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Practice and Challenges of the Implementation of Inclusive Education Strategy in Secondary Schools: The Case of Gofa Zone, Southern Ethiopia

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Abstract
Inclusive Education (IE) is a practical approach to effectively accommodate students with disabilities (SWDs) in the general education classroom, whereby educational equity is believed to be realized. To that effect, the Federal Government of Ethiopia (FDRE) developed and rolled out its 2012 Inclusive Education Strategy (IES). This study assessed the implementation status of the strategy after a decade of enactment in secondary schools of the Gofa zone in South Nations, Nationalities and Peoples Regional State (SNNPRS). This study aimed to examine the practice and challenges of implementing the IES in secondary schools to contribute its share toa better realization of inclusivity. The survey, FGDs and KIIs have been employed to generate quantitative and qualitative data; results analysis has been made using an independent t-test and the mean score interpretation using Bluma (2012) intervals; and SPSS version 21 for frequency counts and percentages for comparing and contrasting perceptions and opinions. The study's significant findings show that IES has not been effectively implemented in the Zone. Instead, challenged by different factors such as; lack of knowledge, understanding and awareness about the strategy; shortage of suitable inputs, physical facilities and teaching materials for the SWDs; leadership and management failure due to lack of understanding about the IES, and absence of reliable data about the CWD in the community. Filing the knowledge gaps of all the school community about the IES; conducting integrated leadership to make the schools suitable for SWDs; school-led- and community-assisted data collection on CWDs stand out asessential recommendations to improve the implementation.

Keywords: Teachers, School Principals, Students with Disabilities, Inclusive Education Strategy, General Education

Introduction

Inclusive Education (IE) has been an essential inquiry of equity in the debate plates of wide-ranging scholars towards ensuring access to education for all. For example, the approach to make education universalized irrespective of any disability within the learner and to ensure across various societal groups. The IE narrative stresses that Children with Disabilities (CWDs) who require special needs can be included in General School System (GES) without any distinction and differentiation and without quarantining them into the boundaries of the particular school. That is, provisions can be made for a child with special needs who can also learn with other students having equal quality and facilities. The Italian Development Cooperation (2015) further explains that IE is a process aimed at guaranteeing the right to education for all considering diversities, disabilities or psychophysically, socio economically and culturally disadvantaged communities. The same source underscored the scope of the IE inquiry, which is not limited to school inclusion. However, it is also a social inclusion of any person, promoting every person's whole development and of the society at large.

Education is the very initial step to access contemporary world (Kaya & Akdemir, 2016), also, access to education is recognized as a fundamental human right and an instrument for releasing other human rights (Meseret, 2013). Similarly, Plan International (2015) underscored that no child should be denied the right to access and complete an inclusive, quality education due to poverty - and recognizes that poverty exacerbates the likelihood of exclusion for girls or CWDs. However, so, unfortunately, all persons are not equally privileged to access education. Some are often limited by physical and social barriers that exclude them from the education system and are unjustly hindered from actively participating in the development of their nations. Disabilities stand in the way of many children who are otherwise passionate about accessing education and releasing their potential (ILO, 2013).

In its 1994 Education and Training Policy (ETP) and the July 2012 Special Needs/ IES, Ethiopia clearly outlined its commitment in such a way that all learners, including those with Special Educational Needs (SEN), should learn following their full potential and needs (MoE, 2012). The policy aims to apply IE at all levels of schooling in the country, which requires the schools to implement it as a mandatory approach when educating students with mental or physical impairments.

Geographically, disabled children are inherently everywhere, and so is their access to education; it is a common challenge in the country's regions. Therefore, the SNNPR state and the research target area, the GofaZone,are not spared. Thus, this research aims to assess and understand the challenges of implementing the initially top-heavy call for IES or whether or not the EFA surge is getting a feasible ground.

UNESCO (2020:5) indicated that there are many identified learners with disabilities in regular schools in Oromia and SNNPR. Moreover, the study mainly focuses on secondary schools as this problem is more severe. It looks into the implementation practices of the IE strategy, the hindrances it has been facing and the way forward to fill the persisting gap that hinders implementation,taking the case of the Gofa zone, SNNPR state.

Objectives of the Study

The Main Objective

To assess the implementation practices and challenges of the Federal Democratic Republic of Ethiopia's Inclusive Education Strategy (IES)in secondary schools of Gofa Zone in the SNNPR state.

Specific Objectives

- To assess and analyze the extent of implementation of IES in the secondary schools of the Gofa zone benefiting SWDs.
- To identify the barriers that hinder the IES's effective implementation to embrace the learning of CWDs.
- To suggest strategies to improve the implementation of the IES for better use and participation of SWDs, there by realizing educational equity.

Literature Review

The Conceptualization of Inclusion

There have been three broad approaches to the education of children with disabilities. They include segregation, in which children are classified according to their impairment and allocated a school designed to respond to that particular impairment; integration, where children with disabilities are placed in the mainstream system, often in special classes, or in a general classroom with no or inadequate adaptations and support; and inclusion, where there is recognition of the necessity to transform the cultures, policies and practices in school to accommodate the differing needs of individual students, and an obligation to remove the barriers that impede that possibility (UNICEF, 2014).

Definition of Inclusive Education

Inclusive education is an education system that includes all students, welcomes and supports them to learn whomever they are and their abilities or requirements. This means ensuring that teaching and curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children. Inclusive education means all children learn together in the same schools (UNICEF, 2017). The term "inclusive education" is most often used to mean the inclusion of persons with

physical and mental impairments, such as sensory or mobility limitations, intellectual disabilities, learning disabilities, language disorders, behaviours disorders and autism spectrum disorders (Suzanne R. Kirschner, 2015). UNESCO, on its part describes that inclusive education is an education system that includes all students, welcomes and supports them to learn, whatever they are and whatever their abilities or requirements. Removing barriers to participation in learning for all learners is at the core of inclusive education systems (UNESCO, 2005).

Another importance of the inclusion model is that it increases parent participation; parents feel happy that their children were provided with an avenue through which they could receive equal educational opportunities with their counterparts in the same learning environment. These can equally help ensure the success of inclusive education programs. Active family involvement has long been considered essential in better outcomes in educating young children with and without disabilities in inclusive programs. Many researchers advocate that parental involvement correlates with improved academic performances, high test scores, and positive attitudes towards school (Awual, M. Tuggar, 2014).

Research Methods

This study aims to investigate the existing practice and challenges of inclusive education strategy in the secondary schools of the target area, the Gofa zone. The title states the research design and methodology, population and sample size, data sources with collecting tools, and data analyzing mechanisms in this section.

Description of the Study Area

Gofa zone is one of the newly structured zones in SNNPR,with its capital at Sawla town, 520 km from Addis Ababa and 288km from the regional centre, Hawassa. The zone is referenced at a latitude and longitude of 6”18’N 36”53’E with an average altitude of 1395 meters above sea level.

According to the 2008 Central Statistical Agency (CSA) census report, the population of the Gofa zone is estimated to be 1.2 million living in seven woredas (districts) and two town administrations. The 2020 educational department records indicated that there are about 142,175 school-age populations in the Zone,of which 23,563 are secondary school-age youths. On average, 29 secondary schools enrol 21,900 students, among which 223 are children with special needs. However, the participation of CWDs in the education system in the area is lower than the regional average (9.9%),which calls for a closer study to propose better intervention approaches to bring about equity in the education provision.

The Research Design

The approach is oriented towards two principles: firstly, both depth and breadth of analysis, and secondly, evidence that is both rigorous and practically useful. Multiple approaches with various stakeholders helped to dig deep to unearth the truths. The selection of three different wored as in one zone and involving nearly all concerned stakeholders speak to ensuring the breadth. As the information addresses the hands-on facts and challenges encountered during the implementation of the IES at the school level with a long list of questions and implementation indicators, it ensures the rigour and practical usefulness of the information.

An exhaustive list of questions to address the research problem was developed and used to administer to diverse stakeholders, namely SWDs, teachers, school leadership, school community members, Key Informants, Special Education Experts, etc.). Both structured questionnaires and semi-structured and open-ended questions were prepared to administer to the various categories of respondents. With the semi-structured and open set of questions, the researcher has organized a series of FGDs and KIIs. The interviews and FGDs were completed by the researcher’s own observation and intensive secondary data collection. This has created a confluence of ideas and created possibilities for comparing, contrasting and triangulating the different perceptions in searching for the truth.

The generated data from primary and secondary sources,which are by and significant perceptions and views, were analyzed using SPSS Version 21 for frequency counts and perceptions, as well as the intervals followed by student’s t-test to compare the perceptions of two independent groups using mean scores. In addition, the multiple approaches

of surveys, FGDs and KIIs, made triangulations, contrast and comparisons possible.

Mixed method approaches are employed to generate reliable data as this is the most appropriate means to achieve depth and breadth, rigour and practicality. Through a careful methodological design, different methods complement one another and corroborate/triangulate findings across the study.

Sources of Data

Primary and secondary data sources were used. Both sources are used to generate data to provide comprehensive and valid information about the practice of implementing the IE strategy in the study area and make the investigation more effective and reliable. Moreover, the combination of the two sources helps for the validity of the data as one triangulates the other.

Population, Sample and Sampling Techniques
Sample Size

The population of this research was 223 (as compiled in the 2013 E.C. SNNPR Education Bureau Report) secondary school students with different types of disabilities in the research area, Gofa zone, who need special education. From Nine (9) Woredas in the Zone, three Woredas, namely: Sawla Town Administration, Uba Debretsehay and Oyida Woredas, were randomly selected as sample woredas. From the total of 29 secondary schools in the zone, there are 11 secondary schools in the selected three woredas. Of these 11 schools, 6 schools, 2 from each Woreda,were purposively selected to consider the urban and rural schools and used as sample schools. Therefore, there are 316 secondary school teachers in the selected three woredas, of which 211 were in the selected 6 secondary schools. From these, 63 teachers were purposively selected based on their working engagement with CWDs and used as the quantitative data source.

The principals of the selected schools (total of 6) and woreda office experts concerned with the case under study (total of 3) provided data and information. Hence, the total sample size that participated in the quantitative data gathering was 72 respondents. Table 1 depicts the sample size.

The Sampling Technique and Procedure

Gofa Zone was selected purposively, as it is a newly organized structure, to support scientific approaches to solving education problems. Moreover, the researcher has good information about the zone from his long service experience in that area. Woredas and Schools were again selected purposively to consider the schools in the town and rural areas. The teachers were selected randomly from among their staff members. The following Table depicts the sampling techniques and procedures.

Table 1 Sample Size and Sampling Method for the Quantitative Data Tool Respondents

Target Items		Sawla Town Admn	Uba Debretsehay Woreda	Oyida Woreda	Total	Sampling Method
Number of Secondary schools	Total Schools	4	4	3	11	
	Selected Sample Schools	2	2	2	6 schools	purposive
Number of Teachers in the selected primary schools	Total Teachers in selected woredas	165	83	68	316	
	Number of Teachers in six selected schools	83	70	58	211	
	Selected Sample Teachers	30	23	19	72	Random
Number of Principals	Total Principals and Supervisors	5	6	5	16	

Results and Discussion

The data presentation involves the characteristics of the respondents, the existing implementation practice of the IE strategy in the GES, and its challenges and prospects.

The Existing Practice of the Inclusive Education Strategy in the General Education System of the Secondary Schools

This section of the study assessed the existing practices of the IES in the GES of the target secondary schools. The analysis is based on the t-test statistic derived from the views of the school leadership and the teachers and the views of SWDs and key informants captured from the FGD and interviews conducted.

The views of school leadership and teachers on the existing practice of the IES in the GES of the target Secondary Schools (n=91).

From among the existing practices of implementing the IES, the study started the observation with whether or not the School Principals are giving sufficient administrative support to the SWDs (item #1 in table 2 above), the mean scores for school leaders and teachers on the issue are 3.21 and 2.06, respectively.

The mean score of school leadership lies in the interval of 2.50-3.49; they claim a medium level of sufficiency of administrative support to the SWDs. As this is the school principals' claim on their roles, there could be a self-bias. However, the mean score of the t-statics for the view of the teachers falls in the interval of 1.50-2.49, which means that there is inadequate provision of administrative services given to the SWDs by the school principals, according to the teachers. The calculated $p=0.0 < 0.05$ also gives 100% confidence that there is a statistically significant difference between the mean scores of the views of school principals and teachers. On the item from the qualitative survey, the students with disabilities disagree that the school principals give them sufficient administrative support during their Focus Group Discussions. Therefore, as the views of the SWDs and the Teachers correlate, and the school principals can be self-biased, we can conclude that the School Principals have not given the SWDs sufficient administrative support.

The second item evaluated under this section is whether or not the teachers correctly identify SWDs in the classrooms. The mean scores for school leaders and teachers on the issue are 3.32 and 2.01, respectively. That means the mean score of school leadership lies in the interval of medium interval of 2.50-3.49; whereas the mean score of the teachers lies in the low interval of 1.50-2,49, which means that the school principals say that teachers can identify SWDs at least to a medium level, but the teachers themselves say that their identification practice is so low; and as the calculated $p=0.0 < 0.05$ gives 100% confidence that there is a statistically significant difference between the mean scores of the views of the two groups. The views of the SWDs from the survey correlate with the teachers' confessions that teachers do not properly identify such students in their classrooms. They added in their FGDs that the teachers' capacity and passion for identifying students with disabilities is unacceptably poor.

The SWDs during the FGD also explained that the identification of disabilities is more of the physical or easily observable problems which anyone can detect. However, the teachers do not identify the students with different unseen problems unless the students themselves report their problems. Even though there is no practical support for the identified problems, students do not often report their problems to the teachers or the school principals, feeling shy about their disabilities (particularly females). Of course, they do not see any support for their friends with known disabilities.

The other item in line for the evaluation was whether the Schools have enough and easily accessible physical facilities (toilets, buildings with ramps, playgrounds etc.) for SWDs in the target schools. The mean scores for school leaders and teachers on the issue are 1.68 and 2.14, respectively. Since both t-statistic mean scores fall in the low interval (1.50-2.49), there are not enough accessible physical facilities for the SWDs at the target schools. Also, from the survey groups, the qualitative information from the focus group discussion with students with disabilities and the interview confirmed that there are insufficient and easily accessible physical facilities in the target schools for the SWDs.

The fourth item under this section was whether the existing school curriculum accommodates the teaching methodologies considering SWDs (item #4 in table 4.2.2 above).The mean scores for school leaders and teachers on the issue are 2.11 and 2.14, respectively. Since both t-statistic mean scores fall in the low interval (1.50-2.49), the existing school curriculum does not embody the teaching methodologies that seriously consider the SWDs. The two groups nearly equally witnessed that the existing curriculum is not considerate of the special needs of the SWDs. Similarly, the interviewed informants said the existing curriculum in the secondary schools does not accommodate the teaching methodologies that consider the needs of SWDs. On top of this, the researcher also made on-site observations at the schools and confirmed that the existing curriculum does not say anything considering the necessary teaching methodologies for the students' different disabilities, which negatively affects the students' equal learning opportunities in the general classrooms.

This study also tried to explore whether teachers make good lesson planning that accommodates the special need of the SWDs in the teaching-learning processes (item #5 in table 4.2.2 above). From the t-test statistic, the mean scores for school leaders and teachers are 2.16 and 1.9, respectively. Since both mean scores fall in the low interval (1.50-2.49), the lesson plans do not accommodate the special needs of the SWDs. It is quite concerning that the teachers (the lesson planners) confessed that the lesson plan does not include the need for a t-test mean score of 1.9. The researcher triangulated this with the interviewed informants and FGD results. The interviewed informants said that teachers do not make good lesson planning that considers the needs of SWDs in the teaching-learning process. They also sadly added that teachers without appropriate training could not have enough understanding of the IES; thus, comprehensive lesson planning that considers the needs of SWDs would not be expected.

The last item in the line for this section was to evaluate the claim that many CWDs are not accessing education easily in the research target areas. From the t-test statistic, the mean scores for school leaders and teachers are 4.00 and 4.22, respectively. Both groups, with an average mean of 4.11, highly agree that many CWDs are not accessing education easily in the areas. The calculated $p=-0.811>0.05$, $p=0.420>0.05$ reveals that there is no significant mean difference between the two groups on the view that a large number of CWDs are out of school. Moreover,the FGDs participants and the KIIs also underscored that many CWDs in the community are not coming to school. At the same time,the IES, aimed at providing quality, relevant and equal education for all, has been promulgated and enacted since 2012. Negative attitudes of the community towards CWDs, lack of awareness of the community about the right of children to education, inaccessibility of schools in some areas, lack of commitment and less attention to the education of CWDs among the government bodies, lack of integration between the school and the community were listed as some of the causes that keep the SWDs out of school in the study area. They added that some community members still perceive that CWDs are unable and have no chance to education, and they take their disability as a big challenge and feel hopeless.

Part II: Challenges of the Implementation of Inclusive Education

Implementation Challenges Related to Awareness, Attitude and Understanding

This section presents the challenges perceived by the various respondents related to the awareness, attitude and understanding of implementing the IE strategy in secondary schools in the research area. Such views are summarized in table 3 below.

Table 2 The views of School Leadership and Teachers on the Challenges of Implementation of the IES in Secondary Schools- Challenges Related to awareness, attitude and understanding (n= 91)

S.No	Item	Resp.	N	X	SD	GX	t- value	P-value
1	The school community have enough awareness about the IES	SL	19	2.26	0.99	2.12	1.035	0.303
		T	72	1.97	1.11			

2	The attitude of the school community towards SWDs is very motivating.	SL	19	2.47	0.96	2.31	1.130	0.261
		T	72	2.14	1.19			
3	The teachers have a good attitude towards helping SWDs in the GE class	SL	19	3.11	0.99	2.62	3.635	0.001
		T	72	2.13	1.22			
4	The school principals give enough attention to supporting the SWDs	SL	19	3.53	1.02	2.83	5.152	0.000
		T	72	2.14	1.13			
5	The school principals have got enough knowledge and understanding about the implementation of IE	SL	18	3.44	1.04	2.76	4.935	0.000
		T	72	2.07	1.12			
6	Teachers have got enough knowledge and skill that qualifies them to manage the IE in the GE classroom;	SL	19	2.63	0.90	2.24	3.334	0.002
		T	72	1.85	0.97			
7	Teachers' interest and commitment to helpingSWDs in the teaching-learning process are very high.	SL	19	2.95	1.08	2.43	3.886	0.001
			72	1.90	0.89			
Source: Survey Data, 2021								

From among the selected challenges which could hinder the implementation of the IES, the survey began with gathering and analyzing the views of the school leadership and teachers on whether or not the school community has enough awareness about the strategy to enable them to facilitate its implementation (item #1 of table 2 above). The school community includes teachers, principals, students, supportive staff and other school community members. The mean scores of the t-statistic for school leaders and teachers on the issues are 2.26 and 1.97, respectively; the average mean for the two groups (GX) is 2.12. Since the mean scores lie in the interval of 1.50-2.49, the communities do not have enough awareness of the strategy. Also, the calculated $p=0.303>0.05$ and $t=1.035>0.05$ reveal that there is no significant mean difference between the two groups on the view that there is enough awareness among the community of the research target areas about the IES. This could hinder the community's facilitative role in effectively implementing the strategy in the secondary schools in the general teaching-learning process. Similarly, the interviewed informants said there is no such awareness among the school communities. Likewise, from the FGDs, it was learnt that the school communities do not have adequate awareness of the contents and the schools' implementation mandates of the IE strategy. After nearly a decade of enactment, the implementation of the IES is challenged by low school community awareness. The strategy might not have been systematically institutionalized or familiarized with the schools' contents and implementation mandates. Therefore, this would require massive awareness creation to develop a sense of ownership and to surge the school community's skills and attitudes behind effective strategy implementation.

The second implementation challenge item evaluated was whether or not the attitude of the school community towards SWDs is very motivating (item #2 of table 3). The mean scores for school leadership and teachers' views on the issue are 2.47 and 2.14, respectively. This shows that the mean scores of both groups lie under the low interval (1.50-2.49). That is, both school leadership and teachers concur that the attitude of the school community towards SWDs is less motivating. Also, as the calculated $t=1.130>0.05$, $p=0.261>0.05$ reveal no significant mean difference among the two groups on the view that their school community attitude towards SWDs is not motivating. The findings from the interviews indicated that the respondents disagree that there is a motivating attitude in the school community towards SWDs. This demotivating attitude of the school community towards SWDs is another critical challenge for the smooth implementation of the strategy. The views from the FGDs also support the fact that there is prevailing inadequate awareness and often wrong attitudes of the school community towards SWDs. This is hindering the implementation

of the IES, thus calling for more work to develop more motivating attitudes of the school community toward the SWDs in the secondary schools in the research area.

The third item that was evaluated was whether or not the teachers have a good attitude towards helping SWDs in the general education classrooms. The views of the school leadership on the issue and the teachers' confessions were gathered and analyzed. The survey also factored in the respondents' views from the interviews and FGDs. The mean scores of the t-statistic for school leaders and teachers on the issues are 3.11 and 2.13, respectively. That is, the school leaders said that teachers have a medium level of attitude (interval 2.50-3.49), but the teachers confessed that they have just a low level of attitude towards SWDs, with their mean score falling in the interval of 1.50-2.49. Also, the calculated $t=3.635>0.05$ and $p=0.001<0.05$ reveal a significant mean difference between the two groups' views. From the survey, surprisingly, the informants said that teachers do not have a good attitude toward helping SWDs in general education classrooms. This lack of good attitude from the teachers, who are key players and the most interacting persons in the teaching-learning process,is another major challenge for effective implementation of the IES.

The other implementation challenge factor of the IES analyzed was whether or not the school principals give enough attention to support the SWDs in the target secondary schools (item #4 of table 3 above). The mean scores for school leadership and teachers' views on the issue are 3.53 and 2.14, respectively. As the mean score of the t-test statistic of the school leadership fall in the medium interval (2.50-3.49), they claim the school principals give a medium level of attention to support the SWDs in the schools. However, the mean score of teachers, 2.14, falls under the low interval (1.50-2.49), telling us that the school principals provide low attention to support the SWDs. The views of the two independent groups significantly varied as the calculated $p=0.00<0.05$. From the interviews, the respondents disagree that the school principals give enough attention to supporting SWDs in the inclusive teaching-learning process. During the FGDs with the SWDs, some FGD members boldly told the researcher that "no one cares about their problems" (some were very emotional and were in tears). Nevertheless, they appeared to be doing their best not to give up on their education and advancement.

The fifth item evaluated was whether the school principals have enough knowledge and understanding about implementing the IES above. The mean scores for school leadership and teachers' views on the issue are 3.44 and 2.07, respectively. That is, the school leaders said that the school principals hada medium level of knowledge and understanding about the implementation of the strategy, with their mean score falling in the medium interval of 2.50-3.49. However, the teachers confessed that they have a low level of knowledge and understanding, with the mean score of their views from the t-statistic falling in the low interval of 1.50-2.49. Also, the calculated $t=4.935>0.05$ and $p=0.00<0.05$ reveal a significant mean difference between the two groups' views.

This also relates to the data obtained from the interviews with the key informants. The interviewed respondents disagreed with the idea that the school principals have got enough amounts of knowledge and understanding about the implementation of the strategy.

The following implementation challenge factor of the strategy analyzed was whether the teachers have enough knowledge and skill to manage the IE in the general education classroom. The mean scores for school leadership and teachers' views on the issue are 2.63 and 1.85, respectively. That is, although the school leadership tend to claim that the teachers have medium-level knowledge and skill that qualifies them to manage the IES in the GE classroom, with a mean score of 2.63 falling in the medium interval of 2.50-3.49, the teachers themselves say that their skill and qualification is low with a mean score of the views (1.85) falling in the low interval of 1.50-2.49. This means that unless the teachers are biased toward additional training, they confess they do not have enough knowledge and skill to qualify them to manage the IES in the GE classrooms. The calculated $t=3.334>0.05$, $p=0.002<0.05$ reveal a significant mean difference between the views of the school principals and the teachers on the issue. The data from the survey with the key informants also complements this finding. Most of the interviewed

respondents said that they strongly agree that the teachers do not have enough knowledge and skill that qualifies them to manage the IES in the GE classrooms. The data from both categories reveal that the teachers lack the knowledge and skill to manage the IES in GE classrooms. The lack of knowledge and understanding of the school principals and the poor qualification of the teachers to manage the IE in the GE classrooms (who are the critical operational forces in the schools) are serious challenges that can hamper the implementation of the strategy.

As the teachers are the key players in the implementation end of the strategy, the study evaluated the teachers' interest and commitment to helping SWDs in the teaching-learning process based on the views of the school leadership, the teachers and the SWDs. From the t-test, the mean score for school leadership and teachers' views on the issue are 2.95 and 1.90, respectively. That is, the school leadership claims that the teachers have a medium interest and commitment to helping SWDs in the teaching-learning process. However, the teachers confess that they have a low level of interest and commitment, with a mean score (1.90) falling in the low interval of 1.50-2.49. Also, the calculated $t=3.886>0.05$ and $p=0.001<0.05$ reveal a significant mean difference between the two groups' views. The study also tried to capture the view of the critical informants concerning the high teachers' interest and commitment to helping the students with disabilities in the general classrooms. The informants disagreed that teachers are highly interested in helping SWDs in teaching-learning. Also, from the FGDs with the SWDs themselves, it was learnt that teachers do not show high interest and commitment to helping SWDs,especially when such students have some disability that may require the teacher's tolerance every school day. The Key Informants emphasized that such teachers' attitudes should be corrected for better implementation of the IES in secondary schools.

Implementation challenges related to the Accessibility of Physical Facilities in the School, the Curriculum, and Teaching Materials for SWDs

Accessibility of physical facilities, adjustments in the curriculum, and the need for teaching materials to adopt the IES is other challenges faced in secondary schools. The challenges related to the accessibility of physical facilities like toilets, playgrounds, buildings with ramps for SWDs, the content of the existing curriculum, whether it accommodates the methodologies to treat the students according to their disability types, and the availability of teaching materials necessary for SWDs are addressed here.

Table 3 The Views of the School Leadership and Teachers on the Challenges of Physical Accessibility of School Facilities, Curriculum, and Teaching Materials for SWDs (n=91)

S. No	Items	Resp.	N	X	Std. Deviation	GX	t- value	P-value
1	The school facilities (Buildings, toilets, playgrounds….) are suitable and easily accessible to the SWDs	SL	19	1.74	0.65	1.67	0.69	0.49
		T	72	1.61	0.72			
2	Students who have problems with movement can get the support of wheelchairs, white cane, etc.	SL	19	2.05	1.08	2.03	0.13	0.90
		T	72	2.01	1.17			
3	The existing curriculum contains the necessary teaching and assessment methods for SWDs in the GE classes;	SL	18	2.11	0.83	1.91	1.90	0.07
		T	72	1.71	0.68			
4	The required teaching materials and equipment like braille, etc. for SWDs are available in the schools;	SL	19	1.58	0.77	1.85	-1.91	0.06
		T	72	2.11	1.15			
5	There are enough equipped resource centres to support SWDs in the school;	SL	19	1.42	0.69	1.50	-0.99	0.33
			72	1.58	0.62			

Source: Survey Data, 2021

From among the selected challenges related to the Accessibility of Physical Facilities which could hinder the implementation of the IES, the study started gathering and analyzing the views of the school leadership and teachers on whether or not the school facilities (Buildings, toilets, playgrounds, etc.) are suitable and easily accessible for the SWDs in the target secondary schools (item #1 of table 3 above). As a result, the mean scores of the t-statistic for school leaders and teachers on the accessibility of school facilities are 1.74 and 1.61, respectively. Both mean scores of the t-statistic fall under the low interval (1.50-2.49). Therefore, according to the two independent groups of respondents, the school facilities are not accessible to SWDs. Besides, the calculated t =0.69, p=0.49>0.05 reveals that there is no significant mean difference between the two groups, which means that both groups agreed there is no adequate accessibility of school facilities for the SWDs. Complementary, the interviewed informants disagreed that the school facilities (toilets, playgrounds, buildings with ramps, etc.) were suitable and easily accessible to the SWDs.

The second assessment of the physical facilities access-related challenge was that students with movement problems could get the support of wheelchairs, white cane, etc., in the target secondary schools (item #2 of table 3). The mean scores of the t-statistic for school leadership and teachers on their views of accessibility to wheelchairs, white cane, etc., for students with difficulty with movement, are 2.05 and2.01, respectively. Since both mean scores fall in the low interval of 1.50-2.49, students have low access to such facilities. Also, t =0.13, p=0.13>0.05 reveals no significant mean difference between the two groups; both agreed that students with movement problems do not get support from wheelchairs, white cane, etc. This has also been supported by the data from the qualitative sources of the interviewed informants. They said that children with movement problems do not get support from wheelchairs, white walking cane, etc., as the schools gravely lack the items that could have helped their movements. Information from the FGDs also firmed that schools lack these facilities and lamented that even those few available are not easily accessible for CWDs.

The third challenge was whether the existing curriculum contains the necessary teaching and assessment methods for SWDs in the general education classes (item #3 of table 3). The mean scores of the t-statistic for school leaders and teachers on the issue were 2.11 and 1.71, respectively. Since both mean scores fall in the low interval of 1.50-2.49, the existing curriculum does not contain the teaching and assessment methods for SWDs in the GE classes. Also, t =0.19, p=0.07>0.05 reveals no significant mean difference between the two groups; both agreed that the existing curriculum does not contain the teaching and assessment methods for SWDs in the GE classes. This finding has also been complemented by the data from the interviews with the key informants, FGDs with students with disabilities. The key informants do not agree with the idea of the appropriate curriculum to adopt IE in the general classroom (containment of the necessary teaching and assessment methods for students with different disabilities in the GES). From the FGDs, it was also learnt that the curriculum in use does not have the pedagogy that accommodates the needs of students with different types of disabilities.

The other related challenge evaluated was whether the required teaching materials and equipment to implement the IES, like braille, etc., for SWDs, are available in the secondary schools (item #4 of table 3). The mean scores of the t-statistic for school leaders and teachers on the issue were 1.58 and 2.11, respectively. Since both mean scores fall in the low interval of 1.50-2.49, the required teaching materials and equipment to implement the IES, like braille, etc., are unavailable. Also, from the t-statics, the calculated t =-1.91, p=0.06>0.05, reveals no significant mean difference between the views of the two independent groups, school leadership and the teachers, on the matter. Besides, from the qualitative data (interviews and FGDs), it has been learnt that they disagree with the idea that the required teaching materials and equipment, like braille, etc., for SWDs, are available in secondary schools.

The other access-related challenge assessed was the availability of enough equipped resource centres to support SWDs in the secondary schools and thus facilitate the implementation of the IES (item #5 of table 3).The mean scores of the t-statistic for school leaders and teachers on the issue were 1.42 and

1.58, respectively. Since both mean scores fall in the low interval of 1.50-2.49, such resource centres are unavailable. Also, from the t-statics, the calculated t =-0.99, p=0.33>0.05 reveals no significant mean difference between the views of the two independent groups, school leadership and the teachers, on the matter. Complementary, from the interview on the issue, the respondents do not agree with the idea that there are enough equipped resource centres to support SWDs in secondary schools. The FGD groups also supported the idea that schools do not have such resource centres. The SNE resource centres are organized only considering the primary schools, but the secondary schools are not considered so far in the region. This was another reason for this study to focus on secondary schools.

Implementation challenges related to Teachers' Qualification, Preparation and Commitment to Support SWDs in Secondary Schools

To acquire better support from the teachers, it is imperative to have qualified and committed teachers on the side of the SWDs. This study, therefore, gathered first-hand data on the policy implementation challenges linked to the qualification of teachers and their preparation and commitment to supporting the SWDs in the assessed secondary schools. The Teachers and the School Leadership have shared their perception of this parameter; the t-test statistic is summarized in table 4.3.3 below. The t-test comparison is complemented by the views from the KIIs and ideas from the FGDs.

Table 4 Respondents' Views on the Challenges Related to Teachers' Qualification, Preparation and Commitment to Supporting Students with Disabilities in Secondary Schools

No	Items	Resp.	N	X	SD	GX	t- value	P-value
1	Teachers have enough qualifications to support students with disabilities as to their needs in the general classroom.	SL	19	2.26	0.87	2.06	1.561	0.122
		T	72	1.85	1.07			
2	Teachers can quickly identify students with disabilities with all types of problems in their classrooms.	SL	19	3.05	0.85	2.64	3.390	0.002
		T	72	2.24	1.20			
3	Teachers prepare their lesson plans with the methodologies to support students with disabilities into consideration.	SL	19	2.42	0.90	2.00	3.817	0.001
		T	72	1.58	0.62			
4	Teachers manage their classrooms by realizing the active participation of students with disabilities in all learning activities.	SL	19	2.68	0.89	2.27	3.459	0.002
		T	72	1.86	1.05			
5	Teachers are committed and tolerant to supporting students with disabilities in their learning	SL	19	3.05	1.13	2.73	2.204	0.035
		T	72	2.40	1.19			

Source: Survey Data, 2021

As itemized in the Table, first, the assessment evaluated the views of both teachers and the school leadership on whether or not the teachers have enough qualifications to support the SWDs as to their needs in the general classroom (item # 1 of table 4above). The mean scores of the t-statistic for school leadership (SL) and teachers (T) on the query that the teachers have enough qualifications to support SWDs as to their needs in the general classroom are 2.26 and 1.85, respectively. Both mean scores of the t-statistic fall under the low interval (1.50-2.49). This means that both respondents witnessed that the teachers have the low qualification to support SWDs as per their needs in the general classroom. Also, t =1.561, p=0.122>0.05 reveal no significant mean difference between the two respondent groups; both agreed that the teachers do not have enough qualifications to support SWDs regarding their needs in the general classroom. The KIIs and the FGDs (SWDs) data have complemented the two groups' perceptions. The key informants and the students with disabilities in their discussions underscored that teachers do not have the required qualifications to support the SWDs in the general classrooms; this

stands out as an important challenge in implementing the IE policy in the general classrooms.

Second, the teachers' ability to easily identify SWDs in their classroom with all types of problems (visible and invisible disabilities) was assessed (item #2 in table 5 above). The mean scores of the t-statistic for both respondent groups on this parameter are 3.05 and 2.24, respectively. The school leadership mean scores of the t-statistic fall under the interval of the medium, but that of the teachers' falls under low intervals (1.50-2.49). That means that although the school leadership perceives that the teachers do easily identify their SWDs, the teachers confess that their capacity to identify such students is low. The findings from the FGDs and the KIIs supported the confession of the teachers. It can therefore be summed that teachers do not readily identify SWDs of different types.

Third, the study in this section evaluated whether or not teachers prepare their lesson plans with considerate methodologies to support the SWDs (item #3 in table 4 above).The mean scores of the t-statistic for both respondent groups on this measure are 2.42 and 1.58, respectively, falling in the low interval. Also, the calculated t =3.817, p=0.001<0.05, reveals no significant mean difference between the views of the two independent groups, school leaders and teachers, on this particular parameter. The findings from the KIIs and FGDs also confirmed that there is no such practice by the teachers in the general education classrooms to develop lesson plans or teaching methodologies considering the SWDs.

Fourth, the study assessed whether or not the teachers manage their classrooms by realizing the active participation of SWDs in all learning activities. That is, it assessed whether is adequate consideration of motivation given to SWDs to actively participate in the teaching-learning process (item #4 in table 4 above). The mean scores of the t-statistic for SL and T on this measure are 2.68 and 1.86, respectively, indicating that the SL scored a medium rating and the teachers themselves scored a low rating. Also, the calculated t =3.459, p=0.001 <0.05, reveals a significant mean difference between the views of SL and T on this implementation measure. The qualitative information from the interviews and FGDs agrees with the idea of the teachers that the classroom management in the general education system is not considerate of the participation of the students with different types of disabilities in the learning process.

The fifth point addressed in the study was about the teachers' commitment and tolerance to support the students with disabilities in the education system (item # 5 in table 4 above). In this regard, the mean scores of the independent t-test for SL and T measures are 3.05 and 2.40, respectively, showing that the SL scored a medium rating and the teachers scoreda low rating. Moreover, the calculated t=2.204 and p-value is 0.035<0.05, revealing a significant mean difference between the views of the school principals and teachers. However, the teachers admit they are not tolerant and committed to supporting the SWDs in the general education classrooms to the required level.

Also, the views from the KIIs and the FGDs indicated that teachers do not show commitment and tolerance toward fulfilling the needs of the SWDs. On the contrary, most are impatient and show unacceptable reluctance to support the SWDs earnestly.

Leadership Deficit-Related Challenges of the Implementation of the IES

The study assessed the challenges related to the role of the school principals and supervisors in implementing the IES in secondary schools to support the SWDs. In this regard, the t-test statistic of the views of the school leadership and the teachers are summarized in table 5 below. This is followed by the findings from the interviews with the KPIs, and ideas from the FGDs are also included in the discussions.

Table 5 the views of School Leadership and Teachers on the Leadership Deficit Challenges for the Implementation of the IES

S.No	Items	Resp.	N	X	SD	GX	t- value	P-value
1	School principals have enough knowledge to monitor the support of the SWDs in the teaching-learning process.	SL	15	3.40	0.91	2.83	4.071	0.000
		T	72	2.25	1.33			
2	The School principals are committed to making school facilities suitable for the SWDs	SL	15	3.27	0.96	2.70	3.999	0.001
		T	72	2.13	1.20			
3	School principals evaluate the teachers' lesson plans,considering the need forSWDs in the classrooms.	SL	15	3.33	1.05	2.63	4.892	0.000
		T	72	1.92	0.88			
4	The school supervisors have enough knowledge about IES	SL	15	2.93	0.88	2.70	1.351	0.180
		T	72	2.47	1.26			
5	The supervisors evaluate & support the instructional process of the teachers with the consideration of SWDs	SL	15	3.33	1.18	2.55	4.951	0.000
		T	72	1.76	0.78			
6	The school leadership is concerned about the CWDs in the community who have not yet come to school;	SL	15	2.93	1.03	2.41	3.676	0.002
		T	72	1.89	0.83			
7	The IES document is available in the schools for continuous reference.	SL	15	2.53	1.19	2.45	0.479	0.633
		T	72	2.36	1.28			
8	The school principals have enough data about the CWDs in the community to plan to bring them to school.	SL	15	2.47	1.30	2.07	2.324	0.034
		T	72	1.67	0.63			

Among leadership challenges, the assessment started with capturing the views of the interviewed respondents on the fact that the School principals have enough knowledge to monitor the support of the SWDs in the teaching-learning process (item #1 of table 5 above).The mean scores of the t-statistic for school leaders and teachers on the fact that school principals have enough knowledge to monitor the support of the SWDs in the teaching-learning process are 3.40 and 2.25, respectively. As the mean score of the school leadership (3.40) falls in the medium interval (2.50-3.49), the adequacy of the School principals' knowledge to monitor the support of the SWDs is of medium level, according to the school principals. However, the mean score of teachers' views on the issue falls in the low interval (1.50-2.49) with a mean score of 2.25. Findings from the interviews of the respondents do not agree with the idea that the school principals have enough knowledge to monitor the support of the SWDs. That is, both theteachers and the interviewees witness that the school principals lack the knowledge to monitor the support of the SWDs in the teaching-learning process.

The second issue evaluated on the leadership deficit is whether the principals are committed to making school facilities suitable for the SWDs in the GES (item #2 of table 5 above).The mean scores of the t-statistic for school leaders and teachers on the issue are 3.27 and 2.13, respectively. As the mean score of the school leadership view (3.27) falls in the medium interval (2.50-3.49), they perceive that the school principals are committed to making school facilities suitable for the SWDs in the GES classrooms. That is, the school leadership claims that the school principals at least have a minimum commitment to make school facilities suitable for the SWDs. However, the mean score of the teachers falls in the low interval (1.50-2.49)with a score of 2.13. Also,the calculated t =3.999, p=0.001 >0.05, reveals a significant mean difference between the views of the two independent groups. That is, the teachers disagree with this claim. Similarly, the interviewed respondents disagreed on the availability of such commitment from the school principals.

The third issue under this heading was whether school principals evaluate the teachers' lesson plans considering the need for SWDs in the GE classrooms(item #3 of table 5 above).The mean scores of the reaction of school leadership and teachers are 3.33 and 1.92, respectively. As the mean score agreement of school leadership falls in the medium interval (2.50-3.49), they claim that there is a medium level consideration by the school principals while evaluating the teachers' lesson plan with the consideration of the need for SWDs. However, the teachers' responses falling in the low interval (1.50-2.49) indicated that the practice of school principals evaluating the teachers' lesson plan with the consideration of the need for SWDs is low. Furthermore, the interviewed respondents disagreed with the presence of such consideration by the School Principals. That is, except for the school leadership's claim, the other respondents said there is no such practice of considering the needs of SWDs while evaluating the lessons plan of teachers by the school principals.

The other leadership-related challenge evaluated was whether or not the school supervisors had enough knowledge about the IES (item #4 of table 5 above). Response about the issue and the mean scores for school leaders and teachers were 2.93 and 2.47, respectively. As the mean score of both independent groups lies in the low interval (1.50-2.49), the two groups perceive that school supervisors do not have enough (have low) knowledge about the IES. Furthermore, the calculated t-test, $t=1.351$, $p=0.180>0.05$, reveals no significant difference between the two independent groups. Both groups agree that the school supervisors have insufficient knowledge about the IES. Moreover, the interviewed KIIs said they disagree with the claim that the school supervisors have enough knowledge about IES.

The 5thissue evaluated under this heading was whether the supervisors evaluate and support the instructional process of the teachers with the consideration of SWDs (item #5 in table 4.3.4 above). The mean scores of the t-statistic for school leaders and teachers on the issue are 3.33 and 1.76, respectively. The average mean of the two (GX) is 2.55. The mean scores of the two independent groups lie in two different intervals. The mean score of the views of the school leadership (3.33) falls in the medium interval (2.50-3.49), which means that they perceive a medium level of practice where the supervisors evaluate and support the instructional process of the teachers with consideration of SWDs. However, the teachers responded that such practice is low, with a mean score of 1.76. Besides, the calculated t-test, $t=4.951$, $p=0.00<0.05$,reveals a significant mean difference between the two independent groups. Similarly, the interviewed respondents disagree with the fact that the supervisors evaluate and support the instructional process of the teachers with the consideration of the SWDs.

The next issue assessed was whether the school leadership is concerned about the CWDs in the community who have not yet come to school (item #6 of table 5 above). The mean scores of the t-statistic for school leaders and teachers on the issue are 2.93 and 1.89, respectively, with an average mean score of the two (GX) being 2.41. The mean scores of the two independent groups lie in two different intervals. The mean score of the views of the school leadership (2.93) falls in the medium interval (2.50-3.49); the school leaders said there is a medium level of concern for the school leadership about the out-of-school CWDs. However, the teachers responded that there is a low level of such concern by the school leadership,with a mean score of 1.89. The calculated t-test, $t=3.676$, $p=0.02<0.05$, reveals a significant mean difference between the two independent groups.

Moreover, on the claim that the school leadership ought to be concerned about the CWDs in the community who have not yet come to school, the respondents disagreed that there is no such kind of practised concern. This shows that, as stated in the problem statement of this research, the enrollment of CWDs in the education system is very low, signalling that most CWDs are still out of school. One of the reasons could be the ignorance of the school principals about these disabled citizens.

The other leadership-related problem that has been evaluated is whether or not the IES document is available in the research target schools for easy accessibility and continuous reference (item #7 of table 4.3.4 above). The mean scores of the t-statistic for school leaders and teachers on the issue are

2.53 and 2.36, respectively, with an average mean score (GX) of 2.45. The school leadership's average response falls in the medium interval (2.50-3.49), which indicates there is medium-level availability of the IES documents at the schools; whereas the teachers said that there is a low-level availability of the IES documents with an average score of 2.36 falling in the low interval (1.50-2.49). In addition, the IES document could not be found in the schools during the observation made by the researcher in some secondary schools in the target area of the study.

The last leadership-related issue evaluated was whether the school principals have enough data about the CWDs in the community to make a realistic plan to bring them to school (item #8 of table 5 above). The mean scores of the t-statistic for school leaders and teachers on the issue are 2.47 and 1.67, respectively. This means that the views of both groups lie under the low interval (1.50-2.49). Both groups confirm a deficient practice of having enough data about the CWDs in the community. Similarly, interviewees responded that the school principals have reliable data about the CWDs in the community to plan to bring them to schools next. This makes future planning of actualizing equity in education difficult. Respondents to the open questionagree that the enrollment of SWDs in secondary schools decreases even more than the primary schools for the reasons and the implementation challenges of the IES in the secondary schools listed and analyzed above.

In sum, except for a few medium-level claims of the school leadership, respondents of different categories unanimously agree that the IES is suffering from cocktails of implementation challenges that require the attention of primarily the Government and the involvement of the NGOs, the private sector and the community. The IES implementation has been challenged by a lack of leadership qualities, accessibility of physical facilities, teaching-learning materials for SWDs, and the none inclusive teaching-learning process in the classroom, making the SWDs lose hope to continue their education to the higher levels.

Conclusion

It is strongly believed that, if implemented well, the IE can serve as a valuable approach to help SWDs pursue their studies in secondary schools. Most of the teachers, school principals, education experts and education office heads concur on the merits and utility of the IE approach as a tool to ensure educational equity. The study concluded that IE is a helpful approach to realising equal learning opportunities in the education system for students with and without disabilities,notably to support (provide) SWDs with appropriate materials and school facilities. Despite its poor implementation, the respondents witnessed that IE can help develop good relationships and social cohesion among students that could be grown in the community. The IE is widely believed to be a provider of the chance for CWDs to access education as it is citizens' fundamental human right and to help them make their lives and contribute to the socio-economic development of the nations by equipping them with the required knowledge and skills compared with those SWDs.

Even though the teachers, school principals, and other education sector stakeholders believe in the necessity and merits of the IES, the implementation of the FDRE 2012 IEs has been challenged by different factors. Some of such challenges the study has disclosed include:

i) Teachers, school principals and other education office experts lack the understanding of the IES aimed at helping SWDs in the GES. As a result, they are not showing adequate commitment to support the students with different types of disabilities in the schools.
ii) SWDs are not correctly identified. The teachers' and school principals' reluctance to identify children's learning problems, coupled with students' inherent shyness to disclose their problems, has been masking the identification.
iii) The physical facilities and teaching materials which are necessary to support SWDs are not available in the schools or are not accessible to such children.
iv) The lesson plans teachers prepare do not contain the appropriate methodology to help participate SWDs in the teaching-learning process. In addition, the existing school curriculum does not

consider the supportive methodology for disabled students in general education.

v) The school principals and education officials do not have the appropriate data on CWDs in the community, which could have made the Government more manageable and more realistic next effort to ensure education for all citizens. If not timely treated, it is going to be a persisting challenge.

In sum, because of the prevailing malpractices mainly driven by the challenges explained above, SWDs in secondary schools could not continue their education to the higher levels. This is contrary to education for all ambition in the area and beyond. From the KII, it was deduced that the participation of SWDs in the secondary schools is worse than that of the primary schools in the target zone.

Recommendations

In order to solve the challenges of implementing the FDRE 2012 IES in secondary schools of the Gofa zone and enhance support for SWDs in the GES, the following recommendations are made based on the above findings and conclusions. Furthermore, for accountability and ease of implementation, the recommendations are forwarded to the relevant actors in the sector as outlined below.

Ministry of Education or Policymakers

- Revitalize the Inclusive Education Strategy issue and set a monitoring evaluation mechanism to check its implementation on the ground at the school level.
- Revise the training curriculum of teachers and school leaders to accommodate the teaching methodologies that could make the teaching-learning process helpful for children with disabilities in the general education system.
- Give better attention to supply learning materials for children with disabilities which are not easily accessible and affordable.'

Regional Bureau of Education (SNE Department)

- Provide an adequate budget for effectively implementing the IES in the region.
- Develop a plan and provide training for teachers and school principals about inclusive education and how to implement it effectively in the region. As every teacher of all subjects has the opportunity to teach all students in the schools, such training programs can equip them with the main contents of IE. However, the disability types of students vary and require appropriate treatment accordingly. To do so, training very few SNE teachers seems insufficient to implement the inclusion strategy fully. Therefore, the teaching profession training programs should address this significant gap and familiarize the teachers with the IE methodologies. It is assumed that if teachers are graduates in their specific subject area, get equipped with the subject knowledge, have understanding and teaching methodologies about the most occurring disability types on many students like visual, hearing, speaking, mobility and mental retardation problems.
- Developan M&E system of the implementation status of the IES with the zonal educational departments and regularly report to the Regional Bureau.
- Seek budget and material support from the private sector and non-state actors.
- Liaise the zonal education departments with SNE training centres and sources of the various inputs of the SNE.
- Support the zonal education departments with inclusive curriculum development with teaching methodologies that could support students with disabilities in the general school system.
- Assist wored as and schools on how to develop an inclusive curriculum that guides the teachers and memorable learning opportunities for the SWDs. The existing curriculum does not consider how to support SWDs in the general classroom. Therefore, a supportive method addressed in the curriculum to make teachers aware of the disabled children in her/his classroom management will be helpful.
- Focus on organizing the Special Needs Education Resource Centers for secondary schools in clusters to support the students with disabilities at this level.

Zonal Education Department

- Make adequate budget allocation and conduct resource mobilization for woredas, considering

the population of CWDs in the woredas and at the high schools.

- Provide training for woreda level SNE experts and school supervisors or link the woredas with appropriate regional and beyond training centres.
- Assist the woreda education office and the secondary schools in the development and operation of the M&E mechanism of implementing the IES. The reason is that developing a policy or strategy on its own is not enough to achieve the required objective. The implementation status of the FDRE's 2012 IES is a good example. The strategy has been operational since 2012, aiming to ensure education for all mottos, including creating access to education for CWDS. However, many CWDs remain out of school, and those in the school are not effectively included. Therefore, the Monitoring and Evaluation mechanism for the functionality and effectiveness of the strategy needs to be set together for close follow-up of the program on the ground.

Woreda Education Offices

- Create awareness and continually develop understanding about the IES among the school and out-of-school communities to unveil the traditional cover that discourages and hinders their chance of accessing education.
- Plan and provide appropriate training for teachers and school principals on the implication of IE in the secondary schools in the GES
- Improve school leadership towards inclusive educational leadership. The school principals, supervisors and education office experts need to be familiar with the effective leadership of IES through training and other review mechanisms to provide all the necessary administrative and academic capacity building.
- Assist secondary schools in establishing and developing resource centres at the cluster level.
- Assist secondary schools in training teachers and school principals on technical and operational elements of implementing IES.
- Allocate a realistic budget and organize training programs to qualify the teachers and school principals better to implement the IE.E stablish and organize Resource Centers equipped with better-trained personnel on SNE, necessary teaching and supportive materials for SWDS at least on cluster levels for secondary schools. This might not be possible and affordable to provide all the requirements in all schools in a short time. Therefore, developing common resource centres at the cluster level may help solve some of the problems and could be taken as an economical approach as a short-term solution.
- Revitalizing and reinvigorating Teachers' Qualification, Preparation and Commitment by assessing and analyzing gaps in their qualification (skill and knowledge) in supporting SWDs in the GES through an inclusive approach. Therefore, the training should be tailored toward developing teachers' skills in preparing inclusive lesson plan that covers the varying needs of SWDs;developing skills in managing the general classroom realizing the participation of all students with no discrimination; increasing the teachers' commitment and tolerance to support SWDs based on precise identifications of their problems.

Secondary Schools

- Train and conduct awareness creation activities to improve the attitude of the school community and teachers towards IE to enhance better participation of SWDs in the teaching-learning process.
- Practice collective leadership and mobilize stakeholders' participation to fulfil the necessary physical facilities to ease access to education for SWDs in secondary schools.
- Consider modification of existing infrastructures and design new infrastructures in a manner to create easy access for SWDs.
- Mobilize the private sector, the community and other volunteers to provide supportive tools and teaching materials.
- Collect reliable data on children with disabilities in the community for better planning to bring them to schooling as much as possible.

The Private sector and the Community Members

- Provide material and financial support to schools when deemed necessary.

- Actively involved in Parent-Teachers-Students' committee and disclose the challenges of CWDs and look for ways to continue their education in secondary schools.
- Influence their peer groups (families with disabled children) to encourage their CWDs to continue and finish secondary school education
- Condemn all discouraging social myths and thoughts deep-seated among the communities that retard the progress of CWDs with their secondary schooling.
- Provide appropriate data to the concerned body on the population of CWDs when needed without hesitation.

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Conflict of Interest

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Technical Terms

The Ethiopian people usually use technical terms,and the Government is also exercising in the Official documents and reports.

- Woreda means District
- Kebele means Village
- Dega means High land
- Wynedega means Mid-highland
- Kolla means low land

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