

**CHALLENGES AND OPPORTUNITIES RELATED TO THE
IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIMARY
SCHOOLS OF HARARI REGIONAL STATE**

MA THESIS

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DEDICATION

I dedicate this work to the following individuals for their continuous support, encouragement and love during my studies: Reta and Bikila Kelbessa.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and compilation of this thesis.

This thesis is submitted in partial fulfillment of the requirements for a MA degree at Haramaya University. The thesis is deposited in the Haramaya University Library and is made available to borrowers under the rules of the Library. I solemnly declare that this thesis has not been submitted to any other institution anywhere else for the award of any academic degree, diploma or certificate.

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ACRONYMS AND ABBREVIATIONS

EFA	Education for All
ECCE	Early Childhood Care and Education
ETP	Education and Training Policy
ESDP	Education Sector Development Program
JAWS	Job Access with Speech
MDG	Millennium Development Goal
MoE	Ministry of Education
NGO	Non-Government Organization
OVC	Orphaned Vulnerable Children
RPDs	Right of People with Disabilities
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations International Children’s Educational Fund
UPE	Universal Primary Education
UN	United Nations
SNE	Special Needs Education
SWDs	Students with Disabilities
WHO	World Health Organization

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Challenges and Opportunities Related to the Implementation of Inclusive Education in Primary Schools of Harari Regional State

Shibiru Kelbessa Worku

ABSTRACT

The purpose of this study was to investigate and identify the Challenges and Opportunities Related to the Implementation of Inclusive Education in Primary Schools of Harari Regional State. The study was conducted in four primary schools in Harari Regional State. This study used qualitative approach design and qualitative methods and 42 respondents haven been participated in this study. Purposive, simple random and available sampling techniques were used to select four schools of the study and to select key informants for interview, focus group discussion and observation. Primary data for the study were gathered and analyzed from Focus Group Discussion, interview transcripts, were analyzed by qualitative method. The findings from the study revealed that most teachers and woreda officials supported the notion of Inclusive Education Policies and strategy and would like to implement it. Most teachers felt that there needs to be more awareness of the strategies, conventions and the importance of inclusion. The study concluded that encountered during the implementation of inclusive education, Lack of trainings and workshops, Lack of trained SNE experts, uncommitted, absence of budget allocation, materials and devices, physical accessibilities, incentives, lack of good will, the poor economic background of teachers, imbalanced teacher–student and students–textbook ratios, the period load, the insufficient special needs education course offered at higher institutions of learning, the information gap among teachers and the school, students related problems. The study recommended that it is important to provide the trainings, assessment tools, incentives, budget and material allocation, available accessibilities and brings the attitudinal changes in each educational level.

Key word: *Challenges, opportunities, Implementation, Inclusive Education*

1. INTRODUCTION

In this section the researcher has addressed background of the study, research questions, statement of problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study and operational definition of key terms highlighting children with special needs education, related policies and legislative frameworks and researcher's assumptions of the study.

1.1. Background of the Study

Education plays a key role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people. Moreover, education does not operate in isolation; rather it has to be integrated with research, practice and development to contribute towards all rounded development of society (MOE, 1994). The fundamental principle of inclusive education is that children should learn together anytime this is possible, regardless the difficulties or the differences between them.

The Inclusive Education policy affects all those involved in education to some extent and it therefore requires the attention of everybody within the department of education. It is critical that those responsible for management in schools and teaching colleges be oriented so that they can fully support the implementation of the Inclusive Education policy at all levels. DoE (2010: 3).

It becomes obvious that even if support is available from region support it is often fragmented and uncoordinated, The Education bureau goes on to say that the challenge is to unite support from the region into a cohesive practice which works, as different support providers do not often work as a team for common issues (UNESCO, 2008).

It, therefore, involves a range of changes and modifications in content, approaches, structures and strategies, with a common vision which would cover all children with special educational needs and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 2005). In this context, an inclusive school must put flexibility and variety at its core. This should be evident in the structure of the school, the content of the curriculum, the attitudes and beliefs of staff, parents, and pupils, and the goal should be, to offer every

individual a relevant education and optimal opportunities for development (UNESCO, 2005). The World Health Organization (WHO) estimates that 10% of any population is comprised of with disabled individuals and in addition, approximately 85% of the world's children with disability below 15 years live in the developing countries (World Bank, 1994).

Education is considered a human right for all children and stated in several international documents since the Universal Declaration of Human Rights in 1948. For example, the right to be educated within the regular school setting is highlighted in instruments such as: the world declaration on EFA (UNESCO, 1990), and UN standard rules on the equalization of opportunity for persons with disabilities (1993). More recently, the thrust of the Salamanca Declaration is reiterated and expanded at a meeting at the forty eighth session of the UNESCO International Conference on Education, held in Geneva in 2008.

In addition to this, the concept of inclusive education is based on the fact that all children and young people, despite different cultural, social and learning backgrounds, shall have equivalent learning opportunities in all kinds of schools (Dakar, 2000).

Ethiopia is one of the countries that have signed the millennium development goals. This is not only accommodating children in the regular or general school, rather it goes beyond that. For this, the same author said that “It is a focus on creating environments responsive to the differing developmental capacities, needs and potentials of all children. It recognizes that all children have individual needs, and that teachers who are trained to facilitate an inclusive classroom, can better meet the needs of all children (Tomlinson, 2001).

The current situation with regard to implementation of inclusive education according to the researcher experience faces the following challenges amongst others: The wide division between policy formulation and policy implementation; translation of policy into practice; the renunciation of policies with overloaded schedules; lack of proper co-ordination; assessment and evaluation and service delivery models.

Therefore, the researcher initiated to conduct this study seeks to investigate challenges and opportunities that facilitate the implementation of inclusive education primary school system.

1.2. Statement of the Problem

The 2007 UNESCO Education for All Global Monitoring Report estimates that more than one third of the 77 million children still out of school are persons with special need education and that in Africa fewer than 10% of children with disabilities are in school.

In Ethiopia, access to education for people with disabilities is not often encouraged due to the discrimination and stigma attached to disabilities. Moreover, the services and assistance for people with disabilities is found in Addis Ababa and is remained insufficient (USAID/Ethiopia, 2011-2015).

One of the many challenges facing implementation of inclusive education in Harari region, freedom from discrimination, negative attitudes teachers ,teaching material lack of in-service training for primary school teachers with regard to issues pertaining to Inclusive Education and the right to basic education for all learners, including those who experience barriers to learning. However, because of Harari region educational context, the challenges and opportunities experienced here require local research and response.

According to Nel (2011) research shows that there is a correlation between the positive attitude of teachers to the inclusion learners with special needs and the support they receive from management and other more technical variables. These variables include having more resources, smaller classes, more time available to design special teaching material, and opportunities for personal development gained from further learning.

According to Negash, (1996) currently, education programs are implemented to take into account the diversity of learners with special needs. Efforts are made to integrate them into regular schools. Despite these efforts, implementation of inclusive education has not been successful at regional and national levels.

For example, there is no support for out of class, teachers difficulties to identifying children with special need education, there is no well-established data, lack of continuous supervision, drop out, repetition, lack of communication, supporter of children with special need education is not expert or professional and infrastructural different resources to hindering the

implementation of inclusive educational effort regarding the implementation of inclusive education policy.

Therefore, taking into consideration all the above problems and gaps, this study tried to identify the challenges and opportunities behind this low implementation system and also come up with remedies if children with disabilities are to meaningfully benefit from inclusive education and the teaching and learning situation of the schools opportunities and challenges of inclusive education by collecting data from teachers, school principal, supervisors, special needs expert and students in selected primary schools of Harari Regional State..

1.3. Research Questions

The research is expected to answer the following basic questions:

1. What are the challenges for the implementation of inclusive education in the primary schools of Harari Regional State?
2. What are the practical opportunities for the realization of inclusive education in the primary schools of Harari Regional State?
3. What mechanisms should be devised to alleviate the challenges in the primary schools of Harari Regional State?

1.4. Objectives of the Study

1.4.1. General Objectives

Assessing the practical challenges and opportunities related to the implementation of inclusive education in primary schools of Harari Regional State would be the general objectives of this study.

1.4.2. Specific Objectives

1. To identify the challenges for the implementation of inclusive education in the primary schools of Harari Regional State.
2. To identify the practical opportunities for the realization of inclusive education in the primary schools of Harari Regional State.

3. To recommend a possible solutions for the challenges of inclusive education in the primary schools of Harari Regional State.

1.5. Significance of the Study

The purpose of this study was seeking for practical opportunities and challenges related to the implementation of inclusive education to give solutions to the absence of participatory implementation for the achievement of objectives of primary schools of Harari Regional State enables to gain their intended objectives.

Primarily, this study provided better understanding and created awareness on problems of implementation in inclusive education to selected primary schools in Harari Region.

This study also helped to mobilize initiation to all responsive bodies like schools principals, teachers, supervisors; special needs expert selected primary schools in Harari Region in order to bring significant progress in implanting inclusive education or rights of persons with disabilities.

Lastly, the study would support the planning and executing of effective implementation of inclusive education and help in policy reforms in education sector and may form the basis for other researchers who may wish to conduct their study in the area.

1.6. Delimitations of the Study

This study would be delimited different to identifying the challenges and opportunities of the implementation of inclusive education in public primary schools of Harari Regional State. Although there are several primary schools within Harari Regional State, only a few sample schools are: Ras mokonnon, Gay mederesa, Dakar and Aw-umar were be selected for this study. The researcher would used qualitative approach study. The rationale behind the choice of a qualitative study would be to explore the phenomena under investigation in an exhaustive manner by analyzing the perspectives of the participants. Lastly, the study is confined to government primary schools located in urban and rural areas only.

1.7. Limitations of the Study

Limitations were matters and occurrences that arise in a study which, were out of the researcher's control. Due to shortage of time, limited budget and resources, the study was limited to primary school in Harari Region on the challenges and opportunities related to the of implementation of inclusive education.

1.8. Operational Definitions of Key Terms

Challenges; in this study challenges in the implementation of Inclusive Education were reviewed under supply level of teaching-learning resources, friendliness of learners' environment, human capital and efficacy of the administration.

Implementation: It refers to changing the special need education and inclusive education policy into practical means.

Inclusive Education: means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular class and are supported to learn, contribute and participate in all aspects of the life of the school.

Opportunities; refers to teachers, principals and supervisors get more time for all the children, they also have time to encourage their students to help one another in the classroom.

Primary school: an institution that is having grades from 1-8 level of schooling in the Harari Region.

2. REVIEW OF RELATED LITERATURE

The study mainly aims at assessing the challenges and opportunities of the implementation of inclusive Education in primary schools of Harari Regional State. It begins with briefing the concept of inclusive education, learner with special needs, challenges of inclusive education, policy and practice, opportunities of inclusive education and benefits of inclusive education in Schools of Harari Regional State. The literature organized by referring to previously published books and other sources.

2.1. The Concept of Inclusive Education

Inclusive education is the practice of teaching special education needs students alongside their normal peers in regular classroom settings, instead of segregating them in special classrooms. The principle of inclusion is based on the idea that every child has a right to belong and to be included in the school community. According to UNESCO (2007), inclusive education should focus on learners with all types of special needs.

Kauffman (1995) posits that the philosophy of inclusive education is focused on educating all learners in the same classroom. Each student's unique needs are supposed to be met through adaptation of equipment, specialized instruction and personnel. The school accommodates all learners regardless of their physical, intellectual, social, emotion, linguistic and other conditions (UNESCO, 2003). Inclusive education looks further at how to transform the system in order to respond to diversity of learners. The emphasis is on reviewing schools and system then changing them to accommodate all learners rather than changing the learners (Kristensen, 2002).

However there is much difference of opinion as regards to what is meant by inclusion. For instance, Clough and Corbett (2000) have stated that "Inclusive Education is a contestable term that has come to mean different things to politicians, bureaucrats and academics. Inclusion is not a single movement; it is made up of many strong currents of belief, many different local struggles and myriad forms of practice.

According to T. Booth (1996) inclusive education is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. Another scholar, N Segal (2005) Inclusive Education has become an international buzz word and he believes that it has been adopted in the rhetoric of many countries across the world.

2.2. Learners with Special Educational Needs

Although every individual has unique characteristics, most of these characteristics are common to most people and hence considered normal. A few individuals lack one or more of these common characteristics hence considered special in reference to the particular character(s). Normal is used to refer to what is ordinary, as in what people expect. In education special needs are conditions or factors that may hinder an individual's normal learning participation and development. The conditions that may hinder progress of an individual may include disability, social, emotional, health or political difficulties. The factors can be within the learner or in the environment or a combination of both (Mwaura and Wanyera, 2007). According to Stubbs (2008) and Mwaura and Wanyera (2007), learners with special needs are those vulnerable to discrimination, marginalization, isolation and exclusion to education.

2.3. Challenges and opportunities of Inclusive Education in Ethiopian

Concerning to inclusion program, in Ethiopia, challenges of inclusive programming to disability most prominently exist in the education (Fafchamps and Breket,2008).Report by UNESCO(2005) also stated that in Ethiopia less than 1% of children with special needs have access to education.

In supporting to the above idea world vision (2009) described that in some schools inclusive education is under practice; school environment is not conducive for inclusive education number of student one class are more than 70 children which is difficulties teaching learning process even for the non-disable children. Therefore, in Ethiopia, there is limitation to know the existing services and activities provided students with disability (Thomas, 2005)

In addition, the study conducted By administration education Bureau And handicap international, (AACAEB ,2012) showed that schools have not clear and supportive guideline .Therefore, running inclusive education is on the basis of Good Will of school principles. Regarding the teacher conditions, in some school, regular teachers are asked to teach special needs students without receiving any form of training as well as administrative assistance (Ethenesh, 2007).Fafchamps and Bereket (2008) also the teachers are not trained to accommodate students with disabilities appropriate.

Similarly, world vision (2007) stated that teachers have lack of especial training to educate and assist children with disability. As a result, they are not in position to attend the individual problem, furthermore, study conducted by AACAEB (2012) showed that training programs organized for teachers so far were limited in scope and had lack of continuity.

Hence, (Ethenesh, 2000) conclude that because of lack of support; teachers who do not have sufficient background knowledge in special education are failure. Regarding the learning conditions of SED, the study conducted by world vision (2007) Highlighted lack of teachers“ patience and understanding of students“ difficulty, in Ethiopia children with disabled do not go to school.

Similarly the study conduct by Addis Ababa city AACAEB (2012) also showed that “teachers and schools in general believe it is difficult to teach SWSN, as don’t have special learning materials. As a result, schools are either unwilling to admit SWSN or provide little or no additional support”. Furthermore, the study showed that, to avoid admissions, new coming SED are advised the school is not good for them and look other better school. Still further, due to lack of understanding and commitment on the part of school principals, teachers are not push to accept CWSN in their class.

In this regard, World Vision (2007) also highlighted that in Ethiopia to teach SWD collaboration for inclusive education is very limited and needy further expansion.

2.4. The Challenges of Inclusive Education

The focus in this section is on challenges in implementing inclusive education. Researcher evidence seems to suggest that there are many problems which inhibit the successful implementation of inclusive education. Contrary to the popular belief, inclusive education is

much more than placing learners with barriers to learning and development in single inclusive system that is responsive to the diverse needs of all learners. Previous studies have identified inappropriate curriculum, poor stakeholder's attitude, lack of inadequate resources, poor teachers training, lack of assessment and monitoring and lack of parent and community involvement as key challenges in implementation of inclusive education.

2.4.1. Curriculum

The curriculum offered in inclusive education should be all encompassing and extensive both in content, methodology and evaluation process thereby recognizing and valuing the rich diversity of the school population in the learning and teaching process. The term curriculum is the most fluid concept for most parents, it means text book; for teacher it includes the text guides and perhaps the syllabi.

Inclusive curriculum should affirm the life experiences of all students, regardless of gender, place of origin, religion, ethnicity and race, cultural and linguistic background, social and economic status, sexual orientation, age, and ability. It should create a learning environment that reflects and validates the diversity and complexity of different personal experiences.

It should emphasize the strengths and at the same time accommodating the needs of all children in a classroom. According to Kochung (2003), curriculum is highly centralized with structures specifying students desirable learning outcome, which are reinforced by examinations to measure them.

The curriculum is not designed on the basis of flexibility and tends to be content heavy (Kochung 2003). This kind of curriculum does not fit well in inclusive school system. A rigid curriculum tends to exclude students with special educational needs and marginalize them from mainstream education. Nevertheless, it is not easy to limit the scope of inclusive education to be included in the curriculum. As a result, designing teaching materials that cover students' diverse needs and cultural backgrounds is problematic. Jonson (1994) stresses the need for a process based flexible curriculum.

Accordingly, most primary school teachers do not have knowledge and pedagogical skills for teaching children with special needs, except those trained in College and Higher Institute of

Education. In line with this, according to Jones (1986), teachers with adequate understanding of the nature of exceptionality of learners with special education needs are potentially more capable in teaching them. He argues that regular teachers without inclusive education experience are apprehensive about having learners with special needs in their classroom.

For others, it may mean the contents and structures of the lessons. However, in the professional context, the curriculum includes the national goals of education, educational objectives and structure of the lesson. Whatever the meanings are given by different groups, meeting the needs of the people with disabilities is important. The curriculum should be balanced in terms of the competencies and context it includes incorporating learning related to the development of knowledge, skills and values, to be meaningful and functional for every child (Guijarro, 2000).

Now a days, inclusion is mainly a curriculum issue since curriculum is concerned as the most significant problem to learning and exclusion for many learners, for those in special school settings or in ordinary school settings. These problems of learning arise from interlocking parts of the curriculum, such as content of learning programs, the language, organization of the classroom, time frames for completion of curricula, etc. Assessing the problems of the learners with learning difficulties, the important modification in a core curriculum may encourage schools to use the range of available flexibilities in order to respond to local and individual differences (Byers, 2000 and Winzer, 1990). In addition, Tirusew (2005) states that the current trend, inclusive approach curriculum needs a certain degree of disability in modification, substitutions, compensation that are needed to accommodate the educational needs of children.

2.4.2 Attitude towards Learners with Special Needs

Different research and documents has shown that parent's attitudes affect success of inclusion. However, their attitudes have been shown to be more favorable when they are allowed to give input decision making process (Lewis, Chard and Scott, 1994). Vague understanding of the purpose and the benefits of inclusion of exceptional children on the part of the parents can be a main reason for holding negative attitudes towards inclusion (Green and Shinn, 1995).

For example, people without the knowledge about children with disabilities is often uncomfortable in the presence of physically challenged and always avoid their contact where possible. According to Westwood (1997), peers tend to accept children with disabilities more when they better understand the nature of the disability. Therefore, lack of understanding of disabilities escalates negative attitude towards the handicapped. This hinders learning by copying and imitation. Successful implementation of inclusive education requires positive attitude among parents, pupils, and teachers and to the whole society.

2.4.3. Resources

The term resources in the context of education refer to material and human resources available within the school to facilitate teaching and learning processes. A school with learners with special needs requires special resources to cater to their needs. In addition, different types of special needs require different types of resources. Since inclusive education in Ethiopia receives great emphases, there is a serious shortage of these resources in terms of facilities, qualified staff, learning materials and absence of support. Developing countries typically lack adequate resources to fund education (UNESCO, 1990). In Ethiopia including the region under study, the limited resources were further stretched by introduction of free primary and secondary school education.

2.4.4 .Teacher Training

Teachers are the primary resource for achieving the goal of an inclusive education and training system. It must therefore be in the interests of education that teachers are adequately trained for new demands in education. Landsberg (2005) asserts that for inclusive teaching, teachers need systematic and intensive training, either as part of their initial training, or as well planned in-service training by competent and experienced people. Being the focus of classroom instructional activities and curriculum delivery, a teacher is a critical determinant of the quality of education offered (Jonson, 1994). According to McDonnell (1997), teachers require information that could broaden their understanding and appreciation of learners with special needs. For example, information on how to identify learning difficulties and how to adapt the environment and instruction to accommodate the learners' special needs.

At the moment teachers in Ethiopia have minimal formal training in respect to the implementation of inclusive education from pre-service or in-service. The number of teachers trained in special education is minimal (Gichura, 1999; Muchiri and Robertson, 2000; Oriedo, 2003). Often, the few teachers trained in special education lack confidence in their ability to instruct students with exceptional needs.

Many teachers do not feel adequately prepared to understand and cope with the multitude of demands required to handle learners with special needs. This is because of lack of adequate and effective training. Successful implementation of an inclusive system requires that educators are committed and supported with in-service training. Thus, change needs a long term commitment to professional development (Swart et al. 2002).

2.4.5. Lack of Assessment and Monitoring Information

Assessment in teaching learning process is very important to identify an individual child's problems and to follow up the progress and improvement in learning activities. It also examines not only the educational needs, but also the environmental status which has influenced on the child's learning activities directly or indirectly. In line with this (Lewis, 2001) explained that assessment, record keeping are an integral part of teaching and learning for all students. This implies that assessment is the continuous process to identify where the students are in their learning. According to (MOE, 2005) accessing need to assist the school management and environment, knowledge and skills of teacher, social- cultural background and characteristics of learners as well as availability of adapted materials and equipment's have to be taken into consideration, case by case.

On the other hand, policy and programs for human, material and financial resources development concerning persons with disabilities should be on the assessment of their needs and the potential of existing development programs services to achieve those needs (Lawson, 1991). Thus, the assessment that is carried out by the personnel trained would help to identify the problems which can reduce students' participation in education.

It helps to identify the level of disabilities in practical terms levels of disability within each category as well as the needs and potentials of each individual are very different depending on

their severity level. For these reasons to identify the real needs of the people with disabilities, the appropriate assessment mechanisms might play a great role in the process of education provision. Besides, (Lawson, 1991) states that to meet the needs of children with special needs, assessment mechanism should be appropriate to the local context. However, assessment should be carried out starting from child's natural environment (home) collaborating with parents to identify detail problems.

Accordingly, a wide variety of assessment devices should be available, including both formal standardized measures and less formal check lists and rating scales based on the observation of the child (Lawson, 1991).

In addition, according to the new revised special needs /inclusion education strategy of Ethiopian federal ministry of education states that methods of assessment of learners and trainees with special educational needs should take account of their particular disabilities (e.g. a blind learner/trainee may need to be tested orally and practically or in Braille or a tape recorded test, a test to be given to a deaf learner/trainee may need to be supported in written form as well as practically and via sign language, and a learner with a learning disability may require more time in an exam, they may also take one exam in one day.

Continuous assessment such as, portfolio, project work, self-assessment, observation etc. should also be used as alternatives or supplementary to exams. For effective realization, different guidelines would be prepared at all levels of educational institutions (MoE, 2012). In fact, identifying difficulties, assessing needs and providing supports on early are important in order to prevent repetition, dropout and other related disabling conditions. Due to the lack of assessment, identification and support, children with disabilities are likely to repeat and dropout (MOE, 2005).

2.4.6. Lack of Parental and Community Involvement

Implicit in the philosophy of inclusive education is the significance of the role that parents play in making decisions about their children and in the support of the children through their education (Engelbrecht et al. 2005). Shared ownership among educators, administrators, parents and learners, the shared responsibility for nurturing the development of all learners,

and making sure all needs are met in an effective manner in inclusive schools. Parents are central resources as primary care givers of their children in the education system. Parents are considered partners with teachers and other professionals in ensuring appropriate education for children (Engelbrecht *et al.* 2005).

There are diverse understandings amongst parents on their involvement with teachers in schools (Engelbrecht *et al.* 2005). In many instances, the positive involvement has facilitated the education of a child with barriers, through communication, commitment, equality and respect for successful relationships, in an inclusive school. It is also the experience of many educators, that many parents are neither willing, nor able, due to a variety of reasons, to support their children in the schooling situation. This places enormous stress on teachers for addressing the needs of all learners in their large classes.

The result is that special needs learners lag behind. Shared ownership and better understanding among professionals, parents and learners for inclusive education is critical though not the only determinant for successful inclusive schools. Parents can be very instrumental in the success of inclusionary placements for their children. They can collaborate with schools and community members to create and support inclusive education programmes and encourage other parents to support inclusive programmes. Parental involvement in schools is related to children's increased academic achievement (Bronfenbrenner 1974, Laurel *et al.*2002). Intervention strategies were more effective in improving academic performance than those where parents were not included (Laurel *et al.*2002).

2.4.7. Policy and Practice

The degree of inclusion in each country has been determined by inclusive education is referred as when students with disabilities participate in their general education classroom with their non-disabled peers. They are taught by a regular education teacher and participate in class activities and lessons that may be adapted for their individual needs. Students with disabilities may also spend part of their day in a special education classroom to meet their academic, social and behavioral needs (MoE, 1994).

Ministry of Education in Ethiopia has tried to implement inclusive education with various efforts. However, the implementers (teachers found in different schools) are seen as they lack

adequate knowledge and orientation about inclusive education. This part of the research tried to review literature related to inclusive education as it is the topic of this study.

According to Hammond and Ingalls (2003), many gains have been made with regard to including students with disabilities in general education classrooms, yet there is still more improvement and progress to be made. Today, many schools implement inclusion in different capacities.

2.5. Opportunities and Benefit of Inclusive Education

Even though there are some challenges of implementing and practicing inclusive education, there are opportunities as well. Educating children with disabilities in various schools is an advantage for everyone (Mihai, 2017). It provides students with disabilities access to students without disabilities access to curricula and textbooks to which most other students are exposed (Disabilities in Ethiopia 2005). It developed out of a strong belief in human rights and social justice, it perceives separate special education as dehumanizing, labeling, ineffective and expensive disability in Ethiopia 2005). Generally, some of the opportunities to provide inclusive education in Ethiopia context include:

2.5.1. The Constitution of FDRE

The Constitution of Federal Democratic Republic of Ethiopia (FDRE, 1995), under article 9, stipulates that all international agreements ratified by Ethiopia are an integral part of the law of the land. It has also elaborated that all legislative, executive and judicial organs have the responsibility to respect and enforce what is embodied under that section, which should be done in conformity with human rights considerations (Art.9:4). This reveals that all international agreements that have been ratified by the country should be implemented and the concerned bodies should play an important role for the implementation.

2.5.2. The Education and Training Policy

It confirms the importance of early childhood education. It has further confirmed that efforts should be made to enable the handicapped and the gifted learn in accordance with their potential and needs (ETP, 1994). But when we see the practice in the country, there is very little efforts made to enable the learners according to their needs and potential.

2.5.3. Building and Providing Facilities

Inclusive education has many advantages for children with disabilities as well as parents, schools, teachers and society. This leads the government to provide more facilities. As the government wants to implement and practice inclusive education, it builds more schools and provides more facilities which do not only benefit disabled children but everyone around them. Building more facilities encourages more children to be in schools because lack of facilities becomes the barrier for many children who find themselves out of the school system (Obeng-Asamoah, 2016). This problem has led many children to drop out of schools when there are not sufficient facilities to accommodate them (Gadagbui, 2010).

As more facilities are provided, it encourages more children to stay in schools and this also encourages teachers to develop a positive attitude towards children with disabilities (Alhassan, 2014). Creating more facilities reduces the number of students in a classroom to help the teacher have time to focus more on each student. The result is that when teachers get more time for all the children, they also have time to encourage their students to help one another in the classroom.

Furthermore, as the government builds or provides more facilities, it effectively reduces cost because it is more economical to build facilities that accommodate and benefit all children than building separate facilities for disabled children (Obeng- Asamoah, 2016). As the government reduces cost by providing facilities to benefit everyone, they can use the remaining money to help train more teachers and develop expertise to help the teachers handle and teach diverse students in the schools (Agbenyega, 2007). As teachers are trained, they get innovative ideas, techniques, teaching approaches and styles to teach disabled students. This develops teachers to be creative and innovative in their teaching strategies (Gadagbui, 2010).

As more facilities are provided and teachers are trained, this encourages the implementation and practice of inclusive education to become effective. This then leads to the provision of appropriate teaching aids and equipment to support all children to learn which makes children's needs and interests taken care of. Furthermore, it encourages more flexibility in the teaching methods and approaches by teachers (Gadagbui, 2010). This furthermore leads to positive attitude developed by teachers and children. Therefore, inclusive education

encourages the government to provide more facilities and resources to support its implementation and practice.

2.5.4. Developing Positive Attitudes

Inclusive education puts both non-disabled and disabled children in the same classroom with teaching approaches that benefit all of them. The environment is free and safe. There are facilities to accommodate all children and this encourages everyone to develop positive attitudes towards disabled children. When teachers are educated, trained, and supported in inclusive practice, it helps to develop positive attitude and behavior towards disabled children (Alhassan, 2014). This encourages teachers to teach and train their students to do the same. And argue that teachers need to apply teaching approaches that include children with disabilities which makes them respect and encourage their students to do the same.

Gadagbui, (2010) added that as children are encouraged to respect each other, they play, work, study and help one another when one is in a difficult situation or does not understand the subject being taught in the class. It brings about collaborative learning as they study together. This makes children with disabilities feel accepted by their peers and encourages children to stand up for one another to prevent any discrimination among them (Obeng-Asamoah, 2016). They develop mutual respect.

Moreover, families and society develop positive attitudes as well when they have knowledge about inclusive education. It promotes a union between the school and parents, making teachers and parents help each other in helping disabled children within schools. This encourages parents who want to withdraw their children from schools to reconsider their choices (Gadagbui, 2010). As argued by Slee (2011), everyone should be able to understand the importance of inclusive education which leads people to embrace and support all children with disabilities in the schools and communities. This leads people in the communities to help them do their homework as well as other activities (UNESCO, 1994).

As children are supported and encouraged, it brings them closer to people which helps them all to develop a positive attitude and good behavior others (Agbenyega, 2007) and this leads

them to participate in the society as well. Inclusive education leads people to develop positive attitudes towards disabilities.

2.5.5. Developing Themselves and the Society

Developing good behavior towards children with disabilities encourages them to participate in the school activities. It helps them to get a proper quality education to develop themselves. Inclusive education promotes quality education and social development for disabled children (Mihai, 2017). As they develop themselves, it leads them to participate in activities and work to develop the society and nation. As they better situate themselves in society, it generates people to accept, appreciate and respect them. This leads to the development of the nation because it encourages them to do more for their country.

As stated by Ametepee and Anastasiou (2015), disabled children have the chance to do life skills activities such as weaving baskets for trading in the country which helps to generate incomes for them and the government and the government uses the income to develop the nation. Mihai (2017) stated that it brings advantages in respect of the evolution of the society, on the labor market, more income to generate from the work they do as well as other children to develop the country.

Furthermore, as disabled children are developing themselves, acceptance, appreciation and respect from people around them is generated and this helps to bring tolerance and harmony among people in the country. This helps to develop the country by creating a better future for today's generation and the generations to come and to a greater degree, include everyone whether disabled or not to live together in society (Mihai, 2017). It increases social inclusion, builds relationships, encourages networking and gives opportunities to people to interact among themselves as with other communities and nations (Gadagbui, 2010), thus, preparing all for inclusive life and society in the future. Therefore, it is important to implement and practice inclusive education for disabled children to develop themselves and their country. Each and everyone's contributions help in the development of the country.

3. RESEARCH DESIGN AND METHODOLOGY

The nature of this research is essentially qualitative. McMillan and Schumacher (2001:398) maintain that qualitative researchers investigate in depth small distinct groups as the researcher is concerned with understanding the social phenomenon from the research participant perspective. The intent of this research is to determine the challenges and opportunities related to implementation of inclusive education in primary schools of Harari Regional State. The informants would be given a platform to express themselves in the interviews, Focus Group Discussion, observation and document analysis, explaining how they feel about inclusive education. They would be given an opportunity to make suggestions on how to improve inclusion in schools and what the teachers concerned actually need to do in order to be successful in the management of inclusion.

3.1. Description of the study area

This research was conducted in Harari Region. Harari Region is located about 526km E of Addis Ababa specifically located at latitude $9^{\circ} 20'$ N and longitude $35^{\circ} 41'$ E on geographical map. These sites are the main study areas because a participant with inclusive education especially resource classroom are found in the schools of this region. The study was be conducted in four selected primary schools. According to Harari Regional State Education Bureau, seventeen cluster primary schools are there in the Region. The researcher has chosen these cluster primary schools because there are no available previous studies conducted in that area regarding the challenges and opportunities related to implementation in inclusive education of Harari Regional State.

3.2. Research Design

In any kind of investigation, participants and investigators construct their social and cultural surroundings in diversified ways from their individual points of reference. According to Magilvy and Thomas (2011), the way individuals perceive their environments and give meanings to different aspects can be influenced by many factors such as culture and environment.

Qualitative approach design study was used to conduct this study because the researcher would be interested in exploring issues and presenting them in a narrative manner. The rationale behind the choice of a qualitative survey study was to explore the phenomena under investigation in an exhaustive manner by analyzing the perspectives of the participants. The researcher wants to gain an in depth understanding of the complex social dynamics that influence programs in this case, inclusive education Creswell (2003).

3.3. Sources of Data

In this study, participants were selected purposefully based on their field of study and responsibilities. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research (Patton, 2002). The criteria would be different education areas, disabilities categories, and richness of information about special needs and inclusive education policy implementation. For this study, selection would be based on participants from the categories of visible disabilities, which can easily be identified. Amongst the participants are educational officers, special needs professionals, school principals, supervisors, teachers and students with different disabilities as information sources.

3.3.1. Primary Sources of Data

The primary sources were individual participants in the interview and focus group discussion. The participants would be teachers, students, principal, educational bureau officers, woreda supervisor and experts in special needs education.

3.3.2. Secondary Sources of Data

The secondary sources of data were reports, plans and different documents like policy, directives, unpublished papers, standards and other relevant documentation used at all levels of the administrative hierarchy.

3.4. Population, Sample Size and Sampling Techniques

The study targeted school teachers, principals and students in the selected government primary schools in the seventeen cluster centers. The sample sizes of the study from target population

includes inclusive cluster schools around four schools, Ras mokonnon, Gay mederesa, Dakar and Aw-umar of teachers and students, school principals from the seventeen clusters and the current researcher used simple random sampling technique through lottery method sampling because teachers are key implementers of inclusive education.

Table 1. Population, Sample Size and Sampling Techniques

Name of schools	participants	population	Sample size	Sampling techniques
1.Dakar	Students	48	5	Purposive
	principal	1	1	Available
	supervisor	1	1	Available
	teachers	24	3	Simple random
2.Aw-umar	Students	45	5	Purposive
	principal	1	1	Available
	supervisor	1	1	Available
	teachers	14	4	Simple random
3.Gey Mederesa	Students	51	5	Purposive
	principal	1	1	Available
	supervisor	1	1	Available
	teachers	31	3	Simple random
4.Ras Mokonnon	Students	47	5	Purposive
	principal	1	1	Available
	supervisor	1	1	Available
	teachers	32	3	Simple random
		300	42	

3.5. Data Collection Instruments

By using focus group discussions (FGD), Interview and document analysis the researcher used different data sources to validate and crosscheck findings. Creswell (2003) discussed basic types of qualitative data sources: interview, documents and audiovisual materials. For the purpose of this study interviews and review of documents as instruments of data collection would be employed to answer the research questions.

3.5.1. Interview

The purpose of interview was to view a situation from the other person's perspectives. Qualitative interviewing starts with the assumption that the active of others are meaningful, and able to make explicit (Patton, 2002, Dawson, 2000). The interview guide was employed unstructured guidelines. As a result, researcher carried out in stages of interview, the first one conducted face-to-face interview for three teachers, three supervisors, two special needs experts and four principals.

3.5.2. Focus Group Discussions (FGD)

Focus Group Discussions (FGD) would be conducted with inclusive education teachers and students with disabilities and students without disabilities. The purpose of focus group discussion was to solicit information on how teachers, the supportive staff and peer relations and negative attitudes affect education of children with special needs education in schools. It would also envisage that beneficiaries would be in a position to provide information on what they perceive to be the constraints and opportunities of children with disabilities access schooling and how it affects their performance.

There were three focus group discussions with participants in each group being 10. The researcher also used ten teachers, and twenty students for focus group discussion. Each participant would have freedom for discussion and own moderator then the whole discussion would be recorded in audio tape.

3.5.3. Observation

When observation is used in qualitative research, it usually consists of detailed notation of activities, events, and the contexts surrounding events and activities (Creswell, 2003). Taking into consideration, the above strengths of observation the current investigator then observed the activities of primary schools on the special needs/inclusive education for those who have special needs. The focus in this observation was on the implementation of inclusive education policies in the selected sites and accessibilities of service providers of each offices and the physical setting of the school compounds. During the observation, the learning materials (braille texts, references, hearing aid, maps, mathematical instruments, etc.) the buildings

suitability, the other physical environments, the classroom settings, the offices layouts, the teachers' treatment and others were observed.

3.6. Procedure of Data Collection

The researcher went through a series of data gathering procedures to answer the basic research questions raised. The data gathered by using interview, focus group discussion and document analysis. After making agreement with concerned participants, the researcher introduced his objective and purpose. The main data collection instrument for this study was interview, which was unsemi-structured and open-ended. The interview was conducted with the selected participants who were especially for this study selected.

The interview guide remained flexible so that other important information, which could have helped to answer the research questions, could emerge as the interview was in progress. Based on the permission of participants, sufficient number of (based on the willingness of the participants) interview session were recorded by audiotape to capture the full meaning of the participants' perspective on the issues. Each interview session lasted for around an hour to one and half hours depending on the issues and willingness of the participants.

3.7. Method of Data Analysis

The data were collected from teachers, students and directors are interpreted the in form of narration words. The qualitative data were used to provide result in narration form and the key teachers, students and written and explained. Hence, this study dealt with analysis and interpretation of the participants' response that was gathered through the interview, focus group discussion and observation are to analysis by narrative words.

3.8. Ethical Considerations

The study was conducted in a private and confidential manner and all the important research ethical principles were observed. The investigator ensured the study was conducted in an honest and accountable manner. One of the central obligations that field researchers had with respect to those they study was to guarantee of anonymity via the assurance of confidentiality.

The researcher informed the interviewees that their involvement was entirely voluntary and that they were free to withdraw from the study at any time if they felt threatened. Furthermore, researcher guaranteed them that the collected material would be for academic purpose only and that a high level of confidentiality would be maintained. This was to avoid harming the participants. The investigator also acted as a participant and not a judge with the intension to share their experiences.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter, data obtained from Harari Regional Education Bureau, woreda supervisors, Experts, school principals, teachers and students in some selected woredas through in-depth interviews, focus group discussions, documents analysis and observations presented and analyzed. By focusing on similar issues related to inclusive education in the various interviews and focus group discussions, attempt has been made to analyze the data. Then the data have been thematically analyzed and presented.

The data generated from the participants using the tools indicated above have been organized into meaningful and manageable units and patterns. Finally, the current investigator recombined the evidences to address the initial propositions of both theoretical and rival explanations.

4.1. General characteristics of the respondents

No	Respondents	Male	Female	Total
1	principals	3	1	4
2	teachers	8	5	13
3	supervisor	3	-	3
4	expert	2	-	2
5	students	13	7	20

This part deals with the demography of the respondents from whose data were gathered in selected woredas of primary schools teachers and woreda supervisors to gather detailed information regarding the challenges and opportunities related to the implementation of inclusive education in primary schools of Harari Regional State. Hence, three (3) of woreda supervisors, principal four (4), special expert two(2), students are twenty (20) and ten (10) teachers were males and three (3) were females. This shows that the contribution of males in woreda supervisors was high and the males' contribution of teachers were better than females.

4.2. The Implementation of Inclusive Education

In focus group discussion and interview as teachers response said that;

“To easy implementation of inclusive education in primary schools by using different materials, giving equal chance to participate in teaching learning process, to empower the students who participate in inclusive education but, lack of sufficient training, lack of resource” are reflected”.

Another teacher also established that with the level of confidence and sense of normality students with disabilities maintain through inclusive education, they would be encouraged to do what is in their capability.

In line to this the above findings supported by Clough & Corbett, 2000 strongly assert that there is need to develop teachers who are interested in enhancing the welfare of children with disabilities teachers who love and respect children; those who can acknowledge and are ready to stimulate children use their knowledge and creativity.

Researcher suggests that school teachers who hold more negative attitudes towards inclusion do not make efforts to learn and apply successful strategies that help learners with disabilities. The implementation of inclusive education, if provided well, is believed to help students with disabilities to transform into active members of society.

Another participant added that in focus group discussions;

“Students tell their perception concerning the implementation of inclusive education, they said that “the consensus of the findings is that those with and without disabilities wanted the same activities, books, homework, grading criteria, portfolio and grouping practice”.

The school principals emphasized this particular role of inclusive education when they said that;

“It enables students with disabilities\inclusive education to participate in social, political, and economic activities as they would be able to innovate, create income, get employment and develop a sense of independence”.

Anther principal also underscored the significant role of special needs education/inclusive education in providing access to education for students with disabilities because the issues of

access itself is very much linked to the availability of special support particularly for students with severe disabilities.

Both in focus group discussions and individual interviews teacher respondents have similar observations regarding the implementation of inclusive education and with their proximity to the everyday experience of students with disabilities, they reflect even more on the matter. Some of the teachers say,

“Lacks of implementation of inclusive education are: due to insufficient training, lack of resource, lack of funds to support instructional needs”.

Generally, in focus group discussions and interviews, respondents said that, “the implementation of inclusive education in primary schools is very difficult because lacks of sufficient training, lack of resource, lack of funds to support instructional needs are nearby”.

According to Frederickson et al. (2014) stated that Educational policies cannot be implemented if there are no resources. Resources are required in teacher preparation as well as offering them continuous professional development courses, workshops and seminars so that they keep on updating themselves with current issues in the education sector. In this study, most of the respondents, by a large, acknowledged the little attention given to inclusive education although they see the worth of it for those students who are not able to enjoy the full benefits of education in the absence of special support.

Therefore, the researcher argued that the teachers gain training to teach children with disabilities when they are required to teach in an inclusive setting. As a result, discriminatory attitudes and feelings of isolation can eventually be reduced as the learning and integrating confidence of students with disabilities /inclusive education.

4.3. Challenges for the Implementation of Inclusive Education

An expert respondent said,

“At regional level clearly indicated that there is a critical shortage of learning aids for students with disabilities, and even more, teachers with disabilities work with little or no supportive materials. Besides, absence of formal training for school communities to

raise their awareness on disabilities and shortage of trained experts to help students with disabilities has made school life for inclusive education all the more difficult.”

Teacher confirms that the implementation inclusive education lacks appropriate environment lacks appropriate. Another Teacher also reflected that:

“There’s no responsible body at school level to work on the identification of students with disabilities and to treat them accordingly. Because a policy cannot be implemented if adequate resources are not provided. In the case inclusive education policy implementation, teachers need to be trained and their capacity of enhanced, mainstream schools need to be restructured and assistive devices provided for students with disabilities; yet the government is so reluctant in investing in this important area.”

The above findings supports to Melcher cited in Boone, (1993) challenges are immense as critical shortage of experts to explore problems related to special needs education in the country defines the status of the field.

Therefore, the selected primary schools which should be free for all children or young people. There seems to be confusion for subsequent bureaus and offices as to which designate for addressing issues pertaining to special needs education or inclusive education.

4.3.1. Teachers’ Responsibility

One of Interviewed teacher said;

“Students with disability in a mainstream classroom can learn well if they get cooperation and help from other. In my class, there is a student who has problem of educable intellectual disability. He further added, the first two years, his mother brought him by force to school and after some time he had to hide himself under the drainage. Later he started to come to school all by himself”.

In line to this finding concur to (Carpenter, 2001) Poorly trained and unqualified teachers, lack of supportive structural leadership and capacity of resources and lack of interest in education on the part of parents and students are also associated with low quality of education

Another Respondent mentioned

“I would teach students with disabilities coordinating them well with non-disabled students in my class. It my duty to ensure a warm environment in my classroom where everyone is cooperative and friendly.”

Another respondent said,

“Teachers need to be more careful when students with disabilities\inclusive education are enrolled in their class. Thus, the capable teachers are required to adapt their own teaching methods and modify the curriculum so that all students with special needs can have opportunity to teach”.

As a researcher observation;

In selected primary schools negative attitudes and misconceptions of the teachers as well as school administrators towards students with disabilities have a great impact on the provision of required special needs education.

The researcher also observed lack of collaboration among government bodies and other stakeholders has been very weak and similarly on the need for teachers to support the development of social skills among students with disabilities.

Therefore the above findings similar to (Muthukrishna, 2000) it is obvious that unavailability of these conditions on teachers and administrators likely to affect implementation of the special needs education inclusive education. Besides, teachers (professionals) have to have a good morale towards teaching by shaping feelings of satisfaction or well-being.

4.3.2. Teachers’ Knowledge, Skills, and Attitudes on SNE/Inclusion Documents

One of the interviewer showed that had poor of knowledge on how to help students with disabilities\inclusive education and with special needs to meet their needs. Another teacher respondent indicated that they had taken Special Needs Education as a common course.

Another teacher respondent said;

“The school ordered all teachers to identify the students with special needs and disabilities (he wouldn’t use slash while talking. Be careful with such details) in their classrooms, and then sometimes teachers identified twenty students as naughty students, talented and gifted from just one classroom, but it is very ambitious and exaggerated. It indicated that they lacked knowledge. Teachers did not understand their students’ problems.”

In order to support the students with disabilities\inclusive education effectively, teachers should have additional skills, and knowledge like Braille reading and writing, mobility and orientation, and sign language. The teacher respondent said,

I did not have any ability to understand Braille, sign language and related materials at all. I am telling the truth, I did not have time to train in such skills and at regional state the professionals do not get a chance to participate in workshop and training for that matter this problem occurs.

A principal respondent also stated:

Teachers and I could not identify the problems of students with disabilities and they do not have trainings on Braille reading/writing, sign language and the others. In addition, they dislike teaching students with disabilities together with non-disabled students. For instance, at the beginning of the 2011 academic year, the students with disabilities expert proposed and we transferred an educable intellectual student to grade one from the segregated classroom, however, a teacher denied the student acceptance.

A teacher explained:

“The cause of why they were ignorant: Our School has none of these documents. It is important to know about legal frameworks, program strategies as well as national plans. I have never heard of that law and haven’t read it yet”.

Another respondent said,

I sometimes heard in the media that December 3 marks Disability Day, but not too much about these documents. A question raised for school principals on what kind of rules, regulations, programs and strategies have been circulated to the schools from the higher levels. Respondent answered, there was only a letter written to us to establish a disabilities club and assign a focal person. In fact, there was no document concerning students with disabilities and /Inclusive education. The same question hoisted for the sample woreda and a respondent said, “There is not any rules, regulations, programs and strategies in the woreda level, we know only the data format that we filled the prevalence of disabilities in primary schools every year.

A Woreda Education Expert replied,

“I and my staff have no knowledge on local and international disability legalizations, strategy of SNE/IE, conventions of RPDs.” This implies that the Woreda experts could not support the school community in treating the students with special needs\inclusive education and in other relevant activities.”

Therefore, the above finding supported by (UN 2006) which Ethiopia ratified in 2012 that had no knowledge support the school community in treating the students with special needs\inclusive education and in other relevant activities of Rights for Persons with Disabilities.

4.3.3. Lesson Planning

The interviewed teacher respondents appeared to be negative towards preparing separate or special lesson plans for students with disabilities /inclusive education.

One teacher demonstrated this negativity stating,

“To speak truly, I did not prepare any content separately for students with special needs, but a plan sometimes makes itself up in my brain and I work out some additional tasks in the class. With a heavy workload I have, I can’t prepare additional tutorial or make up the regular lesson plans even ahead of time”.

This implies that lesson plans have to provide differentiated learning, teaching and assessment activities to ensure effective multilevel teaching.

The study conducted by DoE (2010) showed, the use of lesson plans for successful teaching is also another responsibility of teachers and to the guidelines for inclusive teaching and learning. In addition to one of the school principal added that *“forms of differentiation, teaching and assessment activities would be adapted at lesson plan level for learners who need specific additional support as a result of individual barriers to learning”.*

Another teacher respondent said,

“I myself and my staff prepared the lesson plans for the whole class; the lesson plan format also did not have a space for special plans for students with disabilities/ inclusive education”.

Again teacher respondent said,

“My class is too large and crowded. I used to assign each student to a seat and regularly rotate rows so all students have time in the front rows as well as the back rows. However, I put students with disabilities in the first rows especially students with visual impairment”.

Therefore, majority of the respondents had generally formal lesson plan they work out their heads. Some teachers did not appear well prepared for class with regard to classroom management, respondents expressed a number of challenges they have experienced with large class size.

4.3.4. Unseen Disability and Inclusive Education in Primary Schools

This section explores respondents’ opinions and experiences of unseen (hidden) disabilities. The term hidden disability refers to disabilities such as learning difficulties that are not visually obvious.

One of the respondent reported that “hidden disabilities were a problem for inclusion in their schools. They have no significant noticeable problem but they could not understand the lesson and they do not pay attention to the classroom activities”.

“Only true inclusive education with appropriate diagnosis can help these students. We need to get trainings and workshops and be aware of hidden disabilities and other respondents also reported that students with disability needed special attention and intervention to support access to ensure convenient learning environment for them”.

4.3.5. Assessment and Evaluation

“The interviewed the teachers reported, during examination times, many teachers did not know how they examine students with low vision. So, classmates help them”.

“Another teacher responded, there are two partial; visual impaired students in my class one of them did not see properly and she tries to read the paper by bringing it very close to her eyes”.

This implies that the assessment and evaluation system found to need modification in order to better embrace inclusive education.

In line with this, Lewis (2001) explained that assessment; record keeping are an integral part of teaching and learning for all students. This implies that assessment is the continuous process to identify where the students are in their learning.

Lubbe (2004:320) explains that the core purpose of all assessment within education is to promote effective teaching and learning. Assessment in the inclusive classroom helps in assisting learners in the learning process by gathering data to assist in the crafting of a well-structured programme of learning experiences to achieve the desired learning outcomes. Unfortunately, no one seems to consider a separate exam arrangement for he\ her. We just prepare the same types of exams, tests and quizzes and evaluated he\her similar to the others.

The other teacher respondents also shared these ideas,

“Not only they focused on formal, written exams but also continuous assessments such as group work, handwriting, evaluation of exercise books, practical works, and practices on the blackboard and doing homework entail similar expectations from students with disabilities as is the case with non-disabilities. Continuous assessment such as, portfolio, project work, self-assessment, observation etc. should also be used as alternatives or supplementary to exams.”

In line to this findings supported the study of, MoE (2012). For effective realization, different guidelines would be prepared at all levels of educational institutions.

Therefore, the researcher concluded the above findings the school should consider assigning another examiner for visual impaired students in order to support the quality of learning.

According to one respondent,

“The students with disabilities often scored lower in the examinations than students without disabilities. We make our judgments based on examination marks. According our evaluation, they have least marks”.

The student respondents shared the above ideas and one respondent (Visual impaired student) indicated,

“During examination, first, the examination papers are printed with errors and when we reported to get correction from teachers, they did not accept our reports. The examiner assigned is sometimes incapable of reading properly and starts later and then finishes at

the same time with the others who are non-disable students. This affects our performance in the exams although we sometimes get passing marks by chance”.

“Similarly, another teacher expressed his frustration with the evaluation system. In our school, there is inclusive education. We are trying to do everything for the children with disabilities, but the exam system and other treatments make our efforts worthless. Sometimes our critical comments on the poor exam performances of students with disabilities would even create inferiority complex among them”.

According to (MOE, 2005) accessing need to assist the school management and environment, knowledge and skills of teacher, social- cultural background and characteristics of learners as well as availability of adapted materials and equipment’s have to be taken into consideration case by case.

Therefore, the assessment system was further reported by oral report of students with disabilities being held back during the next examinations, as they did not meet for advancement to the next class. In fact, identifying difficulties, assessing needs and providing supports on early are important in order to prevent repetition, dropout and other related disabling conditions. Due to the lack of assessment, identification and support, children with disabilities are likely to repeat and dropout from inclusive schools.

4.3.6. Woreda Supervisors’ Knowledge on the SNE/Inclusive Education

Woreda supervisors (cluster officers) are field officers based in one school, but they are engaged in visiting and coordinating all schools in the woreda, supervising teachers and writing reports on what they observed in schools. As woreda supervisor respondents stated,

“I have 11 years of teaching and 3 years of supervising experience, but I didn’t come across any special needs \inclusive education courses in higher education institutions and workshops. Any educational programs introduced by the department of education are supposed to be implemented by teachers in schools, and should be monitored by the supervisors”.

For effective implementation of the Special Needs/Inclusive Education Policy, for this a woreda respondent said,

“I didn’t get the chance to train in the field of special education especially on sign languages, braille training so I could not assist teachers and schools, still the schools themselves more or less treated the students with special needs\inclusive education because there some teachers who have a little knowledge. It understood that school supervisors have not had this training. This makes it very difficult for them to enhance awareness and encourage teachers in the teaching learning process or to provide staff development programs on the latest developments in the education system”.

The woreda respondent also added;

“There are no supervision criteria for supervisors to assess teachers teaching students with special needs\inclusive education. Most of us reported generally on how teachers teach in classrooms and the learning of children. There is no guideline for teachers as to how to teach children with special needs. At the end, the report has submitted by each school to the regional education office. This helps to inform the policy and decision-makers on what are happening in schools”.

Therefore, the supervisors should encourage principals to provide up-to-date statistics on the number of students with special needs in their school so that the regional education offices should develop staff training programs for teachers on how to implement inclusive education to teach those students.

4.4. Challenges Related to Lack of Support in the School Environment

4.4.1. Facilities and Learning Materials

When special needs education was introduced in schools, the implementation process seemed to be based on the assumption that the presence of trained teachers with special needs education would help address the problems of students with disabilities\inclusive educations. As stipulated in Ethiopian Building Proclamation No. 624/2009, future buildings should have inbuilt ramp and lift/elevator services for the use of students with disabilities. The provision of essential materials and teaching aids was, on the other hand, insufficient.

It is clear that lack of physical facilities and lack of good climate in schools have impacts on the learning and participation of students with disabilities. For example, absence of teaching materials (aids), inconvenient classroom arrangements, inconvenient design of building, unavailability of water, and toilet like basic facilities can affect learning activities of children with visual impairment. Besides, a UNESCO (2003) survey states that lack of conducive

physical environment (activities) of the schools (centers) constrains both students with disabilities to participate and the range of learning activities in and out of classroom.

Respondents believed that getting support in the forms of assistive aids and appliances could help to significantly respond to the rights of children with disabilities. In practice, however, school principals said,

“The students with disabilities\inclusive education have not been adequately supported in schools with the essential learning aids as observation. Although segregated classes meant for students with disabilities utilize basic learning aids, these classes accommodate only a small portion of disabilities in schools. Most students with disabilities are often integrated into classes of students without disabilities whereby special support for students with disabilities is minimal or null”.

Teachers and school principals generally laud the integration of students with disabilities with their non-disabled counterparts in classes as a positive, non-discriminatory approach that helps students with disabilities build confidence and engage in effective learning. A school principal explains as follows,

“Students with disabilities learn with children without disabilities. There is no discrimination. They learn better in the general environment, in non-segregated schools, and within their culture. It’s also cost effective for parents to send their children to schools enrolling both students with disabilities and non-disable students”.

Indeed, it can be helpful for students with disabilities to learn together with non-disable students. However, in the absence of special supportive materials and intellectual assistance in such schools, the nondiscriminatory environment could not be effectively utilized by students with disabilities\inclusive education. Regarding creating friendly school environment, educational leaders at all levels, particularly school management bodies should strive to create friendly relationship between and among students with disabilities and their non- disabled peers, teachers, administrative personnel and supportive staffs by raising the awareness of the school community (MoE, 2012).

In one of the schools, there is a resource center with very little resource. Even then, it is located upstairs that students using wheelchairs cannot access it. This shows that the school environment was not in the first place accommodative of the needs of students with disabilities.

Still, there are some encouraging activities in some schools. One school, for example, has built a ramp for its toilets so that it lessens the difficulties for wheelchair users to access the toilets. Similarly, the endeavors for some schools to work with NGOs to meet the critical needs of some students with disabilities\inclusive education need to be appreciated. One respondent described the following activities in the school.

Teachers were asked to describe the value of resource material in making the inclusive program successful. The results showed strong support. All respondents agreed that relevant resources were essential for effective implementation of the inclusive policy because educational policies cannot be implemented if there are no resources. Resources are required in teacher preparation as well as offering them continuous professional development courses, workshops and seminars so that they keep on updating themselves with current issues in the education sector. In addition, teachers indicated that schools lacked necessary resources to help implement inclusive education.

It is indeed obvious that there should be enough teaching resources or materials in the classrooms for teachers to use in order to teach children with special needs. All the interviewees agreed with the statement and identified some resources that would be useful to make the inclusive program work. One teacher felt that the government should provide resources such as hearing aids, wheelchairs, and glasses for children who cannot see well to make teaching children with special needs effective.

“We need teaching resources and special equipment for inclusive education. The government has to provide the equipment and also find SNE experts and provide sufficient training and workshop for teachers in special areas”. When asked which disabilities need more equipment and learning resources, he replied, “I think special equipment and some reading and writing materials for the blind to use a proper desk for students with disabilities would do”.

4.4.2. Lack of Facilities

All the interview and focus group discussion respondent teachers agreed up on the following core influential factors in each school are;

The teacher –student ratio, unbalanced students –textbook ratio, the period load, Lack of (Awareness, trained SNE experts, commitment, trainings, and workshops). Absence of (Budget allocation, materials and devices, physical accessibilities, incentives), lack of good will, the insufficient special needs education course offered at higher institutions of learning (in colleges and universities), the information gap among teachers and the school management, negative attitudes of teachers towards accepting and educating students with disabilities\inclusive education (Davison, 2009).

In addition, teachers, school principal respondents, woreda education officers, the region and the expert shared similar prominent challenges that hindered the implementation of the inclusive education practices in primary schools, and in each hierarchical level region. The expert stated:

“There are many long standing challenges for my office, for Woredas and schools to implement the inclusive education strategy in the region, the common ones are: absence or lack of budget, lack of commitment at all levels, low level of awareness among Regional Education Bureau teachers and staff in general, lack of access, lack of appropriate data, poor training, inadequate Special Needs Education courses in higher institutions, absence\insufficient number of special needs education experts in each level, absence of focal person for disabilities in schools and lack of incentives for Special Needs Education teachers and students with disabilities, poor collaboration for doing tasks with stakeholders, and lack of forums for experience sharing”.

Similar responses were also elicited from respondents one of them enlisted the following as the most influential factors that marred the implementation of the Special Needs\Inclusive Education Strategy (Schneider – 2003).

The lack of awareness, lack of positive attitude towards students with disabilities and, absence or lack of budget, absence of assigned focal person (experts) at woredas, and even the insufficient experts at Regional State, lack of monitoring and evaluation, focus on theory while training special needs education experts. Regional Bureaus and training colleges do not collaborate with each other, absence of resource centers, and absence of collaborative work in all hierarchies, low or lack of expectations of teachers and peers, negative attitudes of family and non-disabled peers, lack of a friendly atmosphere in the classroom, and lack of interpreters for deaf learners.

Generally, as document report reflects, as observation reflects, the woreda, teachers and the school principals listed down lack of awareness, absence or lack of budget, lack of special needs education experts, lack of monitoring and evaluation, absence of resources, lack of curriculum adaptation, lack of commitments and negative attitude, lack of physical accessibilities, and lack of incentives as the main problems holding back the implementation of the special needs/inclusive education strategy.

4.4.3. Attitudinal Challenges

Walton, (2009:2) states that although there are a number of challenges related to training, capacity building and materials, three main challenges need to be addressed in these areas:

Vision - the challenge of vision involves faulty conceptions of inclusive education and negative and exclusionary attitudes.

Capacity - the challenge of capacity involves teachers lacking training in inclusive methodologies, overloading of teachers, low levels of parental involvement and children out of school and

Resources - the challenge of resources involves inadequate physical resources, shortage of human resources and lack of technical assistive devices and facility resources.

The participants in the study expressed their concerns regarding attitudes towards students with disabilities that need to be challenged. This is because traditionally, an individual with disabilities has held a very low status in society. The attitudes held against them are not favorable because they have been perceived as lesser beings not capable of doing some tasks. However, the workshops seem to be changing people's attitudes as explained by participants.

Change in attitude is not only aimed at parents, but at teachers as well. Researcher has indicated that a teacher has negative attitudes towards children with disabilities. This is perhaps the most important challenge for students with disabilities\inclusive education. It is often unavoidable that non-disabled students view students with disabilities\inclusive education as inferior whether students with disabilities are in segregated or integrated classes

although school principals and education bureau officials see relatively less discrimination in integrated schools.

Students with disabilities\inclusive education respondents both in mixed focus group discussions and in in-depth interviews, however, showed more concern to the discriminatory acts of some of their teachers. This is not to say that there are no supportive teachers. A partially disabilities student, for instance, acknowledged, some teachers allowed me to move my desk upfront to view the notes on the black board better. He also said some teachers dictated their notes in order to help me. However, he also faces refusal of other teachers who are not willing to understand his situation.

In my view, not all teachers support students with disabilities\inclusive education. In fact somebody said that; other students are demoralized by some teachers who dare to say (bad). This is discouraging and demoralizing. Teachers also seem to reveal their attitudes toward students with disabilities by way of ignoring them in class altogether. Some teachers, according to a student respondent, do not care at all. The same respondent said that,

“The majority of teachers are careless even during class activities. They do not ask questions from those students with disabilities as observation. As they regard them as lazy students, they do not expect correct answers from students with disabilities\inclusive education. The school officials indeed confirmed that some teachers show reluctance to assist students with disabilities.”

Teachers for the intellectual disability students closely monitor the progress of students and transfer educable disability students to formal classes. Nevertheless, the principal complained, teachers are not interested to accept educable students with disabilities into their classes.

Apparently, teachers may eventually take in such students in their class as a matter of school obligations, but it is not difficult to imagine their lack of commitment to supporting these students given their disinterest. According to Gezahegne (2010) Teachers attitude have been considered as one of the major factors guaranteeing the success of inclusion of students with special needs, but from the respondents responses the teachers’ attitude towards the implementation of the special needs education seems to be in launched by negative attitudes towards students with disabilities\inclusive education.

On the contrary, negative attitudes and misconceptions of the teachers as well as school administrators towards children with disabilities\inclusive education have a great impact on the provision of required special needs education (Schmid and Nagata, 1993).

4.4.4. Socio-Cultural Challenges

On the interview a respondents are said;

“Some parents, communities are to see disability as curse, sin and as shame for this reason they are to isolate their child from education”.

The findings may be that the respondents, socio-cultural challenges are one of influential factors for the children with disabilities in Ethiopia. Most people in Ethiopia still believe that people with disabilities have nothing to contribute to the community. Because of these beliefs, parents feel that it is waste of time sending their children with disabilities to school. They keep them at home and involve them in basic household jobs.

According to Bevan-Brown, cultural influences have a big impact on the education of all children. For example, culture determines which disabilities receive more attention in an education system. It is therefore important for the schools as well as for teachers to understand the cultural backgrounds of the children they teach (Bevan-Brown, 2003).

Ethiopia is a multi-cultural and multi-lingual nation. Parents’ beliefs of enrolling children with disabilities into schools are different. The attitudes need to be changed. Children with disabilities should enrolled and participate equally with the children without special needs. Parents need to develop a new and positive approach to special needs and need help to see the value of education for their children.

4.5. Practical Opportunities of Inclusive Education

As principal respondents, students with disabilities\ inclusive education to participate on different areas like to participate on mass media, on different clubs, and debate, creating more facilities reduces the number of students in classroom to help the teacher have time to focus more on each students, the result is that when the teachers get more time for all the students, they also have time to encourages their students to help another in the classroom, relationship,

to save time ,economically, and human power. Furthermore, as the government builds or provides more facilities, it effectively reduces cost because it is more economical to build facilities that accommodate and benefit all children than building separate facilities for disabled children (Obeng -Asamoah, 2016).

As more facilities are provided and teachers are trained, this encourages the implementation and practice of inclusive education to become effective. Educating students with disabilities/inclusive education in the various schools is an advantage for everyone (Mihai, 2017). Also to respect each other, they play, work, study and help one another when one is in a difficult situation or does not understand the subject being taught in the class, it brings about collaborative learning as they study together.

As respondent said,

“It gives the students self-satisfaction and he/she is able to fit in and interact freely in the society like any other normal child. This would motivate them and have a positive perspective in learning. This improves their ability of doing things and they are able to accept their status of development holistically”.

Opportunities get stunts with disabilities\ inclusive education to participate in educational process, develop themselves and their potentials, be productive and develop the nation, gaining knowledge and skills. This makes students with disabilities/inclusive education feel accepted by their peers and encourages children to stand up for one another to prevent any discrimination among them (Obeng-Asamoah, 2016). They develop mutual respect.

It increases social inclusion; it encourages more flexibility in the teaching methods and approaches by teachers builds relationships, encourages networking and gives opportunities for people to interact among themselves as with other communities and nations (Gadagbui, 2010), thus, preparing all for inclusive life and society in the future.

Generally, opportunities of inclusive education lead people to develop positive attitudes toward disabilities and to encourage the government to provide more facilities and reduce to support its implementation and practice.

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary

The major purpose of this study was to identify the challenges and opportunities related to the implementation of inclusive education in primary schools of Harari Regional State. In Ethiopia, implementation of inclusive education has long suffered insufficient recognition and little understanding among government bodies at various levels, schools and the society at large. In this study, most respondents, by and large, acknowledged the little attention given to special needs education/inclusive education although they see the worth of it for those students who are not able to enjoy the full benefits of education in the absence of special support.

Forty two participants responded to the research interview and focus group discussion. From these participants, 12 of them were involved in interview and 30 were involved in focus group discussion. This study has focused on identifying the challenges and opportunities related to the implementation of inclusive education in primary schools of Harari Regional State.

Some major factors that challenge the implementation of inclusive education policies, programs, strategies on Special Needs Education/Inclusive Education are; lack of awareness about inclusive education policies at woreda and schools (primary), absence of budget allocation in regional state, lack of due attention on the side of the woreda and schools planners, experts and decision makers, lack of physical accessibilities, absence of assistive devices and materials, lack of commitment and the others.

On the other hand, Students with disabilities who are learning in regular schools are facing lack of necessary educational assistive materials such as Braille materials, slate/styles, canes, hearing aids, JAWS (Job Access with speech) and others. Inconvenient school situations and unavailability of trained experts, poor physical facilities (buildings, playing fields, toilets, roads, ramps, etc.) are the major serious problems in the quality of inclusive education provision. In addition, poorly trained and unqualified teachers would affect quality education provision in inclusive education, lack of support, structural leadership, and financial resources in the regional state.

The provision of essential materials and teaching aids was, on the other hand, insufficient in the teaching practice; the following core influential factors are living for the long time in each school. These are: The free promotion education policy, the teacher –student ratio ,imbalanced students–textbook ratio, the period load, lack of (awareness, trained SNE experts, commitment, trainings, and workshops), absence of (budget allocation, materials and devices, physical accessibilities, incentives), lack of integrity or kindness, the less economical background of teachers, the insufficient special needs education course offered at higher institutions (in colleges and universities), the information gap among teachers and the school management, and negative attitudes of teachers to accept and educate students with disabilities with others.

In general, from the different challenges point of view, the teachers' attitude towards the implementation of inclusive education is mostly challenged and negative. Finally, all responsible bodies, government and non-government organizations have to play a prominent role in the implementation of inclusive education for all students with special needs.

5.2. Conclusions

From the major findings the researcher concluded several important issues emerged which need to be addressed. First, many teachers and woreda supervisors in this study have not the knowledge of inclusive education, policies, programs and strategies and yet it was quite interesting to find out that they were teaching students with special needs. Students with special needs were not getting the necessary support and educated with other children without special needs. Teachers also pointed out that attitudes of peers and parents were important for the progress of inclusive education program. Hence, positive attitudes were needed to teach and support children with special needs/disabilities in regular schools.

Second, teachers in this study have raised concerns that in order for the inclusive education to be implemented effectively in regular schools, teachers need more training in the field of special needs education. Financial assistance was considered very essential to implement effectively the special needs education/inclusive education.

Third, the study concluded major problems that are encountered during the implementation of inclusive education, Lack of trainings and workshops, Lack of trained SNE experts, uncommitted, absence of budget allocation, materials and devices, physical accessibilities, incentives, lack of good will, the poor economic background of teachers, imbalanced teacher–student and students–textbook ratios, the period load, the insufficient special needs education course offered at higher institutions of learning, the information gap among teachers and the school, students related problems. The possible causes of the challenges were from factors related to the curriculum and its assessment, lack of a guideline on inclusion, lack of support and guidance from instructional leaders, and methodological issues.

5.3. Recommendations

In the light of findings of the study and conclusions arrived at, the following recommendations are forwarded as strategies for offering equitable basic education for all students/inclusive education.

- Attention must be paid to implement SNE/IE policies, strategies, programs, declarations and conventions to teachers, principal and supervisor in primary schools.
- The Region should work hard to ensure equal educational access and opportunities for primary schools community.
- The Regional Education Bureau, Regional State, Woredas and schools planners should include seriously the budget for Special Needs Education/Inclusive Education.
- The Regional State should hire SNE experts at Regional State level, Woreda level and in each school.
- The Regional State should establish resource centers in each school for the better treatment of students with disabilities.
- SNE teachers have to be competent enough in basic assessment, identification, and instructional skills in Braille, sign language, mobility and orientation, and knowledge.
- Providing Basic skills like Braille reading and writing, Mobility and orientation, sign language and knowledge of SNE training school should provide for all teachers and school principals.
- Provide its strategic plan to implement SNE/IE in regular schools system by participating in universities, colleges, health centers, educational experts, community members, civic societies, forums, religious leaders, parents, psychologists, sociologists and NGOs.
- Ongoing training in all areas of disabilities would provide the teachers with adequate knowledge and skills to cater for children with special needs. There needs to be training for specialists in different areas of disability support because currently there are no specialists available to provide such assistance.

This study is not the final method to indicate the problems and provide the solutions but it opens the way for others researchers to make investigation in these areas.

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APPENDICES

HARAMAYA UNIVERSITY

POSTGRADUATE PROGRAM DIRECTORATE

COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Appendix –A

Interview Questions for Teacher

Dear participant!

The purpose of this interview is to collect the necessary information. This interview is designed by post graduate student of the department of special need education and inclusive education who study Challenges and Opportunities Related to the Implementation of Inclusive Education in Primary Schools of Harari Regional State.

I. Personal information /Demographic data

Name of school _____ Woreda _____

Sex: Male Female

1. In your suggestion what are the main advantages of inclusive education?
2. As you are told me the main advantages of inclusive education, what about the implementation of your schools activities in applying inclusive education?
3. How can schools leader evaluate the implement of inclusive education in schools?
4. What the reasons for implementing inclusive education in your schools?
5. What are the reasons for that did not implement inclusive education in your schools?
6. What do you think the challenges of inclusive education in your schools?
7. How do you solve the problems and challenges that you faced in the case of implement of inclusive education? Did you discuss with other colleagues or report to principals or parents? What the response?
8. Dou you describe the oppotunities of inclusive education in your schools?

Appendix –B

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Dear participant!

The purpose of this interview is to collect the necessary information. This interview is designed by post graduate student of the department of special need education and Inclusive Education who study Challenges and Opportunities Related to the Implementation of Inclusive Education in Primary Schools of Harari Regional State.

Interview Questions for Principals

1. In your suggestion what are the main advantages of inclusive education?
2. As you explained the main advantages of inclusive education, what about the implementation of your schools activities in applying inclusive education?
3. How teachers implement inclusive education in schools?
4. What kind of rules and regulations, programs and others delivered to your school from Harari Regional State, woreda in relation to inclusive education?
5. During teaching learning process there may be many problems reported to your office what types of challenges are relating to inclusive education?
6. In order to access all students in text book and references what types of assistive materials devices available in library and laboratory?
7. Are there budget allocations for students with disabilities in a schools level?
8. What are the methods and strategies of teachers (regular or generals) to implement inclusive education in schools?)
9. How do explain the accessibilities of the schools compound?
10. What expect to do you for alleviating challenges from different levels of responsive bodies?
11. What is the merit of opportunities inclusive education for students with disabilities?

Appendix –C

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Dear participant!

The purpose of this Focus Group Discussion is to collect the necessary information. This interview is designed by post graduate student of the department of special need education and inclusive education who study Challenges and Opportunities Related to the Implementation of Inclusive Education in Primary Schools of Harari Regional State.

Guiding Question to Facilitate Teacher's Focus Group Discussion (FGD)

1. How do you describe accessibility of resources to enables students with special needs or inclusive education to participate fully in school activities?
2. Does the school have any mechanisms to share information among teachers about inclusive education?
3. Do you applying differentiated lesson planning in order to recognize the learning requirements of students with special need or inclusive education?
4. How do you make your class room culture to encourage positive effort and promote the performance?
5. Do you think student with special needs can benefit from being included in general class room?
6. Describe the challenges of the inclusive education that you phase in your school?
7. What do you think are possible causes of these challenges?

Appendix –D

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Dear participant!

The purpose of this Focus Group Discussion is to collect the necessary information. This Focus Group Discussion interview is designed by post graduate student of the department of special need education and inclusive education who study Challenges and Opportunities Related to the Implementation of Inclusive Education in Primary Schools of Harari Regional State.

Guiding Question to Facilitate Students' Focus Group Discussion (FGD)

1. Do you think your teachers have adequate knowledge, skills and back ground to teach the students with inclusive education?
2. Do you get an access of the resource room, library and other supportive materials like Braille and visualized and other devises to get your needs meet?
3. What do you think the challenges of inclusive education in your schools?
4. Do you think students with special need benefit from being included in general education class room?
5. What do you think the possible causes for the challenges of inclusive education?
6. What do you suggest to overcome the challenges of inclusive education in your school?

Appendix-E

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Dear participant!

The purpose of this Interview is to collect the necessary information. This interview is designed by post graduate student of the department of special need education and inclusive education who study Challenges and Opportunities Related to the Implementation of Inclusive Education in Primary Schools of Harari Regional State.

Interview Questions for Harari Regional Bureau

1. In your suggestion what are the main advantages of inclusive education?
2. What are the reasons for implementing inclusive education in the bureau level?
3. What are the problems did not implement inclusive education in the bureau level?
4. What do you think the challenges of implementing to inclusive education in the bureau level?
5. Is there budget allocation for special needs education program in the bureau level?
6. What are SNE or IE experts do in each level of educational sectors?
7. What are the status levels of inclusive education in the woreda level?

Appendix –F

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Dear participant!

The purpose of this Interview is to collect the necessary information. This interview is designed by post graduate student of the department of special need education and inclusive education who study Challenges and Opportunities Related to the Implementation of Inclusive Education in Primary Schools of Harari Regional State.

Interview Question for Woreda Supervisor

1. In your suggestion what are the main advantages (core values) inclusive education?
2. What are the reasons for implementing special need education/inclusive education?
3. What are the problems did not implement special need education/inclusive education?
4. What types of procedures, rules and regulation strategy came about the special need education/inclusive education and transferred from Harari Regional Education Bureau?
5. Do you explain for how the budget allocation utilized for special need/ inclusive education in woreda level and school level?
6. What do the special need education professional in woreda and school level?

Appendix –G

HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

DEPARTMENT OF SPECIAL NEEDS AND INCLUSIVE EDUCATION

Dear participant!

The purpose of this Focus Group Discussion is to collect the necessary information in Afaan Oromo. This Focus Group Discussion is designed by post graduate student of the department of special need education and inclusive education who study Challenges and Opportunities Related to the Implementation of Inclusive Education in Primary Schools of Harari Regional State.

Gaaffiiwwan isinnif dhiyaate irratti hundaa’uu dhaan gaaffiillee kanaa gaditti isiniif dhiyaate marii’achuu dhaan deebisaa.

1. Barsiisaan keessan baratoota fedhii addaa fi hunda hamatoo barsiisuu fi dandeettii gahaa qaba jettee yaadaa? eeyyee yoo jettef sababa kee ka’i
2. Meeshaleen barnoota addaa fi hunda hamatoo barbachiiisoo ta’an kan akka Braille, meeshaa handhuura gabbissaa, mana dubbisaa, fi kan kana fakkaatan akkataa fedhii isaanitti kan wal simudha jettee yaadaa?
3. Rakkoolleen baruu barsiisuu barnoota hunda hamatoo waliin wal qabatee jiru maal fa’i? yoo jiraate tareessi?
4. Baratoonni fedhii addaa qabani barnoota kanaan faayidaa addaa fi huda hamatoo irraa argatan jiraa? A) Eeyyee B) Lakki ,eeyyee yoo jeette tarreessi
5. Rakkoolleen baruu barsiisuuf keessatti barnoota hunda hamatoo sababa ta’uu danda’an tarreessuu dandeessaa? Eeyyee yoo jette, tarreessi?
6. Rakkoolleewwan barnoota fedhii addaa fi hunda hamatoo waliin wal qabatee jiru furmaatadha jettee kan yaadu ibsi?