



ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

INSTITUTE OF AGRICULTURAL AND DEVELOPMENT STUDIES

MASTERS PROGRAM IN SOCIAL WORK

**IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH
VISUAL IMPAIRMENTS FROM THE INDIVIDUAL EDUCATION RIGHTS
PERSPECTIVES; IN ETHIOPIA PRIMARY SCHOOLS,**

IN THE CASE OF ATSE TEWODROS PRIMARY SCHOOL

ADDIS ABABA

BY: TEWODROS SALEMOT

A THESIS SUBMITTED TO SAINT MARY UNIVERSITY SCHOOL OF
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BY: TEWODROS SALEMOT

ADVISOR: DR.HABTAMU MEKONNEN

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF ST.
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Declaration

This is to certify that the thesis entitled “**Implementation of Inclusive Education for Children with Visual Impairments from the Individual Education Rights Perspectives; in Ethiopia Primary Schools;** the Case of Atse Tewodros Primary School Addis Ababa”, submitted in partial fulfillment of the requirements for the grant of the Degree of Masters of Social Work in St. Marry University, is a record of original work carried out by me and has never been submitted to this or any other institution to get any other degree or certificates. The assistance and help I received during this investigation have been duly acknowledged.

Name: Tewodros Salemot

Place: Addis Ababa

Date: MAY, 2023

Approval of Dissertation

I hereby certify that I have supervised, read, and evaluated this thesis/dissertation titled, “Implementation of Inclusive Education for Children with Visual Impairments from the Individual Education Rights Perspectives; in Ethiopia Primary Schools; the case of Atse Tewodros Primary School Addis Ababa”, by Tewodros Salemot under my guidance. I recommend the thesis be submitted for an oral defense.

Dr. Habtamu Mekonnen (PhD)

Advisor's name

Signature

Date

ST. MARRY UNIVERSITY

DEPARTMENT OF MASTERS OF ARTS IN SOCIAL WORK (MSW)

Approval of Dissertation

As members of the board of examiners, we examined this dissertation/thesis entitled. “Implementation of Inclusive Education for Children with Visual Impairments from the Individual Education Rights Perspectives; in Ethiopia Primary Schools; the case of Atse Tewodros Primary School Addis Ababa” by Tewodros Salemot We hereby certify that the thesis is accepted for fulfilling the requirements for the award of the Degree of Master of Social Work in St. Marry University.

Board of Examiners:

External Examiner	Signature	Date
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Internal examiner	Signature	Date
-----	-----	-----

Chairperson	Signature	Date
-----	-----	-----

Advisor	Signature	Date
-----	-----	-----

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Table of Contents

Acknowledgments.....	i
List of Figures.....	v
List of acronyms and Abbreviations	vi
Abstract.....	vii
Chapter One	1
1.1 Background of the Study	1
1. 2. Statement of the problem.....	3
1.3. Objectives of the study.....	5
1.4. General objectives.....	5
1.5. Specific objectives	5
1.5.1. The specific objectives of the study are:.....	5
1.6. Research Questions.....	5
1.7 Significance of the study.....	6
1.8.1. Limitation of the study.....	8
1.8.2. Definition of Terms.....	8
1.8.3. Organization of the Study	9
Chapter Two.....	10
Review of Related Literature	10
2.1. Introduction.....	10
2.2. Definition and concepts of inclusive education:	10
2.3. The right to education of children with visual impairment under CRPD	11
2.4. International Policies on Inclusive Education.....	11
2.5. Overview of inclusive education policies in Ethiopia.....	12
2.6 Visual impairment.....	12
2.7 Theoretical perspectives underlying the study	13
2.7.1 Social Model	13
2.7.2 Social Model of Disability	13
2.7.3 A human rights-based approach to inclusive education for children with disabilities.....	14

2.8. Barriers to Inclusive Education.....	14
2.8.1 Social and Community.....	14
2.8.2 Societal Attitudes	15
2.8.3 Teacher Attitudes and Training.....	15
2.8.4 Resources and Materials	16
2.8.5 Economic Factors.....	17
2.8.6 Environmental Factors	17
2.8.7. Parents’ perceptions of inclusive education.....	17
2.9. Conceptual Frame work	18
Chapter Three.....	20
3.1 Introduction.....	20
3.2. Description of the Study Area.....	20
3.3. Research Design.....	20
3.4 Research Approach	21
3.5. Philosophical Stance of the research.....	21
3.6. Population	22
3.7. Sample Size.....	22
3.8. Sampling technique.....	23
3.9. Source of Data.....	23
3.9.1 Sources of Primary Data	23
3.9.2. Sources of secondary data.....	23
3.9.3. Data Collection Tools	24
3.9.4 Questionnaire	24
3.9.5 Qualitative methods of data collection.....	25
Interview	25
3.9.6. Observation	25
3.9.7. Methods of Data Analysis.....	26
3.9.8. Validity and Reliability	26
Chapter Four	31

Results and Discussions.....	31
4.1 Introduction.....	31
4.2 Demographic Characteristics of the Respondents.....	31
4.3 Descriptive Statistics of Study Variables.....	33
Chapter Five.....	46
Summary, Conclusion and Recommendation.....	46
5.1 Introduction.....	46
5.2 Summary.....	46
5.2.1 The gap between human right laws and the implementation of inclusive education current practices and implementation of inclusive education for children with visual impairment.....	47
5.2.2 Challenge that affects the inclusive education for Children with Visual Impairments.....	47
5.3 Conclusion.....	48
5.4 Recommendation.....	49
5.4.2 The Implication of the Study for Atse Tewodros Primary School.....	50
5.4.3 Social Work Implication of the Study.....	51
5.4.4. Implication of the Study for Policy Making.....	52
References:.....	54
Appendix 1.....	57
Appendix 2.....	61
Appendix 3.....	63
Appendix 4.....	66
Appendix 5.....	67
Appendix 6.....	7
Appendix.7.....	70
Appendix 8.....	72
Appendix 9.....	74

List of Tables

Table 3 1 Results of Reliability Analysis	27
Table 4 1: Demographic Characteristics of Respondents	31
Table 4 2 Students' Demographic Characteristics	32
Table 4 3 Response of Issues Related to The Right to Education	33
Table 4 1 The experience and implementation of inclusive education for students with visual impairment	36
Table 4 5 Major Challenges of Inclusive Education.....	39
Table 4 2 Students with visual impairment Response on issues related to implementation of inclusive education	43

List of Figures

Figure 1 The Conceptual framework	19
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List of acronyms and Abbreviations

CWVI	Children With Visual Impairment
ECDD	Ethiopian Centre for Disability and Development
EFA	Education for All
EMIS	Education Management Information System
ESDP	Education Sector Development Program
EFDRE	Federal Democratic Republic of Ethiopia (FDRE)
ETP	The Education and Training Policy
MoE	Ministry of Education
CWDs	Children With Disabilities
CRPD	Convention of Rights for Peoples of Disabilities
SENs	Special Educational Needs
SNE	Special Needs Education
SPSS	Statistical Package for the Social Sciences
SWDs	Students With Disabilities
SWSN	Students With Special Needs
PWDs	Persons With Disabilities
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations International Children’s Education Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
SWSN	Students With Special Needs
SWDs	Students With Disabilities
SWDs	Students With Disabilities

Abstract

This thesis focuses on the implementation of inclusive education for children with visual impairments, in the case of Atse Tewodros Primary School. While previous literature has focused on the general disabilities of children and the accessibility of inclusive education, this study places particular emphasis on the educational rights of children with visual impairments. The study was informed by the individual educational rights model, with a specific focus on the adaptability and acceptability of educational resources for children with visual impairments. To conduct this study, a mixed research approach was employed with a philosophical stance on pragmatism. The study employed a mixed-methods research design, utilizing both quantitative and qualitative research approaches to gather data. Specifically, an explanatory sequential design was used. A total of 53 respondents completed the questionnaire, and five selected interviewees participated in the key informant interview. The data collected from the field using multiple methods were analyzed using a combination of quantitative and qualitative methods of data analysis to arrive at comprehensive conclusions. This involved combining numerical and textual data to provide a more comprehensive understanding. The study revealed that students with visual impairments still encounter challenges in accessing equal educational opportunities. These challenges include the absence of specialized educational resources, inadequate classroom desks and chairs, and insufficient natural light in classrooms. Furthermore, there is a lack of specialized training for both special needs and regular teachers, inflexibility of the curriculum, and a shortage of assistive technologies. The thesis recommends that schools should take important steps to ensure that visually impaired students receive a high-quality education. This includes designing classrooms to meet their unique needs, providing specialized training for teachers, and adapting educational resources to meet their needs.

Key words: *Human right, Inclusive Education, Children with visual impairment, Acceptability, Adaptability.*

Chapter One

1.1 Background of the Study

Every child has the right to an inclusive, quality education (UNESCO, 1994). This means that all children, regardless of their individual characteristics or circumstances, should have access to education that meets their needs and enables them to reach their full potential.

The Salamanca Statement, adopted at the World Conference on Special Needs Education in 1994, emphasizes the fundamental principles of inclusive education. Article 2 of the statement, which is cited by UNESCO (1994), highlights the core concept of inclusive education by stating that schools should accommodate all children, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. This means that every child has the right to an inclusive and quality education, as recognized by UNESCO (1994). However, in developing nations, basic services for persons with disabilities are sometimes viewed as a privilege for a select few, rather than a fundamental human right (Alur, 2001). It is important to recognize the right to education as a basic human right, as it promotes human development and enables the effective practice of other human rights (UNESCO, 2017).

According to the Salamanca statement adopted at the World Conference on Special Needs Education in 1994 (UNESCO 1994), Article 2 demonstrates the basic idea of inclusive education, stating that

"Every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning," while "those with special educational needs must have access to regular schools, which should accommodate them within a child-centered pedagogy capable of meeting these needs" (UNESCO 1994: viii). This implies that all learners, with or without disabilities, are able to learn together through access to common school provisions, schools, and community educational settings with an appropriate network of support services. According to Bendung, S. E. (2022a).

Visual impairment is a term used when people with special needs are unable to take care of themselves and meet their needs because of the lack of facilities and tools. It is not a description of a situation but an expression of the individual's relationship with the surrounding environment. For example, a visually impaired persons which is the

focus of this paper who is unable to read, and therefore cannot go to school or work. But if the necessary equipment and devices that help him/her to read are provided, he/she is able to learn and work smoothly and easily. That is why a person can be visually disabled in one country but not disabled in another.

This implies that a person's visual disability may vary from one country to another, depending on the availability of facilities and tools that can help them overcome their limitations. Therefore, it is important to provide individuals with visual impairments with the necessary support and resources to enable them to participate fully in society and achieve their full potential.

Patric (2019) highlights the social model and human rights-based approach of recognizing the fundamental rights of children with visual impairments. The social model emphasizes that social circumstances are designed to make people disabled, and physical inaccessibility is an example of this. This means that people with physical disabilities are disabled by structures without accessible features. Inclusive education, from the standpoint of the social model, calls for the educational system to change rather than the child in order to successfully remove participation barriers.

According to recent research, Ethiopia has made significant efforts to ensure and protect the rights of children with disabilities, including those with visual impairments. The country has signed several international declarations that emphasize the importance of inclusive education and has also developed its own policies to support this goal. For instance, the Ethiopian Growth and Transformation Plan I (2010/11–2014/15) prioritized the quality, equity, and efficiency of education at all levels, while the Growth and Transformation Plan II (2015-16–2019/20) focused on providing extra attention and support to children with disabilities to ensure they can begin and complete their education. Additionally, the 24th National Plan of Action for Persons with Disabilities (2012–2021) placed a strong emphasis on providing children and youth with disabilities with the greatest possible education and occupational skill training.

Despite these efforts, however, the research indicates that less than 3% of children with disabilities in Ethiopia are able to attend primary school, and as children progress through the educational system, their access to education rapidly declines (Ministry of Education, 2010). This suggests that while there is an increasing awareness of education as a human right, there

is still much work to be done to ensure that all children, including those with disabilities, have equal access to education in Ethiopia.

The African Child Policy Forum (ACPF) (2011) has identified the lack of participation in schooling as a significant area of child rights violation for children with special needs. In addition, their economic, social, cultural, civil, and political rights are also grossly neglected. However, educational neglect stands out most conspicuously. Mugawe (cited in ACPF, 2011) and Belay Tefera, Fantahun Admas, and Missaye Mulatie (2016) reinforce this notion by stating that the failure to provide education for all children, especially those with special needs, can be considered an unforgivable scandal of the current sociopolitical order.

Despite the efforts made by the Ethiopian government to promote inclusive education, the reality on the ground shows that there is still a significant gap between the human rights requirements of inclusive education and its practical implementation at Atse Tewodros Primary School. As a social worker and researcher, it is essential to react to this reality through advocacy and research to identify the barriers to the implementation of inclusive education for children with visual impairments.

The research examines the current educational situation of children with visual impairments, including the accessibility and adaptability of inclusiveness, as well as the level of support services and resources provided to them in their studies. By doing so, the study identifies the gaps and challenges that hinder the implementation of inclusive education for children with visual impairments at Atse Tewodros Primary School. This provides valuable insights into the practical implementation of inclusive education and help to inform policy and practice in promoting the rights of children with visual impairments to access education.

1. 2. Statement of the problem

Although the Ethiopian government has made efforts to encourage inclusive education for children with visual impairments, the results are still unsatisfactory and the outcomes are still inadequate. Official statistics indicate that less than 3% of children with disabilities attend primary school, with a significant proportion of them being children with visual impairments. As children progress through the educational system, their access to education declines rapidly, placing them at a significant disadvantage in the 21st century (Ministry of Education, 2010).

The right to education for children with visual impairments is not only about enrolling them in mainstream education but also ensuring that their diverse needs are met in the classroom, which is the primary challenge of inclusive education. However, the existing special needs education model in inclusive settings is hindered by misunderstandings, false assumptions, and social barriers (Tirusew, 2005).

It is clear that there is a significant gap between the implementation of the right to education for children with visual impairments and the actual legislation and policy in place. This problem is not only a violation of the rights to education of children with visual impairments but also a significant barrier to their future success and well-being. Therefore, it is essential to address this problem urgently and comprehensively through research, policy, and practice.

Several researchers have conducted research on inclusive education, including Meseret (2018). Meseret's main objective was to investigate the implementation and challenges of inclusive education in general in selected schools in the Harari regional state. The study utilized both quantitative and qualitative methods to analyze data obtained from various sources. Meseret's research focused on the rights of people with disabilities as a whole, rather than specific types of disabilities.

The study found that special-needs students and regular teachers require special attention to improve the implementation of inclusive education. While awareness of inclusive education is high, there is a lack of time to support learners with disabilities, and parents and communities also lack awareness. Strategies such as creating conducive learning environments, utilizing specialized equipment, and allocating sufficient budgets are necessary. Meseret's research also assessed the knowledge and skills of special needs teachers and the awareness of the school community about inclusive education.

Anteneh (2014) conducted a study on the practices and challenges of implementing inclusive education in German School, which is well-structured, organized, and resourceful. The study found that inadequate training, lack of physical space, inadequate infrastructure, and inadequate special needs expertise were major challenges for effective inclusive education at the German school.

To the researcher's understanding, there has been a lack of extensive research conducted on the specific experience and implementation of inclusive education for children with visual impairments at Atse Tewodros Primary School, particularly from the perspective of individual

education rights. Therefore, this study aimed to address this gap and evaluate the disparity between the human rights standards of inclusive education for children with visual impairments and its actual implementation, with a focus on the acceptability and adaptability of inclusiveness at Atse Tewodros Primary School

1.3. Objectives of the study

1.4. General objectives

The general objective of this research is to assess the implementation practices of inclusive education for children with visual impairments.

1.5. Specific objectives

1.5.1. The specific objectives of the study are:

To identify the gap between educational rights Laws and the implementation of inclusive education for children with visual disability in Atse Tewodros Primary school.

- To assess the adaptability of the educational material to meet the need of the child with visual impairment.
- To investigate the level of teachers' and students' acceptability of inclusive education in Atse Tewodros Primary school
- To explore whether education is seen as a basic individual right of a child with visual impairment.
- To explore the level of support services and resources provided to children with the visual impairments in their studies in Atse Tewodros Primary School.
- To assess the major challenges of implementation of inclusive education for CWVI in Atse Tewodros Primary school.

1.6. Research Questions

The study attempts to answer the following research questions:

- To what extent and How material were adapted to meet the needs of a child with a visual impairment?

- What degree of acceptance do Atse Tewodros Primary School teachers and students have for inclusive education?
- What is the perception of education as a basic individual right for a child with visual impairment?
- What was the level of support services being provided to children with visual impairments in their studies at Atse Tewodros Primary School?
- What are the major challenges that affect the implementation of inclusive education for CWVI at Atse Tewodros Primary School?

1.7 Significance of the study

The societal significance of this study is to advocate for the full implementation of inclusive education for children with visual impairments. The success of society is heavily dependent on the provision of accessible, high-quality, and inclusive education for all children. To address the needs of children with disabilities or visual impairments, it is essential to have educational materials, systems, and aids that are acceptable and adaptable.

The findings of this thesis can provide valuable insights into the effectiveness of inclusive education practices, the challenges faced by visually impaired students, and the strategies that can be implemented to enhance their learning experiences. This knowledge can inform policymakers, educators, and stakeholders in developing inclusive education policies, curriculum adaptations, and support systems that cater to the unique needs of visually impaired children. Ultimately, the significance of these findings is in promoting equal access to education and fostering the overall development and inclusion of visually impaired students in mainstream educational settings

.Although the primary purpose of this study is to fulfill an academic requirement, it provides valuable insights into the implementation of inclusive education for children with visual impairments, including practical experiences, barriers, and recommendations for alternative solutions at Atse Tewodros Primary School. The research findings can be utilized by school administrators, government and non-governmental organizations to explore policy interventions and serve as a reference for future researchers.

The study's outcomes can help Atse Tewodros School administrators to identify areas that require improvement and develop strategies to enhance the implementation of inclusive education for children with visual impairments. Additionally, the government and non-governmental organizations can use the research findings to develop policies and programs that promote inclusive education for children with disabilities.

Furthermore, the study can serve as a reference for future researchers who are interested in exploring the implementation of inclusive education for children with visual impairments in similar contexts. Therefore, the study's significance extends beyond academic requirements and can contribute to the development of inclusive education policies and practices.

1.8 Scope of the Study

The thematic scope of this thesis is centered on education. Specifically, the study focuses on the implementation of inclusive education, its challenges, and experiences from individual educational rights viewpoints in Atse Tewodros Primary Government School. While there are various groups of children with disabilities, this study delimits itself to one type of disability only: children with visual impairment (CWVI). By focusing on this specific group, the study can provide a more in-depth analysis of the challenges and experiences faced by CWVI in accessing inclusive education.

The study views the implementation of inclusive education from individual educational rights perspective. The human rights view emphasizes the fundamental human right to education, which is often denied to children with disabilities. By examining the implementation of inclusive education through a human rights lens, the study can identify areas where the rights of CWVI are being violated and provide recommendations for improvement.

On the other hand, by examining the implementation of inclusive education through a social model lens, the study can identify the social and physical barriers that prevent CWVI from accessing education and provide recommendations for addressing these barriers.

The data collection for this study will be conducted using the Yamane (1967) sample size calculator, assuming a 95% confidence level and a 0.05 error of confidence (e). The samples were drawn from the total population of children with visual impairments in Atse Tewodros

Primary School during the 2022-2023 school years. The thesis assesses inclusive education from the perspectives of accessibility, acceptability, adaptability to school, and quality.

The study is geographically limited to Addis Ababa, specifically Kirkos Subcity, Woreda 01. Additionally, the study will focus on CWVI attending grades 6-8 at Atse Tewodros Primary Government School, which is regarded as a model school for adopting inclusive education and accommodating the highest number of students with visual impairments in the Kirkos sub-city, with 57 students. The thesis is conducted in 2023.

1.8.1. Limitation of the study

It is important to acknowledge the limitations of any study, and this research is no exception. One limitation of this study was the researcher's own limited experience in conducting research in this particular field. Nevertheless, despite these challenges, the researcher exerted utmost effort to mitigate these issues and successfully carried out the research within the allocated time and budget.

1.8.2. Definition of Terms

Adaptations are changes permissible in environments which allow the student equal opportunity to obtain access, results, benefits, and levels of achievement.

Acceptability: The concept of acceptability relates to the form and substance of education.

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

Human right: Human right in the context of education is based on the idea that all children should learn together, regardless of differences or disability. Salamanca Statement³ entails (2008).

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

Inclusive Education - an education system that is open to all learners, regardless of poverty,

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

Learners with Special Educational Needs: These are learners who require special service provision and support in order to access education and maximize their learning potential.

Physical accessibility as applied to education means that schools must be within safe physical reach and they must be accessible for persons with disabilities, both in terms of getting to the school, and moving around within the school building and all facilities .

Practices: it refers the actual application or use of inclusive education assumption in the selected government primary school.

Social model of disability: Disabled people are seen as being disabled not by their impairments (such as blindness or autism) but by society's failure to take their needs into account. (The Social Model of Disability - Sense, 2023)

Special Needs Education Teacher: A teacher trained to assist learners with special educational needs.

Special Needs Education: It is a system for providing a conducive learning environment for learners who may require extra support in order to achieve their potential.

Vision impairment means that a person's eyesight cannot be corrected to a “normal” level.

1.8.3. Organization of the Study

The thesis will consist of five chapters. The first chapter will introduce the study, including the background, statement of the problem, objectives, research questions, scope, limitations, definition of key concepts, and organization of the thesis. Chapter two will review relevant literature, including conceptual and theoretical frameworks related to the issues under investigation and other related topics. The third chapter will focus on research methods, including a description of the study area, the profile of the selected school, research design and methods, sampling methods, and data processing and analysis. The fourth chapter will present the results and discussions, and the fifth chapter will provide a summary, conclusion, and recommendations.

Chapter Two

Review of Related Literature

2.1. Introduction

This chapter includes an analysis of the literature on the issues of inclusive education, human rights, and the social model of disability, a theoretical and empirical review, and the conceptual framework of the study.

2.2. Definition and concepts of inclusive education:

The definition of inclusive education provided by Lipsky and Garter (1999) states that it is "a unitary system that has educational benefits for both typical students and students with special needs" and "a system that provides great education for all children." This definition emphasizes the importance of creating an educational environment that benefits all students, regardless of their abilities or disabilities.

UNESCO (1994) defines inclusive education as a system that promotes universal education and ensures that all children have the right to learn with their peers, regardless of any differences they may have. This definition emphasizes the importance of creating an educational environment that accommodates everyone.

Similarly, Salend (2001) also defines inclusive education as a philosophy that brings together children, families, educators, and community members to construct schools and other social institutions based on acceptance, belonging, and community. This definition highlights the importance of creating a sense of belonging and community within the educational environment.

Inclusive education, as defined by MOE (2012), is an approach that aims to include all children in the regular classroom without any discrimination. This approach involves modifying educational frameworks and learning contexts to accommodate students from diverse backgrounds.

2.3. The right to education of children with visual impairment under CRPD

Article 24 of the CRPD specifically addresses the right to education for persons with disabilities, including those with visual impairments. Article 2 states,

- (a) "Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
- (b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
- (c) Reasonable accommodation of the individual's requirements is provided;
- (d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
- (e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion."

This article clearly outlines the right to education for persons with disabilities, including those with visual impairments, and emphasizes the importance of ensuring that education is inclusive and accessible to all. It also recognizes the need for reasonable accommodations and individualized support measures to be provided to ensure that children with visual impairments can fully participate in educational opportunities.

2.4. International Policies on Inclusive Education

According to UNESCO. (2001) "Inclusive education starts from the notion that the right to education is a core human right and the cornerstone for a more equitable society," This underline that inclusive education is not just about providing access to education for students with disabilities or special needs. It is about creating an environment where all students feel valued and supported, and where diversity is celebrated. Inclusive education recognizes that every student has unique strengths and challenges, and seeks to provide the necessary support to help each student succeed.

International agreements made in the past fifteen years have played a significant role in promoting inclusive education. These agreements include the World Conferences on Education for ALL, which were held in Dakar in 2000 and Jomtiem in 1990, and the UN Convention on

the Rights of the Child. Article 2 of the convention addresses non-discrimination and emphasizes that every article applies to all children equally and without distinction, regardless of their race, color, sex, disability, birth status, or other status (UNESCO, 2001; 2003).

2.5. Overview of inclusive education policies in Ethiopia

The gradual transitions in policies related to inclusive education in Ethiopia indicate an increasing recognition of its importance in the education sector. In 2006, the "Special Needs Education Program Strategy" was formulated, with a subtitle emphasizing the importance of inclusive education in meeting Universal Primary Education (UPE) and Education For All (EFA) goals. This strategy was influenced by the international trend towards inclusive education. In 2012, the strategy was modified and renamed the "Special Needs/Inclusive Education Strategy," with a clear goal of building an inclusive education system that provides quality, relevant, and equitable education and training for all children, youth, and adults with special needs. The ultimate aim is to enable them to fully participate in the socioeconomic development of the country (MOE, 2012: 12).

This renewed strategy highlights Ethiopia's commitment to creating an inclusive society through the implementation of inclusive education. It recognizes the importance of providing equal opportunities for all individuals, regardless of their special needs, and ensuring that they have access to quality education.

2.6 Visual impairment

Visual impairment is a common condition that affects millions of people worldwide. According to the World Health Organization (WHO, 2019), an estimated 253 million people have visual impairment, with 36 million of those being blind. This condition can have a significant impact on a person's quality of life, affecting their ability to perform daily activities, participate in social and recreational activities, and access education and employment opportunities. Visual impairment can be caused by a variety of factors, including genetic conditions, eye diseases, injuries, and neurological disorders. Diagnosis typically involves a comprehensive eye exam, including visual acuity testing, visual field testing, and examination of the retina and optic nerve (American Academy of Ophthalmology, 2021).

Treatment for visual impairment depends on the underlying cause and may include medication, surgery, or assistive devices such as glasses, contact lenses, or visual aids. In addition to medical treatment, individuals with visual impairment may benefit from a range of support services, including orientation and mobility training, vocational rehabilitation, and assistive technology (Chen & Bhattacharya, 2019).

2.7 Theoretical perspectives underlying the study

2.7.1 Social Model

There has been a shift in ideology from the 'defect' model of education, where children with impairments are expected to conform to the 'normal' system, to a social model that views society and its institutions as oppressive, discriminatory, and disabling for students with disabilities (Mittler, 2000). This shift acknowledges that a failure within the inclusive system or a reversion to the defect model will not only impact a few individuals but will systematically disadvantage those with disabilities across society.

According to Mantey (2015), the social model of education requires the education system to change, rather than the child, in order to effectively remove barriers to participation (Mittler, 2000). Despite academic consensus on the inefficiency of the defect model, it remains highly influential in global strategy and education practice, and integrative systems continue to exist (Mittler, 2000).

This passage highlights the importance of the social model of education, which recognizes that society and its institutions are responsible for creating barriers to participation for students with disabilities.

2.7.2 Social Model of Disability

The social model of disability was first introduced by activists from the Union of the Physically Impaired Against Segregation (UPIAS) in the 1970s and later developed and academically accredited by Oliver (1990) (Mantey, 2015). This model emphasizes the interaction between a person with a disability and their physical, social, and institutional environments, and the resulting disadvantage that can occur (Mantey, 2015). It also recognizes that personal identity and choices are largely determined by societal ideologies (Lang, 2001). By altering these environments to include people with disabilities, equitable participation and opportunities can

be achieved (Mantey, 2015). This is because the difficulties faced by individuals with disabilities are not due to their condition, but rather the societal barriers that are in place (Mantey, 2015). However, this framework has been criticized for dismissing the impact of personal suffering and physical/emotional pain, as it suggests that systematic restructuring will alleviate all issues (Morris, 1991).

This paragraph explains the origins and key principles of the social model of disability, which emphasizes the role of society in creating barriers to participation for individuals with disabilities. The reference to criticism of the model suggests that while it has been influential in shaping inclusive education practices, there are still limitations to its application. It is important for educators and policymakers to consider both the strengths and weaknesses of this model when developing education policies and practices.

2.7.3 A human rights-based approach to inclusive education for children with disabilities

A human rights-based approach to inclusive education for children with disabilities is informed by some basic principles of human rights (UNESCO, 2017). These principles must be applied in the development of legislation, policy, and practice relating to the right to inclusive education:

Participation and inclusion: Every person and all people are entitled to active, free, and meaningful participation in, contribution to, and enjoyment of civil, economic, social, cultural, and political development. These principles emphasize the importance of ensuring that all individuals, including those with disabilities, have the right to participate fully in society and enjoy all aspects of life. This includes the right to education, as well as the right to participate in cultural and political activities, and to contribute to economic and social development

2.8. Barriers to Inclusive Education

2.8.1 Social and Community

Inclusive education has been identified as a means of reducing inequality and promoting social justice within wider society (Polat, 2011; DFID, 2004; WHO, 2011). However, Peters (2003) argues that the academic literature on the role of the social context in understanding and implementing inclusive education is largely lacking.

This is an important point because the social context in which inclusive education is implemented can have a significant impact on its effectiveness. Factors such as cultural attitudes towards disability, the availability of resources, and the level of support from policymakers and educators can all influence the success of inclusive education initiatives.

2.8.2 Societal Attitudes

Societal attitudes towards disability can have a significant impact on the educational opportunities available to children with disabilities. In many cultures, disability is viewed as a curse or misfortune, often attributed to family sin (Miles, 1995). This can lead to social exclusion and prevent disabled students from enrolling in formal education (UNICEF, 2013).

Furthermore, disabled children may be kept home due to societal expectations of their abilities and future achievements. In some contexts, disability is seen as a signal of low expectations from families and communities, and it may be viewed as pointless to educate disabled children (UNICEF, 2013). However, research has shown that effective inclusion can help children with disabilities to achieve and excel in both education and the wider workforce (UNICEF, 2013).

It is important to recognize that the lack of educational opportunities for children with disabilities is not due to a lack of ability on their part, but rather the result of stigma and a lack of understanding from families and communities. By addressing societal attitudes towards disability and promoting inclusive education, policymakers and educators can help to ensure that all children have access to quality education and the opportunity to reach their full potential.

2.8.3 Teacher Attitudes and Training

Teachers play a crucial role in promoting inclusive education, as they can offer one of the most substantial and important steps towards inclusion (Hasting & Oakford, 2003). While many teachers already possess the skills and knowledge needed to inclusively teach, lack of support both within and outside the education system can result in many teachers lacking confidence in their own abilities to implement these practices (Mittler, 2000; Charema, 2010).

Research has shown that teachers who receive additional training targeted at special needs education not only have a more positive attitude towards disability but also towards the use of inclusive teaching styles (Sharma et al., 2008). Therefore, it can be assumed that with sufficient support, the attitudes of these teaching staff can be vital to the successful implementation of inclusive policies and subsequent inclusion levels (Charema, 2010).

However, providing conceptually and pedagogically appropriate training can be challenging in the face of increasingly constrained education budgets (Walton, 2015). This highlights the need for policymakers and educators to prioritize the provision of adequate training and support for teachers in order to promote inclusive education and ensure that all students have access to quality education.

2.8.4 Resources and Materials

Funding and resource allocation can be a significant barrier to educational inclusion for disabled students, particularly in regions where resources are limited (Charema, 2010). Even when education authorities and mainstream teachers are committed to inclusion and inclusive programs, change can be difficult due to stringent time and funding restrictions (Charema, 2010). Without sufficient resources and funding, inclusive change cannot be realized (Charema, 2010).

While the cost of system adaptations for inclusive education may appear too expensive, at an estimated 2.3 times the cost per student of mainstream education (Evans, 1999), it is important to note that these costs are relatively cheap compared to the support that would be required over these individuals' lifetimes without quality education (Charema, 2010). In other words, investing in inclusive education can have long-term benefits for individuals with disabilities and society as a whole.

Florian and Tilstone (1998) argue that inclusive education does not necessarily require the use of materials and new technologies, but rather changing social actions and understandings. This perspective challenges the notion that inclusive education is solely dependent on resource allocation and highlights the importance of addressing social and cultural barriers to inclusion.

However, it is important to note that this theory is almost 20 years old and may not hold true in a modernized technological world. With the increasing use of technology in education, it is possible that new technologies and materials may play a role in promoting inclusive education. For example, assistive technologies can help students with disabilities to access the curriculum and participate in classroom activities (Hetzroni & Banin, 2011).

Therefore, while changing social actions and understandings are crucial for promoting inclusive education, it is also important to consider the role of technology and materials in supporting inclusion.

2.8.5 Economic Factors

Disabled students and their families are more likely to remain in an inequality trap, despite the possibility of academic achievement (World Bank, 2005). This finding can be attributed to the human capital theory, which suggests that the inability of individuals with disabilities to access and benefit from education is directly related to experiences of poverty (Mantey, 2015). In other words, the exclusion of persons with disabilities from education can lead to decreased employment opportunities and wage limits, which can result in poverty.

This highlights the importance of promoting inclusive education and ensuring that all students, including those with disabilities, have access to quality education. By providing equal opportunities for education, individuals with disabilities can acquire the skills and knowledge necessary to secure employment and improve their economic status.

Furthermore, inclusive education can also promote social inclusion and reduce stigma and discrimination against individuals with disabilities. This can lead to a more inclusive and equitable society, where all individuals have the opportunity to participate and contribute.

2.8.6 Environmental Factors

Architectural designs that are not suited to an adapted way of living can result in environmental exclusion for disabled children (Prota, 2012). This can include a lack of ramps and braille writing within the physical environment, which can exclude or deter the inclusion of children with disabilities in the school environment and/or community (Gal et al., 2010). While complete adaptation of the physical environment to facilitate independent movement and engagement is generally preferred, the use of social support can also go a long way in increasing educational participation for these students.

However, it is important to note that an inaccessible commute can render physical adaptations within the school compound void (Gal et al., 2010). Therefore, policymakers and educators must consider the entire physical environment, including the commute to and from school, when designing and implementing adaptations to promote inclusion for students with disabilities.

2.8.7. Parents' perceptions of inclusive education

Parents of children with disabilities often send their children to regular classes with the expectation that they will interact socially with their classmates without disabilities and that this will lead to their social participation in the future (Boer et al., 2010; Scheepstra et al., 1999).

However, negative perceptions of inclusive education also exist, with concerns about isolation, rejection, and bullying in regular classes (Bailey & Winton, 1987; Boer et al., 2010).

Teachers also share these concerns and may feel inadequately equipped to educate children with disabilities due to a lack of training and support (Bennett et al., 1997; Boer et al., 2010). Additionally, a lack of resources can further hinder the education of children with disabilities.

These findings highlight the importance of addressing the concerns and needs of both parents and teachers in promoting inclusive education. This includes providing adequate training and support for teachers, as well as ensuring that schools have the necessary resources to accommodate the needs of children with disabilities

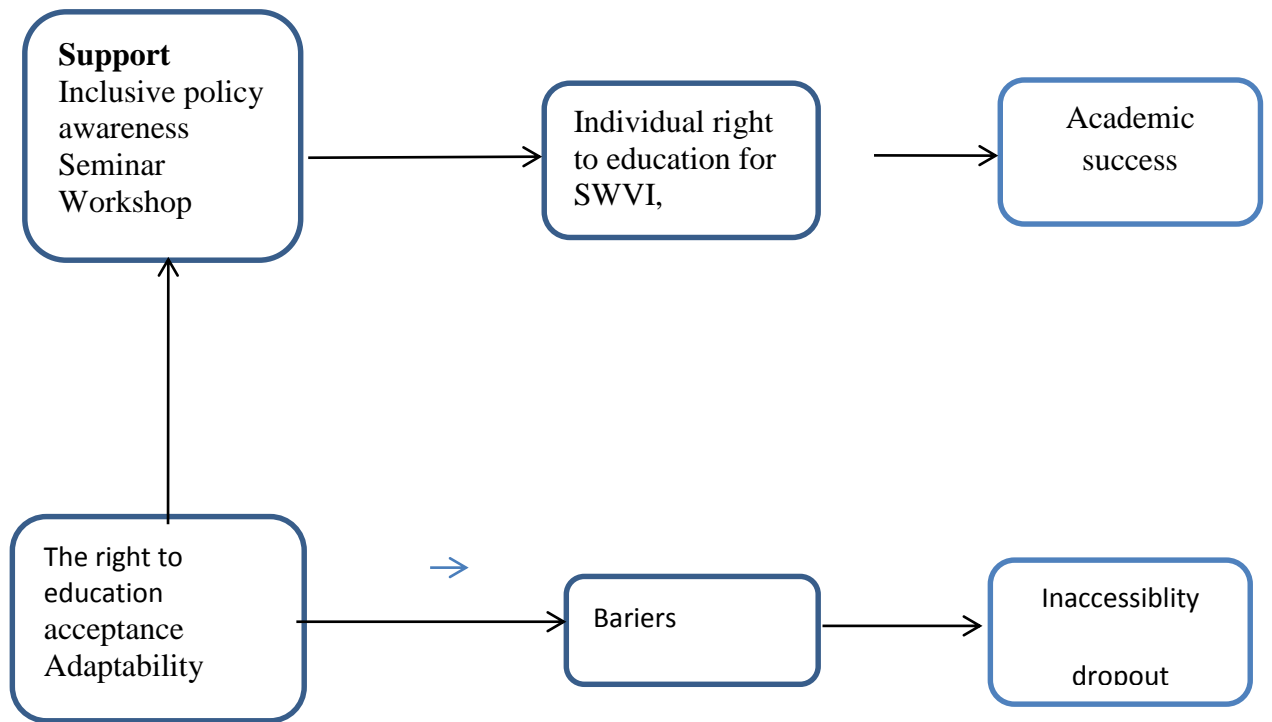
2.9. Conceptual Frame work

The conceptual framework in Figure 1.1 illustrates that successful inclusive education for children with visual impairment should include elements such as the environment, physical structure, curriculum modification or adaptability, social support, and coordinated teamwork. These elements are necessary to realize the fundamental human right of children with visual impairment.

Failure to address these variables can result in a lack of interest in exploring their surroundings, leaving children vulnerable to human rights violations, inequality, poverty, social exclusion, inappropriate educational placement, and even exclusion. On the other hand, inclusive learning is an educational solution that incorporates elements of successful inclusion, such as physical accessibility, curriculum flexibility or adaptability, a social support network, coordinated teamwork, and collaboration between home and school.

All students benefit from inclusive learning, and children grow up to be well-adjusted adults who can contribute to society. Inclusive education is not a privilege for the privileged group, as all children, regardless of color, economic condition, or disability, have a right to it.

Figure 1 The Conceptual framework



Chapter Three

3.1 Introduction

The main objective of this chapter is to provide an overview of the research methods used to investigate the research problem. It includes a description of the research design, the research site, the target population, the data source, sample design, data collection tools, data analysis, and interpretation procedures. Additionally, the chapter discusses validity and reliability considerations, ethical considerations, and trustworthiness.

3.2. Description of the Study Area

This study is conducted at Atse Tewodros government primary school, located in Kirkos Sub-city Woreda 1 of Addis Ababa city administration. The school has a rich history, having been established in 1956. In 2011, the school began implementing an inclusive education policy, which is the focus of this research.

Currently, the school has a total of 1,313 students, with 507 male and 543 female students without disabilities. Additionally, there are 201 students with various disabilities, including 130 with partial visual impairment, 16 with partial hearing impairment, 2 with partial physical impairments, 2 with intellectual disability, 11 with autism, 4 with Down syndrome, 4 students with learning impairments (writing and reading), 17 with special gifted, 11 with multiple disabilities, and 4 students with communication disorder.

Atse Tewodros Primary School has one of the highest numbers of children with disabilities in the sub-city, making it an ideal location for this study. The school is staffed by 64 regular teachers and 5 special needs teachers who work together to facilitate the learning-teaching process.

3.3. Research Design

According to Akhtar (2016), research design serves as a conceptual blueprint that guides the direction of a study. It involves the selection of specific research methods and tools for data collection and analysis, based on underlying philosophical assumptions. The objective of this particular study was to evaluate the implementation of inclusive services for children with visual impairments at Atse Tewodros Primary Government School. The units of analysis included the school director, teachers, students, and parents of students with disabilities. To

achieve the research objectives, and to address the research questions and draw meaningful conclusions, an explanatory sequential design was chosen. This research design was selected because it aims to provide a more comprehensive understanding of the research problem by utilizing qualitative data to explain or interpret the quantitative findings (Creswell & Plano Clark, 2018). The rationale for adopting the explanatory sequential design was to gain deeper insights into the phenomenon under investigation by initially analyzing quantitative data and subsequently using qualitative data to further explore and provide explanations for the quantitative results.

3.4 Research Approach

The study utilizes qualitative and quantitative research approach. This is mostly due to the fact that qualitative methods of data gathering and analysis offer rich information and individualized meanings that are not always available through quantitative methods of data collecting. As a result, the researcher found that the mixed research approach was appropriate for the study.

3.5. Philosophical Stance of the research

The study adopts the pragmatic research philosophy, which is based on the notion that there are multiple ways of understanding since there are diverse realities (Saunders et al., 2012; Collis et al., 2014; Wilson, 2010). This philosophy emphasizes the importance of using a combination of methods to gain a comprehensive understanding of the research problem.

According to Saunders et al. (2012), the pragmatic approach recognizes that research is not value-free and that the researcher's values and beliefs can influence the research process. Therefore, the researcher should be transparent about their values and acknowledge their potential impact on the research. Similarly, Collis et al. (2014) argue that the pragmatic approach allows for flexibility in research design and methodology, enabling the researcher to adapt to changing circumstances and unexpected findings. This approach also emphasizes the importance of practicality and relevance, ensuring that the research findings are applicable to real-world situations.

Wilson (2010) further emphasizes the importance of using a combination of methods to gain a comprehensive understanding of the research problem. This approach allows for triangulation,

where multiple sources of data are used to validate the research findings and enhance the credibility of the study.

The integration of mixed research methods, which includes both qualitative and quantitative research methodologies, enables a better understanding of the multiple realities. By combining the perspectives of those who have experienced the manifestation problem(s) under inquiry with scientific modeling and testing of data and figures, the researcher attempts to comprehend the problem(s) under study more effectively. Pragmatism is based on the idea that mixed methods seek to investigate a subject from more than one worldview, philosophy, methodology, method, and design standpoint. By making it more "practical" in terms of total outcomes and impact, it becomes one of the greatest paradigms of social work research.

3.6. Population

The target population, as defined by Best and Khan (1999), is a segment of the population that is sampled for observation and study. It is considered in this research because it represents the population that the researcher aims to inform of the study's findings. The target population for this research includes 19 teachers, 2 school principals and individuals with special needs, 32 with a total of 53 individuals.

3.7. Sample Size

To determine the sample size, the researcher employs Yemane's formula, given that the population is precisely specified and countable. The study aims for a 95% confidence level and a 0.05 error of confidence (e). The sample size is calculated using Yamane's (1967) method, and the result is presented below:

$$\text{Sample size} = N / (1 + N(e)^2)$$

$$\text{Sample size} = 53 / (1 + 53(0.05)^2)$$

$$\text{Sample size} = 47$$

$$n = \frac{N}{(1+N(e)^2)} \quad 53 / (1 + 53(0.05)^2) = 46.79 \sim 47$$

Despite Yemane's calculation suggesting a sample size of 47 out of the total target population of 53, the study ultimately decided to use a slightly larger sample size of 52.

This sample included 15 teachers, 32 students with visual impairments, 2 school principals, and 3 special needs teachers.

3.8. Sampling technique

For this study, the researcher utilized purposive sampling, which is a type of non-probability sampling technique. Purposive sampling involves selecting units based on specific characteristics that are needed for the study's sample. In other words, units are intentionally chosen for the sample in purposive sampling. This sampling method is also known as judgmental sampling, as it relies on the researcher's judgment when selecting individuals, cases, or events that can provide the best information to achieve the study's objectives (Kassiani, 2022).

3.9. Source of Data

Primary and secondary sources of data are two types of information that can be used in research. Primary data refers to information that is collected first-hand through original research, while secondary data refers to information that has already been collected for other purposes and is readily available. The thesis employed a combination of primary and secondary resources. This approach allowed for a comprehensive analysis of the topic and supported the research with diverse data sources

3.9.1 Sources of Primary Data

The primary sources for the research were obtained through observation, questionnaires, interviews with various individuals who have direct experience and knowledge related to the topic. These individuals included the school principal, special needs education teachers, regular teachers in general education, students with visual impairment, special needs education experts at the woreda level of the respective school. By gathering information directly from these sources, the research was able to obtain first-hand accounts and insights into the experiences and challenges faced by individuals with visual impairments and special needs in the education system.

3.9.2. Sources of secondary data

To supplement the primary data, the research also utilized secondary sources such as internet sources, unpublished materials and annual reports. These sources were carefully selected to ensure that they were credible and reliable. By incorporating secondary data, the research was

able to provide a more comprehensive analysis of the topic and support the findings with a variety of sources

3.9.3. Data Collection Tools

To investigate the experience and implementation of inclusive education for children with visual impairments in Atse Tewodros Primary Government School, this study utilizes both primary and secondary sources. The research employs both quantitative and qualitative data collection methods. Quantitative data collection method, such as questionnaires, was used to gather numerical data, while qualitative data collection methods, such as interviews and observation, are used to gather descriptive data. The literature review for this study relies on secondary sources, while the analysis is based on primary sources using a structured questionnaire and key interviews. The questionnaire and interviews were designed to gather information from the selected participants, including , regular teachers, students with visual impairments school principals, and special needs experts.

The use of both primary and secondary sources in this study ensures that the research findings are comprehensive. The quantitative data collected through questionnaires provide numerical data that can be analyzed using statistical methods, while the qualitative data collected through interviews provide descriptive data that can be analyzed using thematic analysis. The literature review, based on secondary sources, provides a theoretical framework for the study and helps to contextualize the research findings

3.9.4 Questionnaire

This study utilized a questionnaire as one of the data collection tools. A questionnaire is a series of questions that respondents read and answer themselves. According to Kalof et al. (2008), research questionnaires are useful in understanding the attitudes and behaviors of groups, exploring relationships between variables, and identifying causal relationships between variables.

The questionnaire and interviews were filled out by , regular teachers and students with visual impairments .

The survey questionnaire used in this study was divided into four parts based on the specific purpose of the survey. The first part focused on the background of the study participants. The second section covered respondents' attitudes towards the right to education. The third section

focused on experience of implementing inclusive education, while the fourth section dealt with challenge of implementing inclusive education.

3.9.5 Qualitative methods of data collection

Interview

The study employs semi-structured interviews with teachers and vice-principals. Primary data is very important for finding necessary and relevant information. Semi-structured interviews provide opportunities for both the interviewer and the interviewee some issues are discussed further (Hancock B, 2007). An interview tool Designed to gather information about teachers' perceptions and understanding of inclusion various disabilities and practical teaching practices in the classroom, and the challenges they pose during the teaching and learning process. Each interview lasts 20-30 minutes and participants meet face-to-face at the school.

3.9.6. Observation

In this study, observation was used as a data collection tool to identify indicators of inclusive practice and challenging situations that hinder inclusive practice both in and outside the classroom. To record the observation points, an observation checklist was developed and employed. An observation checklist is a tool used to record specific behaviors or events that the researcher is interested in observing (Creswell, 2014). It allows the researcher to systematically record observations and ensure that all relevant information is captured. The use of an observation checklist in this study helped to ensure that all relevant information was recorded and that the observations were consistent across different settings.

According to Creswell (2014), observation is a useful data collection tool in qualitative research because it allows the researcher to directly observe the phenomenon of interest and gain a deeper understanding of the context in which it occurs. In this study, observation was used to gain insights into the inclusive practices and challenges faced by the school in promoting inclusivity. Overall, the use of an observation checklist in this study helped to ensure that all relevant information was recorded and that the observations were consistent across different settings. This allowed the researcher to gain a deeper understanding of the inclusive practices and challenges faced by the school in promoting inclusiveness.

3.9.7. Methods of Data Analysis

Data analysis is a crucial process in research that involves collecting and presenting data in a structured and understandable way. It is the process of bringing order, structure, and meaning to large amounts of collected data, with the aim of drawing valid conclusions based on empirical evidence. The analysis is based on research goals, research questions, and problems.

In this study, both quantitative and qualitative data were collected, coded, analyzed, interpreted, and displayed. Closed questions were coded and entered into SPSS version 22.00 for analysis, where data were summarized descriptively using tables, percentages, and frequencies. The specific technique of qualitative data analysis used in this study was narrating. Narrating is a technique used in qualitative data analysis that involves telling a story or narrative based on the data collected. It allows the researcher to identify patterns, themes, and relationships in the data, and to develop a deeper understanding of the phenomenon being studied.

Finally, the aggregated data were discussed further, and the results were presented to the reader in an easy-to-read format. This allowed the reader to understand the findings of the study and draw their conclusions.

3.9.8. Validity and Reliability

Validity is a crucial aspect of research that refers to the degree to which an instrument measures what it is supposed to measure. In other words, it is the extent to which a research tool accurately measures the concept or phenomenon being studied (Kothari, 2008). Validity is an essential consideration in research, as it ensures that the results obtained are accurate and reliable. In this study, validity was ensured through the use of a non-statistical method of validating the content employed in research tools such as questionnaires and structured interviews (Orodho, 2004). The mixed method approach employed in this research also enhanced the level of validity and reliability. This approach allowed for the collection of both quantitative and qualitative data, which provided a more comprehensive understanding of the phenomenon being studied. Reliability of a measurement scale can be assessed either through statistical calculations or by pretesting the instruments. The Cronbach's coefficient alpha (α) is a commonly used statistical indicator to evaluate the reliability of a measurement scale. According to Straub et al. (2004) cited in Al Bassam (2013), the values of α range from 0 to 1, with low reliability indicated by values of 0.50 or below, high moderate reliability indicated by values between 0.51 and 0.70, high reliability indicated by values between 0.71 and 0.90, and excellent reliability indicated by values of 0.91 or above. A value of α equal to or greater than

0.70 is generally considered to indicate that the scale is reliable in measuring the construct. Therefore, in this study, the Cronbach's coefficient alpha (α) was used to test the reliability of the measurement scale.

Table 3 1 Results of Reliability Analysis

	Cronbach's Alpha	Number of Items	Level
Teachers	.730	23	Excellent reliability
Students	.568	8	High moderate reliability
Total	0.649	31	Acceptable

As the table above shown,for the student data, the Cronbach's Alpha coefficient is .568, which is considered to be high moderate level of internal consistency reliability.This suggests that the items in the student data set are moderately related to each other, and that the data may be moderately reliable.

For the teacher data, the Cronbach's Alpha coefficient is .730, which is considered to be excellent level of internal consistency reliability. This suggests that the items in the teacher data set are strongly related to each other, and that the data may be strongly reliable.Further more, to ensure the validity of the research tools used in this study, the interviews were recorded in audio files. This allowed for the accurate transcription of the interviews and ensured that the data collected were reliable. Additionally, the comments, observations, and recommendations of the research advisor were incorporated into the final interview. This helped to ensure that the research tools used in this study were valid and reliable.

3.8.1.1 Trustworthiness

Trustworthiness, also known as accuracy, is a critical aspect of research that refers to the level of confidence in the data, interpretations, and methods used to ensure the quality of research (Pilot & Beck, 2014). In any study, it is essential for researchers to establish the necessary protocols and procedures to ensure that the study is considered worthy of consideration by the reader (Amankwaa, 2016).

Reliability is another crucial aspect of research that ensures that the results obtained are consistent and dependable. However, there is debate in the literature about what constitutes reliability (Leung, 2015). In this study, since it is a social science study, reliability was taken

seriously. The researchers used Mr. Guba's strategy to suggest his four criteria to consider in order to judge reliability.

Guba's strategy involves four criteria for judging the reliability of research, including credibility, transferability, dependability, and confirm ability. Credibility refers to the extent to which the findings of the study are believable and trustworthy. Transfer ability refers to the extent to which the findings of the study can be applied to other contexts or settings. Dependability refers to the extent to which the findings of the study are consistent and dependable over time. Conformability refers to the extent to which the findings of the study are objective and free from bias.

3.8.1.2 Credibility

Credibility is a critical criterion in research that refers to the confidence in the truth of the study and the findings (Polit & Beck, 2014). In this study, prolonged engagement with participants was practiced to gain their trust. This helped to ensure that the data collected were reliable and trustworthy. Additionally, the use of triangulation method and the researcher's familiarity with the study area enhanced the validity of the research.

3.8.1.3 Dependability

Dependability is another important criterion in research that refers to the stability of the data over time and the conditions of the study (Polit & Beck, 2014). In this study, the research design may be regarded as a "prototype model." This means that the study was designed to be replicable and consistent over time. The in-depth coverage of the study also allows the reader to assess the extent to which proper research practices have been followed. This helps to ensure that the data collected are dependable and consistent. To ensure dependable and consistent data collection, several steps were taken. Firstly, the research objectives were clearly defined, ensuring that they aligned with the desired measurements and variables. This provided a clear focus for the data collection process. Secondly, reliable measurement tools were carefully selected, taking into consideration their validation and proven accuracy. This helped to ensure that the data collected would be reliable and consistent.

Thirdly, data collectors were trained to understand the data collection process, variables, and any specific protocols or guidelines that needed to be followed. This ensured that they were equipped with the necessary knowledge and skills to collect data accurately and consistently.

To further enhance the reliability of the data, pilot tests were conducted. These tests allowed for the identification of any potential issues or challenges in the data collection process, enabling necessary adjustments and improvements to be made.

Finally, the data was carefully analyzed and interpreted using appropriate statistical techniques and methods. The correct statistical tests were applied, and interpretations were based on sound reasoning. This ensured that the data analysis was accurate and reliable.

3.8.1.4 Conformability/ Neutrality

Conformability is the neutrality or the degree findings are consistent and could be repeated. This is analogous to objectivity in quantitative research (Polit & Beck, 2014). The concept of conformability is the qualitative investigator's comparable concern to objectivity. Here steps must be taken to help ensure as far as possible that the work's findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. (Andrew K. Shenton, 2004) In this study findings are based on participants' responses and not any potential bias or personal motivations of the researcher. Responses are presented based on the response of the interviewee abstained from the researcher personal feelings and opinion.

3.8.1.5. Transferability

Transferability is a critical criterion in research that refers to the extent to which the findings are useful to persons in other settings (Polit & Beck, 2014). In this study, transfer trustworthiness, or accuracy, refers to the level of confidence in the data, interpretations, and methods used to ensure the quality of research. The researchers established the necessary protocols and procedures for the study to be considered worthy of consideration by the reader (Amankwaa, 2016).

In this study, the issue of transferability was addressed by presenting the scope of the study in a clear manner. This helped readers to determine how applicable the findings were to their situations. The researchers also established the necessary protocols and procedures to ensure the reliability of the study

3.8.1.6 Ethical Consideration

Ethical concerns are a crucial aspect of research that involves the relationship between researchers and research participants. Research ethics is concerned with how we treat people who participate in research and how we address concerns, dilemmas, and conflicts that arise during the research process (Neuman, 2007; Vanderstoep and Johnston, 2009). In this study, the researcher recognized the importance of obtaining the consent of research participants and adhered to the principles of ethical considerations for Research at St. Mary's University.

The thesis ensured that information was provided to the participants at all stages of the research process, and consent was obtained at every step. The participants were regularly checked for their willingness to participate, and they were informed that they could withdraw from the study at any time. These measures helped to ensure that the ethical concerns of the study were addressed, and the rights of the participants were respected.

Chapter Four

Results and Discussions

4.1 Introduction

This chapter presents the findings of the research in accordance with the research objectives. The analysis and interpretation of the data collected from the respondents are presented. It began with a description of the demographic and general characteristics of the participating respondents. Then, the results of descriptive statistics were presented.

4.2 Demographic Characteristics of the Respondents

The demographic information for this study includes gender, age, education level, and years of work in Atse Tewodros Primary school. The following are some of the findings that were obtained with regards to demographic information.

Table 4 3: Demographic Characteristics of Respondents

Sex					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	8	53.3	53.3	53.3
	Male	7	46.7	46.7	100.0
	Total	15	100.0	100.0	
Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 years	6	40.0	40.0	40.0
	31-40 years	7	46.7	46.7	86.7
	41-50 years	2	13.3	13.3	100.0
	Total	15	100.0	100.0	
Education Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	5	33.3	33.3	33.3
	Bachelor	9	60.0	60.0	93.3
	Masters	1	6.7	6.7	100.0
	Total	15	100.0	100.0	
Work Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 2 years	4	26.7	26.7	26.7
	2-5 years	3	20.0	20.0	46.7
	6 to 9 years	7	46.7	46.7	93.3
	10 & above years	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Source: sample survey, June 2023

As indicated in Table 4.1 above, 53.3% of the sample population was female, whereas 46.7% were male. This shows that the sample's gender representation was generally balanced. With regard to age, the majority of the sample population was between the ages of 20 and 40, with 40% falling into the 20 to 30 age range and 46.7% into the 31 to 40 age range. Only 13.3% of the sample's population were between the ages of 41 and 50.

As for the education level, sixty percent of the sample population (60%) has a bachelor's degree, compared to 33.3% who have a diploma and just 6.7% who have a master's. Given that most people in the sample population have at least a bachelor's degree, Regarding work experience, it has a diverse range of work experience, with 46.7% having 6–9 years of work experience and 26.7% having less than 2 years of work experience. Only 6.7% of the sample population has 10 or more years of work experience.

Table 4 4 Students' Demographic Characteristics

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	20	62.5	62.5	62.5
	Female	12	37.5	37.5	100.0
	Total	32	100.0	100.0	
Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	5	15.6	15.6	15.6
	13	16	50.0	50.0	65.6
	14	7	21.9	21.9	87.5
	15	4	12.5	12.5	100.0
	Total	32	100.0	100.0	
Grade Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	17	53.1	53.1	53.1
	7	14	43.8	43.8	96.9
	8	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

As shown in table4. 2 above, The sample population consisted of 62.5% males and 37.5% females. This indicates that the sample was skewed towards male representation. Concerning age: the majority of the sample population fell within the age range of 13-14 years, with 50% fell within the 13 years age group and 21.9% fell within the 14 years age group. Only 15.6% of the sample population falls within the 12 years age group and 12.5% falls within the 15 years age group.

Grade Level: The majority of the sample population (53.1%) was in the 6th grade, followed by 43.8% in the 7th grade and only 3.1% in the 8th grade. Overall, the sample population is skewed towards male representation, relatively young, and evenly distributed across the 6th and 7th grades. These demographic characteristics may have implications for the research findings and should be taken into consideration when interpreting the results.

4.3 Descriptive Statistics of Study Variables

In this section, two statistical data analysis techniques are used: frequency and percentages. The summary of descriptive statistics for all variables is given, with 1 being "strongly disagreed" and 5 being "strongly agreed," on a 5-point Likert scale.

Table 4 5 Response of Issues Related to The Right to Education

I The right to education	Categories	N	Respondent	
			Frequency	Percent
Education is seen as the basic right of child with visual impairment.	Strongly Agree	11	11	73.30%
	Agree	4	4	26.70%
	Undecided	0	0	0
	Disagree	0	0	0
	Strongly Disagree	0	0	0
	Total	15	15	100%
Families are serious about the education of child with visual impairment.	Strongly Agree	11	11	73.30%
	Agree	4	4	26.70%
	Undecided	0	0	0
	Disagree	0	0	0
	Strongly Disagree	0	0	0
	Total	15	15	100%
Children with visual impairment are attending in the regular mainstream classroom.	Strongly Agree	10	10	66.7
	Agree	3	3	20
	Undecided	0	0	0
	Disagree	2	2	13.3
	Strongly Disagree	0	0	0
	Total	15	15	100%
Parents allow their normal children to attend class with children with visual impairment.	Strongly Agree	9	9	60
	Agree	2	2	13.3
	Undecided	3	3	20
	Disagree	1	1	6.7

	Strongly Disagree	0	0	0
	Total	15	15	100%
Children with visual impairment should have a separate school	Strongly Agree	8	8	53.3
	Agree	2	2	13.3
	Undecided	3	3	20
	Disagree	2	2	13.3
	Strongly Disagree	0	0	0
	Total	15	15	100%
Government should give free education for children with disabilities	Strongly Agree	7	7	46.7
	Agree	3	3	20
	Undecided	1	1	6.7
	Disagree	1	1	6.7
	Strongly Disagree	3	3	20
	Total	15	15	100%
The school is physically accessible for children with Visual impairment.	Strongly Agree	10	10	66.7
	Agree	5	5	33.3
	Undecided	0	0	0
	Disagree	0	0	0
	Strongly Disagree	0	0	0
	Total	15	15	100%
The school should not admit children with visual impairment	Strongly Agree	3	3	20
	Agree	7	7	46.7
	Undecided	4	4	26.7
	Disagree	1	1	6.7
	Strongly Disagree	0	0	0
	Total	15	15	100%

As indicated in Table 4.3, the majority of the respondents (73.3%) strongly agreed that education was seen as the basic right of a child with visual impairment, while 26.7% agreed. This finding is consistent with the literature, which recognizes education as a fundamental human right (UNESCO, 2017). The right to education is particularly important for children with visual impairments, as it enables them to develop their full potential and participate fully in society. However, one of the interviewees from the special needs teacher argued that;

"Much has been said than done about the right to education for all. At Atse Tewodros School, we perceive education as a fundamental human right, but if you ask me, if all students get equal education that is tailored according to their needs, I would say there is still much left to be done. Therefore, I would say that we truly see education as a human right for all children. The school is devoted to enrolling students with

disabilities by searching for them at home. "However, we cannot deny the fact that there is still much work left to be done to put the idea of the right to education into the ground.."(Code 1,Interviewed on June 9, 2023)

The statement highlights the importance of education as a fundamental human right and the efforts made by Atse Tewodros School to enroll students with disabilities. However, it also acknowledges that there is still much work left to be done to ensure that all students receive equal education tailored to their needs.

Table 4 6 The experience and implementation of inclusive education for students with visual impairment

II The experience and implementation of inclusive education for students with visual impairment.	Categories	N	Respondent	
			Frequency	Percent
Classroom are made up of students with mixed abilities.	Strongly Agree	4	4	26.7
	Agree	1	1	6.7
	Undecided	1	1	6.7
	Disagree	4	4	26.7
	Strongly Disagree	5	5	33.3
	Total	15	15	100%
There is an appropriate activities and each students personal needs are taken to account.	Strongly Agree	3	3	20
	Agree	6	6	40
	Undecided	3	3	20
	Disagree	1	1	6.7
	Strongly Disagree	2	2	13.3
	Total	15	15	100%
The school environment is accessible with ramps& visual aids alternative to lesson content for students with visual impairment.	Strongly Agree	6	6	40
	Agree	6	6	40
	Undecided	2	2	13.3
	Disagree	1	1	6.7
	Strongly Disagree	0	0	0
	Total	15	15	100%
Lesson Content and resource are adaptable to meet the students need.	Strongly Agree	6	6	40
	Agree	5	5	33.3
	Undecided	0	0	0
	Disagree	4	4	26.7
	Strongly Disagree	0	0	0
	Total	15	15	100%
	Strongly Agree	5	5	33.3

There is acceptability of children with special needs in the inclusive elementary school environment.	Agree	6	6	40
	Undecided	4	4	26.7
	Disagree	0	0	0
	Strongly Disagree	0	0	0
	Total	15	15	100%
Regular teachers are interested in teaching the students with disabilities.	Strongly Agree	11	11	73.3
	Agree	1	1	6.7
	Undecided	3	3	20
	Disagree	0	0	0
	Strongly Disagree	0	0	0
Total	15	15	100%	
The school provide support for children with visual impairment by providing a large print	Strongly Agree	11	11	73.3
	Agree	2	2	13.3
	Undecided	1	1	6.7
	Disagree	1	1	6.7
	Strongly Disagree	0	0	0
Total	15	15	100%	
Teachers are sufficiently knowledgeable about inclusive education and disabilities	Strongly Agree	9	9	60
	Agree	1	1	6.7
	Undecided	4	4	26.7
	Disagree	1	1	6.7
	Strongly Disagree	0	0	0
Total	15	15	100%	

According to the table above, the responses for the statement "classroom are made up of students with mixed abilities" were divided, with 26.7% strongly agreeing, 6.7% agreeing, 6.7% undecided, 26.7% disagreeing, and 33.3% strongly disagreeing.

The majority of the participants (60%) either disagreed or strongly disagreed with the statement, while only 30% agreed or strongly agreed. This finding highlighted the challenges of implementing inclusive education in practice.

The challenge presented by the data was how to effectively address the needs of students with mixed abilities in the classroom, particularly when a significant portion of the participants did not agree that classrooms were made up of students with mixed abilities. This challenge was compounded by the fact that some participants may not have a clear understanding of what is meant by "mixed abilities" or may not have a strong opinion on the matter, which could result in some students not receiving the necessary support or accommodations. Additionally, the

data suggests that there may be resistance to the shift in mindset required for inclusive education among some respondents.

The table also illustrated that the majority of the respondents (60%) either strongly agreed or agreed that there were appropriate activities and that each student's personal needs were taken into account, while 20% were undecided and 13.3% disagreed. This finding was consistent with the literature, which recognizes the importance of individualized education plans (IEPs) in ensuring that students with disabilities receive education tailored to their needs (Gogate et al., 2017). IEPs are designed to identify the student's strengths and needs and develop appropriate educational goals and strategies.

Regarding School physical accessibility majority of the respondents (80%) agreed that the school environment was accessible with ramps and visual aids alternative to lesson content for students with visual impairment, while 13.3% are undecided, and 6.7% disagree. This finding was consistent with the literature, which recognizes the importance of accessible environments and assistive technology in promoting inclusive education (UNESCO, 2017).

“ The school environment including playground ,toilets were renovated two years back with the consultation of special need expert.Ramps were made in different part of the school. To mention a few at the tap water , toilets, special need room and some classroom situated at the first floor.In addition the play ground became leveled.These were a good job done but it does not mean that is perfect.” (Code 2,Interviewed on June 9,2023).

Regarding lesson content adaptability ,the table indicated that 40% of respondents strongly agreed and 33.3% agreed that the lesson content and resources are adaptable to meet the students' needs. This indicates that a majority of respondents (73.3%) agreed or strongly agreed with the statement. On the other hand, 26.7% of respondents disagreed or strongly disagreed with the statement, with 4 respondents in each category.However, one of the interviewee argue with the above results stating that,”

“ The lesson content and the resource are like one size fits all.They are designed with a standard New Roman 12 font size for all students irrespective of their need. The same Worksheet ,exams and notes are prepared for all students in a similar manner,without any consideration for individual differences.I have never seen a worksheet which is tailored for the students with visually impaired.Hence , I would say that there is much left to be done to bring the idea of adaptability to the classroom. ”(Interviewed on June 9,2023).

This finding is consistent with the literature, which recognizes the importance of adapting lesson content and resources to meet the diverse needs of students with disabilities (Gogate et al., 2017).

With regard to acceptability, the table presents 33.3% strongly agreed and 40% agreed on the statement "there is acceptability of children with visual Impairment" 26.7% undecided. There is a literature which is inconsistent with the findings, According to (Hussien Nasir, 2020) "Acceptability is closely related to the quality and relevance of education. Education is, therefore, required to be of an adequate or good quality and relevant to the development of children". It indicated that there is no acceptance until its essence is made clear and informs of educational resources that accept individual differences.

As it shown in the table, the majority of the respondents (73.3%) strongly agreed that regular teachers are interested in teaching students with disabilities, while 6.7% agree, and 20% are undecided. This finding is consistent with the literature, which recognizes the importance of teacher attitudes and beliefs in promoting inclusive education (Avramidis & Norwich, 2002). Teachers who are interested in teaching students with disabilities are more likely to provide appropriate support and accommodations to promote their learning.

As for Support services and resources (34.4%) strongly disagreed that support services and resources were provided for students with visual impairment, while 28.1% strongly agree, 15.6% were undecided, and 21.9% disagree. This indicates that the respondents believe that support services and resources are not provided adequately for students with visual impairment.

The lack of support services and resources for students with visual impairment can have a significant impact on their academic achievement and social participation. For example, a study by Kalyanpur and Harry (2012) found that providing appropriate support services and resources, such as assistive technology and adapted materials, can promote the academic achievement of students with disabilities. Similarly, a study by Gogate et al. (2017) found that providing appropriate accommodations and assistive technology can promote the learning of students with visual impairments. Assistive technologies including electronic magnifiers that enlarge printed text and images, audio books that provide access to the same content as their peers, and tactile graphics that allow students to feel raised images such as maps and diagrams are crucial to ensure inclusive education. One of the special needs teacher also strengthen this idea .She said,"

“Lack of assistive technology can certainly be considered a barrier to inclusive education, as it can limit the ability of students with disabilities to access and engage with classroom content. This is particularly true for students who are visually impaired. On the other hand, having access to assistive technologies can be a significant enabler of inclusive education, as it can help to level the playing field and promote equal opportunities for all students. With the right technologies in place, students with disabilities can more easily access and engage with classroom content, participate in activities, and communicate with their peers and teachers. In conclusion, while lack of assistive technology can be a significant barrier to inclusive education, having access to the right technologies can be a powerful enabler of better learning and equal opportunities for all students. By working together to identify and implement the right technologies and accommodations, educators can help to create a more inclusive and supportive learning environment for all students.”

(Code 3, Interviewed on June 9, 2023).

The implication of the above discussion is that assistive technology plays a crucial role in promoting inclusive education and providing equal opportunities for all students, including those with disabilities. Lack of access to assistive technology can create barriers to learning and limit the ability of students with disabilities to fully participate in classroom activities.

Table 4 7 Major Challenges of Inclusive Education

III Major challenges of inclusive education with visual impairment	Categories	N	Respondent	
			Frequency	Percent
Subject teachers' lack of in-service training for supporting students with disabilities	Strongly Agree	2	2	13.3
	Agree	3	3	20
	Undecided	6	6	40
	Disagree	4	4	26.7
	Strongly Disagree	0	0	0
	Total	15	15	100%
Teachers and students negative attitude towards disability	Strongly Agree	2	2	13.3
	Agree	2	2	13.3
	Undecided	2	2	13.3
	Disagree	5	5	33.3
	Strongly Disagree	4	4	26.7
	Total	15	15	100%
Teachers skill or knowledge of handling students with disability	Strongly Agree	4	4	26.7
	Agree	2	2	13.3
	Undecided	6	6	40

	Disagree	2	2	13.3
	Strongly Disagree	0	0	0
	Total	15	15	100%
Lack of flexibility in curriculum	Strongly Agree	3	3	20
	Agree	2	2	13.3
	Undecided	4	4	26.7
	Disagree	4	4	26.7
	Strongly Disagree	2	2	13.3
	Total	15	15	100%
Physical or infrastructural barriers	Strongly Agree	2	2	13.3
	Agree	2	2	13.3
	Undecided	7	7	46.7
	Disagree	4	4	26.7
	Strongly Disagree	0	0	0
	Total	15	15	100%
Inadequate resources for teaching students with impairments	Strongly Agree	4	4	26.7
	Agree	5	5	33.3
	Undecided	4	4	26.7
	Disagree	2	2	13.3
	Strongly Disagree	0	0	0
	Total	15	15	100%
Lack of adaptable learning resource to the need of students with disability	Strongly Agree	3	3	20
	Agree	2	2	13.3
	Undecided	4	4	26.7
	Disagree	6	6	40
	Strongly Disagree	0	0	0
	Total	15	15	100%

The table above shows that 33.3% of respondents disagreed and 26.7% strongly disagreed that teachers and students have a negative attitude towards disability. On the other hand, 13.3% of respondents strongly agreed and 13.3% are undecided, while only 13.3% agreed that teachers and students have a negative attitude towards disability. This data suggests that while some respondents did not perceive negative attitudes towards disability among teachers and students, a significant proportion of respondents did. Negative attitudes towards disability can have a significant impact on the inclusion of students with visual impairment in the classroom, as it can lead to discrimination, exclusion, and a lack of support for these students (UNESCO, 2017).

The literature pointed out the importance of addressing negative attitudes towards disability in promoting inclusive education. UNESCO (2017) emphasizes the need for awareness-raising initiatives to promote positive attitudes towards disability among teachers, students, and the wider community. This can include training programs, workshops, and campaigns to promote understanding and acceptance of disability.

In conclusion, the data suggested that negative attitudes towards disability among teachers and students may be a challenge in promoting inclusive education with visual impairment. Addressing these attitudes through awareness-raising initiatives and training programs can promote a more inclusive learning environment for students with visual impairment. Reference: UNESCO. (2017).

The Table above shows that 33.3% of respondents disagreed and 26.7% strongly disagreed that teachers and students have a negative attitude towards disability. On the other hand, 13.3% of respondents strongly agreed and 13.3% are undecided, while only 13.3% agreed that teachers and students have a negative attitude towards disability.

This data suggests that while some respondents did not perceive negative attitudes towards disability among teachers and students, a significant proportion of respondents did. Negative attitudes towards disability can have a significant impact on the inclusion of students with visual impairment in the classroom, as it can lead to discrimination, exclusion, and a lack of support for these students (UNESCO, 2017).

In addition, the Table above shows that 33.3% of respondents agreed and 26.7% strongly agreed that there were inadequate resources for teaching students with impairments. This suggested that a lack of resources may be a significant challenge in promoting inclusive education. The literature also highlights the importance of providing appropriate training and support for teachers to effectively support students with disabilities. Ainscow and Miles (2008) emphasize the need for ongoing professional development and support for teachers to promote inclusive education.

The data shows that 26.7% of respondents strongly agreed and 13.3% agreed that teachers lack the necessary skills or knowledge to handle students with disabilities. This finding was reinforced with one of the special need interviewee that stated:

There is a lack of specialized disability centered courses in the special need curriculum in the college . Because when I studied for my diploma, I took only one or two general special needs courses out of all the courses; what I was learning was civics and geography. We did not take a course for specific types of disabilities, such as autism, multiple disabilities, and others. Therefore, obviously, I have a knowledge and skill gap. Therefore, special-needs and other teachers should be given continuous in-service training." (Interviewed on June 9, 2023)

The interviewee noted that the education system does not provide enough specialized courses for teachers to learn about specific types of disabilities, such as autism and multiple disabilities. This lack of specialized training can contribute to the knowledge and skill gap among teachers in handling disability cases. Concerning flexibility of the curriculum, table 4.5 highlighted that 20% of respondents strongly agreed and 13.3% agreed that there is a lack of flexibility in the curriculum. This suggested that the curriculum may not be designed to meet the needs of students with disabilities, which can be a significant barrier to their inclusion in the classroom.

The literature illustrated the importance of designing a flexible curriculum that can be adapted to meet the needs of all students, including those with disabilities. UNESCO (2017) emphasizes the need for a curriculum that is accessible and inclusive, and that can be adapted to meet the needs of diverse learners. This can include providing alternative assessments, modifying learning materials, and creating opportunities for students to learn in different ways.

Table 4 8 Students with visual impairment Response on issues related to implementation of inclusive education

I Implementation of inclusive education	Categories	N	Respondent	
			Frequency	Percent
Inclusive education is being implemented in Atse Tewodros Primary school	Strongly Agree	26	26	81.3
	Agree	2	2	6.3
	Undecided	0	0	0
	Disagree	0	0	0
	Strongly Disagree	4	4	12.5
	Total	32	32	100
Teachers adapt the learning materials	Strongly Agree	4	4	12.5
	Agree	7	7	21.9
	Undecided	9	9	28.1

according to the need of the student with visual impairment.	Disagree	7	7	21.9
	Strongly Disagree	5	5	15.6
	Total	32	32	100
Support service and and resources are provided for students with visual impairment	Strongly Agree	9	9	28.1
	Agree	0	0	0
	Undecided	5	5	15.6
	Disagree	7	7	21.9
	Strongly Disagree	11	11	34.4
	Total	32	32	100
Student with visual impairment get technological assistance in the class	Strongly Agree	2	2	6.3
	Agree	2	2	6.3
	Undecided	2	2	6.3
	Disagree	0	0	6.7
	Strongly Disagree	26	26	81.3
	Total	32	32	100%
The school is physically accessible for children with Visual impairment.	Strongly Agree	12	12	37.5
	Agree	8	8	25
	Undecided	5	5	15.6
	Disagree	2	2	6.3
	Strongly Disagree	5	5	15.6
	Total	32	32	100%
Students with visual impairment gain social acceptance	Strongly Agree	17	17	53.1
	Agree	4	4	12.5
	Undecided	3	3	9.4
	Disagree	2	2	6.3
	Strongly Disagree	6	6	18.8
	Total	32	32	100%
The school should not admit children with visual impairment.	Strongly Agree	10	10	31.3
	Agree	8	8	25
	Undecided	2	2	6.3
	Disagree	4	4	12.5
	Strongly Disagree	8	8	25
	Total	32	32	100%

The data shows that 81.3% of respondents strongly agreed and 6.3% agreed that inclusive education is being implemented in Atse Tewodros Primary school. This highlighted that the school has made progress in promoting inclusive education for students with visual impairments.

However, the data also shows that 15.6% of respondents were undecided and 12.5% strongly disagreed that teachers adapt the learning materials according to the needs of students with visual impairments.

The literature supports this finding, emphasizing the importance of providing appropriate training and support for teachers to promote inclusive education. Florian (2014) highlighted the need for teachers to have a deep understanding of the needs of students with disabilities and to be able to adapt their teaching strategies to meet those needs. This can include providing appropriate accommodations, such as assistive technologies, and creating a supportive learning environment that promotes the inclusion of all students.

The data also showed that 34.4% of respondents strongly disagreed and 21.9% disagreed that support services and resources were provided for students with visual impairments. This indicated that there may be a lack of resources and support services available to students with visual impairments, which can be a significant barrier to their inclusion in the classroom.

The data shows that only 6.3% of respondents strongly agree and 6.3% agree that students with visual impairment get technological assistance in the class. This suggests that there may be a lack of assistive technologies available to support students with visual impairments in the classroom.

The literature emphasizes the importance of providing appropriate assistive technologies to support students with visual impairments in the classroom. This can include screen readers, magnifiers, and other technologies that can help students access and engage with learning materials. The lack of technological assistance reported by the respondents highlights the need for schools to invest in appropriate assistive technologies to support students with visual impairments.

The data also shows that 37.5% of respondents strongly agree and 25% agree that the school is physically accessible for children with visual impairments. The literature emphasizes the importance of creating a physically accessible learning environment to promote the inclusion of students with disabilities in the classroom. This can include providing ramps, handrails, and other accessibility features that can help students with visual impairments navigate the school environment. The data also shows that 53.1% of respondents strongly agreed, 12.5% agree, and 9.4% were undecided that students with visual impairment gain social acceptance. This was a

positive finding, indicating that students with visual impairments are generally accepted by their peers in the school environment.

The literature emphasizes the importance of promoting social acceptance and inclusion of students with disabilities in the classroom. This can include creating opportunities for students to interact and collaborate with each other, and promoting a culture of respect and understanding for students with disabilities.

Chapter Five

Summary, Conclusion and Recommendation

5.1 Introduction

The aim of this chapter is to provide a comprehensive summary and conclusion of the research conducted on the experience and implementation of inclusive education for children with visual impairments in Addis Ababa, with a specific focus on Atse Tewodros Primary School. The chapter evaluates the adaptability and acceptability of the Atse Tewodros School System, as well as the provision of support services and resources to accommodate students with visual impairments. Furthermore, the chapter addresses the current challenges related to the implementation of inclusive education. The summary, conclusion, and recommendations are presented in separate sections.

5.2 Summary

This study examines inclusive education from an individual education human rights perspective, focusing on the human rights dimension and the gap between human rights laws and Atse Tewodros Primary School's implementation. It also examines the right to education from the perspectives of acceptability, adaptability, and support. The study also examines the social model of disability, which asserts that the disabling environment makes students disabled, rather than the disability itself. The mixed-methods research design, combining qualitative and quantitative data, aims to fill the gap by focusing on students with visual impairment from social and human rights perspectives, as well as the acceptability and adaptability of educational resources.

The study aimed to answer research questions about the challenges affecting inclusive education for children with visual impairments at Atse Tewodros Primary School. It involved questionnaires, interviews with principals and special needs teachers, and 32 students with visual impairments. The research focused on adapting materials, assessing acceptance, and providing support and resources for these students. The findings were analyzed using percentages and frequencies, with thematic analysis revealing the most significant findings.

5.2.1 The gap between human right laws and the implementation of inclusive education current practices and implementation of inclusive education for children with visual impairment.

Despite the existence of laws that promote inclusive education, students with visual impairments still face challenges in accessing equal education opportunities. One of the major challenges is the lack of specialized educational resources that cater to the needs of students with visual impairments. This includes materials such as braille books, audio books, and assistive technology that can help students with visual impairments access the same educational content as their peers.

Another challenge is the ergonomics of the classroom desks and chairs. These are often not designed to accommodate students with visual impairments, which can lead to discomfort and difficulty in accessing the learning materials. Additionally, the lack of natural light in classrooms due to poor classroom design can also affect the learning experience of students with visual impairments. All of these factors contribute to a lack of equal education opportunities for students with visual impairments.

5.2.2 Challenge that affects the inclusive education for Children with Visual Impairments.

Lack of specialized training

The study found that special needs and regular teachers may not have enough knowledge about different types of disabilities, which can lead to a knowledge and skill gap in providing inclusive education to students with disabilities. One of the reasons for this issue is that special needs teachers did not study as much different types of disabilities during their college years. This lack of specialized training contributed to the knowledge and skill gap among teachers in handling disability cases.

Lack of flexibility of the curriculum

The study depicted that the curriculum was not designed to meet the diverse needs of students with disabilities, including those with physical, sensory, and cognitive impairments. Which can be a significant barrier to their inclusion in the classroom .This can involve modifying the curriculum content, teaching methods, and assessment strategies to ensure that all students can access and participate in the learning process. The needs of students with visual impairments.

Which can be a significant barrier to their inclusion in the classroom? to meet the diverse needs of students with disabilities, including those with physical, sensory, and cognitive impairments. This can involve modifying the curriculum content, teaching methods, and assessment strategies to ensure that all students can access and participate in the learning process.

Lack of assistive technologies

The study found the lack of assistive technologies available to support students with visual impairments in the classroom. Assistive technologies such as screen readers, magnifiers, and other technologies can help students with visual impairments access and engage with learning materials. Without access to these technologies, students with visual impairments may struggle to participate fully in classroom activities and may not be able to access the same learning opportunities as their peers.

Lack of Acceptability in the education resources

Acceptability is closely related to the quality and relevance of education. Education is, therefore, required to be of an adequate or good quality and relevant to the development of children". It indicated that there is no acceptance until its essence is made clear and informs of educational resources that accept individual differences.

5.3 Conclusion

Based on the findings of the study and the summary made from the discussion, the following

Conclusions are drawn:

- The researched found that Students with visual impairments still struggle to access equal educational opportunities, despite the legal framework in place to support inclusive education. A significant obstacle to their education was the absence of specialized instructional materials including braille books, audio books, and assistive technology.
- Students with visual impairments faced additional challenges in accessing equal education opportunities due to the ergonomics of classroom furniture and poor classroom design. Poorly designed desks and chairs, as well as the lack of natural light in classrooms, significantly affect their learning experience.

- The study found that both special needs and regular teachers may not have enough knowledge about different types of disabilities, which can lead to a knowledge and skill gap in providing inclusive education to students with disabilities. The lack of specialized training during college years for special needs teachers is a contributing factor to this issue.
- The study found that the curriculum was not designed to meet the diverse needs of students with visual impairment. This was among the significant barrier to their inclusion in the classroom.
- The study depicted that there was no assistive technologies for students with visual impairments. Without assistive technologies, students with impairments may not have access to the same learning opportunities as their peers.
- Regarding acceptability in education resources there was a significant barrier to the inclusion of students with diverse needs. Hence those educational resources must be designed to accept individual differences and meet the diverse needs of students. It is crucial to ensure that education resources are designed to accept individual differences and meet the diverse needs of students.

5.4 Recommendation

Based on the findings of the study, the following recommendations can be made to ensure inclusive education for students with visual impairments:

- **Develop specialized instructional materials:**
Schools should develop specialized instructional materials that are accessible to students with visual impairments. These materials should be designed to meet the unique needs of these students and should be available in a variety of formats, such as braille, large print, and audio.
- **Improve classroom ergonomics:**
Schools should ensure that classrooms are designed to meet the needs of students with visual impairments. This includes ensuring that there is adequate natural light, and that the classroom is arranged in a way that is conducive to learning.
- **Provide specialized training for special needs teachers:**
Schools should provide specialized training for teachers who work with students with visual impairments. This training should cover topics such as assistive technology, classroom accommodations, and strategies for working with students with visual impairments.

➤ **Increase the number of courses related to disability:**

Schools should increase the number of courses related to disability in their curriculum. This will help to raise awareness about the needs of students with visual impairments and will help to prepare teachers to work with these students.

➤ **Ensure adaptability of educational resources:**

Schools should ensure that educational resources are adaptable to meet the needs of students with visual impairments. This includes ensuring that textbooks and other materials are available in accessible formats, and that assistive technology is available to support learning.

➤ **Provide assistive technology:**

Schools should provide assistive technology to students with visual impairments. This includes screen readers, magnifiers, and other tools that can help students to access educational materials.

➤ **Ensure acceptability of educational resources:**

Schools should ensure that educational resources are acceptable to students with visual impairments. This includes ensuring that materials are culturally appropriate and that they are designed to meet the needs of students with visual impairments.

➤ **Provide a flexible curriculum:**

Schools should provide a flexible curriculum that can be adapted to meet the needs of students with visual impairments. This includes providing accommodations such as extended time for assignments and exams, and providing alternative assessments that are accessible to students with visual impairments.

By implementing these recommendations, Atse Tewodros Primary school can ensure that students with visual impairments have a comfortable and accessible learning environment that promotes their academic success.

5.4.1 Implications

5.4.2 The Implication of the Study for Atse Tewodros Primary School

1. Atse Tewodros Primary School needs to ensure that it has the necessary resources and support to provide inclusive education for children with visual impairments. This includes providing assistive technologies, such as screen readers and magnifiers, as well as training for

teachers and other school staff on how to support students with visual impairments in the classroom.

2. Atse Tewodros Primary School needs to address physical and attitudinal barriers that prevent children with visual impairments from accessing education. This includes ensuring that buildings and classrooms are accessible, and promoting positive attitudes towards individuals with disabilities among teachers, staff, and students.

In summary, the study of the implementation of inclusive education for children with visual impairments has important implications for Atse Tewodros Primary School. By promoting inclusive education policies and practices, Atse Tewodros Primary School can help to promote the full participation and inclusion of children with visual impairments in society.

5.4.3 Social Work Implication of the Study

The implementation of inclusive education for children with visual impairments has significant social work implications from both the social disability model and human rights perspectives. The social disability model emphasizes the importance of addressing social barriers that prevent individuals with disabilities from fully participating in society. Inclusive education is one way to address these barriers and promote social inclusion for children with visual impairments.

According to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), inclusive education is a fundamental human right for all children, including those with disabilities. The UNCRPD emphasizes the importance of ensuring that children with disabilities have equal access to education and are not discriminated against on the basis of their disability. Inclusive education is seen as a means of promoting the full participation and inclusion of children with disabilities in society. United Nations. (2006)

From a social work perspective, the implementation of inclusive education for children with visual impairments requires a multi-faceted approach. This includes addressing physical barriers, such as inaccessible buildings and classrooms, as well as attitudinal barriers, such as negative attitudes towards individuals with disabilities. Social workers can play a crucial role in advocating for the rights of children with visual impairments and promoting inclusive education policies and practices.

In addition, social workers can work with families and schools to provide support and resources for children with visual impairments. This may include providing assistive technologies, such as screen readers and magnifiers, as well as training for teachers and other school staff on how to support students with visual impairments in the classroom.

To sum up, the implementation of inclusive education for children with visual impairments has significant social work implications from both the social disability model and human rights perspectives. Social workers can play a crucial role in promoting inclusive education policies and practices, advocating for the rights of children with visual impairments, and providing support and resources for families and schools.

5.4.4. Implication of the Study for Policy Making

The study of the implementation of inclusive education for children with visual impairments has significant implications for policy making. Inclusive education is a fundamental human right for all children, including those with disabilities, and policy makers have a responsibility to ensure that this right is upheld. The following are some of the implications of the study for policy making:

1. Policy makers need to ensure that there are adequate resources and support for inclusive education. This includes providing funding for assistive technologies, such as screen readers and magnifiers, as well as training for teachers and other school staff on how to support students with visual impairments in the classroom.
2. Policy makers need to address physical and attitudinal barriers that prevent children with visual impairments from accessing education. This includes ensuring that buildings and classrooms are accessible, and promoting positive attitudes towards individuals with disabilities.
3. Policy makers need to ensure that there are adequate legal protections for children with visual impairments. This includes anti-discrimination laws and policies that protect the rights of children with disabilities to access education.
4. Policy makers need to promote collaboration between schools, families, and communities to support the education of children with visual impairments. This includes providing resources and support for families, and promoting community involvement in inclusive education initiatives.

Generally, the study of the implementation of inclusive education for children with visual impairments has important implications for policy making. Policy makers have a responsibility to ensure that all children, including those with disabilities, have equal access to education and are not discriminated against on the basis of their disability. By promoting inclusive education policies and practices, policy makers can help to promote the full participation and inclusion of children with visual impairments in society.

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Appendix 1

Instruments of Data Collection

1. Questionnaire to be Filled by the Regular teachers

St. Mary's University

Department of Social Work

MA Program

Dear study participants, I am a student of MA in Social Work in St. Mary's University .Currently I am doing my thesis entitled: Experience and Implementation of Inclusive Education for Children with visual Impairment from the Human Right and Social Model Perspectives; in Ethiopia Primary Schools:In the case of Atse Tewodros Primary School in Addis Ababa

The purpose of this research is to assess the experience and the implementation of inclusive education for children with visual impairments. As part of my study I am asking you to participate in this research study by completing a questionnaire survey.

Therefore, the information obtained shall be used for academic purposes only and shall be treated with the utmost confidentiality. It is only through your response that this study can be completed.

Thank you in advance for taking your valuable time and collaboration to fill out the questionnaire!

Tewodros Salemot

If you have any question, please don't hesitate to contact me through: +251-913-62-09-16

addisted7@gmail.com

Part I: General Respondents background Information

Please respond by ticking the appropriate boxes or completing the blank spaces.

1. Sex: Female Male

2. Age:

20-30 years

31-40 years

41-50 years

51-60 years

More than 60 years

3. Your highest level of education achieved

TVET/ College Diploma Bachelor degree Masters

PhD other (please specify) _____

4. How long have you been in the organization?

< 2 years 2 to 5 years 6 to 9 years 10 years and above

Part II: A Questionnaire to be filled by regular teachers.

The Right to Education

For each of the following items please indicate whether you strongly agree, agree, undecided, disagree or strongly disagree. This five point scale represents the following scores. Strongly agree represents five (5) points, agree represents three points(4), undecided represents 3 points disagree represents two points(2) and strongly disagree represents one point (1). Please provide your answer by marking “√” on the scales representing your choice or make circle on your choices.

no	Description	5 strongly agree	4 agree	3 undeci ded	2 disagree	1 strongly disagree
I	The Right to Education					
1	Education is seen as as the basic right of child with visual impairment.					
2	Families are serious about the education of child with visual impairment.					
3	Children with visual impairment are attending in the regular mainstream classroom.					
4	Parents allow their normal children to attend class with children with visual impairment.					
5	Children with visual impairment should have a separate school					
6	Government should give free education for children with disabilities.					
7	The school is physically accessible for children with Visual impairment.					
8	The school should not admit children with visual impairment.					
II	The experience and implementation of inclusive education for students with visual impairment.					
1	Classroom are made up of students with mixed abilities.					
2	There is an appropriate activities and each students personal needs are taken to account.					

3	The school environment is accessible with ramps& visual aids alternative to lesson content for students with visual impairment.					
4	Lesson Content and resource are adaptable to meet the students need.					
5	There is acceptability of children with special needs in the inclusive elementary school environment.					
7	Regular teachers are interested in teaching the students with disabilities.					
8	The school provide support for children with visual impairment by providing a large print					
9	Teachers are sufficiently knowledgeable about inclusive education and disabilities.					
III	Major challenges of inclusive education with visual impairment					
1	Subject teachers' lack of in-service training for supporting students with disabilities					
2	Teachers and students negative attitude towards disability					
3	Teachers skill or knowledge of handling students with disabilities.					
4	Lack of flexibility in curriculum					
5	Physical or infrastructural barriers					
6	Inadequate resources for teaching students with impairments					
7	Lack of adaptable learning resource to the need of students with disability.					

Appendix 2

Part III: A Questionnaire to be filled by Students with visual impairment.

St. Mary's University

Department of Social Work

MA Program

Dear study participants, I am a student of MA in Social Work in St. Mary's University .Currently I am doing my thesis entitled: **Experience and Implementation of Inclusive Education for Children with visual Impairment from the Human Right and Social Model Perspectives; in Ethiopia Primary Schools: In the case of Atse Tewodros Primary School in Addis Ababa**

The purpose of this research is to assess the experience and the implementation of inclusive education for children with visual impairments. As part of my study I am asking you to participate in this research study by completing a questionnaire survey.

Therefore, the information obtained shall be used for academic purposes only and shall be treated with the utmost confidentiality. It is only through your response that this study can be completed. Thank you in advance for taking your valuable time and collaboration to fill out the questionnaire!

Tewodros Salemot

If you have any question, please don't hesitate to contact me through: +251-913-62-09-16

For each of the following items please indicate whether you strongly agree, agree, undecided, disagree or strongly disagree. This five point scale represents the following scores. Strongly agree represents five (5) points, agree represents three points(4),undecided represents 3 points disagree represents two pints(2) and strongly disagree represents one point (1).Please provide your answer by marking“√” on the scales representing your choice or make circle on your choices.

no	Implementation of inclusive education	5 strongly agree	4 agree	3 undecid ed	2 disagr ee	1 strongly disagree
1	Inclusive education is being implemented in Atse Tewodros Primary school					
2	Teachers adapt the learning materials according to the need of the student with visual impairment.					
3	Support service and and resources are provided for students with visual impairment					
4	Student with visual impairment get technological assistance in the class.					
5	The school is physically accessible for students with Visual impairment					
6	Students with visual impairment gain social acceptance					
7	The school is physically accessible for children with Visual impairment.					
8	The school should not admit children with visual impairment.					

Appendix 3

Key informant Interview Questions

St. Mary's University

Department of Social Work

MA Program

Dear study participants, I am a student of MA in Social Work in St. Mary's University .Currently I am doing my thesis entitled: **Experience and Implementation of Inclusive Education for Children with visual Impairment from the Human Right and Social Model Perspectives; in Ethiopia Primary Schools: In the case of Atse Tewodros Primary School in Addis Ababa**

The purpose of this thesis is to assess the experience and the implementation of inclusive education for children with visual impairments. As part of my study I am asking you to participate in this research study by completing a questionnaire survey.

Therefore, the information obtained shall be used for academic purposes only and shall be treated with the utmost confidentiality. It is only through your response that this study can be completed. Thank you in advance for taking your valuable time and collaboration to fill out the questionnaire!

Tewodros Salemot

If you have any question, please don't hesitate to contact me through: +251-913-62-09-16

St. Marry University
Department of Social Work
MA Program

Key informant interview guide (for the staffs of the Atse Tewodros Primary School) prepared to collect information on a Masters research entitled “ Experience and Implementation of Inclusive Education for Children with visual Impairment from the Human Right and Social Model Perspectives; in Ethiopia Primary Schools: In the case of Atse Tewodros Primary School in Addis Ababa”

Respondent code

Date of Interview

Department of the Interviewee

Introduction

My name is Tewodros Salemot. I am collecting data on Experience and Implementation of Inclusive Education for Children with visual Impairment from the Human Right and Social Model Perspectives; in Ethiopia Primary Schools: In the case of Atse Tewodros Primary School in Addis Ababa

You are selected as a staff of the organization. Your responses will not harm you and is kept confidential. Your name and other personal identities will not be reported with the research findings. If you have any questions and additional elaborations about the research you can contact me through phone number (0913-62-09-16).

Thank You in advance for your time, Effort and cooperation!

Key Informant Interview Questions

1. What are the understandings of inclusive education?
2. What are barriers and enablers to students participation and learning?
3. What are the approaches and practices to inclusive education utilized by actors in local communities? To what an extent do these practices facilitate learning outcomes?
4. To what extent children from diverse backgrounds feel included in educational processes at schoolmate are the enablers and barriers to inclusive education at policy and practice levels?
5. How is the school performance of children with disabilities?
6. Do children with disabilities actively participate in the school activities?
7. What kinds of polices, strategies, rule and regulation are provided by education bureau?
8. What strategy is provided in woreda level to supervise implementation of IE and feedback on the performance?
9. What incentives provided for the SNE experts/ teachers?
10. What do you think needs to be done by different bodies to improve the implementation of IE

Appendix 4

Observation Check List

**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTED OF AGRICULTURAL AND DEVELOPMENT
DEPARTMENT OF SOCIAL WORK**

**Observation checklist prepared to identify implementation of inclusive Education for
Students with Visual Impair in Atse Tewodros Primary Schools**

No	Observation Check Lists	Yes	No	Remarks
	I. Physical Environment			
1	Uneven ground			
2	Ramps are available at the classroom doors ,toilet, tap water door			
3	Arrangement of Furnishings and Floor Coverings			
4	Selection and Placement of Materials			
5	Design and Display of Visual Materials			
6	Ergonomics of the school			
7	Lighting and Sound			
8	Availability of Assistive technology in the class room			
	II. Adaptability			
9	Larger print of worksheets and exams are provided for CWVI			
10	Availability of supportive materials in the library			
11	Provision of the learning materials, notes and worksheets			
	3. Acceptability			
12	Providing education and information			
13	Involving in social activities			
14	Participation in extracurricular activities			

Appendix 5

አባሪ 5

መጠይቅ በመምህራን በአማርኛ ሊመለስ ነው

የሴንት ሜሪ ዩኒቨርሲቲ

የማህበራዊ ስራ የትምህርት ክፍል

የኤምኤ ፕሮግራም

ውድ የዚህ ጥናት ተሳታፊዎች፣ እኔ በቅድስተ ማርያም ዩኒቨርሲቲ የማህበራዊ ሥራ የኤምኤ ተማሪ ስሆን። በአሁኑ ጊዜ የመመረቂያ ፅሁፍ ትምህርቴን እየሰራሁ ነው። የእይታ እክል ላለባቸው ህጻናት ከሰብአዊ መብት እና ከማህበራዊ ሞዴል እይታ አንጻር ያላቸውን ልምድ እና አካታች ትምህርት በኢትዮጵያ የመጀመሪያ ደረጃ ትምህርት ቤቶች በአዲስ አበባ የሚገኘው አጼ ቴዎድሮስ አንደኛ ደረጃ ትምህርት ቤት ላይ እየሰራ ይገኛል። የዚህ ጥናት አላማ የማየት እክል ላለባቸው ህጻናት የሚሰጣቸውን የአካቶ ከሰብዓዊ መብትና ከማህበራዊ እይታ አንጻር ለመገምገም ነው። ሁሉን አቀፍ ትምህርት ያላቸውን ልምድ እና አተገባበር ለመገምገም ነው። በመሆኑም በዚህ የምርምር ጥናት ላይ ይህን መጠይቅን በመሙላት እንድትሳተፉ እጠይቃለሁ። ስለዚህ የተገኘው መረጃ ለአካዳሚክ ዓላማዎች ብቻ ጥቅም ላይ ይውላል እና በከፍተኛ ሚስጥራዊነት መታከም አለበት። ይህ ጥናት ሊጠናቀቅ የሚችለው በእርስዎ ምላሽ ብቻ ነው። መጠይቁን ለመሙላት ጠቃሚ ጊዜዎን እና ትብብርዎን ስለወሰዱ አስቀድመን እናመሰግናለን! ቴዎድሮስ ሳለሞት ማንኛውም አይነት ጥያቄ ካለዎት እባክዎን እኔን ለማነጋገር በዚህ ስልክ ይደውሉ

+251-913-62-09-16 addsted7@gmail.com

ክፍል አንድ፡ አጠቃላይ ምላሽ ሰጪዎች ዳራ

መረጃ እባክዎ ተገቢውን ሳጥኖች ላይ ምልክት በማድረግ ወይም ባዶ ቦታዎችን በመሙላት ምላሽ ይሰጡ።

1. ስታ፡- ሴት ወንድ

2. ዕድሜ፡- 20-30 ዓመት

31-40 ዓመት

41-50 ዓመት

51-60 ዓመት

ከ 60 ዓመት በላይ

3. የከፍተኛ ትምህርት ደረጃ

የቴክኒክና ሙያ ትምህርትና ሥልጠና

/የኮሌጅ ዲፕሎማ

ባችለር ዲግሪ

ማስተርስ ፕሎግራም

ሌላ (እባክዎ ይግለጹ) _____

4. በድርጅቱ ውስጥ ለምን ያህል ጊዜ አስተምረዋል?

2 አመት 2 እስከ 5 አመት 6 እስከ 9 አመት 10 አመት እና ከዚያ በላይ

5. የእርስዎ የስራ ደረጃ፡ ጀምሮ መካከለኛ አንጋፋ

ክፍል 2፡ በመደበኛ አስተማሪዎች የሚሞላ መጠይቅ።

ለሚከተሉት ለእያንዳንዱ ጥያቄዎች እስማማለሁ፣ አልስማማም በጣም እስማማለሁ አልወሰንኩም በጣም አልስማማም
 ። ይህ አምስት ነጥብ መለኪያ የሚከተሉትን ውጤቶች ይወክላል። በጣም እስማማለሁ (5) ቁጥር , እስማማለሁ(4) ቁጥር
 , አልወሰንኩም(3) ቁጥር, አልስማማም (2) ቁጥር በጣም አልስማማም (1) ቁጥር ይወክላል።

እባክዎ የመረጡትን ቁጥር የራይት ምልክት በማድረግ መልስ ይስጡ ወይም ክብ ያድርጉ

ቁጥር	መግለጫ	5 በጣም እስማማለሁ	4 እስማማለሁ	3 አልወሰንኩም	2 አልስማማም	1 በጣም አልስማማም
I	ስለ ትምህርት የመማር መብት					
1	ትምህርት የዕይታ ችግር ላለባቸው እንደ አንድ የሰብዓዊ መብት ይታያል					
2	ወላጆች የልጆቻቸውን ትምህርት በጥብቅ ይከታተላሉ					
3	የማየት ችግር ያለባቸው የመደበኛ ትምህርት እየተከታተሉ ነው					
4	ወላጆች ከሌላ የማየት እክል ከሌለባቸው ልጆች ጋር እንዲማሩ ይፈቅዳሉ					
5	የማየት እክል ላለባቸው በተለየ ትምህርት ቤት መማር አለባቸው					

6	የአካል ጉዳት ላለባቸው መንግስት ነፃ ትምህርት ሊሰጣቸው ይገባል					
7	የትምህርት ቤት ቦታዎች የማየት እክል ላለባቸው ምቹ ነው					
8	ትምህርት ቤት ማየት እክል ያለባቸውን መቀበል የለበትም					
II	የማየት እክል ያለባቸው ልጆች የአካቶ ትምህርት ልምድና ትግበራ					
1	በክፍሉ ውስጥ ብዙ ልዩ ችሎታ ያላቸው ልጆች ይማራሉ					
2	ተገቢ የሆነ እንቅስቃሴዎች ተማሪዎች በፈለጉት ላይ ያደርጋሉ					
3	ትምህርት ቤቱ በዊልቸር ለሚሎዱና ማየት ለተሳናቸው የሚሆን አማራጭ ትምህርት ይሰጣል					
4	ትምህርቱ በተማሪዎች ፍላጎት የተዘጋጀ ነው					
5	ልዩ ፍላጎት ያላቸው ተማሪዎች በአካቶ ትምህርት ተቀባይነት አላቸው					
6	መደበኛ መምህራን አካል ጉዳተኞችን የማስተማር ፍላጎት አላቸው					
7	T9ትምህርት ቤቱ የማየት እክል ላለባቸው ትልቅ ኮፒ በመስጠት ድጋፍ ያ ደርጋል					
8	AI መምህራን ስለ አካቶ ትምህርትና ስለ አካል ጉዳት በቁ እውቀት አላቸው					
III	ለማየት እክል ላለባቸው ተማሪዎች የአካቶ ትምህርት ተግዳሮቶች					
1	የትምህርት መምህራን የአካል ጉዳተኛ ተማሪዎችን ለመደገፍ በአገልግሎት ላይ ስልጠና አለመስጠት					
2	አስተማሪዎች እና ተማሪዎች በአካል ጉዳት ላይ አሉታዊ አመለካከት					
3	የአካል ጉዳተኛ ተማሪዎችን ስለመቆጣጠር የመምህራን ችሎታ ወይም እውቀት					
4	በስርአተ ትምህርት ውስጥ ተለዋዋጭነት ማጣት					
5	የአካል ወይም የመሠረተ ልማት መስናክሎች					
6	እክል ያለባቸውን ተማሪዎች ለማስተማር በቂ ያልሆነ ግብአት					
7	ከአካል ጉዳተኛ ተማሪዎች ፍላጎት ጋር የሚጣጣም የመማሪያ ቁስ እጥረት።					

Appendix 6

አባሪ 6

የእይታ እክል ባለባቸው ተማሪዎች የሚሞላ መጠይቅ
 3: የማየት እክል ባለባቸው ተማሪዎች የሚሞላ መጠይቅ።

ለሚከተሉት ለእያንዳንዱ ጥያቄዎች እስማማለሁ፣ አልስማማም በጣም እስማማለሁ አልወሰንኩም በጣም አልስማማም ። ይህ አምስት ነጥብ መለኪያ የሚከተሉትን ውጤቶች ይወክላል። በጣም እስማማለሁ (5) ቁጥር , እስማማለሁ(4) ቁጥር , አልወሰንኩም(3) ቁጥር, አልስማማም (2) ቁጥር በጣም አልስማማም (1) ቁጥር ይወክላል።

እባክዎ የመረጡትን ቁጥር የራይት ምልክት በማድረግ መልስ ይስጡ ወይም ክብ ያድርጉ

	የአካቶ ትምህርት ትግበራ	5 በጣም እስማማለሁ	4 እስማማለሁ	3 አልወሰንኩም	2 አልስማማ ም	1 በጣም አልስማማም
1	በአጼ ቴዎድሮስ አንደኛ ደረጃ ትምህርት ቤት አካታች ትምህርት እየተተገበረ ነው					
2	መምህራን የማየት እክል ላለበት ተማሪ ፍላጎት መሰረት የትምህርት መሳሪያዎች ያስተካክላሉ					
3	የማየት እክል ላለባቸው ተማሪዎች የድጋፍ አገልግሎት እና ግብአቶች ተሰጥተዋል					
4	የማየት እክል ያለበት ተማሪ በክፍል ውስጥ የቴክኖሎጂ እገዛን ያገኛል።					
5	ትምህርት ቤቱ የእይታ እክል ላለባቸው ተማሪዎች በአካል ተደራሽ ነው።					
6	የማየት እክል ያለባቸው ተማሪዎች ማህበራዊ ተቀባይነትን ያገኛሉ					
7	ትምህርት ቤቱ የእይታ እክል ላለባቸው ልጆች በአካል ተደራሽ ነው።					
8	ትምህርት ቤቱ የማየት እክል ያለባቸውን ልጆች መቀበል የለበትም					

Appendix.7

አባሪ 7 ከልዩ ፍላጎት አስተማሪዎች እና ከትምህርት ቤቱ ምክትል ርዕሰ መምህራን ጋር የሚደረግ ቃለ ምልልስ

የሴንት ሜሪ ዩኒቨርሲቲ

የማህበራዊ ስራ የትምህርት ክፍል

የኤምኤ ፕሮግራም

ውድ የዚህ ጥናት ተሳታፊዎች፣ እኔ በቅድስተ ማርያም ዩኒቨርሲቲ የማህበራዊ ሥራ የኤምኤ ተማሪ ስሆን። በአሁኑ ጊዜ የመመረቂያ ፅሁፍ ትምህርቴን እየሰራሁ ነው። የእይታ እክል ላለባቸው ህጻናት ከሰብአዊ መብት እና ከማህበራዊ ሞዴል እይታ አንጻር ያላቸውን ልምድ እና አካታች ትምህርት በኢትዮጵያ የመጀመሪያ ደረጃ ትምህርት ቤቶች በአዲስ አበባ የሚገኘው አጼ ቴዎድሮስ አንደኛ ደረጃ ትምህርት ቤት ላይ እየሰራ ይገኛል። የዚህ ጥናት አላማ የማየት እክል ላለባቸው ህጻናት የሚሰጣቸውን የአካቶ ከሰብአዊ መብትና ከማህበራዊ እይታ አንጻር ለመገምገም ነው። ሁሉን አቀፍ ትምህርት ያላቸውን ልምድ እና አተገባበር ለመገምገም ነው። በመሆኑም በዚህ የምርምር ጥናት ላይ ይህን መጠይቅን በመሙላት እንድትሳተፉ እጠይቃለሁ። ስለዚህ የተገኘው መረጃ ለአካዳሚክ ዓላማዎች ብቻ ጥቅም ላይ ይውላል እና በከፍተኛ

ሚስጥራዊነት መታከም አለበት. ይህ ጥናት ሊጠናቀቅ የሚችለው በእርስዎ ምላሽ ብቻ ነው። መጠይቁን ለመሙላት ጠቃሚ ጊዜዎን እና ትብብርዎን ስለወሰዱ አስቀድመን እናመሰግናለን! ቴዎድሮስ ሳለሞት ማንኛውም አይነት ጥያቄ ካለዎት እባክዎን እኔን ለማነጋገር በዚህ ስልክ ይደውሉ

+251-913-62-09-16 addisted7@gmail.com

ክፍል አንድ: አጠቃላይ ምላሽ ሰጪዎች ዳራ

የሴንት ሜሪ ዩኒቨርሲቲ

የማህበራዊ ስራ ክፍል

ኤምኤ ፕሮግራም

ቁልፍ የመረጃ ሰጭ ቃለ መጠይቅ መመሪያ (ለአጼ ቴዎድሮስ አንደኛ ደረጃ ትምህርት ቤት ሰራተኞች) ከሰብአዊ መብት እና ከማህበራዊ ሞዴል እይታ አንጻር የአይን እክል ላለባቸው ህጻናት ሁሉን አቀፍ ትምህርት ልምድ እና አተገባበር በሚል ርዕስ በማስተርስ ጥናት ላይ መረጃ ለመሰብሰብ ተዘጋጅቷል። በኢትዮጵያ የመጀመሪያ ደረጃ ትምህርት ቤቶች፣ በአዲስ አበባ የሚገኘው የአጼ ቴዎድሮስ አንደኛ ደረጃ ትምህርት ቤት ጉዳይ”

ምላሽ ሰጪ ኮድ

የቃለ መጠይቁ ቀን

የቃለ መጠይቁ ክፍል

መግቢያ

ቴዎድሮስ ሳለሞት እባላለሁ። የማየት እክል ላለባቸው ልጆች ያካተተው ትምህርት ልምድ እና አተገባበር ላይ መረጃን ከሰብአዊ ሙብት እና ማህበራዊ ሞዴል እይታዎች እየሰበሰቡኩ ነው። በኢትዮጵያ የመጀመሪያ ደረጃ ትምህርት ቤቶች፣ በአዲስ አበባ የሚገኘው አጼ ቴዎድሮስ አንደኛ ደረጃ ትምህርት ቤት ጉዳይ እርስዎ የድርጅቱ ሰራተኛ ሆነው ተመርጠዋል። ምላሾችዎ አይጎዱዎትም እና በሚስጥር ይጠበቃሉ። የእርስዎ ስም እና ሌሎች የግል ማንነቶች ከምርምር ግኝቶቹ ጋር አይነገሩም። ስለ ጥናቱ ማናቸውም ጥያቄዎች እና ተጨማሪ ማብራሪያዎች ካሉ በስልክ ቁጥር (0913-62-09-16) ማግኘት ይችላሉ ስለ ጊዜዎ ፣ ጥረት እና ትብብርዎ አስቀድመን እናመሰግናለን።

ቁልፍ መረጃ ሰጪ ቃለ መጠይቅ ጥያቄዎች

1. የአካታች ትምህርት ግንዛቤዎች ምንድን ናቸው?
2. የተማሪዎችን ተሳትፎ እና ትምህርት ለማስተማር እንቅፋቶች እና አጋሮች ምንድን ናቸው? 3. በአካባቢው ማህበረሰቦች ውስጥ ተዋጊነትን የሚጠቀሙበት የአካታች ትምህርት አቀራረቦች እና ልምዶች ምንድን ናቸው? እነዚህ ልምዶች የመማር ውጤቶችን የሚያመቻቹት እስከ ምን ድረስ ነው?
4. የተለያዩ አስተዳደራዊ ያላቸው ልጆች በትምህርት ሂደት ውስጥ በትምህርት ሂደት ውስጥ መካተት የሚሰማቸው እስከ ምን ድረስ ነው?
5. የአካል ጉዳተኛ ልጆች የትምህርት ቤት አፈጻጸም እንዴት ነው?
6. አካል ጉዳተኛ ልጆች በትምህርት ቤት እንቅስቃሴዎች ውስጥ በንቃት ይሳተፋሉ? 7. በትምህርት ቢሮ ምን አይነት ፖሊሲዎች፣ ስልቶች፣ ደንብ እና ደንብ ይሰጣሉ?
8. የአካቶ ትምህርት ትግበራን ለመቆጣጠር በወረዳ ደረጃ ምን ስልት ቀርቧል? አፈፃፀሙ?
9. የልዩ ፍላጎት ባለሙያዎች/መምህራን ምን ማበረታቻዎች ተሰጥተዋል?
10. የአካቶ ትምህርት ትግበራን ለማሻሻል በተለያዩ አካላት ምን መደረግ አለበት ብለው ያስባሉ

Appendix 8

አባሪ 8

የክትትል ማረጋገጫ ዝርዝር

ቅድስት ማርያም ዩኒቨርሲቲ
የድህረ ምረቃ ጥናቶች ትምህርት ቤት
የግብርና እና ልማት ተቋም
የማህበራዊ ስራ ክፍል

አካታች ትምህርትን ትግበራ ለመለየት የተዘጋጀ የምልከታ ማረጋገጫ ዝርዝርበአጻ ቴዎድሮስ አንደኛ ደረጃ ትምህርት ቤቶች ቪዥዋል እክል ያለባቸው ተማሪዎች።

	የምልከታ ማረጋገጫ	አዎ	አይ	አስተያየቶች
No	አካላዊ አካባቢ			
1	ያልተስተካከለ መሬት			
2	የአካል ጉዳተኞች መወጣጫ በክፍል በሮች ፣ ሽንት ቤት ፣ የቧንቧ ውሃ በር ላይ ይገኛሉ			
3	የተማሪዎች ወንበሮች እና የወለል መሸፈኛዎች ዝግጅት			
4	የቁሳቁሶች ምርጫ እና አቀማመጥ			
5	የእይታ እቃዎች ንድፍ እና ማሳያ			
6	የክፍል ትምህርት ቤት ቁሳቁሶች ንድፎች			
7	ማብራት እና ድምጽ			
8	በክፍል ውስጥ የረዳት ቴክኖሎጂ መገኘት			
	II. መላመድ			
9	ለCWVI ትላልቅ የስራ ሉሆች እና ፈተናዎች ታትመዋል			
10	በቤተ-መጽሐፍት ውስጥ የድጋፍ ቁሳቁሶች መገኘት			
11	የመማሪያ ቁሳቁሶች, ማስታወሻዎች እና የስራ ሉሆች አቅርቦት			
	3. ተቀባይነት			
12	ትምህርት እና መረጃ መስጠት			
13	በማህበራዊ እንቅስቃሴዎች ውስጥ መሳተፍ			

Appendix 9

SPSS Frequencies (Syntax) of student data

Notes

Output Created		11-JUN-2023 15:15:31
Comments		
	Data	C:\Users\HP PC\Desktop\Tewodros\Student.data. sav
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	32
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Sex Age Grade V1 V2 V3 V4 V5 V6 V7 V8 /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.06

DESCRIPTIVES VARIABLES=Sex Age Educ_level Expernce Regular_RE_1 Regular_RE_2 Regular_RE_3
Regular_RE_4 Regular_RE_5 Regular_RE_6 Regular_RE_7 Regular_RE_8 R_ExIm_IVi_1 R_ExIm_IVi_2
R_ExIm_IVi_3 R_ExIm_IVi_4 R_ExIm_IVi_5 R_ExIm_IVi_6 R_ExIm_IVi_7 R_ExIm_IVi_8 R_ExIm_IVi_9
Chalenge_Ivi_1 Chalenge_Ivi_2 Chalenge_Ivi_3 Chalenge_Ivi_4 Chalenge_Ivi_5 Chalenge_Ivi_6
Chalenge_Ivi_7 VI_Imple_1 VI_Imple_2 VI_Imple_3 VI_Imple_4 VI_Imple_5 VI_Imple_6 VI_Imple_7
VI_Imple_8

/STATISTICS=MEAN STDDEV.