	Debre zebit	Teachers	students
Rural children with Learning Difficulties/ Disabilities have less access to Inclusive Education?	A. Yes	6	8	2	3	9	2	6	3	18	39
		27.3%	36.4%	9.1%	13.6%	30%	6.7%	20%	10%	69.2%	75%
	Total	19(86.5%)				20(66.7%)					
	B. No		1	2		3	3	3	1	8	13
			4.5%	9.1%		10%	10%	10%	3.3%	30.8%	25%
Total	3(13.6%)				10(33.3%)						

Rural children especially with Learning Difficulties/Disabilities had less access than urban children. In table 16, 39(75%) of the students and 18(69.2%) of teachers responded that rural children had less access to Inclusive Education.

4.1.3 Attitudes on Inclusive Education

4.1.3.1 Attitudes of Teachers and students on the perception of Inclusive Education

Table 17. Respondent’s opinion on the Perception of teachers and students on Inclusive Education

Items		Students								Teachers			
		With Learn. Diffic./Disab.				Without Learn.Diffic./Disab.				A	U	D	SD
		A	U	D	SD	A	U	D	SD				
Students with Learning Difficulties/Disabilities will benefit from the Inclusive program in mainstream class rooms.	N	14	3	5	-	16	11	3	-	22	3	1	-
	%	63.6	13.6	22.7	-	53.3	36.7	10		84.6	11.5	3.8	-
Students Learning Difficulties/Disabilities are academically better in Inclusive class rooms.	N	14	6	2	-	17	9	2	2	16	9	1	-
	%	63.6	27.3	9.1	-	56.7	30	6.7	6.7	61.5	34.6	3.8	-
Students with Learning Difficulties/Disabilities have the right to receive an education in mainstream classes.	N	18	2	2	-	25	3	2	-	22	1	3	-
	%	81.8	9.1	9.1	-	83.3	10	6.7		84.6	3.8	11.5	-
The placement of students with Learning Difficulties/Disabilities in regular class affects the performance of mainstream students negatively.	N	1	3	10	8	10	3	12	5	3	7	13	3
	%	4.5	13.6	45.5	36.4	33.3	10	40	16.7	11.5	26.9	50	11.5

Key: A- Agree U- Uncertain D- Disagree SD- Strongly Disagree

In item 1 of table 17, 22(84.6%) teachers and 30(57.8%) students had the idea that Inclusive Education is important for children with Learning Difficulties/Disabilities, at the same time 1(3.8%) teachers and 8(15.4%) students disagreed the idea. Still significant number of students 14 (26.9 %) and 3(11.5 %) teachers were uncertain about its benefit for children at the school.

In item 2, 31(59.6%) of the students and 16 (61.5%) of the teachers indicated that children with Learning Difficulties/Disabilities were better in inclusive classrooms.

In item 3, 43(82.7%) of the students and 22(84.6%) of the teachers replied that it is the children’s right to get Inclusive Education in mainstream classes. While 3(11.5%) of the teachers disagreed about the idea and 5(9.6%) of the students were uncertain about their rights.

In item 4, 22(42.3%) of students and 13(50%) of teachers disagreed that placement of students with Learning Difficulties/Disabilities in mainstream classes affect the learning capacity of mainstream students negatively. On the same item, 13(25%) of students and 3(11.5 %) of the teachers strongly disagreed the idea.

4.1.3.2 Attitudes of teachers and students on the collaboration of teachers for Inclusive Education
Table 18. Respondent’s opinion on the Collaboration of teachers in Inclusive Education

Items		Students								Teachers			
		With Learn. Diffic./Disab.				Without Learn.Diffic./Disab.				A	U	D	SD
		A	U	D	SD	A	U	D	SD				
Special Needs Education teachers and regular teachers need to work together in order to teach students with Special Needs Education in Inclusive class rooms.	N	18	1	3	-	28	-	1	1	20	2	1	2
	%	81.8	4.5	13.6		93.3	-	3.3	3.3	76.9	7.7	3.8	7.7
In the implementation of Inclusive Education, there is objection from the mainstream class room teachers.	N	3	4	12	3	4	5	15	7	3	4	19	-
	%	13.6	18.2	54.5	13.6	15.4	16.7	50	23.3	11.5	15.4	73.1	-
Special Needs Education teachers are only responsible to help students with Special Needs Education.	N	2	2	11	7	3	6	15	6	1	2	18	5
	%	9.1	9.1	50	31.8	10	20	50	20	3.8	7.7	69.2	19.2

Key: A- Agree U- Uncertain D- Disagree SD- Strongly Disagree

Item 1 of table 18 depicts that 46(88.5%) of the students and 20(76.9%) of the teachers agreed on the collaboration of regular and Special Needs Education teachers to teach children with Learning Difficulties/Disabilities. While, 4(7.7%) of the students and 1(3.8%) the teachers disagreed about the collaboration of mainstream and Special Needs teachers while teaching children with Learning Difficulties/Disabilities.

In item 2, 27(51.9%) of the students and 19(73.1%) of the teachers disagreed that the there was objection on the implementation of Inclusive Education from mainstream teachers. But 7(13.5%) of the students and 3(13.5%) of the teachers agreed there was objection from mainstream teachers.

In item 3, 26(50%) of students and 18(69.2%) of teachers Students disagreed on the idea that Special Needs Education teachers were only responsible to help Special Needs children. On the other hand, 5(19.2%) of students and 1(3.8%) teachers agreed that Special Needs Education teachers were only responsible to help students with Special Needs Education. However, 2(7.7%) of the teachers and 8(30.7%) of the students became uncertain whether Special Needs Education teachers have responsibility only to Special Needs children or not.

4.1.3.3 Attitudes of teachers and students on the strategy for Inclusive Education

Table 19. Interaction of children with and without Learning Difficulties/Disabilities among themselves and the community

Items		Students								Teachers			
		With Learn. Diffic./Disab.				Without Learn.Diffic./Disab.				A	U	D	SD
		A	U	D	SD	A	U	D	SD				
Students with Learning Difficulties/Disabilities interaction with learners without disabilities are successful.	N	1	4	16	1	3	6	17	4	3	5	12	6
	%	4.5	18.2	72.7	4.5	10	20	56.7	13.3	11.5	19.2	46.1	23.1

Key: A- Agree U- Uncertain D- Disagree SD- Strongly Disagree

According to table 19, 31(63.4%) of students and 12(46.1%) of teachers disagreed on the successful interaction of students with Learning Difficulties/Disabilities and students without Learning Difficulties/Disabilities. On the same issue, 5(9.6%) of students and 6(23.1%) of the teachers strongly disagreed. But 5(19.2%) teachers and 10(19.2%) students were uncertain on the success of interaction of

students with Learning Difficulties/Disabilities among the students without Learning Difficulties/Disabilities.

Table 20. The extent of Interaction of students with Learning Difficulties/Disabilities with the school community

Items		Students								Teachers			
		With Learn. Diffic./Disab.				Without Learn.Diffic./Disab.				H	M	L	VL
		H	M	L	VL	H	M	L	VL				
The social interaction of children with Learning Difficulty/Disability with the school community is	N	2	10	6	4	1	14	10	5	1	15	4	5
	%	9.1	45.4	27.3	18.2	3.3	46.7	33.3	16.7	3.8	57.7	15.4	19.2

Key: H-High M-Medium L-Low VL-Very Low

Table 20, 24(46.1%) Of students and 15(57.7%) of teachers responded that the interaction of children with Learning Difficulties/Disabilities with the school community was medium. Students with Learning Difficulties/Disabilities 2(9.1%), 1(3.3%) students without Learning Difficulties/Disabilities and 1(3.8%) of the teachers described that the interaction of children with Learning Difficulties/Disabilities with school community was high. Teachers 4(15.4 %) and students 16 (30.7 %) indicated social interaction of students with Learning Difficulties/Disabilities with the school community was low.

Table 21. Teachers and students response on the community support to children with Learning Difficulties/Disabilities

Items		Students								Teachers			
		With Learn. Diffic./Disab.				Without Learn. Diffic./Disab.				A	U	D	SD
		A	U	D	SD	A	U	D	SD				
The communities, especially families of students with Learning Difficulties/Disabilities should have good relationships with the school to work for the success of Inclusive Education.	N	19	3	-	-	26	3	1	-	18	3	4	1
	%	86.4	13.6	-	-	86.7	10	3.3		69.2	11.5	15.4	3.8
Children with Learning Difficulties/Disabilities deserve an intensified follow up from the school community.	N	21	1	-	-	27	1	1	1	18	4	3	1
	%	95.5	4.5	-	-	90	3.3	3.3	3.3	69.2	15.4	11.5	3.8

Key: A- Agree U- Uncertain D- Disagree SD- Strongly Disagree

In item 1 of table 21, 45(86.5%) of students and 18(69.2%) of teachers agreed that families of students with Learning Difficulties/Disabilities should have good relationships with the school to work for the success of Inclusive Education. Students 1(3.3%) and 4(15.4%) of teachers disagreed that families of students with Learning Difficulties/Disabilities should have good relationships with the school.

Item 2 illustrates 48(92.3%) of students and 18(69.2%) of teachers responded that agreed that students with Learning Difficulties/Disabilities deserve an intensified follow up from the school community. But 1(3.8%) of the teachers and 1(1.9%) of the students disagreed strongly on the close follow up of students with Learning Difficulties/Disabilities by the school community.

Table 22. Presence of Resource materials for children with Learning Difficulties/Disabilities

Items		Students								Teachers			
		With Learn. Diffic./Disab.				Without Learn. Diffic./Disab.				A	U	D	SD
		A	U	D	SD	A	U	D	SD				
Although Inclusive Education is important, the resources for the students with Learning Difficulties/Disabilities in a mainstream class room are limited.	N	20	-	2	-	20	8	2	-	18	5	3	-
	%	90.9	-	9.1	-	66.7	26.7	6.7	-	69.2	19.2	11.5	-

Key: A- Agree U- Uncertain D- Disagree SD- Strongly Disagree

In table 22, 40(76.9%) of students and 18(69.2%) of teachers agreed that the resources for the students with Learning Difficulties/Disabilities in a mainstream class room were limited. Only 2(9.1%) of students with Learning Difficulties/Disabilities, 2(6.7%) of students without Learning Difficulties/Disabilities and 3(11.5%) of teachers disagreed on the importance and limitations of mainstream class rooms.

Table 23. Drop out and repetition of children with Learning Difficulties/Disabilities

Items	Students								Teachers				
	With Learn. Diffic./Disab.				Without Learn. Diffic./Disab.				A	U	D	SD	
	A	U	D	SD	A	U	D	SD					
Students with Learning Difficulties/Disabilities coming late to school should be tolerable.	N	13	4	5		21	4	4	1	10	8	6	2
	%	59.1	18.2	22.7		70	13.3	13.3	3.3	38.5	30.7	23.1	7.7
The dropout and repetition rate of students Learning Difficulties/Disabilities is higher due to physical, social and educational barriers that can be overcome by the society.	N	17	3	1	1	14	10	1	5	18	3	4	1
	%	77.3	13.6	4.5	4.5	46.7	33.3	3.3	16.7	69.2	11.5	15.4	3.8

Key: A- Agree U- Uncertain D- Disagree SD- Strongly Disagree

Item 1 of table 23 depicts 44 (84.6%) of students and 10(38.5%) of teachers agreed that students with Learning Difficulties/Disabilities coming late to school should be tolerable. Teachers 6(23.1%), and 9(17.3%) students disagreed on the tolerance of students with Learning Difficulties/Disabilities coming to school late.

Item 2 describes 31(59.6%) and 18 (69.2%) of the teachers agreed that physical, social and educational barriers made drop out and repetition rate of students with Learning Difficulties/Disabilities. However, 2(3.8%) of the students and 4(15.4%) of the teachers disagreed on the same issue.

4.1.4 Practices of Inclusive Education

4.1.4.1 Suitability of the curriculum for Inclusive Education and its application

Table 24. The extent of participation of students in class room and co-curricular activities

Items		Students								Teachers			
		With Learn. Diffic./Disab.				Without Learn. Diffic./Disab.				H	M	L	VL
		H	M	L	VL	H	M	L	VL				
The participation of children with Learning Difficulties/ disability in class room learning is	N	8	13	9	1	6	15	9	-	6	13	5	2
	%	36.4	59.1	40.9	4.5	20	50	30	-	23.1	50	19.2	7.7
The participation of children with Learning Difficulties or disability in co-curricular activities is	N	1	4	11	6	2	7	15	6	2	7	14	3
	%	4.5	18.2	50	27.3	6.7	23.3	50	20	7.7	26.9	53.8	11.5

Key: H-High M-Medium L-Low VL-Very Low

In item 1 of table 24, it is revealed that 28 (53.8%) of students and 13 (50%) of teachers replied that the participation of children with Learning Difficulties/Disabilities in class room learning is medium. On the other hand, 14 (26.9%) of students and 6(23.1%) of teachers indicated that participation of children with Learning Difficulties/Disabilities in the class room was high.

In Item 2, 26(50%) of students and 14(53.8%) of teachers described the participation of children with Learning Difficulties/Disabilities was low in co-curricular activities in the school. At the same time, 12(23.1%) of the students and 3(11.5%) of the teachers consider the participation very low.

Table 25. Support of the woreda and zone education professionals for Inclusive Education

Items		Students								Teachers			
		With Learn. Diffic./Disab.				Without Learn. Diffic./Disab.				H	M	L	VL
		H	M	L	VL	H	M	L	VL				
How do you describe the support of the woreda and zone education professionals in planning and implementation of Inclusive Education in the school?	N	2	3	10	7	3	6	12	9	2	5	11	8
	%	9.1	13.6	45.5	31.8	10	20	40	30	7.7	19.2	42.3	30.8

Key: H-High M-Medium L-Low VL-Very Low

In table 25, it is revealed that 22 (42.3%) of students and 11 (42.3%) of teachers replied that the support from the woreda and zone education professionals in planning and implementation of IE was low. The planning and implementation of Inclusive Education support of the school by woreda and zone education professionals was very low as indicated by teachers 8(30.8%) ,students with Learning Difficulties/Disabilities 7(31.8%) and students without Learning Difficulties/Disabilities 9(30%).

Table 26. The extent of strategies developed by the school for Inclusive Education

Items		Students								Teachers			
		With Learn. Diffic./Disab.				Without Learn. Diffic./Disab.				H	M	L	VL
		H	M	L	VL	H	M	L	VL				
The extent of strategies developed to promote student independence to the maximum extent possible and fade dependence on individual supports of students with Learning Difficulties/Disabilities is	N	1	1	6	14	2	3	8	17	-	8	8	10
	%	4.5	4.5	27.3	63.6	6.7	10	26.7	56.7	-	30.8	30.8	38.5

Key: H-High M-Medium L-Low VL-Very Low

In table 26, it can be concluded that 31(59.6%) of students and 10 (38.5%) of teachers replied that the strategy developed to promote students with Learning Difficulties/Disabilities independence was very low. Similarly, students 14(26.9%) and teachers 8(30.8%) agreed that the strategies developed to promote student independence to the maximum extent possible in students with Learning Difficulties/Disabilities and fade dependence is low.

Table 27. The extent of the influence of Disability on Inclusive Education

Items		Students								Teachers			
		With Learn. Diffic./Disab.				Without Learn. Diffic./Disab.				H	M	L	VL
		H	M	L	VL	H	M	L	VL				
The extent of the influence of disability on the academic performance of students is	N	5	10	4	3	11	14	4	1	7	15	3	1
	%	22.7	45.5	18.2	13.6	36.7	46.7	13.3	3.3	26.9	57.7	11.5	3.8

Key: H-High M-Medium L-Low VL-Very Low

According to table 27, 24(46.1%) of the students and 15(57.7%) of the teachers indicated that disability influence on the academic performance of students with Learning Difficulties/Disabilities was medium. It can also be implied from the table that 16(30.8%) of the students and 7(26.9%) of the teachers indicated the influence of disability on the academic performance of students was high.

4.1.4.2 Accessibility of Inputs and Accommodations

Table 28. Conduciveness of the infrastructure of the school to children with Learning Difficulties/Disabilities

Items		Students								Teachers			
		With Learn. Diffic./Disab.				Without Learn. Diffic./Disab.				H	M	L	VL
		H	M	L	VL	H	M	L	VL				
How do you see the infrastructure of the school for students with Learning Difficulties/Disabilities to be suitable for Inclusive Education?	N	-	2	12	8	-	3	19	8	-	5	15	6
	%	-	9.1	54.5	36.4	-	10	63.3	26.7	-	19.2	57.7	23.1

Key: H-High M-Medium L-Low VL-Very Low

In table 28, 31(59.6%) of students and 15(57.7%) of teachers responded that the infrastructure of the school for the students with Learning Difficulties/Disabilities was low. On the other hand, 8(26.7%) students without Learning Difficulties/Disabilities, 8(36.4%) students with Learning Difficulties/Disabilities and 6(23.1%) of the teachers consider the school infrastructure suitability for students with Learning Difficulties/Disabilities was medium.

Table 29. Materials accommodations to children with Learning Difficulties/Disabilities during instruction and assessment

Items		Students								Teachers			
		With Learn. Diffic./Disab.				Without Learn. Diffic./Disab.				H	M	L	VL
		H	M	L	VL	H	M	L	VL				
The presence of materials to accommodate students with Learning Difficulties/Disabilities during instruction and assessment is (E.g. Braille for visually impaired, Sign Language, large print, etc)	N	-	3	14	5	-	7	17	6	-	5	16	5
	%	-	13.6	63.6	22.7	-	23.3	56.7	20	-	19.2	61.5	19.2
How do you see Inclusiveness of the library to accommodate students with Learning Difficulties/Disabilities (infrastructure, Books on tape, audio and visual records, Reference Etc)	N	-	4	14	4	-	8	16	6	-	3	13	10
	%	-	18.2	63.6	18.2	-	26.7	53.3	20	-	11.5	50	38.5

Key: H-High M-Medium L-Low VL-Very Low

Item1 of table 29 depicts 31(59.6%) of students and 16(61.5%) of teachers responded that the presence of materials to accommodate students with Learning Difficulties/Disabilities during instruction and assessment (E.g. Braille for visually impaired, Sign Language, large print, etc) was low. In the same token, 11(21.1%) of the students and 5(19.2%) of the teachers confirmed the presence of supporting materials to be very low.

In Item 2, 30(57.7%) of students and 13(50%) of teachers responded that the inclusiveness of the library to accommodate students with Learning Difficulties/Disabilities infrastructure, books on tape, audio and visual records, Reference etc was low. . Besides, 10(38.5%) of the teachers and 10(19.2%) of the students had the idea that Inclusiveness of the library to accommodate students with Learning Difficulties/Disabilities infrastructure, Books on tape, audio and visual records, Reference etc) was very low.

4.1.4.3 Disparity towards Inclusive Education

Table 30. Opportunity of education for children with Learning Difficulties/Disabilities

Items	Students				Teachers	
	With Learn. Diffic./Disab.		Without Learn.Diffic./ Disab.		no	%
	no	%	no	%		
Which of the children with Learning Difficulties/Disabilities have better opportunity for education?						
A. Boys	16	72.7	24	80	20	76.9
B. Girls	4	18.2	4	13.3	4	15.4
C. Both	2	9.1	2	6.7	2	7.7
If your answer for question No.1 is A/ Boys/, what do you think is the reason behind?						
A. Parents favor boys' education than girls	-	-	-	-	2	10
B. Boys are expected to achieve better academic performance	12	75	17	70.8	15	75
C. Education is considered as males' duty.	2	16.7	2	8.3	1	5
D. All	2	16.7	5	20.8	2	10
If your answer for question No.1 is B/ Girls/, what do you think is the reason behind?						
A. Girls are believed that they were deprived of their right in the past time.	1	25	-	-	-	-
B. Nowadays, priority is given to empower females.	2	50	3	75	3	75
C. Learning difficulty, and/or disability on girls is more prevalent.	-	-	-	-	1	25
D. Girls are believed to be more effective in academic performance.	-	-	-	-	-	-
E. All	1	25	1	25	-	-

Item1 of table 30 describes 40(76.9%) of students and 20(76.9%) of teachers responded that students with Learning Difficulties/Disabilities who have better opportunity for education were boys. Whereas 8(15.4%) of the students and 4(15.4%) of the teachers considered girls had better opportunity for education than boys.

In item 2 of the same table, 29(72.5%) of students and 15(75%) of teachers responded the reason for the better opportunity of boys for education was that they were expected to achieve better academic performance. In Item 3, 5(62.5%) of the students and 3(75%) Of the teachers who responded girls with Learning Difficulties/Disabilities have better opportunity for education agreed that the reason being nowadays priority should be given to empower girls.

Table 31. Comparison of Disability in sex

Items	Students				Teachers	
	With Learn.Diffic./Disab.		Without Learn. Diffic./Disab.		no	%
	no	%	no	%		
How do you see learning difficulty, and/or disability on girls' education compared to boys?						
A. Disability on girls is worst	15	68.2	23	76.7	18	69.2
B. Disability on boys is worst	1	4.5	1	3.3	2	7.7
C. The same for both	4	18.2	5	16.7	6	23.1
D. Other	2	9.1	1	3.3	-	-

In table 31, it is indicated that 38(73.1%) of the students and 18(69.2%) of teachers evidenced that learning in disabled girls was worst. However, 2(3.8%) of the students and 2(7.7%) of the teachers verified that learning difficulty, and/or disability on boys was the worst.

4.1.4.4 Implementation of Inclusive Education strategies

Table 32. The participation of teachers, families of students, community members and students

Items		Students								Teachers			
		With Learn.Diffic./Disab.				Without Learn. Diffic./Disab.				N	S	O	A
		N	S	O	A	N	S	O	A				
How often do stakeholders participate in the planning of the School Improvement Plan? a. Teachers	N	-	4	5	13	-	7	8	15	1	2	2	21
	%	-	18.2	22.7	59.1	-	23.3	26.7	50	3.8	7.7	7.7	80.8
b. Parents/community members/	N	2	13	3	4	7	14	5	4	1	21	2	2
	%	9.1	59.1	13.6	18.2	23.3	46.6	16.7	13.3	3.8	80.8	7.7	7.7
c. students with Learning Difficulties/Disabilities	N	15	4	3	-	17	8	5	-	18	4	2	2
	%	68.2	18.2	13.6	-	56.7	26.7	16.7	-	69.2	15.4	7.7	7.7
d. Parent Teacher Association	N	-	15	7	-	-	18	3	9	1	21	2	2
	%	-	68.2	31.8	-	-	60	10	30	3.8	80.8	7.7	7.7
How often do policies, strategies and plan of action of the education sector are implemented to achieve Inclusive Education?	N	7	9	2	4	6	14	6	4	3	13	7	3
	%	31.8	40.9	9.1	18.2	20	46.6	20	13.3	11.5	50	26.9	11.5

Key: N-Not at All S- Sometimes O- Often A- Always

In table 32, it is indicated that 28(53.8%) of the students and 21(80.8%) of teachers evidenced that teachers always participated in the planning of the School Improvement Plan. Item 2 of table 32, shows 27(51.9%) of the students and 21(80.8%) of teachers remarked that parents/community members sometimes participated in the planning of the School Improvement Plan. From item 3 of table 32, it is observed that 32(61.5%) of the students and 18(69.2%) of teachers confirmed that students with Learning Difficulties/Disabilities did not participate at all in the planning of the School Improvement Plan. In item 4 of table 32, it is indicated that 33(63.5%) of the students and 21(80.8%) of teachers evidenced that Parent Teacher Association members sometimes participated in the planning of the School Improvement Plan. Item 5 of table 32, displays that 23(44.2%) of the students and 13(50%) of teachers explained that policies, strategies and plan of action of the education sector were sometimes implemented to achieve Inclusive Education.

Table 33. Responses on rating of individualized planning of the lesson by teachers

Items	Students								Teachers				
	With Learn.Diffic./Disab.				Without Learn. Diffic./Disab.				N	S	O	A	
	N	S	O	A	N	S	O	A					
How often do you set instructional objectives to include all children including children with Learning Difficulties/Disabilities ?	N	-	13	5	4	-	18	7	5	2	19	3	2
	%	-	59.1	22.7	18.2	-	60	23.3	16.7	7.7	73.1	11.5	7.7
How often do you design Individualized education plan for children with Learning Difficulties/Disabilities ?	N	2	13	4	3	2	19	5	4	4	15	4	3
	%	9.1	59.1	18.2	13.6	6.7	63.3	16.7	13.3	15.4	57.7	15.4	11.5

Key: N-Not at All S- Sometimes O- Often A- Always

In item 1 of table 33, it is indicated that 31(59.1%) of the students and 19(73.1%) of teachers evidenced that teachers sometimes set instructional objectives to include all children including children with Learning Difficulties/Disabilities.

In item 2 of table 33, it is indicated that 32(61.5%) of the students and 15(57.7%) of teachers evidenced that teachers sometimes designed individualized education plan for children with Learning Difficulties/Disabilities. On the other hand, 4(7.7%) of teachers and 4(15.4%) of students indicated that teachers doesn't design individualized education plan for students with Learning Difficulties/Disabilities at all.

Table 34. Responses on teachers' frequency of activities on the Instruction of the lesson

Items		Students								Teachers			
		With Learn.Diffic./Disab..				Without Learn. Diffic./Disab.				N	S	O	A
		N	S	O	A	N	S	O	A				
How often do you select instructional materials and vary the pace to make it possible for all children especially students with Learning Difficulties/Disabilities to learn?	N	6	10	5	1	6	15	7	2	4	12	5	5
	%	27.3	45.4	22.7	4.5	20	50	23.3	6.7	15.4	46.1	19.2	19.2
How often do you make all students to work together and help each other while performing assignment?	N	6	9	6	1	7	12	9	2	3	19	5	3
	%	27.3	40.9	27.3	4.5	23.3	40	30	6.7	11.5	73.1	19.2	11.5
How often do you select learning tasks that children with Learning Difficulties/Disabilities can do?	N	4	10	6	2	6	12	8	4	-	12	9	5
	%	18.2	45.4	27.3	9.1	20	40	26.7	13.3	-	46.1	34.6	19.2
How often do you present tasks in bits and give individual attention to children who need help?	N	3	12	4	3	8	14	4	4	5	12	6	3
	%	13.6	54.5	18.2	13.6	26.7	46.7	13.3	13.3	19.2	46.1	23.1	11.5

Key: N-Not at All S- Sometimes O- Often A- Always

In item 1 of table 34, 25(48.1%) of students and 12 (46.1%) of teachers responded that teachers sometimes selected instructional materials and vary the pace to make it possible for all children especially students with Learning Difficulties/Disabilities. However, 5(19.2%) of the teachers and 12 (23.1%) of the students indicated that teachers didn't select instructional materials and vary the pace to make it possible for all children especially students with Learning Difficulties/Disabilities. In Item 2, 21(40.4%) of students and 19(73.1%) of teachers responded that teachers sometimes made all students to work together and help each other while performing. It can also be observed that 3(11.5%) of the teachers and 13 (25%) of the students indicated that teachers didn't make all students to work together and help each other while performing assignment.

In Item 3, 22(42.3%) of students and 12 (46.1%) of teachers responded that teachers sometimes selected learning tasks that children with Learning Difficulties/Disabilities can do. On the other hand, 6(11.5%) of the students and 5(19.2%) of the teachers had the idea that teachers always select learning tasks that children with Learning Difficulties/Disabilities can do. In item 4, 26(50%) of students and 12 (46.1%) of teachers responded that teachers presented tasks in bits and give individual attention to children who need help. In spite of this, 7(13.5%) of the students and 3(11.5%) of the teachers always presented tasks in bits and give individual attention to children who need help.

Table 35. Responses on teachers' frequency of arrangement of the classroom

Items	Students								Teachers				
	With Learn.Diffic./Disab.				Without Learn. Diffic./Disab.				N	S	O	A	
	N	S	O	A	N	S	O	A					
How often do you arrange your class room to be spacious and comfortable to children with Learning Difficulties/Disabilities ?	N	4	2	10	6	2	3	16	9	4	4	12	6
	%	18.2	9.1	45.4	27.3	6.7	10	53.3	30	15.4	15.4	46.1	23.1

Key: N-Not at All S- Sometimes O- Often A- Always

Table 35 indicates 26(50%) of students and 12 (46.1%) of teachers responded that teachers often arranged their class room to be spacious and comfortable students with Learning Difficulties/Disabilities. On the other hand, teachers 6(23.1%), students without Learning Difficulties/Disabilities 9(30%) and students with

Learning Difficulties/Disabilities 6(27.3%) responded that teachers always arranged their class rooms to be spacious and comfortable for students with Learning Difficulties/Disabilities.

Table 36. Responses on the frequency of distribution of questions and coverage of sections

Items		Students								Teachers			
		With Learn.Diffic./Disab.				Without Learn. Diffic./Disab.				N	S	O	A
		N	S	O	A	N	S	O	A				
How often do you ensure that questions are fairly and evenly distributed & constantly monitor to allow all children to have equal opportunity?	N	-	11	4	7	3	15	7	5	1	12	8	5
	%	-	50	18.2	31.8	10	50	23.3	16.7	3.8	46.1	30.8	19.2
How often do you proceed to a new section or unit when all children have understood and can perform what they have learned?	N	2	11	6	3	3	14	8	5	1	12	7	6
	%	9.1	50	27.3	13.6	10	46.7	26.7	16.7	3.8	46.1	26.9	23.1

Key: N-Not at All S- Sometimes O- Often A- Always

Item 1 of table 36 indicates 26 (50%) of students and 12(46.1%) of teachers viewed that teachers sometimes ensured that questions are fairly and evenly distributed & constantly monitor to allow all children to have equal opportunity questions are fairly and evenly distributed among all children. The opinion that teachers ensured questions were fairly and evenly distributed & constantly monitored to allow all children to have equal opportunity was recorded in 12(%) of the students and 5(19.2%)of the teachers.

In item 2, 12(46.1%) of teachers and 25 (48.1%) of students replied that teachers sometimes proceeded to a new section or unit when all children have understood and can perform what they have learned. However, 6(23.1%) of the teachers and 8(15.4%) of the students indicated that teachers always proceeded to a new section or unit when all children have understood and can perform what they have learned.

4.1.5 Findings on the Interview with Key Informants/Education Professionals/

Four cluster supervisors and four school principals at school level, three Special Needs Education focal persons and three education office heads at woreda level and one zonal education Special Needs Education expert and zonal education department head were involved in the interview for the study.

Key informants service on the current position was found out that 2 (12.5%) of them were posted for more than 10 years, 5 (31.2%) of the respondents for 5-10 years and the remaining 9(56.25) for less than 5 years.

The practice in teaching children with Learning Difficulties/Disabilities was that they attend their lesson being separated in special unit classes in primary first cycle (1-4) grades. In primary second cycle grades students with Learning Difficulties/Disabilities were integrated with mainstream students. When the meaning and practice of Inclusive Education was asked to the interviewees, they perceived as ‘teaching students with Special Needs together with mainstream students’. Accommodations were not set and Special Needs trained teachers manage in lower grades treating students with Learning Difficulties/Disabilities in special units.

The respondents explained that the collaboration of mainstream teachers and Special Needs Education was important to help students with Learning Difficulties/Disabilities. Special Needs Education teachers help teachers and students in integrated classes communicate among themselves. But only few trainings on Special Needs Education were set in the school to help mainstream teachers manage professionally students with Learning Difficulties/Disabilities.

The schools tried to select better classes for students with Learning Difficulties/Disabilities especially for first cycle special units. Even so, except selection of site of the class almost nothing special was done to make the school conducive to students with Learning Difficulties/Disabilities. The toilets were restrictive to students with Learning Difficulties/Disabilities and they couldn’t entertain reference materials in libraries. In fact, there were no reference materials for visually impaired students in Braille; it was set for mainstream students. There were few water points for so many students and the service is given only at break time of the school day. This created chaos and shoving in which students with Learning Difficulties/Disabilities did not get water easily if they wanted to drink or wash.

As observed in all the target schools there were no resource rooms for children with Learning Difficulties/Disabilities. Even the special unit rooms were their class rooms where few sign language drawings were posted on the wall for hearing impaired pupils. There were no text books in Braille, audio

and video recordings of lessons, long cane, or large prints, etc. according to their Learning Difficulties/Disabilities.

The respondents agreed that the policies and strategies laid for children with Learning Difficulties/Disabilities in the school could not be expressed as successful. But some adjustments and help were given to the students. Since the accommodations of the school were poor and materials not fulfilled and at the same time, knowledge on Inclusive Education and how to manage students with Learning Difficulties/Disabilities was not satisfactory.

It was described by the respondents that, coming late, drop out and repetition of students with Learning Difficulties/Disabilities is relatively low once they were registered to attend school. This was because of the willingness and commitment of the students with Learning Difficulties/Disabilities. They considered it the only way to challenge the world and sustain themselves. But the number of new students with Learning Difficulties/Disabilities who were registered every year was very limited than expected from the community. Still there are challenges from the community to face before they brought them to the school willingly.

According to education professionals and school principals, the challenges to students with Learning Difficulties/Disabilities were not properly addressed. This is because various inputs/resources are limited and absent, lack of training and knowledge to manage them, distance of the school from their home for those physically challenged children, lack of family close follow up of their children, economical status of their family, etc. were described.

The community/parents interaction with the school was weak. They come to school to attend school ceremonies or few times when they were called about their children. They didn't closely follow up their children behavior, result or challenges in the school or communications. But in general when parents were called upon school, they contributed money for those poor children with Learning Difficulties/Disabilities to retain them at school throughout the year.

The key informants disclosed that there has been no plan and strategy devised to break the communication barriers and improve interactions of pupils with Learning Difficulties/Disabilities and the school community. They also described that there had been no activity or awareness building in the school community about the treatment, support needed and follow up of students with Learning Difficulties/Disabilities.

4.1.6 Findings from the Discussions with Parent Teacher Association

Members

The response from PTA members for the meaning of Inclusive Education is that “teaching students with Learning Difficulties/Disabilities together with students without Learning Difficulties/Disabilities” They explained that no training or awareness sessions were designed to accommodate children with Learning Difficulties/Disabilities. Considering the roles of PTA members on the education of children with Learning Difficulties/Disabilities, they expressed that have the responsibility to bring the students to school from their home, and within the school their discipline shall be looked out. They expressed that they visited the school sometimes, to look at schools educational plan implementation.

When PTA members were asked about mistreatment of students with Learning Difficulties/Disabilities by students without Learning Difficulties/Disabilities responded that though some students may refrain to play and interact with children with Learning Difficulties/Disabilities there is not significant segregation attitude among themselves. But the environmental conduciveness limits the activity of the school in out of the class room for students with Learning Difficulties/Disabilities to play and interact between them.

For the question pertaining to educational performance of children with Learning Difficulties/Disabilities, PTA members had the opinion that students with Learning Difficulties/Disabilities could compete with students without Learning Difficulties/Disabilities when they special help and support is given to them. They are dependent on the support given by school community.

When PTA members were asked about the communication and interaction of students with Learning Difficulties/Disabilities with the school society especially with mainstream students and teachers, their opinion was that they communicate mostly among themselves. They are more disciplined than students without Learning Difficulties/Disabilities; their communication with the school community is smooth. But to involve in every activities of the school, physical boundaries and conduciveness of the school restricts them from enjoying with students without Learning Difficulties/Disabilities.

When the issue of challenges of children with Learning Difficulties/Disabilities was raised to the PTA members, they depicted that low willingness of some parents to bring them to school, distance from the school, absence of leader/help/ for those visually impaired, reader for hearing impaired, lack of supportive inputs in the school, low economic status of parents to fulfill the necessary equipments for school etc. were some of the problems that they face.

PTA members further indicated about the questions pertaining their interaction and suggestions on Inclusive Education improvement that the students with Learning Difficulties/Disabilities shall be supported by the government in well equipped and constructed boarding schools, monthly payment is very small to survive as their economical status is very low. Besides, awareness on students with Learning Difficulties/Disabilities education for the community and committee shall be given.

4.1.7 Findings on the Observation Guide on Target Schools

4.1.7.1 Facilities and Instructional Materials

The researcher observed all the target schools to get first hand information guided by observation check list. In two of the schools few Braille and stiles were give to some of the students who were practicing during the study. Sign language drawings were posted on the wall of special unit classes in first cycle primary school grades. The selection of classes conducive to those children with Learning Difficulties/Disabilities was good considering their situations.

Besides the efforts of Special Needs Education teachers to help their students, even the least minimum requirements for help to students with Learning Difficulties/Disabilities were not fulfilled eg. Reference materials in Braille, shortage of Braille and stile, long cane for visually impaired, audio and video lessons, special trainings for teachers to manage Special Needs children etc. were not present.

Especially in second cycle primary education, where students with Learning Difficulties/Disabilities learn together with students without Learning Difficulties/Disabilities, almost no accommodations were made to make the school environment conducive for students with Learning Difficulties/Disabilities. The teachers didn't take special training or education on Special Needs except some of them took one course during their pre-service training. Some of the teacher asked help from those Special Needs teachers in lower grades for communication with students with Learning Difficulties/Disabilities.

4.1.7.2 Observation Check list

The wordas yearly plan and schools improvement plan described that special help would be given to Special Needs children. But the plan didn't have detailed activities or what should be done to attain the help that students with Learning Difficulties/Disabilities need. Nor the plan was supported by appropriate budget to implement the outlined help indicated.

When children with Learning Difficulties/Disabilities were observed in their class rooms and in the school compound, they were not freely mixing up with students without Learning Difficulties/Disabilities, rather

cling around themselves. But they communicate with students without Learning Difficulties/Disabilities and their teachers without constraint. Children with Learning Difficulties/Disabilities were not actively participating in outdoor activities as in their class rooms as the environment was restrictive to them.

The accommodation of the schools to students with Learning Difficulties/Disabilities was poor and individualized plan or progress of every student with Special Needs were not recorded. No researches or case studies presented to the researcher that the school tried to alleviate the learning needs of children with Learning Difficulties/Disabilities. Instructional adjustments, assessment records and achievement files were not well documented in the schools.

4.2 DISCUSSIONS

The main aim of the study was to investigate the knowledge, attitude and practice of the school community about Inclusive Education in North Wollo rural schools. An overview of the challenges encountered and possible instructional strategies are also discussed based on the findings of the study. The responses of the participants are grouped in to categories. In this part of the study, the research findings are discussed and narrated in regard of the literature reviewed earlier.

4.2.1 General Information

In North Wollo Zone schools Special Needs Education at first cycle (Grades 1-4) primary schools was given in Special Units separated from children without Learning Difficulties/Disabilities. Whereas, children with Learning Difficulties/Disabilities learned being integrated in mainstream classrooms in second cycle (Grades 5-8) primary education.

In three of the targeted schools, students with Learning Difficulties/Disabilities were enrolled without any pre-school education. But in one of the schools (Woinye primary school) children with Learning Difficulties/Disabilities were mentored for one year ('0' grade) before starting grade one education.

In the current study, the nature of disability cases of students was multi-categorical but with high incidence of disability types included: hearing impaired 43(48.9%), visually impaired 27(30.7%), students with mental disorder 6(6.8%), and with multiple disorders 12 (13.6%).

From grade 1-4 there were 9 or 17.3% pupils with Learning Difficulties/Disabilities included in the study even though they were learning in Special Units segregated from students without Learning Difficulties/Disabilities to get more information about their knowledge and practice of Inclusive Education.

Whereas, for children without Learning Difficulties/Disabilities, only those students from grade 5-8 (43 or 82.7%), were selected since Inclusive Education was exercised in those grades.

Out of the selected students, 26(50%) were girls. Among the selected children, 11(21.1%) were students with Learning Difficulties/Disabilities. Children with Learning Difficulties/Disabilities 22(42.3%) in the selected school were included for questionnaire, the rest 30(57.7%) were children without Learning Difficulties/Disabilities.

The FGD members and key informants revealed that the number of students with Learning Difficulties/Disabilities were very low than expected to attend education in their rural neighborhood. Still there were children with Learning Difficulties/Disabilities in the community who didn't get educational opportunity. Even from those children with Learning Difficulties/Disabilities who got the opportunity of education, their number was higher at the start of the primary second cycle and became descending as the grade level increased (in Table 5). The children with Learning Difficulties/Disabilities at grade 5 were 10(45.4%) but in grade 8 they became 3(13.6%).

The pupils with Learning Difficulties/Disabilities age reflected that there were large differences from the average years in primary school ages (Table 6). In Ethiopia, the standard school age of children from grade 1-8 is 7-14 years. Pupils with Learning Difficulties/Disabilities had relatively higher average age in primary schools than pupils without Learning Difficulties/Disabilities. This indicated that they began school very late than pupils without Learning Difficulties/Disabilities. The number of pupils with Learning Difficulties/Disabilities also steadily decreased along grades from first cycle to second cycle primary schooling (Table 5). The low retention rate indicated that they dropped out due to various challenges.

Furthermore, the class size of students with Learning Difficulties/Disabilities contained fifty to sixty students without any special consideration to minimize the number of students in inclusive settings. The large class room setting hence created challenging situation for the teachers to help and give special attention to students with Learning Difficulties/Disabilities.

Most of the teachers were young adults (19 or 73.1%) within age range <34. The number of teacher participants decreased as the age range increased (Table 7). They lack both the experience and skill to treat students with Learning Difficulties/Disabilities in Inclusive classrooms.

Most of the teachers in both Special Needs and mainstream settings had small experience of teaching in general and accommodating students with Learning Difficulties/Disabilities in particular (Table 9). Most of

the teachers under study were young and had few service years in teaching. In most rural schools, teachers have low teaching experience and were younger in age than in urban schools.

The number of educational professionals was dependent on the number of woredas. Because of this reason, there were three woreda education office heads, three woreda education office Special Needs Education focal persons, one zonal education department head and one zonal Special Needs Education expert. The total was 16, all males (Table 10).

The education professionals and office heads age was relatively higher than teacher respondents (Table 10). The median age laid in the age interval of 35-39 years with 10(62.5%) respondents. They had also more teaching and career experience with 7(43.7%) >20 years and 50% in 11-20 years total service. The educational status of key informants/interviewee was better than teacher respondents in which 11(68.7%) were degree holders and two zone respondents with masters degree. There was high gender disparity in key informants as there were no females assigned in the target positions.

If we consider courses on Special Needs Education, only those education professionals, principals or office heads with service years less than 10 years took the course. Hence, most of them didn't take pre-service training course on Special Needs Education. Besides pre-service training, none of them took in-service training on Special Needs Education. At the same time, none of the principals, supervisors, education professionals or office heads had teaching experience of students with Learning Difficulties/Disabilities. This affected the effectiveness of supervision and support from woreda education professionals and ultimately the program negatively.

PTA members were 13 in number in the four schools which was considered that above 60% of the PTA members involved in the discussion. According to table 11, PTA members 6(46.1%) were in the age interval of 35-39, still significant number of the members 5(38.5%) were aged >40. The age interval of PTA members was greater than those in education professionals, office heads and teachers. The educational statuses of parent members of PTA had only elementary and secondary education. Parent members of the committee had lower educational status than teacher counter parts. Even though their educational status was not beyond secondary education, their age maturity made them contribute much in handling students with Learning Difficulties/Disabilities.

4.2.2 Knowledge about Inclusive Education

4.2.2.1. Teachers Training on Special Needs Education

Mainstream and Special Needs Education teachers need to be prepared to meet the needs of students with disabilities in general education settings. Teacher education programs must prepare teachers to be successful in Inclusive Educational environments in which students with or without disabilities have a mutually valued presence (Mattson & McGregor, 1997; Ryndak & Kennedy, 2000; and Villa et al., 1996).

Simui (2009) propounds that teacher education should be at the 'centre' of Inclusive Education reform, hence the need to see pre-service teacher education as a beginning in the long journey of Inclusive Education. He further argues that preparing teachers for Inclusive Education should include strategies aimed at transforming teachers' practices, which are largely influenced by their attitudes, beliefs and values (as cited in cited in Regis Chireshe, 2011).

In addition, Avrmidis (2005) calls for making initial teacher training courses more relevant to Inclusive Education while Loreman et al. (2007) advocate for the inclusion of practical experiences within inclusive Education by teacher training colleges. This is most likely to result in teachers' colleges producing well qualified teachers for the Inclusive Education movement.

However, in the present study, three fourth of the teachers took one course while they were taking pre-service college training on Special Needs Education. The course was general introductory lesson to handle Special Needs children. At the same time, 8(30.8%) of the teachers didn't take any course or training on Special Needs Education but they were teaching students with Learning Difficulties/Disabilities (Table 12). This made the teachers not to handle students with Learning Difficulties/Disabilities in the way they should be treated.

From the mainstream teachers who also managed students with Learning Difficulties/Disabilities, 12(66.7%) of them took Special Needs Education course only in pre-service training, and 6(33.3%) of them didn't have any training on Special Needs Education whatsoever (Table 12). Thus, 8(30.8%) of the teachers had neither the qualification nor the training to manage students with Learning Difficulties/Disabilities in Inclusive class rooms or special units. This hardly made the teachers competent to teach students with Learning Difficulties/Disabilities.

Effective implementation of Inclusive Education, as researches indicate, needs proper supports. These supports include appropriate resources, proper preparation at the pre-service or in-service level, high

expectations for students with disabilities, ability to work with / direct support staff, a positive attitude towards inclusion, and time for collaborative teaming (Daane et al., 2001; Salisbury & McGregor, 2002; Werts et al., 1996; and Wolery et al., 1995 as cited in Heather Christine Young, 2004). However, many of the teachers working with students with Learning Difficulties/Disabilities in inclusive environments had not received the proper preparation at the pre-service level.

Five of the teachers (83.3%) who taught children with Learning Difficulties/Disabilities in special units were trained in Special Needs Education at diploma level; 1 (16.7%) of the teacher didn't have qualification to teach students with Learning Difficulties/Disabilities (Table 8).

The results of this study indicated that general education and special education teachers need to be prepared to meet the needs of students with disabilities in general education settings. Similar findings were also noted that teacher education programs must prepare teachers to be successful in Inclusive Educational environments in which students with or without disabilities have a mutually valued presence (Mattson & McGregor, 1997; Ryndak & Kennedy, 2000; and Villa et al., 1996). In this connection, Ferguson, 2000, also noted that teachers for all ages (elementary through secondary) need additional information on how to adapt curriculum and instruction to meet the educational needs of these students.

Starting from grade 5, pupils with Learning Difficulties/Disabilities were taught by regular teachers with diploma educational status (24 or 92.3%) and 2(7.7%) certificate holders with no special training to support the specific barriers of the students (Table 8). With respect to respondents' level of education, almost all teacher respondents 24(92.3%) in their respective settings met the qualification required by the Ministry of Education except certificate teachers 2(7.7%). There were small number of educators who had gone through Inclusive Education training to deal with specific disability types. Teachers and education professionals didn't have the proper training to treat students with Learning Difficulties/Disabilities and adjust accommodations of the school so that they could learn in the least restrictive environment. Teachers, education professionals and office heads didn't have enough preparation and training for Inclusive Education. This had a negative influence on the program implementation.

A related argument was put forward by Mpofu (2000) who asserted that everyone from school personnel to parents and local communities need preparation and training for Inclusive Education to succeed in sub-Saharan Africa. In a similar vein, Mutepfa et al., 2007 (cited in Regis Chireshe, 2011) state that research on Zimbabwean teachers' attitudes towards students with disabilities point to a need for boosting of teacher training in Inclusive Education practices.

4.2.2.2. Knowledge of teachers and students on Inclusive Education

The support of teachers to students with Learning Difficulties/Disabilities plays significant role in the improvement of their academic performance. When the teachers know their roles and responsibilities, their help in teaching and accommodation is significant. Teachers 22(84.6%) and students 43(82.7%) confirmed that teachers knew their responsibilities to help students with Learning Difficulties/Disabilities. On the same issue, 4(15.4 %) of the students and 9(17.3 %) of the teachers responded that teachers didn't know their roles and responsibilities (Table 14).

The researcher found out that regular class teachers had problems in adopting their teaching methods to cater for the inclusive class because they were not trained to handle SNE children. There are also similar findings in South Africa as Pottas (2005) who reported that teachers lack adequate knowledge, skills and training for effective implementation of Inclusive Education.

Results of the study, in table 15, also indicated that 40(76.9%) of students and 18(69.2%) teachers indicated responsibility of assisting and protection of children with Learning Difficulties/Disabilities was their responsibility. However, 12(23.1%) of students and 8(30.8%) of the teachers considered protecting students with Learning Difficulties/Disabilities from danger, falling etc were not their responsibility. A significant number of teachers didn't consider protecting students with Learning Difficulties/Disabilities as their responsibility. Regarding this idea, Smith and Merry (1995), have shown that when teachers are not trained in techniques for including children with disability and do not share responsibilities with others, they would not have change of attitudes. In other words when planning and training have not taken place, teachers develop negative attitudes towards inclusion which in turn affects their roles.

Information from key informants, PTA members, and students also verified that they didn't have any special training on the roles and responsibilities to treat students with Learning Difficulties/Disabilities so that students could achieve better performance or cope up the various barriers of disabilities.

In table 16, 39(75%) of the students and 18(69.2%) of the teachers described that rural children had less opportunity for Inclusive Education than urban children. Thus, the numbers of students with Learning Difficulties/Disabilities in rural areas were fewer than in urban areas. There were still rural children with Learning Difficulties/Disabilities who couldn't enjoy their right of education.

4.2.3 Attitudes on Inclusive Education

4.2.3.1 Attitudes of Teachers and students on the perception of Inclusive Education

The respondents opinion on the attitudes of teachers on the perceptions of IE was generally encouraging, at least in theoretical level (Table 17). But, still a significant amount of both students and teachers didn't have the correct perception or attitude towards IE. Accordingly, in Item 1, 22(84.6%) teachers and 30(57.8%) students considered students with Learning Difficulties/Disabilities benefited from the Inclusive program in mainstream class rooms. However, 8(15.4%) of the students and 1(3.8%) of teachers disagreed on the notion that their education with mainstream students is beneficial. whereas 14(26.9%) students and 3(11.5%) of the teachers were uncertain. Thus, the attitudes on the benefits of IE were found to be encouraging in the school community.

Research has indicated that academic improvements of students with Learning Difficulties/Disabilities increases when they attend their education in Inclusive schools. . In item 2, the perception of 16(61.5%) teachers and 31(59.6%) students agreed that students with Learning Difficulties/Disabilities learning with mainstream students were academically better in inclusive class rooms. However, 15(28.8%) teachers of the target groups and 9(34.6%) of the teachers were uncertain of the benefits of IE in the academic performance of students with Learning Difficulties/Disabilities. The awareness of teachers and students about Inclusive Education and its benefits were not well grasped.

In Item 3, both the teachers and students had recognized the rights of children with Learning Difficulties/Disabilities to be treated as students without Learning Difficulties/Disabilities. Even though the school environment setting and accommodations were not fulfilled they could have exercised their right.

The effect of placement of students with Learning Difficulties/Disabilities in mainstream classrooms was indicated in item 4. Majority of students without Learning Difficulties/Disabilities reacted that placement of students with Learning Difficulties/Disabilities among them hadn't negative attitude to their academic achievement. Teachers and students disagreed the idea that the placement of students with Learning Difficulties/Disabilities within the same classroom with students without Learning Difficulties/Disabilities negatively affected the academic performance of students with Learning Difficulties/Disabilities. But still 17(32.7%) of the students and 10(38.4%) of the teachers didn't disagree on the issue of placement of students with Learning Difficulties/Disabilities among students without Learning Difficulties/Disabilities, negatively influenced the academic achievement of students without Learning Difficulties/Disabilities. Both teachers and students didn't have clear perceptions on the attitudes of students' placement.

4.2.3.2 Attitudes of teachers and students on the collaboration of teachers for Inclusive Education

The collaboration between the mainstream and the Special Needs teachers is a critical factor in determining the successful implementation of Inclusive program. Researchers have determined collaboration between educators to be a necessary support for successful inclusion (Downing & Peckham-Hardin, 2007; Lohrmann & Bambara, 2006). Zalizan (2000) also suggested that in order to ensure the success of an inclusive program, a collaboration or co-operation form or mode between the particular teachers should be introduced within the programme as soon as possible. In the current study, the collaboration among teachers in mainstream teachers and Special Needs Education teachers was understood both by teachers and students as indicated in table 18.

Pertaining to the collaboration of Special Needs teachers with mainstream teachers, teacher and student respondents had similar stand on the matter. Teachers 20(76.9%), and 46(88.5%) of the students agreed that collaboration of mainstream and Special Needs teachers was essential for IE implementation.

The research study indicates that 27(51.9%) of the students and 19(73.1%) of the teachers disagreed that ineffective implementation of IE was due to objections of mainstream teachers. However, according to 3(11.5%) teacher respondents and 7(13.5 %) students agreed that ineffective implementation of IE was due to objections of mainstream teachers.

Besides, Teacher respondents 18 (69.2%) and students 26 (50%) expressed that Special Needs teachers were responsible for only children with Learning Difficulties/Disabilities. This implies that the attitudes of the respondents had not been improved to be responsible. Even though the respondents replied the importance of collaboration among mainstream and Special Needs Education teachers, they didn't recognize the responsibility of Special Needs teachers was for both students with Learning Difficulties/Disabilities and students without Learning Difficulties/Disabilities.

In this conjunction, researchers has documented that the success of the inclusive program depends among others, on the attitudes of the classroom teachers towards the children with Special Needs (Anotonak & Larrivee, 1995 & Wilczenski, 1992 in Zalizan, 2000).

4.2.3.3 Attitudes of teachers and students on the strategy for Inclusive Education

Implementation of IE is effective when students with Learning Difficulties/Disabilities and their teachers interact successfully. But there are barriers that hinder their communication. Table 19, indicated that the interaction of students with Learning Difficulties/Disabilities was not a success. The data implied that 31(63.4%) of students with and 12(46.1%) of their teachers verified that the communication of students with Learning Difficulties/Disabilities was not successful in the school.

The major perceived factors rated more often by the students with Learning Difficulties/Disabilities (specially hearing-impaired students) to disfavor integration/inclusion were: communication problem with regular teachers and students, fear of coping up with hearing students in academic activities, mistreatment/teasing by the regular class students and the perceived negative attitude of regular class teachers in accepting the hearing impaired students (Gebresillassie, A., 2000).

The social interaction of students with Learning Difficulties/Disabilities with the school community helps to solve the barriers of communication among them. This in turn helps to improve the academic achievements of students. But the evidence from the current study indicated that the extent of social interaction of students with Learning Difficulties/Disabilities was medium for 24(46.1%) of students and 15(57.7%) of the teachers. The social interaction of students with Learning Difficulties/Disabilities seems was more in class room but they depended among themselves outside the class room.

Carpenter et al (2001) stated that the education of children with Special Needs cannot be achieved without active participation of parents as a wide range of community services. The school community could play significant role in the learning of students specially children with Special Needs.

Similarly, Thomas & Feilder (cited in Tirussew, 1999) indicated that what will count for much more and what will have a direct impact on children's learning is what parents do. In a country like Ethiopia, where the magnitude of the problem is broad and the number of trained personnel in the field of special education is negligible the involvement of parents in the education of children with disabilities in of utmost importance (Tirussew, 1999).

Table 20 indicated that necessity of involvement of parents of students with Learning Difficulties/Disabilities in their education was agreed upon by the respondents in general. At the same time, frequent monitoring and close follow up of students with Learning Difficulties/Disabilities by the school community was considered to be beneficial to IE .Even though parents and the school community didn't

support the students closely and follow up frequently; their response to the question had been agreed up on by students and teachers. The parents of students with Learning Difficulties/Disabilities and PTA members visited the school only few times.

Resource materials are essential for children with Learning Difficulties/Disabilities to help them cope with learning situation of the school. Hence, the presence of some resource materials for Special Needs children determines their learning capacity. However, it was clearly demonstrated in this research that there was no distinction between resource room and general education classroom. The general education teachers were not aware of the importance of resource rooms.

Even so, the current study revealed that let alone resource rooms, there were no adequate accommodation materials for students with Learning Difficulties/Disabilities in all of the target schools in which the research was conducted. Their class rooms were adjusted for lesson with some models of teaching especially in Debre zebit school. In most of the schools, even in their class rooms only sign language drawings were posted on the wall. But in Debre zebit, large prints of alphabets, word games, and other models for visually impaired and mentally disordered students were presented.

Learners are expected to be punctual to class every day. Special Needs children require special support from their teachers, school community, the society, and mostly from their parents. Social and physical barriers affect the learning situation of children with Learning Difficulties/Disabilities.

In table 20, educational wastage (late coming, absence and drop out) of students with Learning Difficulties/Disabilities was discussed. Thus, 24(46.1%) of students and 10(38.5%) teachers agreed that late coming of students with Learning Difficulties/Disabilities were tolerated. Teachers 6(23.1%) and students 9(17.3%) disagreed on the tolerance of students with Learning Difficulties/Disabilities coming late to school. This indicated there is negative attitude display in tolerating students with Learning Difficulties/Disabilities.

Unlike the case of tolerance, the cause of educational wastage in students with Learning Difficulties/Disabilities was agreed by respondents with a higher magnitude. As table 23 indicates, 31(59.6%) of students and 18 (69.2%) of the teachers agreed that physical, social and educational barriers made drop out and repetition rate of students with Learning Difficulties/Disabilities. Keeping the classroom's physical environment comfortable is essential for Inclusive Education, for, it promotes safe and healthy relationships between and among teachers and children and reduces the problems of stigmatization and discrimination in the classroom (cited in Gyimah E.,Kofi, 2011). The absence of comfort compels a

child to lose interest and drop out of school. The presence of comfort, on the other hand, makes it possible for a child to participate actively in teaching and learning activities to achieve academic excellence (Ainscow, 2004).

4.2.4 Practices of Inclusive Education

4.2.4.1 Suitability of the curriculum for Inclusive Education and its application

According to Antia and Stinson (1999), if the classroom teacher does not take proper actions, such as structuring class discussion to encourage participation, then the experiences of the students with Learning Difficulties/Disabilities (hearing impaired students) are doubtful to be successful. In similar thought, the teacher should facilitate to meet the individual educational needs to increase the participation of students with disabilities (Cawthon, 2001).

According to the participation of students with Learning Difficulties/Disabilities in mainstream class room teaching 28(53.8%) of the students and 13(50%) of the teachers respondents reacted that their activity was recorded as medium. This record was observed almost without any accommodations or setting adjustments in the class rooms as they were set for students without Learning Difficulties/Disabilities. The study also identified the regular teachers were teaching in the inclusive classroom setting without special training, and knowledge (e.g. Sign language for hearing impaired).

Extra-curricular activities are activities performed by the student outside normal curriculum of the school including clubs and groups to get support from other students. These clubs and groups help to meet students who are different with each other to bring together and to develop social interaction and participation among students (Habte, N.B, 2008).

Extra-curricular activities for all children are essential factor not only for encouraging inclusion outside the classroom among students but also for develop the various types of the potentials and talents of both children with and without disabilities (Dereje, 2006). Extracurricular activities provide most important opportunity by which students can get a sense of belonging to the school community and advantageous for students to learn about each other and to share experiences (Antia et.al, 2002).

Teachers (14 or 53.8%) and students (26 or 50%) respondents of the study described that students with Learning Difficulties/Disabilities involvement in co-curricular activities of their school (Table 24) was low. In similar study, Habte, N.B, 2008, indicated that students with Learning Difficulties/Disabilities didn't

sufficiently participate in co-curricular activities not because they didn't have the interest or ability rather lack of attention from the school society.

Monitoring and evaluation of the school is the pillar for the implementation of school plan. Inclusive Education strategies and application can also be effective while monitoring the plan under execution. The support of the zone, woreda and cluster education professionals could exchange experience and train students and teachers in the implementation of IE. However, 10(45.5%) of students with Learning Difficulties/Disabilities, 12(40%) of students without Learning Difficulties/Disabilities and teachers 11(42.3%) considered the support of woreda and zone education professionals was low (Table 25).

Supporting this issue, Habte, N.B, 2008 described the authorized bodies that are responsible for students with disabilities do not have sufficient background knowledge in Special Needs Education and they do not have the initiative to give special support for these students, from the school level up to the level of woreda educational office.

Special Needs Education in Ethiopia has been implemented with designed strategies and action plans. Inclusive Education has been a recent phenomenon, but the government has ratified various international conventions and agreements on Special Needs. The impact of Inclusive Education on the children with Learning Difficulties/Disabilities is expected to gain life skills and develop self confidence and independent life style leading their life by themselves. But when we consider on the implementation of Inclusive Education at school level with respect to the strategy designed, it has its own limitations.

Table 26 indicates that the extent of strategies developed at school level to achieve independent, capable and able citizens with Learning Difficulties/Disabilities was low. Students 31(59.6%) and 10 (38.5%) of teachers indicated that the extent of strategies developed to attain capable and independent students with Learning Difficulties/Disabilities was very low.

In the early times, there was deep rooted stigma and negative attitude on children with disabilities. Through the advancement of technology, living standard improvement, international and national commitments on human rights and increased access to education children with Learning Difficulties/Disabilities are treated properly and given support to overcome their difficulties. The growing in public awareness, the achievement in the technological advancement and the improved legislation in some countries have opened the way for better provision of education to children with disabilities (Moores, 1996; as cited in Abebe, 2001).

However, the main challenge with integration/inclusion is that mainstreaming has not been accompanied by changes in the organization of the ordinary school, its curriculum and teaching and learning strategies

(UNESCO, 2005; as cited by Tilahun, 2007). This lack of organization change has proved to be one of the major barriers to implementation of inclusive policies. However, the barriers are so complex and our situation so delicate that some of the attitudinal differences persist till today. Teacher respondents 15(57.7%) and students 24(46.1%) considered that the influence of disability on academic performance was medium. On the other hand, students with Learning Difficulties/Disabilities 5(22.7%), students without Learning Difficulties/Disabilities 11(36.7%) and teachers 7(26.7%) considered that the influence of disability on academic achievement of students was high. This implies that there is still lack of knowledge, awareness and accommodations in the school which supports children with Learning Difficulties/Disabilities.

4.2.4.2 Accessibility of Inputs and Accommodations

It has been argued that for Inclusive Education to be meaningful, schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnership with their communities (UNESCO, 1994).

Infrastructure is one of the challenges at the mainstream schools. The physical facilities like ramps for wheelchairs, appropriate ablution facilities, even pathways, designated parking areas, etc. should be available (Molope, M., A, 2007)

Students with Learning Difficulties/Disabilities friendly school infrastructure create conducive learning system for the students to achieve better academic performance. However, the present study verified that 31(59.6%) of students and 15(57.7%) of teachers replied conduciveness of the infrastructure of their schools was rated low. During the study, additional observation confirmed that toilets, libraries, play grounds, class rooms and other rooms were not conducive to students with Learning Difficulties/Disabilities.

Materials used in accommodations for students with Learning Difficulties/Disabilities are used to reduce or eliminate the effects of their disabilities. Depending on the nature of disability, different materials are needed to accommodate students with Learning Difficulties/Disabilities. The presence and effect of such materials used for accommodations were under study. The results of the study indicated that 31(59.6%) of students and 16(61.5%) teachers expressed presence of materials to accommodate students with Learning Difficulties/Disabilities during instruction and assessment (E.g. Braille, Sign Language, large print, etc) was low. Except drawings of sign language for hearing impaired students and some large prints other audio visual or structures to support Special Needs children were absent in all the target schools.

Etenesh (2000) specifically suggests that the lack of relevant facilities and materials is a major challenge to the implementation of effective Inclusive Education in many places. It seems to be the case that the simplest teaching materials that could even be produced locally such as maps, charts and other illustrative devices are not available in educational institutions in many school environments. However, inadequate financial provision remains one to the major obstacle to the implementation of meaningful programs such as Inclusive Education in many countries. This idea also reflected by Tirussew (1999) as money is a constraint to run Inclusive Education programs.

Item 2 of table 29 indicated the presence of reference books and accommodating materials. Thus, 30(57.7%) of students and 13(50%) of teachers indicated that the inclusiveness of their libraries to students with Learning Difficulties/Disabilities was low. During direct observation also confirmed that the libraries didn't have reference materials in Braille or audio records for visually impaired, video recording equipments for hearing impaired or other such materials were absent. In general the libraries were designed for students without Learning Difficulties/Disabilities but not set or adjusted for students with Learning Difficulties/Disabilities.

4.2.4.3 Disparity towards Inclusive Education

In the household that children with Learning Difficulties/Disabilities are living, there are gender roles set due to cultural and practices accustomed in the society. Thus, children are raised performing socially oriented, gender specific roles in the household and community in general. In the present study, the opportunity of Inclusive Education on gender was asked to respondents. The result indicates that 40(76.9%) of students and 20(76.9%) of teachers described that boys with Learning Difficulties/Disabilities had better opportunities to Inclusive Education than girls with Learning Difficulties/Disabilities. (Table 30).

The teacher respondents 4(15.4%) and 8(15.4) % of the students also decided that girls with Learning Difficulties/Disabilities have better opportunity to education than their male counterparts. In rural settings for girls with Learning Difficulties/Disabilities there are challenges of education. Parents need their labor at the household due to low economical status, afraid of rape while traveling long distance, absence of family member to accompany her to schools every time, or negative attitudes of family towards girls education.

The study also indicated that 29(72.5%) of students and 15(75%) of teachers described that the better opportunity of boys over girls was due to the belief that boys have better academic performance than girls. In this connection, 4(10%) of students and 1(5%) of teachers responded that in addition parents consider education to be males' duty and they tend to favor boys education.

Among the respondents who indicated girls with Learning Difficulties/Disabilities had better opportunity over boys 5(62.5%) of the students and 3(75%) of the teachers described the reason being nowadays priority was given to girls.

The present study also covered the effect of disability against sex. Thus, 15(68.2 %) of students with Learning Difficulties/Disabilities, 23(76.7 %) of students without Learning Difficulties/Disabilities and 18(69.2 %) teachers responded that disability is worst in both boys and girls (Table 31).

4.2.4.4 Implementation of Inclusive Education strategies

Parents and teachers need to help young children and to create a course for self-esteem by focusing on their strengths, supporting them, and helping them to take administer of their lives with their own culture and values (Ornstein et.al, 2003).

In the research document the respondents seem to agree on the main issue of planning involvement of teachers, parents, PTA members and students with Learning Difficulties/Disabilities. But the magnitude varies slightly (Table 32). Thus, 13(50%) teacher respondents and 28(53.8%) student participants described that teachers were always involved in the preparation and implementation of the school plans.

The document also revealed that parents of students with Learning Difficulties/Disabilities and PTA members participation in the school improvement plan was only limited. The research findings dictate on the participation of students with Learning Difficulties/Disabilities parents that 27(40.4%) of the students and 21 (80.8%) of the teachers were sometimes involved in the preparation of school plan. On the same issue raised, the reactions of students 33(63.5%) and 21(80.8%) teachers were PTA members sometimes involved in the preparation of the school improvement. In general, parents visit the school only sometimes when they were called up on.

Least representation in the preparation of school improvement was recorded by students with Learning Difficulties/Disabilities in which special attention and proper support was needed. The research finding states 32(61.5%) of the students and 18(69.2%) of the teachers indicated the involvement of students with Learning Difficulties/Disabilities in the school improvement plans never occurred in the schools. This implies the lack of attention of the school community towards children with Learning Difficulties/Disabilities.

Educational policies and strategies to make Inclusive Education a success were implemented sometimes. This was confirmed by 23(44.2%) of the student and 13(50%) teacher respondents. Besides, the researcher also found out it was not practiced sufficiently by the school or community.

Access to the school curriculum is central to every child's learning and development. If Inclusive Education can be achievable, then teachers have to adapt and/or differentiate instruction. Through such adaptations, the child is able to access the school curriculum (DfES, 2001 cited in Anne K. Arno, 2009).

Individualised education plans are written documents that indicate a child's strengths and weaknesses. The use of individualised education plan (IEP) can encourage access (DfES, 2001 cited in Anne K. Arno, 2009 cited in Anne K. Arno, 2009). The importance of IEP cannot be over-emphasised. It sets out both long and short term goals, indicates when service will be started, defines other services to be given and when programme will be evaluated (Gyimah E.K, 2011). Ketterlin-Geller, Alonzo, Braun- Monegan, and Tindal (2007) reported general education teachers need to make it a priority to familiarize themselves with an IEP of a student they have in their classroom because the more consistency in delivery of accommodations written in an IEP, the higher chance for a student success.

The study from Anne K. Arno, 2009 and Fisher and Freys (2001) confirm that research on students with individual educational plans that a student can be successful as long as there is collaboration and effective communication between teams such as special education teachers and general education teachers who utilize each other's ideas and both follow accommodations and supports indicated in the IEP.

The setting of instructional objectives and preparation of individualized plan for students with Learning Difficulties/Disabilities was found out to be practiced sometimes in 31(59.1%) of the students and 19(73.1%) of teachers. (Table 33). In spite of the importance of the instructional plan, teachers considered it as additional burden, due to lack of knowledge and training. Besides the preparation IEP to help students with Learning Difficulties/Disabilities cope up their difficulties in learning was not much appreciated nor exercised in the schools under study. In this connection, 32(61.5%) of the students and 15(57.7%) of teachers described that design of Individualized education plan for children with Learning Difficulties/Disabilities was conducted sometimes.

Ali M., et al, 2006 indicated that the teaching strategies developed to be answered by the respondents were selected as most frequently used to attain quality of IE (Table 34). But the respondents reacted that teachers carried out the instructional activities with frequency of 'sometimes'. Most of the time, teachers used verbal presentation of the lesson instead of preparing suitable and accommodating strategy for the students with

Learning Difficulties/Disabilities. In the first place, teachers do not know alternative teaching method to accommodate students with Learning Difficulties/Disabilities and secondly they lack motivation. Incidentally those strategies teachers reported to be used less frequently were those that were found out to ensure inclusivity.

For children with Learning Difficulties/Disabilities to go along with mainstream students proper accommodations are necessary in the classroom setting and teaching methodology. But in the findings (Table 34) teachers 12(46.1%) and students 25(48.1%) expressed that teachers sometimes selected instructional materials and vary the pace to make it possible for all children especially students with Learning Difficulties/Disabilities to learn. This created disfavoring conditions for students with Difficulties/Disabilities to go along with their peers.

The interaction and communication of students with Learning Difficulties/Disabilities becomes effective when teachers make students work together help each other. Interaction of the students with Learning Difficulties/Disabilities with students without Learning Difficulties/Disabilities creates opportunities to prove themselves to their peers how worthy and capable they are. However, 21(40.4%) of students and 19(73.1%) of teachers indicated that teachers sometimes made students work together and help each other. This made children with Learning Difficulties/Disabilities to depend and work out within themselves, became shy to interact or communicate with students without Learning Difficulties/Disabilities easily and freely in school classroom or within the school compound or the society.

The selection of tasks in the instruction of the lesson for students with Learning Difficulties/Disabilities by teachers depends on the nature of disabilities they possess. The current study verifies that 22(42.3%) of students and 12 (46.1%) of teachers sometimes selected learning tasks that children with Learning Difficulties/Disabilities can do. On the other hand, 26(50%) of students and 12 (46.1%) of teachers confirmed that teachers sometimes presented tasks in bits and give individual attention to children who need help. Due to the lack of proper training and knowledge, teachers didn't use alternative methodology and select tasks that involve students with Learning Difficulties/Disabilities, which affected their academic performance.

Students with Learning Difficulties/Disabilities especially with hearing impairment are integrated physically in the regular classroom, but not in the system of the education because of the classroom environment which was not conducive to communicate the teacher and these students in the teaching and learning processes (Habte, N.B, 2008).In inclusive classroom, if teachers do not actively support the effort to achieve

integration, the placement of students with Special Needs in regular setting will remain problematic (Catherine, 1988 cited in Habte, N.B, 2008).In the current study, however, 26(50%) of students and 12 (46.1%) of teachers pointed out that teachers often arranged their class room to be spacious and comfortable students with Learning Difficulties/Disabilities (Table 35).The teachers effort to set the classroom for conducive learning for both students with Learning Difficulties/Disabilities and students without Learning Difficulties/Disabilities was encouraging.

Teachers could be of great help to children with SEN if they could move to a new section or unit when all children have understood and can perform what they have learned as well as select learning tasks and/or activities that children with SEN and disabilities can do (Gyimah E.K, 2011).In table 36 of the present research data, 26 (50%) of students and 12(46.1%) of teachers confirmed that during assessment of students teachers sometimes ensured that questions were fairly and evenly distributed & constantly monitored to allow all children had equal opportunity. This affected the results on the academic performance of students with Learning Difficulties/Disabilities.

At the same time, 12(46.1%) of teachers and 25 (48.1%) of students viewed that teachers sometimes proceeded to a new section or unit when all children had understood and could perform what they had learned. This affected the learning potential of students with Learning Difficulties/Disabilities since they didn't have other extra reference materials or supports to refer or cope up other than the teachers presentation.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

The main purpose of the study was to understand the practice, knowledge and attitudes; investigate the challenges that hinder implementation; examine rural/urban disparity; suggest instructional strategies and indicate implications of Inclusive Education on rural development in North Wollo rural schools. The study was conducted in four schools selected which taught Special Needs Education by trained teachers on Special Needs. The relevant data was gathered through questionnaires from students with Learning Difficulties/Disabilities and students without Learning Difficulties/Disabilities, and teachers in the schools. To triangulate the information gathered through questionnaire, interview with school principals, cluster supervisors and education office expert and heads and focus group discussions were carried out as well as appropriate documents compared. Finally, pilot study was conducted in one school not included in the actual study and final modifications made on the data collection tools and applied on the actual study.

In this part of the chapter conclusions and recommendations were made based on the findings of the study after considerations of the responses of the questionnaires, interview answers, discussion points, direct observation and literature review of the study.

5.1 CONCLUSION

The research finding indicated that there were only few children with Learning Difficulties/Disabilities who could enjoy their education in nearby their homes. Even so the schools couldn't accommodate children with severe disabilities. There were still children out in their homes who couldn't attend education due to restrictive school environment, not suitable infrastructure, non conducive school setting, and geographical barriers, nearby schools couldn't enroll them due to absence of trained teachers to teach students with Learning Difficulties/Disabilities.

There were few schools opened to enroll children with Learning Difficulties/Disabilities and small numbers of those students came to school. There were still significant numbers of children with Learning Difficulties/Disabilities out in the rural areas who didn't access pre-school and primary education. Those who got access in primary education registered at late age than students without Learning Difficulties/Disabilities since parents lacked the willingness and awareness to bring to school and it took time for the children to socialize being at home.

5.1.1 knowledge on Inclusive Education

The research findings indicated that teachers, education professionals and parents didn't have adequate knowledge to support children with Learning Difficulties/Disabilities for the effective implementation of IE. Mainstream teachers were incompetent to teach their subject matter in which they are qualified, since they didn't take proper training to help students with Learning Difficulties/Disabilities. Teachers in the mainstream class took insufficient training or taught without training pertaining to Special Needs Education. Thus, they could not manage to support students with Learning Difficulties/Disabilities with various forms of disabilities. They were not capable of teaching children with Learning Difficulties/Disabilities inclusively. They couldn't select suitable instructional strategies, develop individualized plan, or create least restrictive environment for children with Learning Difficulties/Disabilities. Most of the educational professionals and office heads also didn't have training on Special Needs Education that they were unable to support them in classroom or out of class Inclusive Education implementation.

Awareness raising program should involve parents, family and community members in order to improve contribution of promotion of Special Needs Education (Tirusew, 2005). However, in the present study it was found out that PTA members and students didn't attend any awareness workshops or programs, didn't visit students with Learning Difficulties/Disabilities frequently, and couldn't bring the students to school and support Inclusive Education effectively.

5.1.2 Attitudes on Inclusive Education

Attitude plays a key role in the implementation of Inclusive Education in mainstream schools since this requires the interaction between teachers, students, education professionals and parents. There are various factors that affect the attitudes of such main stakeholders of the school such as knowledge about nature of disability, lack of training, adaptation of curriculum, supply of equipments and materials to support students with Learning Difficulties/Disabilities, and classroom size etc. The positive attitude of them creates smooth and effective application of IE where students with Learning Difficulties/Disabilities could enjoy their quality education that results independent citizens who challenge their barriers.

In the present study, the attitudes of the stakeholders were positive, but it was inconsistent. This indicates that even though there is encouraging tendency on attitudes concerning children with Learning Difficulties/Disabilities and IE; still it requires a lot to be done in order to achieve a strong attitude that will

not be reversible. Still one third of the students and teachers have negative attitude on the perceptions about IE.

Collaboration of mainstream and Special Needs teachers plays main role for the effectiveness of IE. But more than a quarter of the teachers and one third of the students without Learning Difficulties/Disabilities believed that it becomes ineffective due to mainstream teachers objections. The communication of the students with Learning Difficulties/Disabilities with their teachers was not satisfactory as they require Special Needs teachers to mediate between them.

The interactions and communication of students with Learning Difficulties/Disabilities among students, their teachers and parents was rated medium and still there are one third of the respondents with negative attitudes on the interaction among the respondents. This created isolation of the students with Learning Difficulties/Disabilities in the school community. They were mixed up only while in class rooms, in the recess time or out of class room they tend to cling only among themselves.

The absence of accommodating materials and resources in the schools affected their attitude towards IE. In fact students with Learning Difficulties/Disabilities are learning in a school environment set for students without Learning Difficulties/Disabilities. The difference to imply integration of students at the targeted schools remains only physical. The school environment, being restrictive, no wonders created disfavoring conditions for students with Learning Difficulties/Disabilities to continue their education at higher education. There is a steady decrease of students with Learning Difficulties/Disabilities as school grades increased.

5.1.3 Practices of Inclusive Education

The participation of students with Learning Difficulties/Disabilities in class room and co-curricular activities was low. Even most of the teachers didn't communicate with them. Visually impaired students attended oral lecture whereas hearing impaired students copied writing on the blackboard. There was no modified form of teaching methodology to include students with Learning Difficulties/Disabilities for participation. Other students with multiple disorders could not comprehend the lesson, disfavored by their teaching and kept at home.

Extra-curricular activities for all children are essential factor not only for encouraging inclusion outside the classroom among students but also for develop the various types of the potentials and talents of both children with and without disabilities (Dereje, 2006). Extracurricular activities also provide most important opportunity by which students can get a sense of belonging to the school community and advantageous for

students to learn about each other and to share experiences (Antia et.al, 2002). In the current study, the form of participation is still lower in the case of co-curricular activities in which mainstream teacher didn't consider that it was also the students with Learning Difficulties/Disabilities right to participate.

Support from the cluster and woreda in teaching Special Needs children was low. The education professional and office heads didn't take appropriate training to support. Even though the regional education bureau included Inclusive Education in its plan to implement, at grassroots level in schools only vague perceptions were encountered. The woreda and school educational action plans mentioned Special Needs Education only briefly without detailed activities without budget allocation.

The effort made by the schools to make the school least restrictive to students with Learning Difficulties/Disabilities was low. The infrastructure (placement of students with Learning Difficulties/Disabilities class rooms, position of libraries and laboratories, playgrounds, pavements around the school, etc.) were not conducive to students with Learning Difficulties/Disabilities. Hence, according to the research findings in participants' response and physical observation, the infrastructures of the schools were not adapted to accommodate Special Needs children. These barriers of education to students with Learning Difficulties/Disabilities affect the learning potential of the students.

The supply of instructional and assessment materials (e.g. Braille, long cane, audio-video materials, large prints, models, etc.) were few in one and almost null in the other schools.

The research also indicated that there was disparity of sexes towards the opportunity of Inclusive Education in rural areas. Boys have better opportunity than girls towards Inclusive Education. Their enrollment to primary education also indicates 54.5% of boys (Appendix A)

Teachers implementation of instructional Inclusive Educational strategies were found out to be poor. The participation of teachers, students, parents and PTA members on the planning and implementation of school improvement plan and to make IE a success was poor. Parents of students with Learning Difficulties/Disabilities and PTA members visit the school only sometimes, especially when they were called upon. Considering additional care and support to children with Learning Difficulties/Disabilities in the school, the participation of the school community was found out to be limited.

The participatory nature of the schools plan especially to students with Learning Difficulties/Disabilities and parents were minimal. Hence, their support in bringing children to school and their accommodations at school became less than required.

Carefully selected instructional strategies that should be applied by teachers were designed and presented to teachers and students. These instructional strategies were divided to be implemented frequently, moderately

and less frequently applied to attain quality Inclusive Education. In general, the knowledge, application and frequency of implementation of the strategies were low. The teaching methodologies and accommodations indicated were applied in the school only sometimes. This should be the knowledge gap and low attention and commitment of the teachers under consideration.

Research indicates that inclusive schooling efforts can be effectively implemented with the proper supports such as appropriate resources, proper preparation at the pre-service or in-service level, high expectations for students with disabilities, ability to work with / direct support staff, a positive attitude towards inclusion, and time for collaborative teaming (Daane et al., 2001; Salisbury & McGregor, 2002; Werts et al., 1996; and Wolery et al., 1995).

In general, in the North Wollo zone rural schools the implementation of Inclusive Education is at its infant stage. In fact, the only thing that the program claims to be inclusive is that the integration of students with Learning Difficulties/Disabilities in mainstream classes and support during assessment. Hence, it better to describe that the students with Learning Difficulties/Disabilities are taking their education in integrated school systems. To implement Inclusive Education, in the rural schools of the Zone a lot has to be done.

5.1.4 Challenges of Inclusive Education

Access to primary education to children is one of the rights of the child included in the Mellenium Development Goals ratified by the Ethiopian Government .Policy documents were modified and designed in line with Special Needs Education delivery to students with Learning Difficulties/Disabilities. However, the implementation of Special Needs Education has its own limitations. Inclusive Education on the other hand, is a recent phenomenon changing the school environment than the child to deliver equal access and quality education for students with Learning Difficulties/Disabilities. During its implementations Inclusive Education encountered so many challenges that the research found out the following

- Lack of awareness
- Ineffective or non specific pre-service training and in service training
- Absence of community /parent involvement
- Negative attitude of school partners
- Teachers competence to carry out Inclusive Education strategies and instruction and assessment methodologies
- Inflexible curriculum and instructions

- Lack of accommodation equipments, and materials for students with Learning Difficulties/Disabilities
- Communication barrier between students with Learning Difficulties/Disabilities and the school community
- Infrastructure of the school and environment
- Absence of pre-school education and support, mentoring especially designed for students with Learning Difficulties/Disabilities.
- Meager financial resources for students with Learning Difficulties/Disabilities accommodations

Considering Inclusive Education a recent phenomenon, the government took the initiative to ratify international conventions and agreements on Special Needs Education and rules of engagement on children with disabilities. However, the practices of IE at grassroots level are far from the intended policies and strategies designed for implementations.

5.2. RECOMMENDATIONS

The provision of accessible and quality education to all children particularly to children with Learning Difficulties/Disabilities inclusively, requires combined efforts of main stakeholders of education. For the effective implementation of Inclusive Education to make children with Learning Difficulties/Disabilities independent, self-supportive and able bodies who could contribute a lot for nation building, the following recommendation are made.

A. Measures to be taken by the Government

- Intensive and specific pre-service training on Special Needs Education is vital for the teachers who manage students with Learning Difficulties/Disabilities.
- In-service training for teachers who teach students with Learning Difficulties/Disabilities and education professionals and office heads who give support to school is needed so that experience sharing and scaling up of best practices on the program will be beneficial.
- The infrastructure of all the schools must be upgraded to properly accommodate learners with Special Needs. This creates least restrictive environment and safe integration among students without Learning Difficulties/Disabilities.
- Special Needs teachers' assignment in Inclusive Education grades and classes alleviates the communication barrier and supports instructional strategies appropriate for students with Learning Difficulties/Disabilities.

- Financial resource allocation helps to supply materials, equipments and adjust accommodations to students with Learning Difficulties/Disabilities. As in the Salamanca Statement and Framework for Action (1994) on Special Needs Education indicated, a well-structured funding arrangement is desirable for meeting the cost of providing adequate educational services for students with disabilities in inclusive schools.
- Clear and specified laws Enactment and their practical measures are necessary especially against those activities that hinder the practice and Inclusiveness of education.
- Appliances and equipments production and easy access for students with Learning Difficulties/Disabilities creates alternative supply and makes their education comfortable.
- Awareness raising campaign the government to address the public is very important to decrease the negative attitudes lingering in the society.
- The curriculum for Inclusive Education should be designed involving special experts on the issue so that it will be flexible to address the Special Needs of students with Learning Difficulties/Disabilities and make participations in all the school activities whenever and wherever possible.
- Should make sure that special assistance must be given to girls/females with Learning Difficulties/Disabilities since disability is the worst in them. Accommodations, supply of materials, infrastructural adjustments (Toilets) should be given priority to girls.
- Children with learning or physical disability need to be identified at an early stage. If they are not, many will drop out at primary school (Lewis, 2009); because of the lack of appropriate support programs (Tirussew, 2005). But there are no preschool provisions in the targeted rural areas of the study. According to UNESCO (1995), "there is little or no preschool provision for children with special educational needs" in Ethiopia. Since early identification and intervention of the nature of Special Needs is crucial for the improvement of children with Learning Difficulties/Disabilities, the government should encourage the preschool provision of special education at a sufficient level.
- Guidance counseling service is known basically in secondary schools but in schools with students with Learning Difficulties/Disabilities where mainstream teachers are not well trained to address the problems of them, counseling service seems meaningful in Inclusive Education schools. This helps to alleviate negative stereotypes of the school community, communication problems and understand the needs of children with Learning Difficulties/Disabilities.

- Access to Inclusive Education in rural areas is limited. Thus more schools, teachers, trainings and accommodations should set in rural areas in order to accept more children with Learning Difficulties/Disabilities to school so that they could enjoy their right to Inclusive Education.

B. Measures to be taken by the School

- The school should arrange various joint activities in the school the involving both students with Learning Difficulties/Disabilities and students without Learning Difficulties/Disabilities will create better social integration and positive attitude towards disability.
- Should improve communication among the students with Learning Difficulties/Disabilities, parents and the school community so that their interaction and perceptions raised and hence better attitude towards them.
- Awareness raising events-conferences, symposium, parents day, etc should be arranged to fort he children with Learning Difficulties/Disabilities to participate, and school community to understand their roles in the making of Education Inclusive.
- Adjust the infrastructure of the school to create least restrictive environment to students with Learning Difficulties/Disabilities so that they could attend their education easily.
- In Inclusive class rooms the curriculum should be flexible and adapted to address the Special Needs of students with Learning Difficulties/Disabilities. Thus, activities designed to covert he lessons should include students with Learning Difficulties/Disabilities to participate in the activities designed with their peers.
- The number of students in classrooms with students with Learning Difficulties/Disabilities must be reasonable and within the standard. This improves successful integration with students without Learning Difficulties/Disabilities.
- Arrange training sessions from cluster schools, guest or teaching staff on the issue of Special Needs.
- Conduct action researches on students with Learning Difficulties/Disabilities, barriers and attitudes on Learning Difficulties/Disabilities issues for better improvement of their education.

C. Measures to be taken by the teachers

- Identify the Special Needs and nature of students with Learning Difficulties/Disabilities and set the curriculum on the benefit of the disadvantaged. Thus teachers should prepare the curriculum more responsive to students with Learning Difficulties/Disabilities.
- Teachers should prepare Individualized Education Plan according to the nature and type of difficulty to the students with Learning Difficulties/Disabilities. Thus, the IEP addresses the

Special Needs of the students with Learning Difficulties/Disabilities to cope up their difficulties and more interactive of them.

- They should select teaching methodologies that are used more frequently in Inclusive Education to achieve Educational quality that involves students with Learning Difficulties/Disabilities.
- Close collaboration and working together of Special Needs and mainstream teachers is essential for experience sharing and to help students with Learning Difficulties/Disabilities achieve better academic and social performance.
- While students with Learning Difficulties/Disabilities meet academic and social challenges, their teachers should be prepared to help them overcome the problems through knowledge and awareness.
- Teachers should fulfill proper accommodations that could be managed at school level and make the classroom conducive to students with Learning Difficulties/Disabilities participation.

D. Measures to be taken by the students

- Students with Learning Difficulties/Disabilities must demonstrate their skills and talents to their colleagues, teachers and the community so that the negative attitudes against them will be broken.
- Students with Learning Difficulties/Disabilities participation in any activity or events made in the school to make everybody believe that they are capable (e.g. clubs, educational competitions, games pedagogical materials setting etc..)
- Students without Learning Difficulties/Disabilities should be considerate and understanding to help students with Learning Difficulties/Disabilities and communicate with them.
- Students with Learning Difficulties/Disabilities must face the challenges of negative attitude instead of withdrawing by presenting their talents, skills and capacities to the society.
- Students with Learning Difficulties/Disabilities should understand their physical, mental, communication or Learning difficulties and be tolerant to the stereotyped negative attitudes of the society they might encounter. Instead they should be tolerant and present how they are capable.
- Demonstrate in every event possible that students with Learning Difficulties/Disabilities have skills talents and capacities to accomplish various tasks.

E. Measures to be taken by Parents

- Parents should be involved in the planning and implementation and supervision of their children frequently. They need to see the acceptance of their children in the school community and their achievement.
- Parents should bring their children to the open to school so they could overcome the academic and social challenges. Parents have to collaborate with the school community to solve the schools' problems and achieve conducive school environment.
- Parents should frequently visit their children's schools, follow up their children achievement encourage them, give moral and financial support.

In general, Inclusive Education implementation and practices in North wollo Zone rural schools is at its infant stage. In fact the legal ground and some training of teachers and enrollment of students with learning difficulties/disabilities are started. Full implementation of the Inclusive Education encompassing all the children with learning difficulties/disabilities in the rural areas has a long way to go.

Rural development in the refined definition encompasses agriculture, food-security, education, infrastructure, and health, capacity-building, for other than on-farm employment, rural institutions and the needs of vulnerable groups. To meet the challenges facing the rural world today, an integrated view of education is required, centred on access to quality basic education for all (D. Atchoarena and L. Gasperini, 2003).

In a developing country, like Ethiopia, in which significant number of children with learning difficulties/disabilities couldn't come to school, it is not a matter of imparting knowledge rather a development issue. The government has to give due emphasis to mobilize/allocate stakeholders and financial resources to inclusive school, as they are more capital intensive than mainstream schools to accommodate students with learning difficulties/disabilities.

It is now, more than ever addressing children with learning difficulties/disabilities through inclusive education a development issue and avoiding neglect and marginalization for them to exercise their right and use their potential to the maximum extent possible. Unless we give due emphasis to address the educational needs of the children who accounts more than 10% of the population, Millennium Development Goals could not be achieved. It is only when we nurture and meet the needs of children with learning difficulties/disabilities that they become forces of rural development.

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APPENDICES

APPENDIX I DATA TABLES

Appendix A

Students with Learning Difficulties/Disabilities by Disability Type

Disability	1			2			3			4			5			6			7			8			Total			
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	
Hearing Impaired(HI)	2	3	5	4	2	6	1	4	5	2	9	11	4	5	9	-	-	-	-	-	-	2	5	7	15	28	43	
Visually Impaired(VI)	2	3	5	6	3	9	1	1	2	7	3	10	-	-	-	-	-	-	1	0	1	-	-	-	17	10	27	
Mental Disorder(MD)	1	4	5	0	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	5	6
HI and VI	-	-	-	-	-	-	1	0	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
HI and MD	-	-	-	-	-	-	0	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	1	1
HI and US	-	-	-	-	-	-	-	-	-	5	1	6	1	3	4	-	-	-	-	-	-	-	-	-	-	6	4	10
Total	5	10	15	10	6	16	3	6	9	14	13	27	5	8	13	-	-	-	1	0	1	2	5	7	40	48	88	

Appendix B

Students with Learning Difficulties/Disabilities by school and woreda

Woreda	School	Grades																								Remark			
		1			2			3			4			5			6			7			8						
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T				
Habru	Mersa	2	4	6				2	5	7				4	5	9													
		VI-1, HI-1	VI-2, HI-2		-	-		VI-1, HI-1	VI-1, HI-4		-	-		HI-4,	HI-5		-	-	-	-	-	-	-	-	-	-	-	-	
Gubal afto	Woinye	1	3	4	2	1	3	1	1	2	5	1	6	1	3	4													
		HI-1	MD-3		VI-1, HI-1	VI-1		VI & HI-1	HI & MD-1		HI & US-5	HI& US-1		HI& US-1	HI& US-3		-	-	-	-	-	-	-	-	-	-	-	-	
Meket	Filakitt	-	-	-	4	3	7	-	-	-	1	3	4	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-	
		-	-	-	HI-2, VI-2	HI-2, VI-1		-	-	-	VI-1	HI-2, VI-1		-	-	-	-	-	-	VI-1	-		-	-	-	-	-	-	
Meket	Debrezebit	2	3	5	4	2	6				8	9	17													2	5	7	
		VI-1, MD-1	VI-1, HI-1, MD-1		VI-3, HI-1	VI-1, MD-1		-	-	-	VI-6, HI-2	VI-2, HI-7		-	-	-	-	-	-	-	-	-	-	-	-	HI-2	HI-5		
Total		5	10	15	10	6	16	3	6	9	14	13	27	5	8	13				1		1	2	5	7				

KEY VI- VISUAL IMPAIRMENT HI-HEARING IMPAIRMENT MD-MENTAL DISORDER US- UNABLE TO SPEAK

Appendix C

Special Needs Education Teachers enrolled in Selected Schools in 2006 e.c

Woreda	School	Teachers											Remark	
		Certificate			Diploma			Degree			Total			
		F	M	T	F	M	T	F	M	T	F	M		T
Habru	Mersa	1	-	1	-	-	-	-	-	-	1	-	1	
Gubalafto	Woinye	1	-	1	-	2	2	-	-	-	1	2	3	
Meket	Filakit	-	-	-	2	-	2	-	-	-	2	-	2	
Meket	Debre zebit	-	-	-	2	-	2	-	-	-	2	-	2	
Total		2	-	2	4	2	6	-	-	-	6	2	8	

Appendix D

Total Teachers enrolled in Selected Schools in 2006 e.c

Woreda	School	Teachers												Remark
		Certificate			Diploma			Degree			Total			
		F	M	T	F	M	T	F	M	T	F	M	T	
Habru	Mersa	11	11	22	12	12	24	-	-	-	23	23	46	
Gubalafto	Woinye	5	4	9	11	11	22	-	1	1	16	16	32	
Meket	Filakit	7	5	12	19	10	29	-	-	-	26	15	41	
Meket	Debre zebit	4	1	5	13	14	27	-	-	-	17	15	32	
Total		27	21	48	55	47	102	-	1	1	82	69	151	

Appendix E

Total Students enrolled in Selected Schools in 2006 e.

Woreda	School	Grades																								Remark
		1			2			3			4			5			6			7			8			
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T	
Habru	Mersa	110	112	222	103	98	201	71	70	141	58	57	115	117	118	235	95	91	186	77	79	156	71	109	180	
Gubalafto	Woinye	29	48	77	58	54	112	57	48	105	44	40	84	52	56	108	74	55	129	63	70	133	83	97	180	
Meket	Filakit	96	85	181	58	88	146	71	76	147	59	61	120	135	105	240	118	94	212	62	70	132	134	67	201	
Meket	Debre zebit	93	108	201	80	69	149	97	129	226	105	114	219	109	99	208	78	75	153	52	42	94	87	41	128	
Total		328	353	681	299	309	608	296	323	619	266	272	538	413	378	791	365	315	680	254	261	515	375	314	689	

APPENDIX III

DATA COLLECTION TOOLS



Indira Gandhi National Open University
School of Graduate Studies Rural Development Department
Questionnaire for Teachers

The main purpose of this questionnaire is to collect data on the knowledge, attitude practice about Inclusive Education in some rural schools of North Wollo zone. Your cooperation by giving genuine information is highly valuable to complete the study and subsequently to use its result for Academic purpose. Any information that you give is confidential and will never be passed on to any other party bearing your identity.

I thank you in advance for your co-operation!

Direction: - It is not necessary to write your name on this questionnaire.

For questions from part one-two and from part four-five circle the letter of your appropriate choice of the letters except for questions that require written responses.

For questions of part three and six indicate your answer by a 'tick' ('√')
Mark in the boxes.

Part One .Basic Information

1. Name of school----- Woreda -----
2. Age A. below 20 year B. 20-29 year C. 30-34 year D. 35-39 year E. above 40 year
3. Sex A. F B. M
4. Education level
 A. Certificate B. Diploma C. Degree D. Summer in service degree E. If any other, specify -
5. Have you taken course on Special Needs Education? A. Yes B. No
6. Have you been trained on Special Needs Education?
 A. Yes B. No
7. If the answer for question No. 5 is 'A' (yes), how long did your training last?
 A. Short term training (Less than 3 Months) C. Short term training (Less than 6 Months)
 B. Certificate for 1 Year D. Diploma E. Degree

8. Total Service year in teaching
 A. Below 5 year B. 5-10 year C. 11-20 year D. Above 20 year
9. Service year in teaching Special Need education children
 A. Below 5 year B. 5-10 year C. 11-20 year D. Above 20 year

Part Two. Teachers' Knowledge about Inclusive Education

1. Do you have children with Learning Difficulties/Disabilities in your Class? A. Yes B. No
2. If your answer to No.1 is A/'Yes', what category of children with Learning Difficulties/Disabilities do you have in your class?
- | | | | |
|--|---|---|---|
| A. Visual impairment | F | M | T |
| B. Hearing Impairment | F | M | T |
| C. Mental disorder | F | M | T |
| D. Physical, health and other disorder | F | M | T |
| E. Learning disability | F | M | T |
| F. Communication Disorders | F | M | T |
| G. Behavioral and Emotional Disorders | F | M | T |
| H. If any other, specify ----- | F | M | T |
3. Did you attend in service training on Inclusive Education? A. Yes B. No
4. If the answer for question No. 3 is 'A' (yes), how long did the training last?
 A. One day B. 2-3 days C. 1 Week D. 2 weeks E. 1 Month F. If any other, specify_____
5. Do teachers know their roles and responsibilities on teaching and supporting children with Learning Difficulties/Disabilities? A. Yes B. No
6. Rural children with Learning Difficulties/Disabilities have less access to Inclusive Education?
 A. Yes B. No
7. Do you think that assisting children with disability/ impairment /to protect them from anger, falling, crashing etc...is your responsibility? A. Yes B. No

Part Three. Teachers' Attitudes on Inclusive Education

No.	Items	A	U	D	SD
-----	-------	---	---	---	----

1	Students with Learning Difficulties/Disabilities will benefit from the inclusive program in mainstream class rooms.				
2	Students Learning Difficulties/Disabilities are academically better in inclusive class rooms.				
3	Students with Learning Difficulties/Disabilities have the right to receive an education in mainstream classes.				
4	The placement of students with Learning Difficulties/Disabilities in regular class affects the performance of mainstream students negatively.				
5	Special Needs Education teachers and regular teachers need to work together in order to teach students with Special Need Education in inclusive class rooms.				
6	In the implementation of Inclusive Education there is objection from the mainstream class room teachers.				
7	Special Needs Education teachers are only responsible to help students with Special Need Education.				
8	Students with Learning Difficulties/Disabilities interact with learners without disabilities are successful.				
9	The communities, especially families of students with Learning Difficulties/Disabilities should have good relationships with the school to work for the success of Inclusive Education.				
10	Although Inclusive Education is important, the resources for the students with Learning Difficulties/Disabilities in a mainstream class room are limited.				
11	Children with Learning Difficulties/Disabilities deserve an intensified follow up from the school community.				
12	Students with Learning Difficulties/Disabilities coming late to school should be tolerable.				
13	The dropout and repetition rate of students Learning Difficulties/Disabilities is higher due to physical, social and educational barriers that can be over come by the society.				

Key: A-Agree D- Disagree U-Uncertain SD- Strongly Disagree

Part Four. Practice on Inclusive Education

A. Curriculum Application and Suitability

1. When do children with Learning Difficulties/Disabilities interact with their non disabled peers?

- A. In class room learning B. While using library and resource rooms C. out of class room
 D. All E. If any other, specify-----

2. Indicate the accommodations/usage of materials and time/ made for learners with Learning Difficulties/Disabilities in your class room instruction & Assessment?

- A. Large print B. Extension of time C. Amanuensis (Scribe) D. Special furniture
 E. Tape recording F. If any other, specify _____

3. In which ways do you give special considerations in teaching with reference to Learning Difficulties/disabled children?
 - A. In problem solving situations
 - B. In selection of content
 - C. In teaching Methods
 - D. In strategy development
 - E. In Class room management
 - F. In Assessment
 - G. If any other,specify_____
4. The participation of children with Learning Difficulties/ disability in class room learning is
 - A. High
 - B. Medium
 - C. Low
 - D. Very Low
5. The participation of children with Learning Difficulties or disability in co-curricular activities is
 - A.High
 - B. Medium
 - C. Low
 - D. Very Low
6. The social interaction children with Learning Difficulty/Disability with the school community is
 - A. High
 - B. Medium
 - C. Low
 - D. Very Low
7. How do you describe the support of the school, woreda and zone education professionals in planning and implementation of Inclusive Education in the school?
 - A. High
 - B. Medium
 - C. Low
 - D. Very Low
8. What type of methodology of teaching is applied in your school with main stream teachers?
 - A. Role Play
 - B. Discussion
 - C. Lecture
 - D. Group work
 - E. All
9. The extent of strategies developed to promote student independence to the maximum extent possible and fade dependence on individual supports of students with Learning Difficulties/Disabilities is
 - A. High
 - B. Moderate
 - C. Low
 - D. Very low
10. The School Improvement plan, curriculum units and lessons designed by the school using principles of Inclusive Education (multiple intelligence, multi level instruction, learners styles, abilities and interests to address the learning needs of Special Needs students) is
 - A. Appropriate
 - B. Inappropriate
 - C. More appropriate
 - D. None
11. In your class room, which category of students with Learning Difficulties/Disabilities could you professionally manage?
 - A. Hearing impairment
 - B. Visual impairment
 - C. Physical, health and motor disorder
 - D. Multiple disorder
 - E. Learning disability
 - F. All
 - G. If any other, Specify __
12. The extent of the influence of disability on the academic performance of students is
 - A. High
 - B. Medium
 - C. Low
 - D. Very Low

B. Accessibility of inputs and Accommodations

1. How do you see the infrastructure of the school for students with Learning Difficulties/Disabilities to be suitable for Inclusive Education?

- A. Very conducive B. Moderately conducive C. Not conducive D. Problematic
2. The presence of materials to accommodate students with Learning Difficulties/Disabilities during instruction and assessment is (E.g. Braille for visually impaired, Sign Language, large print, etc)
- A. High B. Medium C. Low D. Very Low
3. Is there library in the school? A. Yes B. No
4. If the answer for question No. 3 is 'A' (yes), how do you see its inclusiveness to accommodate students with Learning Difficulties/Disabilities e.g. Books on tape, Braille, Reference Etc)
- A. High B. medium C. Low D. Very Low
5. Is there any resource room for disabled / children with Learning Difficulties in the school?
- A. Yes B. No
6. If the answer for question No. 5 is 'A' (Yes), how well is the room equipped for different categories of disabilities to accommodate their learning practice?
- A. Very good B. Good C. Low D. poor

C. Disparity of Inclusive Education

1. Which of the children with Learning Difficulties/Disabilities have better opportunity for education?
- A. Boys B. Girls C. Both D. If any other, specify-----
2. If your answer for question No.1 is A/ Boys/, what do you think is the reason behind?
- A. Parents favor boys' education than girls. B. Boys are expected to achieve better academic performance C. Education is considered as males' duty. D. All E. If any other, specify
3. If your answer for question No.1 is B/ Girls/, what do you think is the reason behind?
- A. Girls are believed that they were deprived of their right in the past time.
- B. Nowadays, priority is given to empower females.
- C. Learning difficulty, and/or disability on girls is more prevalent.
- D. Girls are believed to be more effective in academic performance.
- E. All F. If any other, specify
4. How do you see learning difficulty, and/or disability on girls' education compared to boys?
- A. Disability on girls is worst B. Disability on boys is worst
- C. The same for both D. Others specify

D. Implementation of Inclusive Education strategies

THE KNOWLEDGE, ATTITUDES AND PRACTICE OF INCLUSIVE EDUCATION IN NORTH WOLLO ZONE RURAL PRIMARY SCHOOLS

No.	Items	N	S	O	A
1	How often do teachers, community members and students with Learning Difficulties/Disabilities participate in the planning of the School Improvement Plan?				
2	How often do policies, strategies and plan of action of the education sector are implemented to achieve Inclusive Education?				
3	How often do you arrange your class room to be spacious and comfortable to children with Learning Difficulties/Disabilities?				
4	How often do you ensure that questions are fairly and evenly distributed & constantly monitor to allow all children to have equal opportunity?				
5	How often do you present tasks in bits and give individual attention to children who needs help?				
6	How often do you select instructional materials and vary the pace to make is possible for all children especially students with Learning Difficulties/Disabilities to learn?				
7	How often do you set instructional objectives to include all children including children with Learning Difficulties/Disabilities?				
8	How often do you make all students to work together and help each other while performing assignment?				
9	How often do you design individualized education plan for children with Learning Difficulties/Disabilities?				
10	How often do you proceed to a new section or unit when all children have understood and can perform what they have learned?				
11	How often do you select learning tasks that children with Learning Difficulties/Disabilities can do?				

Key: N-Not at all S- sometimes O- Often A- Always

“Thank You “



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1.

2. ... A. 20 ... B. 20-29 ... C. 30-34 ... D. 35-39 ... E. 40 ...

3. ... A. ... B. ...

4.

B. B. C. ... D. ... E.

5./...? A. ... B. ...

6./...? A. ... B. ...

7. 6 .../... 'A' (..)?

A. B. 2-3 ... C. 1 ... D. 2 ... E. 1 .. F. ...

8.

A. 5 B. 5-10 ... C. 11-20 ... D. 20 ...

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12/.....				
13/.....				

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B. B. C. D. ...
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A. B. C.
..... D. E.
F. G.

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A. B. C. D.

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8.?

B. B. C.

D. E. ...

9. /
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C. D.

10.
..... (.....)? A.
B. C. D.

11.? A. B.
..... / .. C.

D. E.? F.? G.
.....? H.? I.

12. / /? A. B.
C. D.

B. /

1. / / /
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B. B. C. D.

2. /
..... /? A. B. C. D.

3.? A. .. B. ...

4. 3 / 'A' (••) /
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A. B. C. D.

5. /
B. ... A. ..

6. 5 / 'A' (••) /

B. B. .. C. D.

C.

1. /
C. D.

2. 1/ 'A' (.....) / /.....?

- A. B. C.
 D. E.

3. 1/ 'B' (.....) / /.....?

- A.
 B.
 C. /
 D.
 E. F.

4. /

- B. B.
 C. D.

D.

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11/..... /..... /.....?				
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"....."



Indira Gandhi National Open University
School of Graduate Studies Rural Development Department
Questionnaire for Students

The main purpose of this questionnaire is to collect data on the knowledge, attitude practice about Inclusive Education in some rural schools of North Wollo zone. Your cooperation by giving genuine information is highly valuable to complete the study and subsequently to use its result for Academic purpose. Any information that you give is confidential and will never be passed on to any other party bearing your identity.

I thank you in advance for your co-operation!

Direction: - It is not necessary to write your name on this questionnaire. For questions from part one-two and from part four-five circle the letter of your appropriate choice of the letters except for questions that require written responses.

For questions of part three and six indicate your answer by a 'tick' ('√')
 Mark in the boxes.

Part One. Basic Information

- 1.Name of school----- Woreda -----
- 2.Age A. below 8 year B. 8-10 year C. 10-12 year D. 12-14 year E. above 14 year
- 3.Sex A. F B. M
- 4.Grade _____
- 5.How many years did it take to complete your grade? _____

Part Two. Students' Knowledge about Inclusive Education

- 1.Do you have Learning Difficulties/Disabilities? A. Yes B. No
- 2.If the answer to question no. 1 is 'A' (yes), which Disabilities/ learning difficulties do you have? A. Visual impairment? B. Hearing Impairment? C. Mental disorder

- E. Physical, health and other disorder? E. Learning disability? F. Communication Disorder? G. Behavioral and Emotional Disorder? H. Gifted children? I. If any other, specify -----

3. Do you have children with Learning Difficulties/Disabilities in your Class? A. Yes B. No

4. Did you attend training on Inclusive Education? A. Yes B. No

5. If the answer to question no.3 is 'A' (yes), how long did the training last?

B. One day B. 2-3 days C. 1 Week D. 2 weeks E. 1 Month F. If any other, specify_____

6. Do teachers know their roles and responsibilities on teaching and supporting children with Learning Difficulties/Disabilities? A. Yes B. No

7. Rural children with Learning Difficulties/Disabilities have less access to Inclusive Education?

A. Yes B. No

8. Do you think that assisting children with disability/ impairment /to protect them from Danger, falling, crashing etc...is your responsibility? A. Yes B. No

Part Three. Students' Attitudes on Inclusive Education

No.	Items	A	U	D	S D
1	Students with Learning Difficulties/Disabilities will benefit from the inclusive program in mainstream class rooms.				
2	Students Learning Difficulties/Disabilities are academically better in inclusive class rooms.				
3	Students with Learning Difficulties/Disabilities have the right to receive an education in mainstream classes.				
4	The placement of students with Learning Difficulties/Disabilities in regular class affects the performance of mainstream students negatively.				
5	Special Needs Education teachers and regular teachers need to work together in order to teach students with Special Need Education in inclusive class rooms.				
6	In the implementation of Inclusive Education there is objection from the mainstream class room teachers.				
7	Special Needs Education teachers are only responsible to help students with Special Need Education.				
8	Students with Learning Difficulties/Disabilities interact with learners without disabilities are successful.				
9	The communities, especially families of students with Learning Difficulties/Disabilities should have good relationships with the school to work for the success of Inclusive Education.				
10	Although Inclusive Education is important, the resources for the students with Learning Difficulties/Disabilities in a mainstream class room are limited.				
11	Children with Learning Difficulties/Disabilities deserve an intensified follow up from the school community.				
12	Students with Learning Difficulties/Disabilities coming late to school should be tolerable.				

13	The dropout and repetition rate of students Learning Difficulties/Disabilities is higher due to physical, social and educational barriers that can be over come by the society.				
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Key: A-Agree D- Disagree U-Uncertain SD- Strongly Disagree

Part Four. Practice on Inclusive Education

A. Curriculum Application and Suitability

1. When do children with Learning Difficulties/Disabilities interact with their non disabled peers?

- A. In class room learning B. While using library and resource rooms C. out of class room
D. All E. If any other, specify-----

2. Indicate the accommodations/usage of materials and time/ made for learners with Learning Difficulties/Disabilities in your class room instruction & Assessment?

- C. Large print B. Extension of time C. Amanuensis (Scribe) D. Special furniture
E. Tape recording F. If any other, specify _____

3. In which ways do your teachers give special considerations in teaching children with Learning Difficulties/disabled children?

- A. In doing B. In selection of content C. In teaching Methods D. In strategy development
E. In Class room management F. In Assessment G. If any other, specify _____

4. The participation of children with Learning Difficulties/ disability in class room learning is

- B. High B. Medium C. Low D. Very Low

5. The participation of children with Learning Difficulties / disability in co-curricular activities is

6. High B. Medium C. Low D. Very Low

7. The social interaction children with Learning Difficulty/Disability with the school community is

- A. High B. Medium C. Low D. Very Low

8. How do you describe the support of the school, woreda and zone education professionals in planning and implementation of Inclusive Education in the school?

- A. High B. Medium C. Low D. Very Low

9. What type of methodology of teaching is applied in your school with main stream teachers?

- C. Role Play B. Discussion C. Lecture
D. Group work E. All

10. The extent of strategies developed to promote student independence to the maximum extent possible and fade dependence on individual supports of students with Learning Difficulties/Disabilities is

- B. High B. Moderate C. Low D. Very low

11. The School Improvement plan, curriculum units and lessons designed by the school using principles of Inclusive Education (multiple intelligence, multi level instruction, learners styles, abilities and interests to address the learning needs of Special Needs students) is

- A. Appropriate B. Inappropriate C. More appropriate D. None

12. In your class room, which category of students with Learning Difficulties/Disabilities could your teacher professionally manage?

- A. Hearing impairment B. Visual impairment C. Physical, health and motor disorder
D. Multiple disorder E. Learning disability F. All G. If any other, Specify ___

13. The extent of the influence of disability on the academic performance of students is

- A. High B. Medium C. Low D. Very Low

B. Accessibility of inputs and Accommodations

1. How do you see the infrastructure of the school for students with Learning Difficulties/Disabilities to be suitable for Inclusive Education?

- C. Very conducive B. Moderately conducive C. Not conducive D. Problematic

2. The presence of materials to accommodate students with Learning Difficulties/Disabilities during instruction and assessment is (E.g. Braille for visually impaired, Sign Language, large print, etc)

- B. High B. Medium C. Low D. Very Low

3. Is there library in the school? A. Yes B. No

4. If the answer for question No. 3 is 'A' (yes), how do you see its inclusiveness to accommodate students with Learning Difficulties/Disabilities e.g. Books on tape, Braille, Reference Etc)

- B. High B. medium C. Low D. Very Low

5. Is there any resource room for disabled / children with Learning Difficulties in the school?

- B. Yes B. No

6. If the answer for question No. 5 is 'A' (Yes), how well is the room equipped for different categories of disabilities to accommodate their learning practice?

- C. Very good B. Good C. Low D. poor

C. Disparity of Inclusive Education

1. Which of the children with Learning Difficulties/Disabilities have better opportunity for education?

- A. Boys B. Girls C. Both D. If any other, specify-----

2. If your answer for question No.1 is A/ Boys/, what do you think is the reason behind?

- A. Parents favor boys' education than girls. B. Boys are expected to achieve better academic performance C. Education is considered as males' duty. D. All E. If any other, specify _____

3. If your answer for question No.1 is B/ Girls/, what do you think is the reason behind?

- A. Girls are believed that they were deprived of their right in the past time.
- B. Nowadays, priority is given to empower females.
- C. Learning difficulty, and/or disability on girls is more prevalent.
- D. Girls are believed to be more effective in academic performance.
- E. All F. If any other, specify _____

4. How do you see learning difficulty, and/or disability on girls' education compared to boys?

- C. Disability on girls is worst B. Disability on boys is worst
- C. The same for both D. Others specify

D. Implementation of Inclusive Education strategies

No.	Items	N	S	O	A
1	How often do teachers, community members and students with Learning Difficulties/Disabilities the school Community participate in the planning of the School Improvement Plan?				
	a. Teachers				
	b. Community members/Family/				
	c. Students/with Learning Disabilities/Disabilities				
	d. PTA				
2	How often do policies, strategies and plan of action of the education sector are implemented to achieve Inclusive Education?				
3	How often do your teachers arrange your class room to be spacious and comfortable to children with Learning Difficulties/Disabilities?				
4	How often do your teachers ensure that questions are fairly and evenly distributed & constantly monitor to allow all children to have equal opportunity?				
5	How often do your teachers present tasks in bits and give individual attention to children who needs help?				
6	How often do your teachers select instructional materials and vary the pace to make is possible for all children especially students with Learning Difficulties/Disabilities to learn?				
7	How often do your teachers make all students to work together and help each other while performing assignment?				
8	How often do your teachers design individualized education plan for children with Learning Difficulties/Disabilities?				
9	How often do your teachers proceed to a new section or unit when all children have understood and can perform what they have learned?				
10	How often do your teachers select learning tasks that children with Learning Difficulties/Disabilities can do?				

Key: N-Not at all S- sometimes O- Often A- Always

“ Thank You “



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2. A. 8 B. 8-10 C. 10-12 D. 12-14 E. 14

3. A. B.

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1. / ? A. B.

2. 1 / 'A' (..) / ? A. B. / ? C.

F. E. ? F. ? G. ? H. I.

3. / ? A. B.

4. / ? A. B.

5. 4 / 'A' (..) ?

C. B. 2-3 C. 1 D. 2 E. 1 F.

6. / A. .. B.

7. / A. .. B.

8. / A. .. B.

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A.

1. / A. B. C. D. E. ..

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2. /- ..?

D. B. C. D. .../..... E.
 F. G.

3./.....? A.
 B. C. D.
 E. F. G. I.

4./..... A. B.
 C. D.

5./.....
 A. B. C. D.

6./..... A. B.
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7.? A. B.
 C. D.

8.?
 D. .../.../ B. C. .../.../

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)? A. B. C.
 D.

11.? A. B.
/... C.
 G. E.? F.? G.
? H.? I. J.

12./.....? A. B.
 C. D.

B./.....

1./...../...../.....
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D. B. C. D.

2./...../..... A. B. C. D.

3.? A. B.

4. 3/... 'A' (..)/.....

2. Sex o A. F B. M
3. Education Level
 A. Certificate B. Diploma C. Degree D. Master E. If any other, specify _____
4. Qualification Major area of study _____ Minor area of study _____
5. Have you been trained/or course on Special Needs Education? A. Yes B. No C. If any other, specify _____
6. If the answer for question No.5 is 'A'(yes), how long did your training/course last?
 A short term trainings < 3 Months B. short term trainings < 3 Months C. Certificate D. Diploma E. Degree F. Master G. If any other, specify _____
7. Wore experience
 - 7.1 What is your responsibility and current position in the education sector? _____
 - 7.2 Total experience in teaching _____ in other _____
 - 7.3 Do you have teaching experience in Special Needs, learning difficulties and disabled children? If the answer is 'yes', for how many years? _____
 - 7.4 When were you assigned at the current position? _____ How many years? _____

III. Interview Guide for Education Professionals/Officials

1. What is Inclusive Education? _____

2. Do Special Need Education teachers and regular /mainstream/ teachers collaborate to work together to alleviate the learning needs of children with Special Needs? How?

3. How do you describe the infrastructure and internal inputs of Inclusive Education schools for Special Need Education students to practice Inclusive Education? (Sanitation on facilities, toilets, water points /etc). _____
4. Are there resource rooms or special units in the school to help children with Special Need Education?

5. Do you think that the policy, strategies and plans of the education sector pertaining to Inclusive Education are successful and under progress in schools with Special Need Education children?

6. Is there any educational wastage in children with Special Need Education in rural schools? Why?

7. What challenges do you face when teaching learners with Special Need Education?

8. How do you describe the interaction & support of parents and the community in general to Special Need Education children and the school society to implement Inclusive Education?

9. In some cultures /society/, disabled or impaired children will be hidden in their homes from the community. Do you think this is practiced in your area? Specify _____

10. If you have general comments. _____

Thank You



Focus Group Discussion for PTA

The main purpose of the interview is to collect data on the knowledge, attitude practice about Inclusive Education in some rural schools of North Wollo zone.

Your cooperation by giving genuine information is highly valuable to complete the study and subsequently to use its result for Academic purpose. Any information that you give is confidential and will never be passed on to any other party bearing your identity. The interview will be conducted if you are willing to continue for 30 minutes.

I thank you in advance for your co-operation!

Part One. Basic Information

No.	Name of the Participant	Sex	Age	Educ. Status	Responsibility	Service	Remark

Part Two. Discussion Points

1. What is Inclusive Education? _____

2. What is your role in identifying and bringing learning difficulties/disabled children to school to ensure Inclusive Education? _____

3. In general, persons without learning difficulties and disabilities are said to be mistreating those children with learning difficulties and disabilities.. Is this a factor for educational wastage? Discuss. _____

4. How do you consider the educational performance of children with disabilities/learning difficulties from their peers? _____

5. How do you describe the communication and interaction of children with disabilities/learning difficulties with their peers, each other, teachers, and the community inside and outside the school? _____

6. Is there any educational wastage in children with Special Need Education children in rural schools? Why? _____

7. What challenges do you face when teaching learners with Special Need Education?

8. How do you describe the interaction & support of parents and the community in general to Special Need Education children and the school society to implement Inclusive Education?

9. In some cultures /society/, disabled or impaired children will be hidden in their homes from the community. Do you think this is practiced in your area? Specify _____

10. What do you suggest to be done for the improvement of practice of Inclusive Education to children with disabilities/learning difficulties? _____

Thank You



Indira Gandhi National Open University

School of Graduate Studies Rural Development Department

Observation Guide in Schools

A. Facilities and Instructional Materials

Ser. No.	Facilities and Materials	Available	Not Available	Comment
1	Resource Room			
2	Library			
3	Separate toilet			
4	Class rooms for special need children			
5	Play ground			
6	Accommodations			
	a. Visual accommodations- i. large print,			
	ii. sign language			
	iii. magnification devices			
	b. Tactile accommodations- i. Braille, etc			

	ii. Tactile graphics			
	c. Auditory Accommodations- i. Reader			
	ii. Tape			
	iii. Amplifier			
	d. Multi-sensory Accommodations- i. Video			
	ii. Screen reader			
	iii. cues			
	iv. Notes			
6	Materials and Devices			
	a. Calculation devices,			
	b. the long cane			

B. Observation Check list

Ser. No.	Items	5	4	3	2	1
1	Friendliness of the School to Children with Learning Difficulties/Disabilities					
	a. Resource rooms					
	b. Library					
	c. Laboratory					
	d. Class rooms					
	e. Play Ground					
2	Interaction and communication of Children with Learning Difficulties/Disabilities with children without disability.					
3	Interaction and communication Children with Learning Difficulties/Disabilities among themselves.					
4	Interaction and communication of Children with Learning Difficulties/Disabilities with their teachers.					
5	Position of students mixing up.					
6	Tasks completion before moving to other lessons					

7	Participation children with Learning Difficulties/Disabilities in outdoor activities & interests					
8	Inclusiveness of Woreda and School Improvement Plan.					
9	Records of Assessment of Learning Difficulties/Disabilities children for enrolment.					
10	Records of instructional and assessment, behavioral achievement, performance, categories of learning difficulties/ Disabilities children in the school, and woreda.					
11	Use of educational materials/ accommodations by Learning Difficulties/Disabilities children for Inclusive Education.					

Key . 5. Excellent 4. Very good 3. Good 2. Fair 1. Poor

C. General Comments

“ Thank You “

