

**BENEFITS AND EXPERIENCES OF INCLUSIVE EDUCATION PROGRAMME
FOR PHYSICALLY DISABLED PUPILS AT PUPIC PRIMARY SCHOOL IN
BISHOFTU TOWN, SOUTH-EAST ETHIOPIA**

MSW DISSERTATION RESEARCH PROJECT

(MSWP-001)

PREPARED BY

MAHDER SOLOMON

ENROLLMENT NO. ID1051134

PROJECT SUPRVISOR

SEBSIBE BELAY (MR)

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

SCHOOL OF SOCIAL WORK

SEPTEMBER, 2013

ADDIS ABABA, ETHIOPIA

DECLARATION

I here by declare that the dissertation entitled **Benefits and Experiences of Inclusive Education for Physically Disabled Pupils at Public Primary School in Bishoftu Town, South-East Ethiopia** submitted by me for the partial fulfillment of the MSW to Indira Gandhi National Open University,(IGNOU) in New Delhi is my own original work and has not been submitted earlier, either to IGNOU or to any other institution for the fulfillment of the requirements for any other programme 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.

Place

Signature.....:

Date.....

EnrolmentNo.....

Name.....

Adress.....

.....

CERTIFICATE

This is to certify that Mr./Miss/**Mrs Mahder Solomon** who is the student of MSW from Indira Gandhi National Open University, New Delhi was working under my supervision and guidance for her project work for the course MSWP-001. Her Project Work entitled **Benefits and Experiences of Inclusive Education programme for Physically Disabled Pupils at Public Primary School in Bishoftu Town, South-East Ethiopia** which she is submitting, is her genuine and original work.

Place:

Signature.....

Date:

Name.....

Address of the supervisor.....

.....
.....

Phone No.....

	Page
Acknowledgement	iv
Acronyms and Abbreviations	v
List of Tables and Figures	vi
Abstract	vii
CHAPTER I	
Introduction	1
1.1 Statement of the Problem.	3
1.2 objectives of the study	4
1.3 Research Questions	4
1.4 Definition of Key Concepts	5
1.5 Limitations of the Study	5
1.6 Chapterization of the Thesis	6
CHAPTER II	
Literature Review	7
2.1 Disability	7
2.1.1 Disability –Global Scenario	8
2.1.2 Disability –African Scenario	10
2.1.3 Disability – Ethiopian Scenario	10
2.1.4 Disabled people right	12
2.1.5 Disability and Inclusive Education	12
2.2 Conceptual framework	13
2.3 Models of Disability	14
2.4 Brief History of Inclusion	16
2.5 Definition of Inclusive Education	17
2.6 Principle of Inclusive Education	18
2.7 overview of Inclusive Education	19
2.7.1 Inclusive Education in South America - Canada	19

2.7.2 Inclusive Education in North America – USA.....	20
2.7.3 Inclusive Education in Latin American Region.....	20
2.7.4 Inclusive Education in Asia – India.....	21
2.7.5 Inclusive Education in Africa	21
2.7.6 Inclusive Education in Eastern Africa – Kenya.....	22
2.7.7 Inclusive Education in Sub- Saharan Region – Nigeria.....	22
2.7.8 Inclusive Education in Ethiopia.....	23
2.8 Types of Inclusive Education.....	23
2.9 Implementation of Inclusive Education.....	24
2.9.1 Teachers/Principals’ Perception of Inclusive Education.....	24
2.9.2 Parents Perception of Inclusive Education.....	24
2.9.3 Students Perception of Inclusive Education.....	25
2.10 Benefits of Inclusive Education.....	26
2.11 Disadvantages of Inclusive Education.....	27
CHAPTER III	
Research Design and Methods.....	28
3.1 Description of the Study Area	28
3.2 Research Design and Methods.....	33
3.3 Universe of the Study.....	34
3.4 Sampling Method.....	34
3.5 Data Collection : Tools and Procedures.....	34
3.6 Data Processing and Analysis	35
CHAPTER IV	
Data Presentation, Analysis and Interpretation.....	37
4.1 Socio-demographic Characteristics	37
4.2 Disability Issues	39
4.3 Knowledge, Attitude and Practice of Inclusive Education	40
4.4 Barriers, Facilitators Issues and Constraints	41
4.5 Strengths of Inclusive Education at the School	42
4.6 Constraints of Inclusive Education at the School	50
4.7 Effective Implementation and Running Inclusive Education	52

CHAPTER V	
Major Findings of the Study	55
CHAPTER V	
Summary, Conclusion and Recommendation	57
6.1 Summary	57
6.2 Conclusion	59
6.3 Recommendation	61
References	62
Appendices	64
Interview schedule for Physically Disabled Pupils	65
School Settings Observation Checklist	77
Interview Guide for Physically Disabled Pupils	78
Documentary Analysis Check List	80
Focus Group Discussion Schedule/Guide/Check List	81
Interview guide for School Principals	82

ACKNOWLEDGEMENT

First of all, I would like to thank Mr. Sebsib Belay who is my MSW Dissertation Research Project supervisor for his guidance, constructive comments and supports throughout the whole process of preparing the final version of the thesis. I would also forward my appreciation to Mr. Belay Zenbaba who is the Director of “TOKUMA” Public Primary School for permitting me to collect relevant primary and secondary data for the study.

Moreover, I would like to thank all the volunteer respondents in the study for providing me adequate data and pieces of information during the study undertakings. I would remain to acknowledge all of those people and others who have been lending their hands with something invaluable for fruitful completion of this thesis. Finally, I would like to thank my husband, Capt.Challa Etana, for his remarkable encouragement and support for the completion of this thesis and my education in general.

Mahder Solomon

September 2013

ACRONYMS AND ABBRIVATIONS

ACPF	The Africa Child Policy Forum
AIDS	Acquired Immuno-Deficiency Syndrome
BOLSAS	Bureau for Labour and Social Affairs
CRPD	Convention on the Rights of Persons with Disability
ECDD	Ethiopian Center for Disability and Developmet
EDNAN	Ethiopian National Disability Action Network
ESDP	Education Sector Development Programme
HIV	Human Immuno-Deficiency Virus
IDEA	Individuals with Disabilities Education Act
IE	Inclusive Education
IEDC	Integrated Education of Disabled Children
IEP	Individualized Educational Plan
MOE	Ministry of Education
MOLSA	Ministry of Labour and Social Affairs
NGOs	Non-governmental Organizarions
OECD	Organization of Economic Co-operation and Development
PIED	Project on Integrated Education of Disabled Children
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UK	United Kingdom
UN	United Nations
UNICEF	United Nations Children's Fund
WHO	World Health Organization

LIST OF TABLES AND FIGURES

Table/Figure	Content of Table or Figure	Page
Table 4.1	Age and Gender of Physically Disabled Respondents	37
Table 4.2	Kinds of Physical Disability of Pupils	39
Table 4.3	Attitude of Physically Disabled Pupils towards Certain Features of Inclusive Education	42

ABSTRACT

The purpose of the study was to assess and to identify benefits of inclusive education at “TOKUMA” Pubic Primary School in Bishoftu town, South-East Ethiopia. Disability affects hundreds of millions of families in developing countries. Currently around 10 per cent of the total world’s population, or roughly 1 billion people, live with a disability. Children with disabilities are one of the many groups of children still not enrolled in primary education in developing countries. However, their educational exclusion and right to education are now receiving policy attention. This study reviews some of the key issues on the benefit of Inclusive Education for physically disabled pupils. The study has been conducted in ‘Tokuma’ primary public school ,in Bishoftu Town, South-East Ethiopia. Both Qualitative and Quantitative research methods have been applied for the study and different kinds of data collection tools have been used for the adequate collection of relevant pieces of information. The results of the study reveled that physically disabled pupils in the school benefited due to the practice of inclusive education in the School. Despite the fact that due to the major financial problem of the school, some of the school settings could not be renovated so as to assist the proper implementation of Inclusive Education.

CHAPTER I

INTRODUCTION

Inclusive education is the implementation of the “policy and process” that allows all children to participate in all programs. That means, disabled children should be accepted without any restriction in all the educational programs meant for other children. It donates equality, and accepts every child with his/her own unique capacities. This principle must be accepted by all the international and local programmers. The process of inclusion denotes the ways in which the system makes itself welcoming to all. In item of inclusion of disabled children, it means the shift in services from “care of the disables child” to his or her “education and personal development.” Inclusive education goes one step further by defining these children who are “Impaired” or “Handicapped.” Inclusive education is also nothing but “making the programme for disabled children as an integral part of the general educational system rather than a system within general education” (Thomas, 2009, p.156).

Inclusive education implies that education is about learning to live and learn together with each other (Cleaesson, 1995). Central to the present thinking is the approach toward learning, which is termed as “inclusive learning”, more away from labeling the pupil(s) and towards creating special educational environment; concentrating or understanding better how people learn so that can be better helped learn; and see people with disabilities and/or learning difficulties first and foremost as learners (Thomas, 2009, p. 89).

Pockets of successful inclusive education attempts with children having visual impairment and mental retardation in Ethiopia in one government primary school (Gilnesh & Tibebu, 1999) and German Church Primary School (Dagne, 2000) in Addis Ababa were reported. Furthermore, a study conducted on sight- impaired integrated in Mulugeta Gedle School at “Sebeta” showed positive experiences on the parts of the teachers, sighted students, as well as sight impaired students.

However, shortage of adapted materials, inconvenient school environment and lack of back-up support were considered as obstacles encountered in course of their education (Teferi, 1999). These all are the beginning of the positive indication of the movement towards inclusive schooling (Agegnehu, 2000, P. 38).

More than 15 years of research supports the benefits of inclusion to everyone involved. There is no research reporting negative side effects of inclusive education in primary schools. Students with Special Needs in inclusion setting benefit from increased skills acquisition and generalization opportunities, increased self-respect and confidence, preparation for adult life in an inclusive society, opportunities and opportunities role model (Patricia, 2010, p. 21).

It is greatly hoped that the study on inclusive education would benefit the concerned bodies as a source of empirical information to promote the particular practice in the Oromia Regional State and the country at large. It would also create awareness among social policy markers, stakeholders, pupils and teachers regarding the benefits of inclusive education. Therefore, it becomes important to study what the disabled pupils are gaining from the implementation of inclusive primary education. The study thus intends to assess benefits of inclusive education programme at “TOKUMA” Public Primary School in Bishoftu town, South-East Ethiopia in the Academic Year 2012/13.

1.1 Statement of the Problem

Disability creates considerable social, economic and emotional cost to persons with disability, their family and to the wider community. The burden falls disproportionately on those in the developing world disabled persons often live without dignity, victimized by beliefs that evil spirits or proof of divine retribution possesses the (Agegnehu, 2000, p.40). Even though “Educational for all by the Year 2000 - Dakar Framework for Action” has been signed by the Ethiopian Government, the practical implementation is far from desired. The participation of the children with disabilities both in special schools and in Special Classes is negligible when compared to the number of children with disabilities in school age brackets (i.e. 7-10 years for First Cycle of Primary Education and 11-14 years for Second Cycle of Primary Education). Even those who have got the chance to join special schools are not getting appropriate support and benefiting from the integration in to the education system. Children with disabilities are put in separate classes with assigned teachers who are trained with basic skills to work with children with disabilities. Children in this situation are more segregated and frustrated (Agegnehu, 2000).

Inclusive education has multi-faceted benefits, such as promoting child learning and participation of parents and community in planning and execution of services for children in general and disabled children in particular (Thomas, 2009). In many schools in Ethiopia, inclusive education is under practice. The school environment is not conducive for implementing inclusive education. Many number of pupils in the classroom make the teaching-learning process more difficult even for the non-disabled children. The teacher will not be in a position to attend the individual pupil’s problem(s) and shows interest and might not be motivated. In this condition, the schools are not willing to absorb more children with disabilities as much as possible in their formal education system. Hence, the school involvement of disable children within the formal education system is limited in Ethiopia (Agegnehu, 2000).

1.2 Objectives of the Study

The general objective of the study is to assess the benefits of inclusive education in the primary public school and experience of physically disabled pupils in Bishoftu town of Oromia Region, South-East Ethiopia. The specific objectives of the study are:

- To assess compressive effects (such as educational/ performance, psychological-self, etc.) of inclusive education on disabled pupils in the School;
- To examine the attitude of physically disabled pupils towards the role of inclusive education;
and
- To investigate the participation of physically disabled pupils in co-curricular activities in the School.

1.3 Research Questions

- What are the educational effects of inclusive education on the physically disabled pupils in the School?
- What are the psychological-self effects of inclusive education on the physically disabled pupils in the School?
- What is the attitude of the physically disabled pupils in the School towards inclusive education?
- To what extent do the physically disabled pupils participate in the co-curricular activities in the School?

1.4 Definition of Key Concepts

- Inclusive education – means that all students attend and are welcomed by their neighborhood schools in age appropriate regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.
- Co-curricular activities – is defined as a program or out-of-class activity, supervised and/or financed by the school which provides curriculum related learning and character building experiences. (Sarfraz, 2011,P.23)
- Disability –is an umbrella term, covering problem in body function or structure ,activity limitation and participation restriction. (WHO, 2013,P.16)
- Disabled children –are children with mental or physical disabilities that interfere with usual activities of daily living and that may require accommodation or intervention.(WHO,2013,P.19)
- Handicapped children –are physically or mentally disabled children.(WHO,2013,P.20)
- Child – is a young human being below the age of full physical development or below the legal age of majority. (NSPCC,2013,P.35)
- Kebele- is the smallest political administration level in the Ethiopian Political System.

1.5 Limitations of the Study

The first limitation of the study was lack of adequate documentation in the School regarding the number of physically disabled pupils and also types of their disability. In addition, there was no documentation on what had been done for those specific pupils in detail. The second limitation of the study was related to lack of identification of all of the physically disabled pupils in the School and then they did not participate in the study. Therefore, the results of the study may not reflect the benefits and experience of all of the physically disabled pupils in the School. In the end, the findings and conclusions reached could not be generalized to all physically disabled children in the town.

1.6 Chapterization of the Thesis

This thesis will have a total of six chapters. The first chapter is on introduction to the statement of the study, objectives of the study, research questions, definition of key concepts, limitations of the study, and chapterization of the thesis. Chapter two is also on review of relevant literature, including conceptual/theoretical framework relevant to the issues under investigation and some other related issues to the topic under investigation. The third chapter deals with Description of the study area, research design and methods which contain the profile of the School selected for the study, the research design and methods, universe of the study, sampling methods, and data processing and analysis. Chapter four presents both quantitative and qualitative data on benefits of inclusive education for and experience of physically disabled pupils based on the empirical data collected, their analyses and then interpretations. The fifth chapter is on the major findings of the study on the issues under investigation. Chapter sixth finally compiles different major findings together to draw conclusions from them and to suggest actions to be undertaken by concerned bodies at different levels.

CHAPTER II

LITERATURE REVIEW

2.1 Disability

When most people think of the word “disability”, what comes immediately as a picture in mind is a wheelchair. But there are many different types of disability. People with a disability may include: People who are blind or partially sighted, with learning or intellectual disabilities, who are deaf or hearing impaired, People with a physical disability, People with long term illnesses, with mental health or psychological difficulties and People with an acquired brain injury. According to the world health organization any restriction of lack (resulting from any impairment) of ability to perform an activity in the manner or within the range considered normal for a human being” (WHO, 2006, P.78).

The most commonly cited definition is that of the WHO which was given in 1976. These definition also draws a three-fold distinction between impairment, disability and handicaps, defined as follows: An impairment is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being; a handicaps is a disadvantage for a given individual, resulting from an impairment or a disability, that princes the fulfillment of a role that is considered normal (depending on age, sex and social and cultural factors) for that individual (Scott, 2010, P. 19).

According to the activists in the disability movement, the World Health Organization has conducted the term disability with impairment. They maintain that impairment refers to physical or cognitive imitations that an individual may have, such as the inability to walk or speak. In contrast, disability refers to socially imposed restriction, that is, the system of social constraints that are imposed on those with impairments by the discriminatory practices of society. Thus, the Union of the Physically Impaired Against Segregation defined impairment and disability in the following manner: An impairments (is) lacking part of or all of a limb, or having a defective limb, organism or mechanism of the body', disability (is) the disadvantage or restriction of activity caused by contemporary organization which takes no or little account or people who have physical impairments and thus excludes them from the mainstream of social activities' (Scott, 2010, P. 20).

In 1980, the World Health Organization adopted an international classification of impairments, disabilities and handicaps, which suggested a more precise and at the same time relativistic approach. The International Classification of Impairments, disabilities, and handicaps make a clear distinction between "impairment", "disability" and "handicaps". It has been extensively used in areas such as rehabilitation, education, statistics, policy, legislation, demography, sociology, economics and anthropology.

2.1.1 Disability – Global Scenario

The proportion of disabled people is rising and now represents 1 billion people- 15% of the global population according to the first official global report on disability. An ageing population and an increase in chronic health conditions, such as cardiovascular and respiratory diseases, mean the proportion has grown from an estimated 10% in the 1970s. But, despite a robust disability rights movement and a shift towards inclusion, disabled people remain second-class citizens, according to the report by the World Health Organization and the World Bank. One in five experience 'significant difficulties' (WHO, 2011, P. 134).

In developed countries, disabled people are three times more likely to be denied healthcare than other people. Children with disabilities are less likely to start or stay in school than other children, while employment rates are at 44% compared with 75% for people without disabilities in OECD countries, the report found. Barriers include stigma, discrimination, lack of adequate healthcare and rehabilitation services, and inaccessible transport, buildings and information. In developing countries the picture is even worse (WHO, 2011, p.138).

Tom Shakespeare, who is one of the authors of the World Report on Disability, said:

The clear message from the report is that there is no country that has got it right. Italy is a world leader in terms of inclusive education and de-institutionalization of people with mental health problems but in other areas it is not. In the United States, the access is phenomenal - it is an issue of civil rights. However, if you are looking at poverty and employment it is not good. Disabled people do not need to be poor and excluded; they do not need to be segregated. They do not need to be second class citizens. One of the most 'shocking and powerful' issues to come out of the report, according to Shakespeare was the discrimination in healthcare (WHO, 2009, P. 23).

Scholars further stated, "In the UK, there have been numerous independent reports documenting the systemic discrimination faced by people with disabilities, particularly people with learning disabilities. The health and wellbeing of disabled people is not simply as a direct result of their impairment. It is a result of the way that people with impairments is treated by society" (Griffin, 2009, P. 77). Last year, the same author expressed, the Life Opportunities Survey found many disabled people in Britain were isolated, cash- strapped and struggling to participate in normal activities, with the fifth saying they suffered from so much anxiety and lack of confidence that they lacked the ability to work.

2.1.2 Disability - African Scenario

In Africa, an estimated 60-80 million people are living with disabilities today. USAID missions throughout sub-Saharan Africa and elsewhere provide financial and technical assistance to people living with disabilities, including those who were disabled as a result of war and conflict. Disabled people are estimated at 10 percent of the general population, but possibly as high as 20 percent of the poor. The vast majority of Africans with disabilities are excluded from schools and opportunities to work, virtually guaranteeing that they will live out their lives as the poorest of the poor. School enrollment for the disabled is estimated at no more than 5-10 percent. For many people, begging becomes a sole means of survival (Scott, 2010, P. 24).

Every day in Africa, people with disabilities are excluded from environmental hazards, natural disasters, traffic and industrial accidents, civil conflict and war. According to Rehabilitation International, it estimated 350-500 people worldwide become amputees each day due to landmines that they had encountered while walking, farming, or playing. The number of people living with disability in Africa is increasing. Factors that contribute to the growing number in Africa include: violence, HIV/AIDS, birth defects, malnutrition, population growth, aging population, environmental degradation and injuries at home, work and on the roads (Scott, 2010, P. 26).

2.1.3 Disability – Ethiopian Scenario

Based on the World Report on Disability jointly issued by the World Bank and the World Health Organization, there are an estimated 15 million children, adults and elderly persons with disabilities in Ethiopia, representing 17.6 percent of the population. A vast majority of people with disabilities live in rural areas where access to basic services is limited. In Ethiopia, 95 percent of all persons with disabilities are estimated to live in poverty (David, 2010). Many depend on family support and begging for their livelihoods. A study in Oromia Region, for instance, found that 55 percent of the surveyed persons with disabilities depend on family, neighbors and friends for their living, while the rest generate meager income through self-employment, begging and providing house maid services (WHO, 2011, P.82).

The Government of Ethiopia has adopted and implemented a number of laws, policies and standards pertaining to people with disabilities, including their right to productive and decent work. Key ministries responsible for people with disabilities. At the federal level, the Ministry of Labor and Social Affairs (MoLSA) is the main governmental organ responsible for the provision of social and vocational rehabilitation of people with disabilities. Operating within MoLSA, there is the Social Welfare Development Promotion Directorate which coordinates disability issues at the federal level as part of its wider mandate to deal with employment and social issues. In the eleven regional states in Ethiopia, there are regional Bureaus for Labour and Social Affairs (BoLSAs). BoLSAs handle all social matters, including disability related issues under the policy framework established by MoLSA (MOLSA, 2006).

Other ministries in the country are expected take responsibility for mainstreaming disability into their respective areas of work as stated under Proclamation No. 691/2010 on “Definitions of Power of the Executive Organs of the Federal Democratic Republic of Ethiopia” are the Federation of Ethiopian National Associations of People with Disabilities (FENAPD), Ethiopian National Association of the Blind, Ethiopian National Association of the Physically Handicapped , Ethiopian National Association of the Deaf ,Ethiopian National Association of the Blind-Deaf, Ethiopian National Association of Personnas Affected by Leprosy, Ethiopian National Association on intellectual Disability, Ethiopian National Disability Action Network (ENDAN), Ethiopian Women with Disabilities National Association, Tigray Disabled Veterans Association and the Ethiopian Centre for Disability and Development (ECDD) (MOLSA, 2010).

2.1.4 Disabled People's Rights

The Universal Declaration of Human Rights stimulates that all human beings are born free and equal in dignity and rights and that everyone is entitled to all the rights and freedoms set forth in this Declaration without distinction of any kind. People with disabilities, therefore, have the same rights as all others to express their views, to work and to have reasonable standards of living. However, it is not believed these rights are fully realized for people with disabilities (World Vision, 2007, P. 27).

Disability affects 15-20% of every country's population. There are at least 650 million people with disabilities worldwide. Conflict and poverty continue to cause high rates of disability in the less developed world. The incidence of disability is increasing in the industrialized world as population's age. Every country calculated the number of disability people in their country differently. Cultural differences, different disability definitions and different methods of data collection mean that in many cases estimates are significantly lower than the estimates (World Vision, 2007, P.28).

2.1.5 Disability and Inclusive Education

A succinct definition of inclusive education is provided by Lipsky and Garther (1996; 1999) describe it as students with disabilities having full membership in classes in their neighborhood schools, with appropriate supplementary aids and support services. Inclusion denotes a student with a disability unconditionally is belonging to and having full membership of a regular classroom in a regular school and its community. They contrasted this with 'integration', or 'mainstreaming', both of which imply that the student with a disability has the status of a visitor, with only conditional access to a regular classroom, but primary membership of a special or resources room.

In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but students who may be disadvantaged as well. Earlier, Skrtic (1996) argues that inclusive education classrooms, but should involve meeting the needs of all their students within common, but fluid, environments and activities.

This broadened conceptualization of inclusive education was recently articulated in the meeting at the forty-eight session of the UNESCO International Conference on Education, held in Geneva in November 2008, where it was acknowledged that ‘inclusive education is an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities and eliminating all forms of discrimination (UNESCO, 2009, P. 126).

2.2 Conceptual Framework

There are a few concepts which require definition before one sets out to discuss the conceptual framework, namely, ‘disability’, ‘inclusive education’ and ‘self concept’. Ideally, “inclusive education” means attending the age appropriate class of the child’s local school with individually tailored support” (UNICEF, 2007). The conceptual framework considers supports such as positive attitude of teachers, peers and siblings, school supports in terms of resources, values and policies, and the involvement of family in the inclusive education school contribute to positive self concept formation in terms of physical, social, academic, actually self actions and abilities for children with disabilities (Das & Kattumuri, 2009, p. 16).

This research considered an ‘inclusive school’ as one where the children with disabilities studied alongside their non-disabled peers with some support mechanisms for continuing their education in that school. Children with disabilities comprise a heterogeneous group and the disabilities included in the research paper are not exhaustive. There is, however, a need to clarify the focus of this study is ‘children with disabilities,’ but not the unique nature of their disability.

With these major concepts used in the paper delineated, the author illustrates the conceptual framework in this study. The framework has been derived based on the literature review and depicts the lines of enquiry for this research. It centres the child with disability in an inclusive school. As the concept of inclusive education is still evolving in Ethiopia, there are no set standards for schools. Thus, the schools have both characteristics which may benefit and encourage students with disabilities and ones which may deter their full participation in school proceedings.

In an inclusive setting, the child with disability is in constant interaction with his/her typically developing peers without evident disabilities. The framework helps the readers to understand the promoting factors as perceived by the child and how inclusive environment as a whole impacts his/her self concept.

2.3 Models of Disability

In this section of the chapter, a brief historical overview of models of disability will be presented. Several models of health care have influenced professional thinking over the years. These include: medical model, social model and bio-psychosocial model (Peterson & Elliott, 2008). According to the medical model of health care, disability is primarily explained by objective physical qualities of a person. Therefore, disability is from impairment of anatomical structures from disease or physical trauma. Generally, there are three types of model which have been developed to explain disability. These are: medical, social and bio-psychosocial models.

2.3.1 Medical Model of Disability

This model suggests that disability is a personal aspect that could be evaluated and defined or diagnosed and is focus of a health care intervention that seeks to ameliorate or eliminate the condition. It then focuses on the diagnosis and treatment of disease, disorder, or injury (WHO, 2001). Although the medical model of disability continues to be influential, its limitations and disability activism gave rise to a competing social model of health care and disability.

2.3.2 Social Model of Disability

The model generally considers the role of environmental facilitators and barriers in health functioning. The social model of disability thus dwells on the environment as the “major determinant of individual functioning.” This model proposes that disability is a social construct, impairment as it manifests in a given context in society and suggests that disability in and of itself is not problematic, but societal attitudes and barriers can be so (Smart, 2005).

From a social model perspective, it is critically important that inequalities from the experience of disability are identified, measured and ultimately remedied. However, a model of health care and disability that incorporates useful aspects of both the medical and the social models is the bio-psychosocial model of disability (Peterson & Elliott, 2008) which integrates diagnostic information with psychosocial aspects of life, giving equal consideration to all factors impacting health and functioning.

2.3.3 Bio-psychosocial Model of Disability

This model does not discount either of the perspectives, but integrates them into contemporary conceptualizations of disability. It is viewed as an umbrella term for impairments, activity limitations and participation restrictions. Functional limitations occur as a result of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors) (WHO, 2001, p. 17). The same Organization's Report then confirms that disability refers to "the outcome of a complex relationship between an individual's health condition and personal factors, and of the external factors that represent their circumstances in which the individual lives.

Disability is thus meant to focus on the individual, societal and body-related aspects of impairments, activity limitations and participation restrictions in the environment. Therefore, disability can be conceptualized in terms of activity limitations and participation restrictions in a given context.

2.4 Brief History of Inclusion

Today it is widely accepted inclusion maximize the potential of the vast majority of students ensures rights, and is the preferred educational approach for the century. Unfortunately, the philosophy has no widely held. Out thinking and acceptance has evolved readily over the last century, and continues to evolve in response to federal and static law. Without changing social and political beliefs, think back when compulsory public education began near the of the century, no school programs with disabilities. Schools were expected to be efficient assembly lines with each class of students moving form grade to grade and eventually graduating from high school as productive citizens prepared to ensure the workforce. Special classes, at first, did not exist. Lower they were developed as a place for students who could not meet the standards and keep pace with fellow classmates. By the 1950s, special education public programs were available in many school districts, but some understandable outcomes were becoming apparent. Many authorizes in the field agreed that segregate special were not an appropriate educational setting for most students with special needs for it was clear that educating students with special needs in isolated setting minimized. Father than maximized their potential.(MOE, 2008, P.5).

Simultaneously, the Civil Rights Movement was in its great surge, and the fights for equal rights and non-discriminatory were being culminated in the U.S. supreme court with the historic Brown Decision. In 1954, the case of Brown versus, the Board of Educator established the principle that school segregation denies students equal educational opportunity. Although the decision referred to racial segregation, it began to influence our thinking about people with disabilities. The thinking went something like this if separate is not equal, with about our children with special needs being denied the right and public education, or being placed in separate, segregated, classroom?

One of the outcomes of the Civil Rights Movement is the Enactment of legislation designed to prevent discrimination against individuals with special needs, whether they are children in schools or adults in the workforce. In the early 1970s, landmark civil rights legislation opened the door for all children with special needs to receive a free and public education, and ensured equal opportunity for students to participate in the full range of school activities (UNESCO, 2007)

The 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA) specifically includes inclusive thinking and practices. IDEA calls for involving students with special needs in general education curricula, assessment practices, and classrooms. Recognizing that traditional strategies result in a lack of learning outcomes for students with special needs, the outcomes of comparable peers are without special education labels. IDEA encourages general and special education teachers to work together for the benefit of each student. The committee reports that accompanied the new law to congress explains the legislators' intent inclusion is a philosophy of acceptance and flexible.

On the 8th of January 2002, the No Child Left Behind Act was the signed Law. The Legislation bolsters the philosophy that the majority of students with special needs be moved out of segregated classrooms, and given the appropriate strategies, accommodations, and teaching to match their unique learning style. The No Child Left Behind Act builds on four principles for education reform. Accountability for results, doing what works based in scientific research expanded parent options, and expanded local and flexibility.

At a fundamental level, inclusion is really about fairness. Responding to each student on need is the meaning of fairness. In the past schools could hide achievement results by excluding students with special needs. This is not longer possible. No Child Left Behind changed the landscape of education by shifting the focus from compliance to outcome; it requires us to measure the progress of all out students so that every can realize the great promise of America (MOE, 2008, P.14).

2.5 Definition of Inclusive Education

Inclusive education is the practice of teaching disabled students alongside their non-disabled peers in regular classroom settings, instead of segregating them in special classroom. The principles of inclusion is based on the idea that every child has a right to belong and to be included in school community. International, inclusive education is widely accepted as having benefits both for disabled and non-disabled children (Booth, 2009, P. 8).

2.6 Principle of Inclusive Education

At the core of inclusion is the principle that students with special or additional learning needs or disability belong in mainstream education. The fundamental principle of an including school is that all children should learn together, regardless of any difficulties or differences. To be an inclusion school, therefore, means that the school accommodates the needs of all students and welcomes diversity as a way to enrich learning for everyone. To exclude a student because of a particular disabling condition is to diminish not only the student but also the community. The underpinning principle of inclusion education is that all children and young people with and without disabilities or other special needs are learning effectively together in ordinary mainstream schools, with appropriate networks of support (Ainscow, 2006, p.12). The four key elements of inclusion presented by UNESCO provide a useful summary of the principles that support inclusive practice; these elements are:

- Inclusion is a process. It has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference and learning how to learn from difference. Differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.
- Inclusion is concerned with the identification and removal of barriers. It involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem solving.
- Inclusion is about the presence, participation and achievement of all students. "presence" is concerned with where children are educated, and how reliably and punctually they attend; participation relates to the quality of their experiences and must incorporate the views of learners, and achievement is about the outcome of learning across the curriculum, not just test and exam results.
- Inclusion invokes a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement. This indicates the moral responsibility to ensure that those at risk are carefully monitored, and that steps are taken to ensure their presence, participation and achievement in the education system (UNESCO, 2009, P.15).

2.7 Overview of Inclusive Education

2.7.1 Inclusive Education in South America - Canada

More than two decades of inclusive education practice have significantly impacted countries of the North. At the center of this, inclusive vision is belief in children and their capacities. This belief is manifested in several widely adopted best practices that began in Ontario schools: Person Centered Planning, Making Action Plans (MAPS), Circles of Friends, and PARH (Planning Alternative Tomorrow's with Hope). These educational programs are powerful tools for building connections among schools. Partners and communities create connections for solving complex individual. Family as well as issues of systems that may act as barriers to Inclusive Education (IE). The Centre for Integrated Education and Community in Toronto (Canada) initiates and supports path-breaking activities to advance inclusion in education and communities.

In addition to Ontario, a note worthy system-wide approach to IE exists in the province of New Brunswick, Canada. IE becomes official policy in New Brunswick as early as 1968, and reinforced in 1985 by the Act to amend the Schools Act. Known as Bill 85, every school in the province is required to provide IE. Italy is the only other OECD member that matches this level of official Inclusive Education Law and Policy. In New Brunswick, as in Italy, virtually all students are education in ordinary classroom, with specialized support as needed based on a student's Individualized Education Plan (IEP). The practice of inclusion education in Canada varies considerably from region to region, with some regions actively supporting, and indeed mandating the approach, and others doing little to encourage the practice (Hutchison 2002; Remand and Loreman, 2005). The responsibility for education in Canada is primarily delegated to the individual Provinces. While the Federal Government does have some minimal involvement in education in broad, national sense through Constitutional guarantees of non-discrimination (Government of Canada, 1982). It is the provinces that oversee, maintain, and distribute funding to individual school districts (Hutchison 2002; Raymond and Lereman, 2005). The provinces, in cooperation with the Federal Government which provides some financial support, are also responsible for the administration of post-secondary education, which includes all teachers training institutions (Booth, 2009, P. 30).

2.7.2 Inclusive Education in North America- USA

Inclusive Education Programmes have grown exponentially since the passage of L94-142 in 1975. Between 1994 and 1995, the number of school districts reporting IE programs in the US tripled. A 1994 report of National Center on Education Restructuring and Inclusion (NCERI) documented inclusion programs in every state, at all grade levels, involving students across the entire range of disabilities. Also in 1994, a working forum on inclusive schools identifies the following best practice characteristics for inclusive education (Booth, 2009, P.48).

In principle, inclusive education has been the law of the land in the United States since 1975, when congress passed what is now called the Individuals with Disabilities Education Act (IDEA). This legislation guarantees that “to the maximum extent appropriate, child with disabilities are educated with children who are not disabled.” IDEA allows schools some degrees of flexibility, depending on the severity of a child’s disability. But it enshrines in law the basic principle that children have a right to “appropriate education in the least restrictive manner.” Educational programs are generally considered least restrictive whether they take place in a regular classroom. Learning disabled children have continued to be taught separately much of the time. Over the years a two-track system developed in many school districts, one for “general education” and one for “special education.” More recently, there has been a concerted effort to make genuinely inclusive schools a reality (Booth, 2009, P. 48).

2.7.3 Inclusive Education in the Latin American Region

A high level of inequality and exclusion distinguishes the Latin American Region. Societies are highly divided, disintegrated and fragmented owing to the persistence of poverty and the great disparities in income distribution. Up to date, education has not succeeded in breaking the vicious circle of poverty, inequality and exclusion. However, it must be recognized that over the last decade, the countries of the region. In the Latin American and Caribbean Region, there are many children that still experience barriers for full learning and participation: children in poverty - children of native group working and street children of migrating/nomadic families, as well as pregnant adolescents and children with disabilities who are living with HIV/AIDS.

In spite of great progress made in coverage, the universality of basic education has not been achieved and there are inequity problems in the distribution and quality of the educational office. There is remarkable disparity between urban and rural areas, and between private and public education. A large number of students drop out of school because it does not respond to their specific needs and characteristics (Lipsky, 2007, P. 102).

2.7.4 Inclusive Education in Asia-India

Education of children with disabilities in Indian, as all over the world, has moved from segregation, special schools to integrated education. There is a national level central government sponsored scheme called integrated education of disabled children (IEDC). The project was started in 1980s and designed based on the experience gathered from a UNICEF assisted pilot project called PIED (Project on Integrated Education of Disabled Children). In the mid-1980s, many NGOs implemented this IEDC with grants from government of India. This project is implemented by the Ministry of Human Resource of Development. This is basically an itinerant resource teaching approach and one resource teacher was given to every 8 children with special needs. There are around 60,000 children with disabilities getting access to education under this scheme. By and large, the project is managed by the NGO sector. Although the goals and objectives of the IEDC program were laudable, the number of children with disabilities enrolled was woefully small.

2.7.5 Inclusive Education in Africa

Children with disabilities in Africa are among the most neglected groups in policy domain as well as in the private sphere. The majority of these children face enormous economic, political and social barriers that have an adverse impact on their physical, social and intellectual development and well being. Many of them do not have access to the most basic need such as health service and education. The African child policy Forum (ACPF) believes that revealing the realities and drawing attention to the life situation of children with disability is the first step to lay the foundation of the establishment of policies, strategic plans and effective services and support to children with disabilities in Africa (UNICEF, 2011).

School enrolment among children with disabilities is much lower in most countries than among other children. A 2011 UNICEF study undertaken in Madagascar found that on average only 11 percent of children with disabilities attended primary school, with school attendance among girls much lower. A number of countries in Africa introduced specific legislation, national policies or strategies to respond to the needs of children with disabilities, when it comes to implementing inclusive programmes and allocating adequate resources (UNICEF, 2011).

2.7.6 Inclusive Education in Eastern Africa – Kenya

Kenya refers to Inclusive Education in terms of Education as a human right and, thus, calling for a policy approach to education that challenges exclusionary policies and practices and addresses learning needs of all learners in regular schools and classrooms. Kenya's Inclusive Education Policy aims at removing all barriers affecting disadvantaged groups to enable their access to Education. Inclusive Education means, including all children who are left out or excluded from school and who can participate in education in both formal and informal settings. Kenya's concept of Inclusive Education was presented as having evolved over the last 10 years. A first step was including children with disability in regular classroom with other children. Now, the aim is to include groups that have been excluded from educational opportunities for reasons other than disabilities; orphans, children living in poverty, girl children living in remote areas and others (UNESCO, 2007).

2.7.7 Inclusive Education in Sub-Saharan Region – Nigeria

Inclusive Education is addressed in the curriculum in terms of integration process in the basic education curriculum structure. Currently a free 9-years programme and plan for comprehensive integration are being offered. As a way to ensure access to secondary education, a coherent transition from primary to secondary schools is being solidified by abolishing the primary school terminal examination and the selection entrance examination in to junior secondary school. Life-long learning is enhanced by the new basic education curriculum structured to include skills for life-long learning. The education system intends to be more open and flexible by including migrant population and by offering strong initiatives for special needs learners and other focal groups (UNESCO, 2007).

2.7.8 Inclusive Education in Ethiopia

Education documents from or about Ethiopia favors figure that 10-20 percent of children have special educational needs. The country's third education sector development program (ESDP III) highlights that this is based on estimates: 'Although EMLS currently does not have data on special needs education, simply taking the international situation in to account, Ethiopia will have an estimated number of 1.7 to 3.4 million school age children with special need education (MOE, 2008, P. 26).

Various sources provide statistics on out of school (children adults who have never attended school or did not complete their education, transition rates between primary and secondary education, and repetition and drop out rates. Ethiopia also faces a situation with very few early childhood development programmers that do exist are primarily urban based. This means that many children are not receiving the early support they need. Is able children identified before they start school, which many disabled children subsequently drop out in the first grade, when they find that their school can not offer quality education that responds to their needs (Elena, 2006 P. 143).

In Ethiopia, parents consulted for World Vision's study highlighted that disabled children do not go to school because teachers are not patient with them in the mainstream schools and fellow students do not understand their difficulties while in the special school system there are for few schools, which are too far from home and too expensive. It also indicated that teachers lack awareness of all children's rights to education is a key reason for disabled children being turned away from mainstream schools (World Vision, 2004).

2.8 Types of Inclusive Education

There are two main types of inclusive education. In "regular inclusion" (or partial inclusion), children are taught in the regular classroom for most of the day occasionally they may be pulled out for specialized services that require special equipment or that might be disruption to the regular class in full inclusion," disabled students receive all the special services they need in the regular classroom and stay there all day full inclusion is considered most practical when a child's disabilities are relatively mild (WHO, 1996).

2.9 Implementation of Inclusive Education

Prior to welcoming disabled students into their classrooms, general education teachers must be well trained in the principles and practice of inclusion. They need the support of colleagues, administrators and parents, and most importantly, help from special educators. At the same time, resource teachers' roles shall be redefined as they work collaboratively with classroom teachers. This collaboration may involve team-teaching (teaching a subject or lesson together) or shared teaching (taking turns, lesson by lesson). Some resource teachers take on more of a consultative role, spending short periods of time in the regular classroom before moving on to another class (WHO, 1996).

2.9.1 Teachers'/Principals Perception on Inclusive Education

In order for inclusion to work in practice, teachers and principals in regular schools must accept its philosophies and demands. According to Salend and Duhaney (1999), in their review of studies (largely American), educators have varying attitudes towards inclusion, their responses being shaped by a range of variables such as their success in implementing inclusion, student characteristics, training and levels of support. Some studies reported positive outcomes for general teachers, including increased skills in meeting the needs of all their students and developing an increased confidence in their teaching ability. Negative outcomes included the fear that the education of non-disabled children might suffer and the lack of funds to support instructional needs. For special educators, the benefits included an increased feeling of being an integral part of the school community and the opportunity to work with students without disabilities (Arramidis, 2007, P. 130).

2.9.2 Parents' Perceptions on Inclusive Education

Parents play a critical role in bestowing social validity on inclusion and in facilitating its implementation. Duhaney and Salend (2000) reviews 17 studies published between 1985 and 1998 that investigated the perceptions of inclusion held by parents of children with and without disabilities. They found that these were complex, multidimensional, and affected by a range of intervening variables. Both groups had mixed, but generally positive, perceptions of inclusive education.

Parents of children with disabilities believed that inclusion promoted acceptance by non-disabled peers and helped their children's social, emotional and academic development. Concerns included a loss of access to specialized personnel. Parents of children without disabilities valued their children's greater awareness of others' needs and their enhanced acceptance of human diversity. Some were however concerned that their children would not receive sufficient assistance from their teachers and they might emulate inappropriate behaviors of the children with disabilities (Arramidis, 2007, P.131).

2.9.3 Students perceptions on Inclusive Education

Inclusive education involves several stakeholders, not least of which are the students with disabilities and their peers without disabilities. What are their perceptions of inclusive education? Klinger and Vaughn (1999) present studies of programmes involving students with high incidence disabilities in settings ranging from kindergarten to grade 12. The consensus of the findings is that those with and without disabilities wanted the same activities, books, homework, grading criteria and grouping practices. Both groups recognized that since not everyone learns in the same way or at the same speed, teachers should slow down instruction when necessary, explain concepts more clearly, and teach learning strategies (Arramidis, 2007, P.133).

2.10 Benefits of Inclusive Education

The benefits of inclusive education are numerous for both students with and without disabilities (Bunch & Valeo, 2007, P. 34). Benefits of inclusive for students with disabilities include:

1. Friendships
2. Increased social initiations, relationships
3. Peer role models for academic, social and behavior skills
4. Increased achievement of IEP goals
5. Greater access to general curriculum
6. Enhanced skill acquisition and generalization
7. Increased inclusive in future environment
8. Greater opportunities for interactions
9. Higher expectations
10. Increased school staff collaboration
11. Increased parent participation
12. Families are more integrated in to community

Benefits of inclusion for students without disabilities also include:

1. Meaningful friendships
2. Increased appreciation and acceptance of individual different
3. Increased understanding and acceptance of diversity
4. Respect for all people
5. Prepares all students for adult life in an inclusive society
6. Opportunities to master activates by practicing and teaching others
7. Greater academic outcomes
8. All students needs are better met, greater resources for everyone

In an inclusion classroom, disabled children have a chance to feel “like the other kinds”. They are less likely to miss out on social events and they have more opportunities to make friends. The chance to achieve along side their non- disabled peer can help their self esteem. With the support of the skilled teacher; they may become more socially competent and feel less isolated. There are potential benefits for non – disabled students, too who may gain greater understanding and empathy as they learn to accept and appreciate their disabled and non- disabled students may also benefit educationally from the more individualized and personalized approach that inclusive teaching can provide (Bunch & Valeo, 2007, P.35).

2.11 Disadvantage of Inclusive Education

On the other hand, if teachers are not on board philosophically the whole effort could be undermined. If they are not well trained, or if the classroom is not sufficiently supported by learning specialists and aides, disabled students might not get the extra help they need also, if student behavior is not carefully monitored, disabled children may be ostracized in small ways that affect their feelings of self worth and lead to further isolation (Bunch & Valeo, 2007, P.38).

In summary, the paper tried to review and to discuss about the conception of the concept of disability, scenarios and empirical experiences at global, African, and Ethiopian levels. In addition, it described disabled people’s rights, disability and inclusive education, conceptual framework of disability, including the three models of disability. The chapter also presented on a brief history of inclusive education, definition of inclusive education, overview of inclusive education in Canada (South America), USA (North America), Latin American Region, India (Asia), Africa and some of its parts, such as Sub-Saharan Africa (Nigeria), and Eastern African countries (like Kenya and Ethiopia). Some other sections of the chapter explain types of inclusive education, implementation and implementation of inclusive education, and disadvantages of the inclusive education in different contexts.

CHAPTER III

RESEARCH DESIGN AND METHODS

3.1 Description of the Study Area

The study was conducted in Bishoftu town which is one of the districts of the Oromia Regional State located in South-East Ethiopia. Bishoftu town is situated between $80^{\circ} 43' - 80^{\circ} 45' \text{N}$ latitude and $38^{\circ} 56' - 39^{\circ} 01' \text{E}$ longitude. It is located at a distance of 47 km south east of Addis Ababa. The town is bordered with Genda Gorba Rural Kebele Administration with the east, with Kaliti Rural Kebele Administration in the west, with Kurkura in the south and with Wedo and Keta Jara Rural Kebeles Administration. Bishoftu is found at the center of Adea Liban district. The foundation of Bishoftu town was directly connected with the starting of Ethio-Djibouti Rail Way in 1917 E. C. Presently, the total area of the town, included under master plan of the town is about 14,500 hectares.

The term Bishoftu is derived from the Afan Oromo language “Bishanoftu” which is referring to “the land of excess water body”. Literary speaking, the word Bishoftu is given to the town based on the locally available many crater lakes, such as Bishoftu, Hora Arsadi, Cheleleka (seasonal), Kuriftu, Kilole, Green lake and Babogaya. Therefore, the name Bishoftu is derived from many water bodies that surrounded the town at a near distance.

Hence, the natural topography of the town with buffer zones have been characterized on the north and east by flat land that locked by the swampy and lakes on the south by undulating land and on the west by undulating land that is dominated by hills, while the general topography of the town is undulating that is dominated by hills. The elevation of the town ranges from 1800-1995 meter above mean sea level (A.M.S.L). It is very important to note that the town is apart and parcel of the Rift Valley.

Climate is one of the prominent factors that affect the activities of people directly or indirectly. The elements of climate include temperature, humidity, rainfall and wind. All these elements affect the activity of every group of the society, including the urban community. It is mainly the altitude that makes the temperature and rainfall to vary from place to place and it controls other elements of climate. The altitude of the town ranges from 1900-1995m above sea level. Thus, it belongs to Woina Dega (agro-climatic Zone). Its average temperature and rainfall are 18⁰C and 816 mm respectively. May is the hottest month of the year, while November is the coldest month in the town. December and July are the driest and most rainy months of the year in the town with 2mm and 204 mm of rainfall, respectively.

Bishoftu town has nine kebeles and an estimated total population of more than 136, 000 (66,677 males and 69,395 females). Regarding its growth, the town became the political center of Adea district from 1935 to 1981 E.C. It was also the administrative center of Ada Liban district beginning from 1983 to 1994 E.C. Currently, it is the first ranked city (City Administration); which is administered by a mayor. Gradually, Bishoftu town has developed from a station center to small town. Bishoftu has a total area of 14,500 hectares. Presently, for the sake of simplicity of political administrative purpose, the town is divided into 9 kebele administrative areas and 3 sub-town special administrative areas. The first master plan of the town was made in 1961 E.C. and revised several times in 1978, 1992 and 2001 E.C. The municipality of the town was founded around 1943.

In Bishoftu City Administration, the number of educated man power working in different sectoral offices has increased from time to time. Under the City Administration, the majority of the human resources who are assigned in different offices are professional, with different educational background and work experience.

In general, nowadays, non-professional workers are on process of improving their educational level. Recently, some of them have got certificate and diploma in different fields of study. Moreover, in order to build the capacity of the workers, different trainings are being given at different times by governmental and non-governmental institutions.

In Bishoftu town, the urban agriculture is playing a great role in creating huge sources of income for the majority of the urban dwellers. It is also the livelihood for the majority of the people and it has a great share in creating revenue of the town.

Currently, Bishoftu town has a total population of 108,809. From this, about 47.8% are males while 52.2% are females. In terms of age distribution, 35.7% and 3.3% of the total population are under age 15 and above 64 years respectively; while 61% of the total populations are categorized by ages ranging from 15-64 years.

In Bishoftu town, there were a total of above 25,000 houses that were providing different functions. In terms of ownership; 665 belonged to housing agency. There are also many urban housing organizations and privately owned houses that have been rented for different amount of Eth. Birr.

Different basic services that are being rendered by Bishoftu Municipality Office include livestock market, abattoirs, garbage collecting vehicles and ambulances. There is one livestock market and three abattoirs that are built by municipality of the town and investor. In addition, the municipality of the town has two garbage collecting vehicles, 50 garbage containers, a meat transport vehicle and an ambulance. The municipality is also providing many services for maintaining the quality and the beauty of the town so as to insure that the town is the first ranked tourist attraction center from the town of the region of the country.

The development endeavor of a town is directly related to the availability and quality of the road. In and around the town, there are different types of road that connect the town with its surrounding rural areas and smaller urban centers. Bishoftu town is also accessed to 5.6 km railway line. In addition, 15.5 km asphalt road and cobble stone roads with different lengths well constructed in 9 kebeles of the town.

Transport network plays great role in the development of trade, industry and other activities. The major means of transport that have been rendering services in the town and help the town to communicate with other rural and urban localities include town buses, taxis, public transport and freight transport facilities such as bus station and air craft strip that are available near by the town. There are common vehicles which are providing services in the town and surrounding localities. There are also other several privately owned vehicles that are still not legally registered, but providing services in the town.

There are 38 (7 government and 31 private) schools, 37 kindergartens (13 government and 24 privates), 37 primary schools (Grades 1-8) (13 government and 24 private) (9-10) schools and one preparatory school (Grades 11-12) in the town. In addition to those educational facilities, there are also TVET, management institute, agricultural research center, college of veterinary and Ethiopian Defense Engineering College. The media of instruction for K.G and 1-8 (primary) schools are Amharic and Afan Oromo languages and in some of them English is used.

In Bishoftu City Administration, this sector was founded in 1997 E.C to train students in 10+1 and 10+2 levels in 5 departments. In the town, the construction of additional classrooms and workshop halls was accomplished in order to improve the accommodation capacity of the TEVET. The following partial view of the construction witnesses the existing activities of TEVET.

For the expansion of TVET's services' in 2001, 12 departments in 10+1 and 10+2 certificates were opened. The establishment of this institution has played great role in the expansion of the construction activities done in the town through organizing micro enterprises and promoting private enterprises and investors. The existing data indicate that 157 males and 76 females students were learning (attending) the new system in the year under study.

In Bishoftu town, there was a government hospital that holds 102 beds and one Air Force Hospital. The town has also one governmental health center, 14 private clinics and one other government organization clinic, malaria controlling center, 2 governmental and 3 private pharmacies and 2 private rural drug vendors available in the town. Regarding health, there are generally various types of professionals.

The major sources of drinking water are come from fresh water, which largely consists of surface water such as rivers, none salty lakes and underground water, Tap water, springs and ponds are the major sources of drinking water for Bishoftu town. Hora, Chalalaka, Kuruftu and Babogaya lakes are found in the town.

Most of the sources of water are not potable due to a number of urban pollutions, which are mainly resulted from poor waste management. Thus, urban centers should pay great attention for keeping their hygiene and sanitation. As potable water supply is a crucial factor in improving the health status of the town's population. The town has 9 deep water wells, 40 bonos and 2 water reservoirs. The annual consumption of clean water in the town is estimated to be over 1,859,471 m.

Bishoftu town has suitable working environment for any investment activities. The accessibility to the capital city i.e. Addis Ababa has made it, so as to many NGOS are choose the town. In Bishoftu town, there are more than 22, NGOS and the majority of them are working on orphans and vulnerable children (OVC) and some of them are working on different area of intervention, such as Urban agriculture, education, Health and etc. The intervention of these NGOS, specially in education sector has played great role in coverage of educational facility of the town.

In conclusion, Bishoftu town has been characterized by being located near the market centre. Geographically, it is located on the suitable physical environment that free from risk of natural hazards. Infrastructures and social services are limited in number. The contribution of private sector in development intervention is better High number of shanty area and slam houses Weak in Good Governance Low coverage of clean water High fertility rate because of high immigration; and it has weak local governor.

3.2 Research Design and Methods

The researcher employed non-experimental research design. This Study also used both quantitative and qualitative research approaches and methods. In the quantitative research approach, the researcher used descriptive sample survey to collect quantitative data by incorporating close-ended, open-ended and mixed questions in research instruments.

In the study, the researcher also used qualitative research methods. The assumption in this study was that participants' experience would serve as the primary source of knowledge on the subject of the study. This study was consistent with the premises of reflecting the belief of specific and detail experience of the participants. According to Padgett (2008), qualitative research method is best suited for a topic which was sensitive that requires deep understanding. In addition, qualitative research method helps understand the meaning of situation, events, and experience and action of participants (Maxwell, 2005). Qualitative research approach help study a social phenomenon within its natural context. It also enables to have in-depth understanding of a few number of cases rather than geniture understanding of many cases or people (Grinnel, 2001). Therefore, the researcher used qualitative research methods, such as semi-structured interviews, focus group discussions, observations, in-depth interviews and documentary analyses. Semi-structured interviews were conducted with the teachers and the School Directors, regarding the benefits of inclusive education for physically disabled pupils.

The researcher conducted observations of the school's settings and of the conditions of teaching learning process for physically disabled pupils to promote inclusive education. In addition to this, individual in-depth interviews were held with two disabled pupils (1 male and female) using interview guide. Documentary analysis was conducted to analyze, identify and to put together relevant pieces of information concerning the practice of inclusive education in the School.

3.3 Universe of the Study

This study was conducted in one of the public schools in the Oromia Regional State. "TOKUMA" Public Primary Comprehensive School is found in Bishoftu town of Oromia Region, South-East Ethiopia. The School had a total of 3021 pupils (1279 males and 1742 females) in the Academic Year. Out of them, a total of 57 physically disabled pupils. There were also 75 teachers in the School (32 male and 43 female teachers). There are 48 classrooms. The School was being led by one Director. The School usually works in two shifts, morning and afternoon shifts. There were some co-curricular activities in the School, such as sport club, drama club, HIV/AIDS club and humanitarian club. The School has its own library, and television room to support the learning teaching process.

3.4 Sampling Method

The School was primarily purposefully selected. The respondents (disabled pupils) were selected and drawn based on stratified proportionate simple random sampling technique. The pupil respondents were then selected based on variety of strata (such as age, sex, grade level and others). By so doing, proportional numbers of pupils from both sexes were selected from different graded levels. Thus, a total of 50 male and female pupils were drawn and served as the samples in the study.

3.5 Data Collection: Tools and procedures

In quantitative research method, the researcher employed interview schedule in order to acquire quantitative data. To conduct semi-structured interviews with five key informants in qualitative research approach, the researcher also used interview guide or schedule. A total of seven participants from different categories of people in the School-related settings were selected and focus group discussion was held using FGD schedule or guide after the researcher had located convenient venue somewhere in the Town. The researcher conducted observations of the School compound, classrooms, library, toilets and other facilities in relation to the disability perspective using observation schedule and documentary analysis schedule or checklist was used to analyze different relevant documents and to identify relevant categories of themes in the study.

In addition, the researchers conducted in-depth interviews with one male and one female disabled pupils. The female and male disabled pupils were probed using an interview guide which consisted of questions, such as questions that may address those specific and general objectives of the study.

The interview guide was used by the researcher to collect pieces of information from informants. The interviews were conducted in Amharic (which is the local language) to ease the communications with the sampled pupils and to make them express themselves more openly. Their responses were then recorded using audiotape to avoid missing pieces of information. Identification number was assigned to each audio file. During qualitative data analysis, the responses of the informants were translated into English as accurately as possible. Every guiding question was followed by the informant's responses in the way it could reflect the interviews conducted as fully as possible.

Before the actual use of both quantitative and qualitative data collection tools/instruments, the researcher had pretested them by conducting a pilot study. After the researcher had collected and incorporated constructive feedbacks and comments from this study, the interview schedule or questionnaire was generally distributed for the selected samples of disabled pupils in the School.

3.6 Data processing and Analysis

First, the data collected was checked for their completeness. Then, quantitative data was processed and analyzed manually using description statistics, such as frequency distribution (frequencies and percentages), measures of central tendency and dispersion of the variables in the study. In order to the quantitative data, coding of the quantitative data in the interview schedule was done according to Coffey and Atkinson's approach (1996). From them, coding breaks the data apart in analytically relevant ways to lead towards further questions about the data.

For coding purpose, new document was created with two parallel columns: unit of information and code. In column one, data forming specific description of the phenomenon was inserted on the unit of information. In column two, which is entitled code, brief and descriptive code that was useful to easily understand the contents of data was listed. Then, the main themes of study would be interpreted and reported. Finally, both thematic and content analysis techniques were used to analyze qualitative data and to identify relevant themes in the light of the objectives of the study. In what follows, these themes and their respective categories were put in different labeled folders and then used while writing- up the thesis.

CHAPTER IV

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The study was conducted in ‘TOKUMA’ Public Primary School in Bishoftu town. There were a total of 50 voluntary respondents in the study. Of the total of 29(58.0%) respondents were female physically disabled pupils, while 21(42.0%) were male disabled pupils. The gender and age category of the respondents is given in Table 4.1. Thus, most of the disabled children in the School are females.

Table 4.1 Gender and Age and of Physically Disabled Respondents

Age	Gender of physically disabled pupils					
	Female		Male		Total	
	frequency	%	frequency	%	frequency	%
12-14	8	16.0	10	20.0	18	36.0
14-16	13	26.0	6	12.0	19	38.0
16-18	8	16.0	5	10.0	13	26.0
Total	29	58.0	21	42.0	50	100.0

As illustrated in Table 4.1, there is age category difference between female and male disabled pupils in the School. A total of 13(26.0%) female respondents’ ages were found to be in the age bracket which ranged from 14 to 16 years; whereas 10(20.0%) male respondents were in the age category of 12-14 years. In addition, nineteen (thirty-eight percent) of the female disabled pupils were found to attend their lessons in the Primary School. Therefore, male disabled pupils were found to be younger than female disabled pupils. One can deduce that two-third of the sampled pupils are female older children in the School. Generally, older female disable children are mostly attending their inclusive education in the Primary School in Bishoftu town.

Regarding the education status of the sampled physically disabled pupils in the Primary School, among the total respondents for the study, there was no significant difference in achievement of educational status. A total of 8 of them were in Grade four, 12 of them in Grade five, 9 of them in Grade seven and 12 in Grade Eight. However, relatively speaking, more number of study participants was found to be in Grades Five and Eight. Thus, a considerable number of the disabled pupils are attending in the beginning and terminal grades of the Second Cycle of the Primary Education in the current Ethiopian Education System.

As to the disabled pupils' ways of living in the study, most of the respondents were found to live with their parents, while some of them lived with their mothers only. Few of them lived with their relatives. Half of these physically disabled pupils were also found to live in personally owned houses with their parents or relatives; whereas three of them lived in government owned houses in Bishoftu town. The results of the study show that most of the disabled pupils were living as dependents with their biological parents.

The findings of the study indicate that the majority of the disabled children's parents were found to complete high school education level. Such educational achievements paved the ways for getting employment opportunities in different government organizations.

In the study, the researcher also assessed types of disability and causes of disability. Moreover, duration of disability and feeling of disability on the part of the pupils were another issues considered. Results of these issues and other disability related topics were presented in Table 4.2.

Table 4.2 Kinds of Physical Disability of Pupils

Kinds of physical disability	Number of pupils	
	frequency	%
Eye problem	21	42.0
Ear problem	18	36.0
Leg problem	7	14.0
Others	4	8.0
Total	50	100.0

The empirical evidence of the study reveals that sight impairment was relatively the dominant types of disability on the part of those pupils in the town. Of the total number of physically disabled pupils who were volunteers for the study, forty-two percent of the pupils had eye problems and thirty-six percent of the respondents were found to have hearing problem Few of the respondents had other health problems such as hand and respiratory organ defects.

Most of those physical disabilities were caused due to illnesses and some of the disabilities were due to natural factors starting from birth. Few pupils were disabled due accidents after birth. Those physically disabled pupils tried to explain what they had felt about their physical disability in particular. As most of them replied, they did not consider it as feeling of disability because it had no pain. But some of the children replied that they sometimes felt bad because their disability hindered them from playing with their classmates. Few of these particular pupils replied that they felt ashamed of their disability that it gave them a bad look.

In relation of pupils physical disability and their educational progress, a bit more than one- third (36.0%) of the respondents believed that their physical disability affected their schooling. As they replied, sometimes, it became challenging for them to listen to their teachers and to follow attentively or even copying notes written on the blackboard. As the result, these pupils believed that they could do more if they were not physically disabled. On the other hand, one-fifth (20.0%) of the respondents did not think that their physical disability affected their educational activities at all and they replied that they also performed just like other pupils of their ages.

Regarding their physical disability and their classmates, the majority of the respondents in the study expressed that their classmates were supportive for them, while few of them believed that their classmates showed “social” distance when they interacted with them. Therefore, the disabled pupils’ classmates are supportive to the targeted clients of the Inclusive Education Programme in the Primary School in Bishoftu town. The disabled pupils are performing equally with their normal counter-parts.

Most respondents replied that the school environment of the Primary School was suitable for their daily schooling. They also expressed that there were improved facilities for disabled pupils in the School such as the humanitarian club for physically disabled pupils and other pupils in the School. But the same respondents mentioned that other facilities, such as sport fields and classrooms were not convenient for them.

Of the total respondents, none of them received speech or language therapy, and occupational or physical therapy. The respondents replied that all of them were learning together with other pupils of their ages in same classrooms. Even if there were no specialized experts regarding inclusive education in the School, their teachers assisted them both in and out of the classrooms. These physically disabled pupils had different favorite subjects. Most of them were found to like mathematics because they believed that it had less connection with listening and observing, but calculating and, finally, getting the answer mentally. Some of these pupils liked English subject because it was viewed as the basic language for their education. Others liked general science because they favored learning about themselves and what was around them.

There are many kinds of co-curricular activities in the Primary School which support the pupils’ educational activities and there is no restriction for the members. Some of those co-curricular activities were HIV/AIDS club that worked on creating awareness about the epidemic of AIDS among the pupils and the other members of school community. Mini Media club which focused on both educating and entertaining pupils during recess time. Sport club motivated all pupils in the School to get involved in physical activities. Humanitarian club also worked on physically disabled pupils and other needy pupils in the Primary School.

As known, fifty-eight percent of the total respondents participated in co-curricular activities which they liked the most. These pupils even participated in more than one co-curricular activity. Some of the respondents did not want to participate in the co-curricular activities even if they liked some of them. Thus, about three-fifth of the disabled pupils got involved in more than one types of co-curricular activities. The disabled pupils in the Primary School liked most co-curricular activities in the sport and art club and then actively participate in these entertainmnet activities. In addition, the pupils get different types of assistance from their respective family members.

All of the respondents agreed that inclusive education was helpful for physically disabled pupils. They replied that learning with other pupils of the same age in the same classroom made them to develop good self-esteem and it encouraged them to perform more in their education. Moreover, it helped them to learn from each other through interacting with other pupils. The respondents also replied that inclusive education had psychological, educational, social and cultural benefits for physically disabled pupils in the School. As they mentioned, the psychological benefit of inclusive education includes both encouragement in life and in their education in specific term. Because of learning with other pupils in the same classroom, they were able to build a sense of ability to perform just like their classmates in their lessons.

Regarding the educational benefits of inclusive education, respondents replied that they were able to compete with their classmates in their education which encouraged them to study hard their lessons. In addition to that, they were able to learn from each other in group work and other activities in the classroom and also the School.

These physically disabled pupils also had some social and cultural benefits of inclusive education. They replied that because of the provision of inclusive education in the School they were able to socialize with other classmates and learnt different cultures and values from one another. All of them strongly believed that inclusive education was the most beneficiary practice in the School for their education and their life in general.

Table 4.3 Attitude of Physically Disabled Pupils toward Certain Features of IE

Aspects of physical disability and Inclusive Education	Attitude parameters				
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Physically disabled students have right to learn with others in same classroom.	44	2	2	0	0
Physically disabled students are competent in learning with other students.	0	38	0	7	0
Physically students are confident in learning with other students.	0	40	8	2	0
Learning with other class-mates is better than learning in separate class-room.	48	0	2	0	0
There is good implementation of Inclusive Education in the School.	36	0	6	8	0
Inclusive Education involves participation of both physically disabled students and the School.	48	1	1	0	0
Inclusive Education provides knowledge and skills for physically disabled pupils to use in and out of the classroom.	45	3	2	0	0

Table 4.3 shows that almost all of the respondents strongly agreed that there was good working relationship which were critical to the implementation of Inclusive Education in the School. But few of them disagreed about it. Regarding the stakeholders in the practice of Inclusive Education in the School, most of the respondents replied that the school principals, teachers and parents played the necessary role for the implementation of Inclusive Education in the School. Some respondents also added that the pupils and their Parent-Student Association as stakeholders in the practice of Inclusive Education in their School. Almost all of the respondents strongly agreed that Inclusive Education was about the disabled special educational needs to participate in the School's duty to accept the disabled pupils.

With regard to the rights of these physically disabled pupils in the school, most of the respondents replied that their social, civil and educational rights have been respected in Inclusive Education and almost all of them strongly agreed that Inclusive Education in their school gives them and other pupils with disability the required knowledge and skills that they can use in and out of the classroom.

All of the volunteer respondents of the study were attending both regular and full Inclusive Education in the school. They have replied that their parents are supportive in their Inclusive Education. Respondents believed that Inclusion is under practiced in another public & private schools in Bishuftu Town.

Regarding the Benefits of Inclusive Education, respondents pointed out that Inclusive Education is a very important practice in the school that it helped them develop confidence and also good self-esteem about themselves. As they replied, it has also helped them to develop the sense of competence which improved their educational practices. In addition to that, Inclusive Education provided them both Social and Cultural Benefits through interacting with many individual in the school. As the result of that, all of the respondents strongly believed that Inclusive Education has more advantage for physically disabled pupils than learning in separate classrooms. They have also suggested that Inclusive Educational practice should be promoted using social work knowledge and practice in the school and in the community in general. More training and also awareness creating programs should be introduce for physically disabled students, teachers, parents and also the community in general, to promote better implementation of inclusive education practice in the Town, as they replied.

An interview has also been conducted with two physically disabled pupils (one male and female) separately. The male pupil was in grade 7th he was 14 years old. He was born in “Nathret” Town. As he said, he was living with his relatives after he has lost his parents due to accident six years ago. He was wearing an eye glass. He replied that he had the disability before three years. Even if he got noticed about the sickness earlier than that, he did not give it attention.

He explained many things about his classmates, teachers, and the school environment in general. He said, "I love my school very much. I feel wonderful when I come to school because I always get my friends there." He has been asked to explain for me what Inclusive Education meant to him and its implementation in his school and to elaborate his interaction with his class mates, teachers, school principals and others in the school. He explained that, he strongly believed that he and other physically disabled pupils are advantageous due to Inclusive Education practice in the school. He said that "I am lucky I am learning with my friends in the same classroom. I do not really get the point why disabled pupils are learning in different classrooms. I am able to do anything just like my friends. Therefore, I believe that Inclusive Education gives great opportunity for us (physically disabled pupils) to build confidence and also good self- esteem". He replied that his classmates, teachers, school principals and his relatives are very supportive on his education and social life in general.

He has been asked to explain challenges he has faced so far due to his disability at school or at home. He replied that, "my eye problem is not a major disability for me. In the classroom, I am sitting on the front desk So as to make me read from the blackboard easily. At home, every one of them are supportive for me. They always encourage me to study hard. My teachers are also supportive for me both in and out of the classroom. I did not face such a challenge due to my physical disability".

Regarding the school facilities, he answered that there are some facilities such as the toilet and library, which are not convenient for physically disabled pupils in the school. But he replied that in his opinion, most of the facilities are convenient for all of the pupils in the school. Concerning co-curricular activities, he replied that he likes drawing and he got a chance to be a member of Art club. He added that he was an average student regardless of his physical disability.

Finally, he suggested that schools should give due attention for physically disabled pupils as they are one part of the society. Every facilities and educational materials should be arranged for the particular individuals to assist them in their education. In addition to that periodical training sessions should be conducted especially for teacher so as to make them implement Inclusive Education effectively.

The second interviewee was 12 years old girl who was in grade 5th. She had a leg problem since she was born. She was living with her parents. As she said, she was living with two older sisters and one younger brother. She has also explained that her parents are supportive on her educational activities and encourage her in all direction despite her physical disability.

Regarding the school environment, she explained that she liked her school. She said “I have many friends at school. I love going to school. She said” I have many friends at school. I love going to school for so many reasons. Such as learning and also playing with my friends. “she has also explained about school facilities which are convenient for her and which are not. As she said, the toilet, water facility and library were the most inconvenient facilities of the school for her. But the rest, such as the football field and classroom were more convenient for her to interact with her friends at school.

She has been asked to explain what she taught of Inclusive Education and its Benefits for physically disabled pupils in the school. She answered that, “I strongly disagree on the concept that physically disabled pupils should be separated from the regular classroom because of disability. They have a right to learn in convenient environment. Disability should not be the reason to separate classes. I am very happy that I am learning with my friends in the same classroom. I strongly believe that Inclusive Education build the confidence and self- esteem of physically disabled pupils. In addition to that it promotes competition among all pupils”.

Even if she strongly believed that Inclusive Education is beneficiary, she did doubt on its proper implementation in the school. She said that, “our school does not fulfill all of our needs in the school. There is shortage of some additions educational materials. There is no social work activities such as counseling for physically disabled pupils in the school. I hope the school will be working on these things soon.” Moreover, she said that some facilities should also be modified for them so as to make them interact properly.

As she explained, one of the challenges she faced because of her disability was walking to school and back to home. “I usually got to school late because I can not walk fast” she said. Apart from that, she interacted with her friends and teachers very well at school.

Finally, she suggested that, “the school has got to do more on the counseling programmers for pupils in the school, especially physically disabled ones. It would be helpful for us regarding our education and more. I would like to work with physically disabled children for the future. I would like to encourage parents to send their disabled children to school”.

Structured interview has been conducted with two of the school teachers (one male and one female) regarding the Benefits of Inclusive Education and its implementation in the particular school. These teachers have been working for 10 and 8 years respectively. Both of them shared similar idea regarding Inclusive Education in the school. As they explained, Inclusive Education has more advantages for physically disabled pupils in the school so as to build the sense of competence and confidence. In addition to that Inclusive Education helps disabled pupils acquire social skills which are useful for their lives in general. Regarding the implementation of this particular practices, they explained that the school has financial problem to renovate some facilities for physically disabled pupils and also to provide additional educational materials for these particular individuals. Therefore these indeed hinder the implementation of Inclusive Education in the school.

The teachers have also explained some ways they used to help or assist physically disabled pupils in and out of the classroom. As they said, they assisted physically disabled pupils in the classroom by arranging better sitting positions in the classroom and by giving them extra attention. In addition to that, they encouraged them to participate in every activities in the classroom. Out side the classroom, when ever these particular pupils needed advise on any sector, they gave them piece of advice and encouraged them to move on in their lives. But as they explained, there was no formal counseling session for physically disabled students in the school.

The teachers have been asked to reply on what they thought the school should do to promote the implementation of inclusive education in their school. They suggested that the school has got to get the financial support from the responsible bodies so as to make it fulfill the needs of physically disabled students such as to renovate facilities. In addition to that formal training regarding Inclusive Education has got to be conducted both for teachers, parents and pupils in the school. As they explained, the training on the particular subject world make both teachers, students and parents know the benefits of Inclusive Education and will promote the practice in the school.

Physically disabled pupils should not be helped at school only, the school should work in cooperation with parents for the better implementation of inclusive education. By doing so, It will be possible to build both the confidence and competence of physically disabled pupils in the school. As they explained, They have also added that there has to be a social work activities such as counselling in the school for pupils especially disabled ones to guide and assist them regarding their education.

An interview has been conducted with the school principal regarding the Inclusive Education for physically disabled pupils in the school. The questions forwarded for him and his answers are stated below.

“Do you think the school community is aware of inclusive education?”

He said, “I believe that the school community is aware of the practice of inclusive education in our school”

- Was there any kind of special training both for teachers and students regarding inclusive education?

He said “we did not conduct formal training for students regarding Inclusive Education . But we most of the time discussed it with the teachers to improve the implementation of Inclusive Education in our school.”

- What do you think is the Benefit of Inclusive Education? “Inclusive Education has a major Benefit for our pupils who are physically disabled. It helps them to magnify their abilities and learn from each other through interacting with one another. I believe, it has also provided them both psychological and social advantages. It is advantageous practice” he replied.
- Do you think the school fulfills the needs of physically disabled students?
He said “I do not believe the school has completely fulfilled the needs of our physically disabled pupils. There are some facilities that are not convenient for them. There is also a shortage of some educational materials for them. The school is planning to make the environment more convenient for physically disabled students”
- What does the school plan to promote Inclusive Education. “The school is planning to renovate some facilities convenient for physically disabled pupils. In addition to that, the school is planning to fulfill some educational materials for these specific pupils in the school. One of our major plans to improve the implementation of inclusive education in our school is conducting training both for our teachers and students in the school. We strongly believe that the training will promote the implementation of inclusive education in the school” he said.
- The school principal has also stated that the school has a plan to work with the parents of physically disabled pupils to increase their participation of there participate pupils in the school. As he said, the school is also planning to address the community through parents meeting to create awareness regarding inclusive education. so that, parents will be encouraged to send their physically disabled children to school. He has also suggested that both responsible governmental and non-governmental organization should give due attention for physically disabled children in the community. As he said, that should be done by assisting schools to fulfill the needs of physically disabled students so that the parents will be encouraged to send their physically disabled students to school and assist them on their education.

The group discussion was conducted among the school principal, teacher’s representative, Chairman of students union , one physically disabled pupil and students’ parents representative at the school. The main objective the discussion was to evaluate the implementation of Inclusive Education, factors that affect Inclusive Education and what should be done for the future to promote the practice of Inclusive Education in the school.

The first point that was about the perception of Inclusive Education among the school community such as pupils, teachers, parents and school principal. The participants discussed that all the school community know about the practice of Inclusive Education and are supportive of it. They all agreed that they have to work on the better implementation of the practice in the school to fulfilling the needs of physically disabled pupils.

The second point of the discussion was on the Benefits of Inclusive Education for physically disabled pupils in the school. Many points were raised by the participants regarding the benefits of Inclusive Education. As they mentioned, Inclusive Education majorly provides the sense of confidence and competence for physically disabled pupils as they learn with their friends of the same age in the same classroom. They all agreed that Inclusive Education is important practice in the school to build good self- esteem of physically disabled pupils. They have also mentioned that Inclusive Education provides cultural, social of educational Benefits for the particular pupils in the school. Culturally, as they discussed, physically disabled pupils will be able to interact with other in the school and learn valuable culture from each other. They will also be able to internalize social values which will help them in and out of the classroom. Regarding Educational Benefits of Inclusive advection, participants explained that as physically disabled pupils Learn with their friends in the same classroom, they compete with each other which would improve their educational progress. More other, integrated way of learning builds confidence of these particular pupils that builds sense of ability to perform like others in the classroom. All of the participants strongly agreed that it is the right of physically disabled children to learn in a suitable environment. Therefore, all of them suggested that proper implementation of Inclusive Education will fulfill the needs of physically disabled pupils stated that one of the major problem in the school that affected the proper implementation of Inclusive Education is lack of facilities for specific pupils. As he explained, the water facility is most of the time slippery which could cause accident on the pupils.

The teachers representative mentioned what she thought what affected the properly implementation of Inclusive Education in the school. As she said, lack of social work activities such as counseling for the particular pupils .she strongly believe that additional assistance and guidance for physically disabled pupils by the professionals must be provided regarding their education and their lives in general. Therefore, she suggested that proper counseling sessions should be set for physically disabled pupils to fulfill their Emotional needs. The point that was mentioned by the students' parents representative was about lack of proper and on time communication between the parents and the school regarding their physically disabled children. He has also mentioned lack of sufficient parents meetings as a factor that affected the proper implementation of Inclusive Education in the school.

Finally, the school principal pointed out the major factor that affected the proper implementation of Inclusive Education in the school. He stated that financial problem majorly affected the practice that the school was not able to renovate the facilities to make them suitable for physically disabled pupils. He also agreed on the other factors that affected Inclusive Education mentioned by the participants are also the problems for the implementation of the particulars practice.

After all of the factors that affected the implementation of Inclusive Education were discussed, all of the participants suggested what should be done for the further or better implementation of Inclusive Education in the school to Benefit physically disabled pupils.

Some of the major suggestions from the discussion were -

- Influencing responsible governmental and non-governmental bodies to solve financial problem of the school so as to renovate facilities suitable for physically disabled pupils and also to buy supportive educational materials for them.
- Preparing trainings both for teachers and pupils to provide updated knowledge regarding Inclusive Education and to share practical experiences with other schools.
- Preparing periodical meeting with parents /relatives of physically disabled pupils.
- Arranging constant counseling programs by professional for physically disabled pupils for their psychological and educational benefits.

The participants have also suggested some detail activities that could benefit educational activities of the pupil such as preparing competition or other activities in the school and award or encourage physically disabled pupils. At the end of the discussion, the school principal added some points such as the School should influence law makers and other higher responsible bodies on meetings to inform them about physically disabled pupils and their education. In addition to that, he suggested that, the school has to be good example for other schools and the community through parents meeting about disability and Education. He promised that the school will do more on disabled pupils' incorporation with responsible bodies.

Different settings of the school have been observed to evaluate their convenience for the proper implementation of the Inclusive Education in the school using observation checklist.

Toilet: There are four toilet rooms, two for the staff member and two for the pupils in the school. Regarding the pupils toilet rooms, the female pupils toilet room is located at the back side of the classrooms. It has 8 different partitions but only three of them were working. There was two stairs to enter to the toilet which was inconvenient for some physically disabled pupils with leg problem. In addition to that, the toilet seats were located on floor level which makes it difficult for use for most of the pupils in general.

The male pupils' toilet rooms are located far from the classrooms. One has got to cross the playing field to go to the toilet. This toilet was built using the donation by 'Handicap International' and it is much more better and new comparing to the females toilet. It has only one stair to get in to the toilet but similar to the females toilet, the toilet seat was located on floor level.

Water supply: There are four water supply locations located in the school compound. Three are for the pupils and one for staff members. Two of the pupils' water supply consists of about 18 water outlets each. But, only two of these were working only at recess time and lunch time. Pupils have got to bend down to drink water or wash their hands because the water outlets are located at knee level. In addition to that, pupils have got to climb one stair to access the water outlets that made it difficult to use.

Library: There is one small library located near the fence of the school which makes it difficult to study sometimes due to the noise outside the school compound. The library has a size of a classroom. It consist of 12 desks for the pupil, a chair and a table for the Librarian and medium sized shelf for the books. The desks are arranged close to each other and a single chair is assigned for three individuals. The room has three small windows and that a bit dark inside. In addition to that due to less air ventilation, it is very difficult for pupils to study specially in the afternoon.

Classroom: All of the classrooms have similar size. They consist of 20 desks on average and 3-4 students are assigned to a single chair. There are 2 stairs for each of classrooms to enter.

The windows of the classrooms are a bit bigger than the library windows .But, still do not allow enough air ventilation. The sitting arrangement in the classroom was not convenient for some physically disabled pupils especially with eye and leg problems. It does not allow teachers to give due attention for those specific pupils too.

Playing ground: There is a very big playing ground for pupils in the school compound. It is convenient for pupils to run around and play with their friends. But there was no additional playing materials convenient for physically disabled pupils or all in general. Pupils are forced to play only foot ball or hand ball on the field. Their physical activities is restricted on the field due to lack of sport materials in the school.

First- aid room:- There is also a first aid room in the school where pupils get help during injury. This room consists of two chairs, a table and first aid box. Medical material in the room is very limited that they only handle very minor injury.

Television room: There was a television room in the school. It has a size of the classroom. Since there was no transmission of educational programme on television, the TV was found to be no more working.

Children's' educational care and humanitarian club is one of the club which is operating in ' Tokuma' Primary Public School. The club works on supporting educational needs of all pupils in the school. Depending on the document, the club was organized and started working in 1999 E.C. The main objective of the club was to assist pupils with many problems such as economical and material to improve their educational activities.

The 2004 E.C annual reported stated many activities done by the club. The club provided tutorial session for 61 pupils, Daily meal service for 7 HIV/HIDS victim pupils, Gender education for 109 female pupils regarding how to protect themselves from any kind of physical and sexual violence, life skill education for 24 pupils, donation of educational materials such as pens, pencils, exercise books and also clothes (uniforms) for needy pupils in the school by members students and teaches of the club. In addition to that, the club distributed painting materials donated by 'Save the children Ethiopia' to different classes so as to paint letters, symbols, diagrams and others which are educationally supportive for the pupil. Regarding generating income, the club has sold lottery ticket for both teachers and pupils and got 1,206.00 birr and 726.00 birr from candy sell.

The report stated that the club has accomplished more than what was planned at the beginning of year 2004 E.C, Despite the fact that the club did not have any specific documentation on physically disabled pupils in the school. The only written document about physically disabled pupils was depending on 2001 E.C report that showed there were 27 physically disabled pupils in general, but, it did not show specific disability of the pupils. Moreover, specific activities done for physically disabled pupils in the school was not documented either.

As the club's representative explained, the club could not prepare documentation on physically disabled pupils in the school not to create a sense of segregation among the pupils. The club preferred assisting the pupils in the school in general rather that identify physically disabled pupils and address their needs accordingly. As she explained, due to the major economical problem of the club, the club could not give due attention for physically disabled pupils in the school.

Training has been given for 8 teachers by 'Handicap International' regarding physically disabled pupils in 2001 E.C. As the club's representative explained, even if the number of physically disabled pupils and type of disability are not documented properly, most teachers understood the needs of those students in the classroom and assisted

CHAPTER V

MAJOR FINDINGS OF THE STUDY

One of the major findings of the study was that all of physically disabled pupils in 'Tokuma' Primary Secondary School were attending both regular and full Inclusive Education and due to the particular practice in the school, these pupils were benefited Educationally, Psychologically, socially and culturally due to the practice of Inclusive Education in the school. These particular pupils were also involved in different co-curricular activities in the school. The information obtained from the respondents revealed that all of them agreed they were benefited learning with their class mates of the same age in the same class room. It helped them develop good self-esteem and confidence in their lives and in their Education in particular. The information gathered through an in-depth interview with two physically disabled pupils has also supported this idea.

An interview that has been conducted with the school principal majorly pointed out the financial problem of the school to improve the implementation of Inclusive Education in the school. The school was not able to renovate some school settings and provide supporting Educational material for physically disabled pupils in the school to improve their Educational performances. But, the school was planning to work with Governmental and Non-Governmental organizations and parents of physically disabled pupils to tackle its financial problems and promote the proper implementation of Inclusive Education in the school.

The result obtained from the focused group discussion showed that Inclusive Education was believed as a beneficiary practice by the school, pupils and parents .But the participants mentioned some of the basic factors that affect the practice of Inclusive Education in the School. Some of these factors were financial problem of the school to renovate some school settings, lack of training for teachers regarding the practice and lack of social work activities for physically disabled pupils and lack of communication with parents. Participants of the discussion have also suggested some important points to resolve the above problems.

some of these were the school has got to work with different organizations to resolve its financial problem and work in cooperation with parents. Moreover, they suggested that periodical training/counseling shall be set for teachers and physically disabled pupils respectively so as to update them about the practice of Inclusive Education and its benefits.

The information gathered due to the observation of the school settings revealed that most of the school settings were inconvenient for most of physically disabled pupils. Class rooms, library, toilets and water supplies were some of the school settings that should be renovated for the easy use by the particular pupils.

The result obtained from document analysis showed that the school did not have a proper and detail record of number of physically disabled pupils, types of their disability and also what has been done for them by the school. There was no record on the provision of training or awareness creating programme conducted for physically disabled pupils in the school.

CHAPTER VI

SUMMARY, CONCLUSION AND RECOMMENDATION

6.1 Summary

The study was conducted in “Tokuma” Primary Public School in Bishoftu Town, South East Ethiopia, on Benefits of Inclusive Education for physically disabled pupils. The school has a total of 3021 pupils, out of them 27 pupils were physically disabled. There are also 35 teachers and 48 classrooms. The school was led by one director and one vice director.

The main objective of the study was to assess the Benefits of Inclusive Education in the School and experience of physically disabled pupils in the specific School. In addition to that, the study did aim to assess effect of Inclusive Education on disabled pupils in the school, to examine the attitude of physically disabled pupils towards the role of Inclusive Education and to investigate the participation of physically disabled pupils in co-curricular activities in the school.

The study has used both Quantitative and Qualitative research methods to collect relevant pieces of information. 18 volunteer physically disabled pupils, two teachers, school director, students’ parents representative and club representatives were part of the study regarding Inclusive Education in the school. To acquire Quantitative data for the study Questionnaire for pupils and semi-structured interview for both teachers and school director was used. In addition to that, Observation of school settings, Document analysis regarding physically disabled pupils in the school, in depth interview with two physically disabled pupils (one male and one female pupils) and Focus Group Discussion with school director, teacher representative, physically disabled pupil, students’ parents representative were conducted during the study. For the proper collection of data, important data collection tools have been used such as of Questionnaire, semi-structured interview guide, school setting observation checklist, document analysis checklist and focus group discussion guide.

After checking the completeness of the data, Quantitative data was processed and analyzed manually using description statistics such as frequency distribution (frequencies and percentages).

The main themes of the study were interpreted and reported. Both thematic analysis and content analysis were applied as part of the Qualitative data analysis.

6.2 Conclusion

Depending on the results of the study, some conclusion has been made. All of physically disabled pupils in the school were learning with their classmate of the same age in the same class room. Therefore, it can be concluded that Inclusive Education is in progress in the school. There were no any special classes for physically disabled pupils. Despite the fact that, the result of the document analysis showed that there was no specific documentation about physically disabled pupils, types of their disability or what has been done for them. This indeed made teachers not to assist or guide those specific pupils in and out of the classroom as they should. The result also showed that physically disabled pupils in the particular school were benefited due to inclusion practice both psychologically and also educationally .

School facilities should be improved to assist the proper implementation of Inclusive Education. But the result obtained from observation of the school setting showed that most of the school facilities such as pupils toilets, water supplies, class rooms and library were not convenient for physically disabled pupils in the school. This has also a major impact on the proper implementation of Inclusive Education. In addition to the school facilities, the school also had shortage of materials in co-curricular activities that restricted physically disabled pupils to involve in their favorite co-curricular activities or it made them lose their interest to participate.

The other factor that affected the proper implementation of Inclusive Education in the school was lack of adequate training both for teachers and pupils regarding all aspects of Inclusive Education. The result of document analysis showed that, teachers has taken a training only once in 2001E.C. on the specific topic. Therefore, it can be concluded that lack of knowledge and skill regarding Inclusive Education affected its proper implementation in the particular school.

The result obtained from semi-structured interview with the school principal and also from the document analysis showed that there was no formal discussion programs with students and Parents regarding the benefit of Inclusive Education for physically disabled pupils. This resulted the lack of knowledge among parents of physically disabled pupils about Inclusive

Education and made almost all of them not to participate in their children's education as they should.

Due to lack of knowledge about Inclusive Education, parents were not able to assist or guide their children in their education and they could not take part in the proper implementation of Inclusive Education in the school.

Generally, the major economical problem of the school affected the proper implementation of Inclusive Education in "Tokuma" Primary Public School.

6.3 Recommendation

Some recommendations that can be useful for the proper implementation of Inclusive Education in “Tokuma” Primary Public School are given below.

- The School should be able to prepare specific documentation on the number of physically disabled pupils in the school, type of their disability and their needs. By doing so, the school will be able to address the needs of physically disabled pupils and will promote the practice of Inclusive Education.
- The School should renovate most of its facilities to make physically disabled pupils friendly with their school environment. All facilities should be easily accessible for the specific pupils.
- The School should give due attention for co-curricular activities and should fulfill supportive materials for clubs in the school. It is believed that co-curricular activities have importance on physical and psychological well-being of individuals. In addition to that, co-curricular activities promote Inclusive Education through interaction with one another.
-

The School should be able to arrange periodical awareness creating programs for teachers, pupils and also pupils’ parents regarding the Benefits of Inclusive Education and should evaluate its implementation and progress time to time. The school should work with both Governments and Non-governmental bodies to tackle its financial problem and to promote Inclusive Education in the School.

REFERENCES

- Arramidis, E. (2007). *Developing inclusive schools changing teacher's attitudes and practices through professional development*. Glasgow, Scotland: Ministry of Education.
- Booth, T. (2009). *Developing learning and participation in schools*. Bristol: Center for studies on inclusive education.
- Agegehu ,E.(2000).Inclusion of children with disabilities (CWD). Situational Analysis of Ethiopia, 32-40.
- Thomas,R. (2009). Understanding Teaching and Supporting Students with Problem in Attention,Behaviour, and Learning.Presentation to The Center For Inclusive Schooling, Perth, WA.
- Bunch M.P & Valeo J. (2007).*The benefits of inclusive education*, New York: The ministry of Education.
- Das, A., & Kattumuri, R. (2009). Children with disabilities in private inclusive schools in Mumbi: Experiences and challenges. *Asia research centre working paper 34*. Houghton Street, NJ, London: Asia Research Centre.
- Patricia, T.E.(2010). A new approach to attention deficit disorder.Educational Leadership ,20-23.
- David M. (2010). *International trends in the education of students with special educational needs* .University of canter bury: Ministry of Education.
- Griffen S. (2009).*Fundamental principles of Disability*. London: Ministry of Education.
- World Bank and United Nations Children's Fund: World report on disability,Washington,D.C.,2011.

Mpofu, E., & Oakland, T. (2010). *Rehabilitation and health assessment: Applying ICF guidelines*. New York: Springer Publishing Company.

Peterson, D.B., & Elliott, T.R. (2008). Advances in conceptualizing and studying disability. In S.Brown and R. Lent (Eds.). *Handbook of counseling psychology* (4th ed., pp. 212-230). Hoboken, NJ: Wiley.

Scott R. (2010). *The number of people with disability world wide*. London: Ministry of Education.

Smart, J. (2005). The promise of the International Classification of Functioning, Disability and Health (ICF). *Rehabilitation Education*, 19, 191-199.

United Nations Educational ,Scientific and Cultural Organization (2009). *Inclusive education*. New York: International Bureau of Education.

World Health Organization. (2001). *ICF: International Classification of Functioning, Disability and Health*. Geneva: World Health Organization.

World Health organization. (2011) Document A29/INFDOLL, Geneva, Switherland, Union of the physically impaired against segregation

APPENDICES

Constitution of the Federal Democratic Republic of Ethiopia adopted in 1995. Article 41 (5) of the Constitution sets out the State's responsibility for the provision of necessary rehabilitation and support services for people with disabilities.

- Proclamation concerning the Rights to Employment for Persons with Disabilities, No 568/2008, makes null and void any law, practice, custom, attitude and other discriminatory situations that limit equal opportunities for persons with disabilities. It also requires employers to provide appropriate working and training conditions; take all reasonable accommodation measures and affirm active actions, particularly when employing women with disabilities; and assign an assistant to enable a person with disability to perform their work or follow training.
- The Federal Civil Servant Proclamation No 515/2007 provides for special preference in the recruitment, promotion, and deployment, among others, of qualified candidates with disabilities This provision is applicable to government offices only.
- Labour Proclamation, No 377/2003, amended by Labour Proclamation No 494/2006, makes it unlawful for an employer to discriminate against workers on the basis of nationality, sex, religion, political outlook or on any other conditions.
- Proclamation on Definition of Powers of Duties of the Executive Organization of the Federal Democratic Republic of Ethiopia, No 691/2010, Provides for conditions of equal opportunities and full participation of persons with disabilities and those living with HIV/AIDS
- Building proclamation, No 624/2009; provides for accessibility in the design and construction of any building to ensure suitability for physically impaired persons.
- Proclamation No 676/2010 on the Ratification of the 'UN Convention on the Rights of Persons with Disabilities' (UN CRPD) by Ethiopia.
- Framework Document 2009, provides for Special Needs Education (SNE) in Technical and Vocational Education and Training (TVET)
- Growth and Transformation plan (GTP) 2010-2015 , establishes disability as a cross cutting sector of development where focus is given to preventing disability and to providing education and training, rehabilitation and equal access and opportunities to persons with disabilities.

Interview Schedule for Physically Disabled pupils at the School

General Information

My Name is **Mahder Solomon** who is a prospective graduate students at the school of Graduate studies of St. Mary's University College in collaboration with the school of social work of the Indira Gandhi National open University in Addis Ababa, Ethiopia. First of all, I would like to thank you for agreeing to participate in this study which will take place from January to February 2012. The Purpose of study is to asses compressive effects of Inclusive Education, To examine the attitude of physically pupils towards the role of inclusive education and to investigate the participation of physically disabled pupils in co-curricular activities in the school. You are encouraged to ask any question(s) at any time about the nature of the study as well as the method(s) that I am employing. Since your suggestions and concerns are important to achieve the objective of my study. The data will be finally used to prepare my MSW thesis report which is for academic purpose.

Any data that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only worth your permission. In addition, confidentiality will be maintain and by means of not mentioning your name and by keeping the thesis in the libraries of SGS/SMUC and IGNON /India/.

I, the respondents, understand the procedures described above and agreed to participate in this study.

I. Background Data

1. Sex of the respondents
 1. Male
 2. Female
2. Age of the Respondent..... (in years)
3. Grade level of the respondent.....th grade.
4. With whom do you currently live?
 1. With my patents
 2. With my Mother
 3. With My Father
 4. With relative(s)
 5. In orphanage
 6. In an NGO shelter
 7. Other (Please specify)_____
5. In which type of house do you live?.....

6. What is the occupation of your household bread winner?
 1. Governmental employee /civil/ Servant
 2. Private organization employee
 3. NGO/CBO/CSO/FBO
 4. Self employed
 5. House wife
 6. Pensioner
 7. Other (Please specify).....
7. What is the educational status of your household bread winner?
 1. Illiterate
 2. Read and write able to first cycle.
 3. Primary education (1 - 4)
 4. Primary secondary cycle education (5-8)
 5. Secondary first cycle education(9-10)
 6. Secondary Second Cycle Education (11 - 12)
 7. Certificate holder
 8. Diploma Holder
 9. LLB/BA/BSC/BED degree holder
 10. MA/MSC/MED/LLM degree holder
 11. Other (Please specify).....

II. Disability Issues

1. What is your physically Disability?
 1. Eye problem
 2. Ear problem
 3. Leg problem
 4. Other (s) (please specify).....
2. What cause your physical disability?
 1. It is due to your nature reason/factor
 2. It is due to an accident.

3. It is due to illness/sickness

4. Other(s) (Please Specify).....

3. How long have you been disabled?..... Days/Months/ Years

4. What do you feel about your physical disability?

.....
.....
.....
.....
.....

5. Do you think that your physical disability status have made you to succeed less in your schooling?

1. Yes

2. No

3. I do not know

5.1 If your response is "yes" to Q.No. 5, how?

.....
.....
.....

6. What do your classmates say about your physical disability in your daily schooling?

.....

7. Do you think that you are able to perform as equal as your friends in your lessons?

.....
.....
.....
.....

8. Do you think that the school environment is suitable for your daily schooling?

.....
.....
.....
.....

9. Do you like your school? why?

.....
.....
.....

10. Do you like your classroom?

.....
.....
.....

11. In your opinion, are there appropriate and improved facilities for disable pupils in your school?

.....
.....

11.1 If your response to Q.No.11 is “yes” please specify each of them.

.....
.....
.....

12. Which of the following facilities of the school is/are convenient for your education?

(Multiple responses are possible)

- | | |
|-------------------|---------------------------|
| 1. Class room | 5. Sport field(s) |
| 2. Toilet/latrine | 6. Water supply facility |
| 3. Library | 7. Lounge |
| 4. Laboratory | 8. Other (Please specify) |

13. If you attend your lesson(s) in inclusive education programme, which of the following services do you get?

1. I attend smaller, more inclusive instructional session in a resource room.
2. I receive speech and language therapy
3. In receive occupational and/or physical therapy.
4. In receive social workers services
5. Other(s) (please specify).....

14. In your opinion, what types of necessary resources do you need to increase your academic performance and achievements?

.....
.....
.....

15. What do you think that the school should do to fulfill your needs in the Inclusive Education program?

.....
.....
.....
.....
.....

16. Do your teachers assist you in and out of the classroom? How?

.....
.....
.....

17. As a disabled pupil, how do you learn your lessons?

1. In a specially set up classroom.
2. In a special school
3. Together with other pupils of my age.
4. In the same classroom with other disabled pupils
5. Other (please specify).....

18. To the best of your knowledge, is/are there specialized expert(s) (expertise) in your school?

.....
.....
.....
.....
.....
.....

19. Are there relevant resources in your school to promote Inclusive Education? If any, please specify

.....
.....
.....

20. Which subject(s) do you like most? Why?

.....
.....
.....
.....

21. Which of the following co-curricular activity/activities do you like most?

- 1. Arts Club
- 2. Sports Clubs
- 3. Drama club
- 4. Mini-Media club
- 5. Humanitarian club
- 6. HIV/AIDS club

22. Do you participate in your favorite co-curricular activity/activities in the school? If No, why?

.....
.....
.....
.....

23. Does your family assist you to score better Educational grades?

.....
.....

24. Do you think that Inclusive Education is helpful for physically disabled pupils? If yes, how?

.....
.....

.....
.....
.....

25. Which of the following comprehensive benefits of inclusive education is/are the benefit(s) you gained from schools Inclusive Education program?

- | | |
|---------------------------|------------------------|
| 1. Psychological benefits | 4. Cultural benefits |
| 2. Educational benefit | 5. Economical benefits |
| 3. Social benefit | 6. Other |
- (Specify).....

25.1 If you have gained Psychological benefits, please explicitly state them.

.....
.....
.....

25.2 If you have gained Educational benefits, please explicitly state them.

.....
.....
.....
.....

25.3 If you gained other types(s) comprehensive benefit of the Inclusive Education, please list them in detail.

.....
.....
.....
.....
.....

III. Knowledge, Attitude and Practice of Inclusive Education

1. Are you aware of the presence of Inclusive Education policy separated from the main Education policy of Ethiopia?

.....
.....

2. Do you think that there are an Educational needs of children/pupils with disabilities? If yes, please specify.

.....
.....
.....
.....

3. Please indicate the extent of your agreement on

3.1.Pupils with Special Educational needs have the right to be educated in the same classroom as typically developing pupils.

- | | |
|-------------------|--------------------------------|
| 1. Strongly agree | 3. Neither agrees nor disagree |
| 2. Agree | 4. Disagree |
| | 5. strongly disagree |

3.2.Other pupils in the school hold that disabled pupils with various types of special needs are competent in learning with them.

- | | |
|-------------------|--------------------------------|
| 1. Strongly agree | 3. Neither agrees nor disagree |
| 2. Agree | 4. Disagree |
| | 5. strongly disagree |

3.3.Other pupils in the school hold that disabled pupils with various types of special needs are confident to learn with them.

- | | |
|-------------------|-------------------------------|
| 1. Strongly agree | 3. Neither agree nor disagree |
| 2. Agree | 4. Disagree |
| | 5. strongly disagree |

3.4. Learning one's lessons with his/her friends/ classmates is better than learning alone in a separate classroom.

- | | |
|-------------------|-------------------------------|
| 1. Strongly agree | 3. Neither agree nor disagree |
| 2. Agree | 4. Disagree |
| | 5. strongly disagree |

3.5. There is good working relationships which are critical to the implementation of Inclusive Education our/your school.

- | | |
|-------------------|-------------------------------|
| 1. Strongly agree | 3. Neither agree nor disagree |
| 2. Agree | 4. Disagree |
| | 5. strongly disagree |

4. In your opinion, which of the following bodies are involved as stakeholders in the practice of Inclusive Education in your school? (Multiple responses is possible)

- | | |
|----------------------------------|--------------------------------|
| 1. (Trained) teachers | 5. Principal(s) |
| 2. Pupils (Students) | 6. Administrators |
| 3. Parent(s) | |
| 4. Parent student association(s) | 7. Local government official |
| 8. NGOs (CBOs/CSOs/FBOs) | 9. Other (please specify)..... |

5. Inclusive Education is about the disabled and special educational needs (the child's right) to participate in and the school's duty to accept the disabled pupil.

- | | | |
|-------------------|--------------------------------|----------------------|
| 1. Strongly Agree | 3. Neither agrees nor disagree | 5. Strongly disagree |
| 2. Agree | 4. Disagree | |

6. If your opinion, do you think that your social rights are respected when you have been attending in the Inclusive Education?

.....
.....

7. Do you think that your civil rights are respected in the Inclusive Education?

.....
.....

..

IV. Barriers, Facilitators Issues and Constrains

1. Would you mind listing potential barriers to Inclusive Education of the pupils in your schools?

.....
.....
.....
.....
.....

2. Please state potential facilitators for proper implementation of Inclusive Education for pupils with disabilities

.....
.....
.....
.....
.....

3. What are the major issues in the implementation of Inclusive Education in Bishoftu town?

.....
.....
.....
.....
.....

4. In your opinion, what are the major constraints in effectively implementing the Inclusive Education?

.....
.....

V. Suggestions

1. Comprehensive benefits of inclusive education.....

.....
.....

2. Attitude towards Inclusive Education to pupils with disabilities

.....
.....
.....
.....
.....

3. Strengths in the implementation of Inclusive Education

.....
.....
.....

4. Constraints in the implementation of Inclusive Education.....

.....
.....

5. Overall issues for effectively implementing and running Inclusive Education using social work knowledge and practice in the community of organization

.....
.....
.....
.....
.....

Thank you very much

School Setting Observation Checklist

Kinds of physical disability of pupils	School Facilities					
	Toilet	Library	Sport field	Classroom	TV room	First aid room
Sight impaired						
Hearing Impaired						
Leg Problems						
Hand Problem						
Others						

Very Convenient - "V"

Fairly Convenient - "F"

Not Convenient - "N"

Interview Guide For Physically Disabled Student

1. Tell me about Yourself

Possible Probes – what is your name? How old are you? Which grade are you? Where are you born?

2. Tell me about your family

Possible probe – are you living with your family? How many children are there in your family? Are you learning with your brother or sisters at the same school? Are you the only disabled child in your family?

3. Tell me about your physical disability

Possible probe – is your disability natural or due to accident? What do you feel about your disability? What does your family feel about it?

4. What kind of challenges did you face in life because of your physical disability?

Possible probe – Do your family members assist you at home? Do they encourage you in your life? Do they fulfill your physical or emotional assistance?

5. What do you think about your school environment?

Possible probe – Do you like your school? Why? Do you have friends at school? What is your favorite subject? Why? Is your house far from school? Do you face any difficulties coming to school? Are you happy to come to the school every day? Why?

6. Tell me about your education

Possible probe – How do you rate educational performance? Why?

A. Excellent

B. Good

C. Fair

D. Not good

If not good, what do you think the reason behind it? Do you think your physical disability affected your educational progress? How? Do you participate in Co-curricular activities in school? If yes, which ones? If no, why? What do you think will improve your educational performance?

7. How do you rate your school on what has been done regarding your disability?

- A. Excellent
- B. Good
- C. Fair
- D. Not good

Possible probe - Is your school building and teaching materials address your needs? Why? Is there any co curricular activity in the school that is convenient for you to participate? If no, what do you think should be done about it? Are you happy about the class room set up? Why? What do you think the school should do to fulfill your needs?

8. What do you think of your teachers in and out of the class

Possible probe - Are your teachers willing to physically assist both inside outside the class room? Do they give emotional support? Do you think your teachers inspire your life? Do your teachers give you special attention in your class room?

9. What do you think about your classmates regarding your disability?

Possible probe - Do you think classmates interact with you or not? Do you feel comfortable learning with them? If no, why? Are your classmates willing to assist you whenever you need help? Do they usually allow you to play with them?

10. What do you think about inclusive education?

Possible probe - Do you think inclusive education is beneficial?

Why? What did you benefit from inclusive education? Do you think learning with other students makes you develop desirable self-esteem? Which do you prefer? Inclusive education or segregated special need education? Why? What do you think is the disadvantage of inclusive education? What do you think the school should do to promote inclusive learning?

Document Analysis Checklist

1. Number of physically disabled pupils of previous years in the school.
2. Number of presently found physically disabled pupils in the school.
3. Effort that has been done by the school to increase the practice of inclusive education.
4. Awareness creating seminars both for teachers and pupils by the school regarding inclusive education.
5. Activities of the school in the community to increase the practice of inclusive Education.
6. Challenges the school faced while working on inclusive education.
7. Plan of the school for the future regarding inclusive education.

Focus Group Discussion Check List

Topics to be discussed

- Perception about Inclusive Education among families Students, School community and the society.
 8. What do families of physically disabled pupils think of Inclusive education in the school?
 9. Are the Students aware of the presence of inclusive education in the school?
 10. How do the school community perceive inclusive education?
- The advantage of inclusive education for physically disabled pupils, families and community in general.
 11. Are physically disabled pupils, their families and school community aware of the advantage of Inclusive Education?
 12. What did the school do to create awareness regarding the benefits of Inclusive education both for physically disabled pupils and their families?
- What should the school, families and the community do to promote the practice of inclusive education.
 13. What does the school plan to promote the practice?
 14. How is it possible to cooperate the families and community to promote inclusive education practice.
- How to involve lawmakers and other responsible bodies to promote the practice of inclusive education in the school

Interview Guide for school Principal

1. Tell me about your self

Possible Probe- for how long have you been working as a school principal? Have you worked as teacher before?

2. Do you think the school community is aware of inclusive education?
3. Was there any kind of special training both for teachers and students regarding inclusive education?
4. What do you think is the benefit of inclusive education?
5. Do you think the school fulfills the need of physically disabled pupils?
6. Is there any special activities for physically disabled pupils in the school?
7. What does the school plans to promote inclusive education?
8. Does the school co-operate working with the partners of physically disable students on educational and psychological improvement?
9. Did the school work on encouraging the community to send physically students to school?
10. What do you think both government and non-governmental organization should do on promoting inclusive education (Working with the school)

