

**AN EVALUATION OF A DISABILITY PROJECT FROM  
LINK ETHIOPIA**

**150110222**

Dissertation presented for the Degree of MA in

International Development

University of Sheffield

2016

Approximate number of pages: 35

Word count: 9000

I am aware of the University's policy on plagiarism and I confirm that the work presented in  
this dissertation is entirely my own.

Signed.....

Date.....

## Contents

Preface .....	iii
Abstract.....	iv
Abbreviation.....	V
1.0 Introduction.....	6
2.0 Literature Review.....	7
-2.1 A brief history of inclusive education.....	7
-2.2 Quality of inclusive education.....	8
-2.3 Moving toward inclusive practices in developing countries.....	9
-2.4 Ethiopian Context.....	10
3.0 Research Aim and Objectives.....	11
4.0 Research Design and Methods.....	13
5.0 Research Findings.....	18
-5.1 Teacher training and skill.....	18
-5.2 Resources.....	21
-5.3 Tutorial for vision-impaired students.....	23
6.0 Discussion & Conclusion.....	26
7.0 References.....	31

## **Preface**

The following people deserve special thank for their support and help. Firstly, I would like to thank all the staff in Link Ethiopia, my placement organisation. Their help made this happen. Thank you all the students and teachers who became participants of my research.

Massive thank you should go to my academic supervisor Dr Seth Schindler for all the help. Also, to other staff who helped me this year: Dr Deborah Sporton and Dr Matthew Tillotson. Field trip to Tanzania was the best decision ever.

My lovely friends from the department; Alyssa, Anum, Qiao, Jenny and Yoon. Thank you so much guys for being always supportive. Kenna and Mayo, you deserve special thank. All the time that we spent for last two years will not be forgotten and I will miss you so much.

Finally, my parents. Without you, none of this would have been possible. I cannot even express how I feel about you. Thank you so much for your support and love. It has never been easy for me to study abroad but you've always been there for me. Thank you, mom and dad.

I dedicated this to my parents.

## **Abstract**

This qualitative study evaluates a disability project from Link Ethiopia in Gondar, Ethiopia. The study assesses three main programmes of Mandela disability project which was run from 2013 to 2015. Three main programmes include; teacher training, resource distribution and tutorial for vision-impaired students. The study highlights the experience and opinions of teachers and students who participated in the disability project evaluating each programme in terms of quality and inclusion. All three programmes have been praised and criticised at the same time. Findings are analysed by quality framework. Furthermore, recommendations have been provided for further projects based on the finding.

## Abbreviation

CBR	Community-Based Rehabilitation
EHCA	Education for all Handicapped Children Act
ETP	Educational and Training Policy
ESDPs	Educational Sector Development Programmes
IDEA	Individuals with Disabilities Education Act
IE	Inclusive Education
MDGs	Millennium Development Goals
MoE	Ministry of Education
NGO	Non-Governmental Organisation
SDGs	Sustainable Development Goals
SEN	Special Educational Need
SNE	Special Needs Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organisation

## 1.0 Introduction

World Health Organisation (WHO) estimates 15% of any population in the world have a disability (2011). School aged population in Ethiopia is approximately 42.40 million, of which 6.3 million will have some form of disability (Link Ethiopia, 2013). However, the population who enrolled in primary schools are only 55,492 while 5,297 students enrolled in secondary school in 2010 and 2011. Considering the numbers of children with disability, education system has to be changed to include students with the disability. Therefore, international attention has been attracted to the debate on special education and inclusive education (Ainscow & César, 2006; Charema, 2010; Erten & Savage, 2012). As it is not the matter of right and wrong, debate is still ongoing. However, as International Organisation such as United Nations Educational, Scientific and Cultural Organization (UNESCO) and WHO identifies inclusive education as international agenda, the world started to pay attention.

While inclusive discourse has been explored by educationists and authorities in the West, it seems to be a new agenda for developing countries (Sricastava et al, 2015). In addition, scholars warn that fitting the Western framework in developing countries can be highly dangerous (Bayat, 2014, Sricastava et al, 2015). However, developing countries also should explore and research on inclusive education to find proper model in their own context (Eleweke & Rodda, 2010). Therefore, the research will focus on Ethiopian context in terms of inclusive education.

Link Ethiopia, is a non-governmental organisation in Ethiopia, which aims to eradicate poverty through education. The organisation ran a disability project from 2013 to 2015 to help Special Educational Needs (SEN) students with inclusive education. This research, therefore, aims to evaluate the project to assess the impact of it. Based-on qualitative methods, focus groups and semi-structured interviews were conducted in Gondar for six weeks.

First of all, detailed Ethiopian context will be discussed by reviewing literature. Then, research questions and objectives will be stated with an overall aim. The following section will discuss about methodology. Research findings and analysis will be shown. Finally, it will be ended with the conclusion including indication for further research.

## **2.0 Literature Review**

### **2.1 A brief history of Inclusive Education**

International attention on inclusive education can be easily found in the literature and educational debate (Ainscow & César, 2006; Charema, 2010; Erten & Savage, 2012). As an alternative system for special education, inclusive education emphasises that all students should learn together with their peer in regular classrooms regardless of disability, gender with the support from communities and schools (Bunch, 1994; Erten & Savage, 2012; Eleweke & Rodda, 2010; Loreman 2007). Inclusive education (IE), however, is not always welcomed by all educationists and authorities due to its contested definition and difficulty regarding implementation (Kavale & Forness, 2000; Erten & Savage, 2012). Nevertheless, it cannot be denied that inclusive education has been perceived as a desirable system for students with disability from many countries around the world and it has been implemented in various types (Ainscow & César, 2006; Obiakor et al, 2012). Before discussing about the inclusion, it is needed to look at a brief history of inclusive education for understanding the current context.

Historically, educating students with special needs in regular classes with peers was not seen appropriate and it was believed that a special setting was needed for them (Kavale & Forness 2000). Therefore, 'special class' has been developed within the public school system separating SEN students from normal class (Safford & Safford, 1998) and it was considered as the best way to realise universal education avoiding conflicts (Kavale & Forness 2000). However, this resulted in exclusion of SEN students from school life (Erten & Savage, 2012). Even though it has been some disagreement on special class, Dunn's (1968) paper is viewed as the most influential piece which is casting doubt on the justification of special class (Kavale and Forness 2000; Lindsay, 2007). While he was criticised that empirical evidence did not provide evident conclusion about its effectiveness, it is thought that the paper has advocated the change in special education in favour of increasing access to general education (Kavale and Forness 2000; Lindsay, 2007). Over two decades from then, many scholars examined the different types of placement for different group to probe the efficacy (Lindsay, 2007). Education for all Handicapped Children Act (EHCA) in 1975, which is now Individuals with Disabilities Education Act (IDEA), is one of the education milestones (Bersoff, 1977; Ikeda, 2012). EHCA aimed to ensure the students with disability the access to

public schools but the emergence of limitation led revision of the legislation (Ikeda, 2012). With the movement of 'Education for All (EFA)', the issue of inclusive education gained ground on international debate (Ainscow & César, 2006; Rodriguez & Garro-Gila, 2015). EFA movement emerged in 1990 when World Conference on EFA was held in Thailand, which aims to offer quality basic education for all the students (Rodriguez & Garro-Gila, 2015; UNESCO, 2016). Later in 1994, inclusive education was defined for the first time in Salamanca statement (UNESCO, 1994). Inclusive education is seen as "the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all" (UNESCO, 1994, p. 5). Since its formal debut on international stage, many authorities and educationists have investigated the methods for policies and practice becoming more inclusive (Ainscow & César, 2006; Mundy, 2015). EFA seems to be the turning point in the history of inclusive education. Since EFA, inclusive education has been approached by right perspectives emphasising education is a basic human right (Miles & Singal, 2010; Ainscow, 2005). Then Millennium Development Goals (MDGs) echoed this movement and agenda of EFA and Sustainable Development Goals (SDGs) succeeded the slogan (Right to education project, 2015), which brought inclusive education into development perspective.

## 2.2 Quality of inclusive education

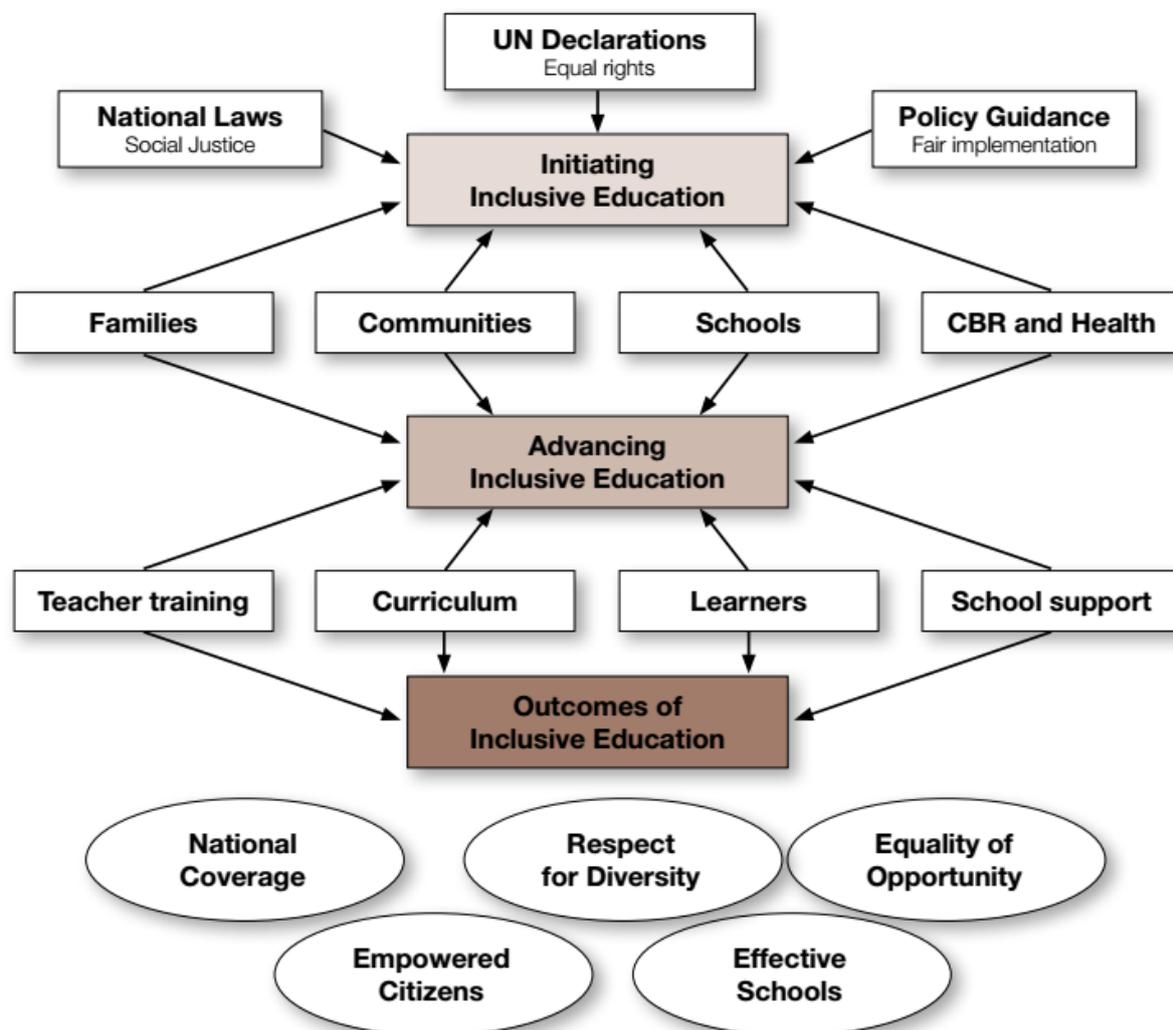
A brief history of inclusive education has been explored to understand its background and context. This section will focus on the quality of inclusive education. As it is mentioned before, EFA targets expanding education for all the students focusing on access to education. However, as Peters et al (2005) noted, the focus has shifted from access to quality due to the increase of pressure on low academic achievement and insufficient resources. In delivering quality inclusive education, the first utmost requirement seems to be the qualification of educators (Bentley-Williams & Morgan, 2013; Smith & Tyler, 2011). Teaching and teaching practice have directly impact on inclusive education (Stubbs, 2008). Nonetheless, insufficient training programmes and qualification of the teachers are often recognised as barriers for delivering quality inclusive education (Eleweke & Rodda, 2010; Smith & Tyler, 2011; Bayat, 2014). Furthermore, Smith and Tyler (2011) argue that mere access to inclusive school cannot make the educational goals achieved but teachers should have adequate skills and

knowhow for inclusive practice. However, it cannot be realised without support of school leaders and all the staff. Therefore, it should be the collective responsibility of teachers, school and students. This viewpoint is related to the social model of disability (Bayat, 2014). Studies from Hamilton-Jones & Moore (2013) and Forlin (2010) show the effectiveness of co-teaching and having psychologist in inclusive schools. As inclusive setting can be stressful and inefficient for SEN students, the support from other teachers or psychologist are recommended. However, it can be different in the context of developing countries where they cannot even afford adequate teacher training (Eleweke & Rodda, 2010). Next section will focus on 'how' inclusive practice can be achieved in the context of developing countries.

### 2.3 Moving toward inclusive practices in developing countries

A subheading of an article shows what the issue is in inclusive education in recent years: Moving from "Why?" to "How?", Loreman (2007). As inclusive education has been familiarised and explored in education discourse, attention has shifted to 'how' inclusive education can be achieved. However, Sricastava et al (2015) warn that it is dangerous to assume that developing countries and the West are on the same page as it has been only a decade since international debate on inclusive education in developing countries sparked off. Bayat (2014) agrees to Sricastava (2015). Given that disability models such as social model perspectives are created from the West where economic situations are considerably different to developing countries, certain framework and models will not be fitted in the context of developing countries. Therefore, it seems that it is yet to early to judge the realities of inclusive education in developing countries. It is thought that empirical data should be collected first to obtain better understanding for inclusive education in developing countries as it is important that schools adapt inclusive practice based on empirical data (Ainscow et al, 2006; Singal, 2008). As a breakthrough of current gridlock, building partnership with organisations or institutions regardless of public or private. (Bayat, 2014; Turnbull & Turnbull, 1996). Inclusive education is not a simple question that can be solved with a few answers. Therefore, all the entities in education body should work together in partnership with each other. Figure 1 shows a mechanism of inclusive education (Mariga et al, 2014). Also, it indicates all the level of entities should cooperate to improve inclusive education.

Figure 1. The processes influencing the development, advancement and outcomes of inclusive education.



Source: McConkey & Bradley, 2010

#### 2.4 Ethiopian context

In Ethiopia, which is one of the least urbanised countries in the world, approximately 84 % people lives in rural area (MoE, 2015). The fact makes government difficult to implement educational policies such as increasing access to education. Nevertheless, Ethiopia has seen substantial expansion of primary schooling during last two decades (Frank & Joshi, 2016; Nordstrum, 2013; MoE, 2002). Ethiopia set up its Educational and Training Policy (ETP) to address low enrolment in school at primary level and established Education Sector

Development Programs (ESDPs) (FDRE, 1994; Frank & Joshi, 2016). A series of ESDPs kept focusing on expansion of school access and eradication of social barriers. With the ESDPs brought a significant expansion of primary schooling, the demand for the teachers were increased as well. Therefore, enrolment in primary school and teacher supply showed the same increasing pattern for last two decades. (Nordstrum, 2013). While MoE concentrated on increasing schooling, other problems were started to appear. According to Frank and Joshi (2016), less than 1% of school-aged children with SEN were enrolled in 2006. In an attempt to address the situation, Ethiopia established five-year of Special Needs Education (SNE) strategy for the first time. The strategy allowed flexible extent of inclusion according to the level and need of SEN students rather than pursuing full inclusion (Frank& Joshi, 2016). While today's inclusive education seeks for full inclusion to mainstream education, Ethiopia's strategy seemed to be cautious but rational decision for its education system.

Compared to other countries, it is hard to establish sufficient literature body for Ethiopian context. Nevertheless, two papers will be introduced. The study of Frank and Joshi (2016) enables to keep it up with recent inclusive education context in Ethiopia. This study aims to examine how Ethiopia is implementing EFA and SDGs agenda through qualitative methods in Tigray state. The study shows that even though school and the government is in favour of the concept of mainstreaming, barriers hinder schools from moving towards inclusive education. These barriers identified: lacking teacher training, insufficient resource. Furthermore, paper from Nordstrum (2013) shows the teacher supply and training with rapid expansion of enrolment. This paper illustrates the significant increase of primary enrolment based on the ESDPs. As enrolment increases, there has been need of supplying more teachers and also expense for training and supplying teachers. Therefore, the author suggests four policy messages, which are alternative learning methods for teacher, strategic partnership with NGOs, expanding practical training experience and utilisation of technology. (Nordstrum, 2013).

Journeying through literature review indicates a research gap. To establish background, a brief history for inclusive education from the emergence to the current context was introduced. Then quality of inclusive education has been discussed explaining the current context focus on implementation of inclusive education not on the reasoning. Insufficient teacher training also blamed as barriers for delivering quality inclusive education. Meanwhile,

it was mentioned that developing countries should not be assessed in the same framework. Finally, Ethiopian context has been reviewed. Considering the gap between the literature, this research will bridge the gap providing in-depth knowledges on NGO's disability project and its impact in Gondar. As it is noted, inclusive education is being implemented in considerably different ways according to the context of the countries or even regions. This research will offer an overview on the disability project which was held in Gondar. Therefore, next section will show the aim and objective of the research and questions.

### **3.0 Research Aim and Objectives**

**Aim:** This research aims to evaluate a disability project of Link Ethiopia which was run from 2013 to 2015 in Gondar, Ethiopia. Considering the complexity and feasibility of evaluation of the project, the research aims to assess the impact of the project in terms of quality of education and inclusion.

#### **Research Objectives**

The specific objectives of the research are:

1. To assess the impact of the project on the quality of inclusive education in Gondar.
2. To assess the impact of the project on inclusion.
3. To compare the project with other disability projects from other organisations in Gondar.
4. To explore the role of NGOs on inclusive education in the context of developing countries.

#### **Research Questions**

1. To what extent the disability project from Link Ethiopia has impacted on quality of inclusive education?
2. To what extent the disability project from Link Ethiopia has impacted on inclusion?
3. How is it different from other disability projects which are run by other organisation in Gondar?
4. What is the role of NGOs on inclusive education in developing countries?

#### **4.0 Research Design and Methods**

The research is conducted in Gondar, Ethiopia for six weeks. Gondar is a historical city in Amhara region which is located in north-west Ethiopia. Amhara region is one of nine regional state in Ethiopia which is home to more than 13 million people and about 85% of people are engaging in agriculture (FDRE, 2016). To address the questions, qualitative methods were employed to collect primary data. It allows the researcher to gain in-depth knowledge on the experience and perspectives of individuals by contacting with the people directly (Patton, 2002). In addition, qualitative approach was appropriate in that the researcher was able to concentrate on the understanding process and the meaning of the data rather than trying to generalise it (Creswell, 2009).

#### **Framework for evaluation**

Barrett et al (2006) highlighted five components of quality framework, which were derived from the literature and international debate. It includes; Effectiveness, Efficiency, Equality, Relevance, Sustainability. First of all, effectiveness concerns with the outcome of the educational system or programme and this is to check to what extent the system has been achieved its objectives. Secondly, efficiency tests how properly inputs are used to achieve the objectives. Thirdly, equality is considered as recognition of specific groups who are vulnerable so that they can be easily excluded in terms of access and achievement. While relevance refers to importance of different context by countries and location, sustainability takes the future into the consideration (Barrett et al, 2006). Based on the framework, each programmes of Link Ethiopia's disability project will be analysed.

#### **Data Collection**

*Focus group*

Before going to the field, it was planned to conduct semi-constructed interviews to collect primary data. However, after arrival, it was notified that access to participants might be limited due to the vacation. Considering the limitation, the main methods for the data collection should be changed to focus group. As students started to go back home and teachers were busy attending seminars and training programmes, it was more appropriate to use the time when more participants can be accessed. For example, the research was conducted when all the teachers came to school to attend seminar. For the students, the participants were accessed by the principle of the school who were able to take part in. Therefore, given the time and access limitation (Greenbaum, 1998), focus group discussion was selected as main method. Since it was employed as a research method for the first time in 1941 by Merton, focus group has been widely adapted by researchers as method (Puchta & Potter, 2011). Focus group is different with in-depth interview in that participants do not need to answer individually to questions, but discussion can be facilitated within the group (Bloor, 2000; Della Porta, 2014; Litosseliti, 2003). To collect data, a focus group were composed of 4 to 6 students or teachers respectively considering the power relations (Bloor, 2000). For the evaluation of each programmes, which is teacher training, resource distribution and tutorial, 6 focus groups of teachers and 5 focus groups of students were conducted.

### *Semi-structured interview*

Data from semi-structure interview produces meaningful knowledge in that it is two-way conversation allowing follow-up questions (Sanders, 2012; Outhwaite, 2007). Given that, two semi-structured interviews were conducted with key informants from other NGOs in Gondar to gain knowledge on the disability projects. Obviously, there was a limitation in the number of NGO's in Gondar who run disability projects. Therefore, it was not evitable to have small size of sample. However, due to the nature of qualitative method, interviews made the researcher confirm the existing knowledge and also gain new information (Bryman, 2015).

### *Ethics*

Ethical issues are likely to arise at any times during the process of research (Miller, 2012; Brooks et al, 2014). Therefore, Ethical issues were carefully handled from the beginning of

planning the research. This research obtained ethical approval from the University of Sheffield before commencing data collection. To build rapport (Miller, 2012), all the focus groups and semi-structured interview started with introduction of the researcher. After explaining of the objectives and aims of the research, verbal consents were obtained which was followed by consent for recording the contents of focus groups and interviews. In addition, the right to withdraw was explained to the participants. For anonymity, all the participants were assigned to the figure and transcribed.

### *Reflexivity & Positionality*

According to Roller and Lavrakas, reflexivity is critical notion as it concerns with accuracy of the research result (2015). As researcher and the researched have different cultural background and experience, unseen bias and presumption may lead to the distorted research outcome. Brooks et al (2014) also mentioned that personal trait such as gender, race and age can impact on research process and the understanding of researcher. Therefore, the reflection allows researcher to carefully think about the relationship. As well as the transcription, I wrote field diary everyday about anything that came to mind relating to research or culture and observation kept reminding the reflexivity. While collecting data in Gondar for 6 weeks, it was not surprising that I always captured attention from the people wherever I went as an Asian Female. Not only gender and ethnicity of myself, experience and personal history define me. Positionality matters as it has impact on research process such as methods, analysis of research and its orientation (Brooks et al, 2014). Therefore, positionality can be connected to subjectivity of qualitative research. Alldred and Gilles (2002) mentioned that we need to question whether the research outcome can represent the answers of the participants.

### *Limitation*

During the data collection, limitations started to be evident. First of all, as Amharic is not native language, translator was employed, who was a staff in Link Ethiopia. As Bujra (2006) explained, working with translator can be significantly complex process. Being aware of this, I talked to the translator before and after the focus groups and interviews to minimise the limitation. Until I had a focus group of students with hearing impairment, working with the translator was smooth. To conduct the focus group, one more translator was needed for sign

languages. It was inevitable to do the double translation as my translator cannot understand sign languages. However, it was difficult process considering the time and expressing the ideas. The answers from the students with hearing impairment was obviously shorter than blind students. Next limitation was mentioned earlier. When I was arrived in Gondar, all the schools almost finished exams and were ready for the vacation. Most students go back to home when vacation starts and teachers become very busy attending seminars in other regions so teachers do not stay in Gondar. Therefore, there was a limitation in access to potential participant.

### **Data Analysis**

After conducting focus groups and semi-structured interviews, data was transcribed immediately and recording was saved as computer file. As Creswell (2009) mentioned, I read the transcript and listened to the audio-file to familiarise with the data. While I was reading it, thoughts and note were added. To find themes and concepts, the transcript was read repeatedly. Then I started to hand coding to label the themes and concepts for categorisation (Rubin & Rubin, 2005; Gibbs, 2007). Predetermined codes from the evaluation framework were used as well as emerging issues. After categorisation, I tried to identify the relationship between categories and pattern in data either regular or irregular (Boeije, 2010; Gibbs, 2007).

## **5.0 Research finding**

According to the education system in Ethiopia (Frank & Joshi, 2016), schools run a special unit for students with disability in which students from grade 1 to 4 are divided into classes by types of impairments. After finishing grade 4, students with disability join the mainstream. However, not every schools have special units. Therefore, students have to move to near the school and live independently.

### **5.1 Teacher training and skill**

The role of teachers in class is the key for realisation of inclusive education. First of all, awareness and attitude of teachers are vital so as the students can feel that they are being supported and trusted by teachers. In terms of attitude and awareness, it is found out that teacher training has positive influence on teachers. In Gondar, Link Ethiopia and Community-Based Rehabilitation (CBR) are the main NGOs who provide teacher trainings for inclusive education. Teachers who were able to participate in any training regarding to inclusive education mentioned about the difference before and after the training.

*“Before the training, I did not give much focus on disabled students but after the training, I came to know that students need a lot of support from us. So after the training, I give much focus to students than before so it gives me different feelings.” respondent 2.*

*“Before the training, I did not understand them and gave no support for them. Also I considered them as normal students. However, after the training, I made them come to the front and arrange the normal students who can read for the blind students. We’re helping the students in that way.” respondent 58.*

*“I became friendly and socialise with students because I can understand them now and also I can treat them easily after the training.” respondent 5.*

While the teachers who participated in awareness training at least once show their change in mind and attitude towards students, teachers who have never had any training seem to be indifferent to students with disability even though they have those students in class.

*“To be honest, I do not give any specific attention to students with disability in my class. I’m busy with teaching and I have many other students. So it is difficult to care and give attention to those students.” respondent 8.*

*“Even though I have blind students in my class, it is difficult to pay attention to them because there are many other students in class.” Respondent 10.*

Therefore, it seems that teacher training plays an important role in developing teachers’ attitude and awareness towards students with disability. It is said that the teachers also found the change from students with disability. When teachers tried to give attention and chance to participate in the class, students with disability showed more engagement in class. Even though both NGOs run teacher training programmes, the details can be varied. Firstly, period of training is different. While Link Ethiopia has a two-day programme, CBR runs a ten-day programme. This makes the contents of the training different. Link Ethiopia focused on increasing awareness so that schools can implement inclusive education. In contrast, CBR programme includes skill training such as braille and sign languages as well as awareness improvement programme. It was found out that both programmes from Link Ethiopia and CBR had a positive impact on teachers regarding the awareness and attitudes. However, teachers mentioned that both programmes can be improved. For Link Ethiopia, short time for training was always mentioned with frequency of the training. In terms of CBR programme, even though they learnt braille and sign languages, it was too brief and teachers admitted that they easily forget about what they learnt as they do not use them often.

According to education policy in Ethiopia (MoE, 2012), teachers in special unit should have degrees for teaching students with disability. However, teachers, whose major is not in special education, could also become a special unit teacher. Five participants from one special units have been teaching students more than 20 years in both mainstream and special unit. Based on their answers, teachers were teaching in mainstream class when they were

picked by government as special unit teachers. They received the training from the government for a year to teach students in special unit, which includes sign language, braille usage and general inclusive education. However, even these skilled and experienced teachers point out that teacher training should be improved.

*“There are not enough trained teachers. Also, updated teacher training is needed. I had training 17 years ago and since then, I never had any training for teaching disabled students. Training for Jolly Phonics and English happens every year but not the training for special need. More training should be available and more often.” respondent 15.*

Furthermore, special unit teachers are in favour of joining students to mainstream after grade 4. Although the teachers are well aware of the difficulties that students will have when they join the mainstream, it is thought that inclusive education is needed considering its benefits. As a small society, school is the place where students can learn how to live with other people. However, the teachers believe that it is especially needed for students with disability. While the teachers agreed to inclusive education, they concerned that the current system has deficiency in terms of teacher training.

*“After grade 4, disabled students go back to mainstream education with normal students. However, the teachers are not trained. Trained teachers are only at special unit. There is significant shortage of manpower. Teachers in inclusive class have problem in communication with disabled students. Especially, deaf students are not successful because of this.” respondent 13.*

One teacher also points out that awareness training should not be limited to teachers but it should be provided to everyone in the school to make people understand collective responsibility.

*“The training should be given to everyone not only to the teachers because it will create responsibility. It is not only the matter of themselves and teachers. It should be responsibility*

*of all the society. For example, one of my student is mentally impaired and he is from middle-income level family. His parents have a shop but the normal students use him to get some money from his parents' shop. Based on this, we can know that it is about the awareness. Therefore, we need to create responsibility.” respondent 59.*

It is found out that teacher training brought positive impact on both teachers and students increasing the engagement of students with disability in class. However, teachers from both special unit and mainstream acknowledged training should be increased and held frequently for implementation of inclusive education. Furthermore, the necessity for awareness training to any members in school were proposed.

*“There was only one teacher training. It should happen repeatedly. Also, material support is needed for disabled students.” respondent 57.*

*“It should not happen only once. It should be continuous. Also, there should be evaluation programmes after the training. Link should monitor how the teachers are applying what they learnt. So it should be monitored. Good stuff should spread to other schools as well.” respondent 59*

## **5.2 Resources**

Link Ethiopia (2014) identified that schools often have problems with supplying resources which are needed for students with disability. Therefore, the organisation provided resources for two schools after conducting needs assessment. This includes braille paper, slates and styluses, sign language book and audio recorder and memory sticks, which is 60 percent and 40 percent of needs assessment respectively (Link Ethiopia, 2014). Nevertheless, most participants, both students and teachers point out that resources are not sufficient. First of all, blind students had strong opinions on resources. According to blind students, they are in dire need of having voice recorders. A few problems are found in the class activity. Blind students explained that they often ask peer students to read the text. It is said that while some peers are willing to help, others are refusing or just ignore blind students. In addition, they said that it is

too easy to forget what the lesson was about as they only listen to the teachers. Therefore, the tape recorders (voice recorders) are needed for them to record the lesson so that they can listen to it repeatedly.

*“First of all, normal students only think about themselves. We have to wait for the explanation of the teachers. So when we ask normal students to read for us, they reject. Sometimes we miss the assignment because the normal students do not tell us about it and we could not hear about it. So we have some 0 in our mark. LE should help us with more tape-recorder. When we tell the teachers that we missed it because we could not hear it, they will get really angry. If you did not listen to it, you cannot submit it.” respondents 40.*

Despite of its necessity, blind students cannot afford to purchase voice recorder. According to respondents, Ethiopian government supports students with disability by giving per diem (what they call) every month, which means specific amount of money. 350 birr (about £12), 200 birr (about £7) and 100 birr (about £3.5) are given to vision-impaired students, hearing-impaired students and students with intellectual disability respectively. However, as students with disability often move to near school and rent a house. Most of the students said that per diem is used for the house and food and it is not enough.

*“Tape-recorder is about 300 Birr. We buy it from our per diem. Our per diem for month is 350 birr. The tape-recorder is too expensive to buy for us. Therefore, it would be good if someone can give us them.” respondent 17.*

*“The government gives per dime to disabled students. However, they are never enough. It should be improved.” respondent 15.*

While vision-impaired students mentioned about shortage of resources and economic difficulties in purchasing resources by themselves, teachers in special unit who were provided with resources from Link Ethiopia urge that training for the resource management is also needed.

*“We have very little knowledge on how to use them. Therefore, we need more training. Even though we had the training for resources, it was a long time ago. We need another training. There are 12 Special Needs teachers in the school but only some of them had the training for the resources. But some teachers did not have any training so all the teachers should learn how to use resources.” respondent, 31*

Followed by voice recorder, computer has been frequently mentioned as necessary resource from both teachers and students. Especially hearing-impaired students were recognised as students in need of. Based on the response of teachers, hearing-impaired students seem that they have more difficulties in learning than vision-impaired students. With the lack of teachers who know sign languages, hearing-impaired students find it difficult to follow the lesson when they join the mainstream. According to the teachers, it is often reflected in the low academic achievement compared to the blind students. Even though they learn sign languages in special unit, most students replied that they have had no chance to learn about sign languages before they come to school. Therefore, it is not surprising that expressing with sign languages is limited. Hearing-impaired students want to learn more sign languages and they believe that using computer can be helpful considering the limitation of resources.

*“We want to learn more words for sign languages because we need to know how to express our ideas. So we should be able to learn in resource centre and it should be continuous not temporary. I like to use resource room and want to learn in there because we can improve our skills.” respondent, 51*

### **5.3 Tutorial for vision-impaired students**

In an attempt to increase time with teachers, Link Ethiopia (2014) set up tutorial programme for the blind students whose grade are 5 to 12. As many students with disability find it difficult to learn and follow the peer in mainstream, it was aimed to close the gap between the students and expand time with teachers for the blind students. Over 14 weeks, tutorial

covered five subject; English, Geography, History, Biology and Economics. First of all, participants are highly satisfied with the tutorial sessions. This is demonstrated by;

*“We were able to participate more and we could understand better after the tutorial. We learnt a lot from the tutorial.” respondent 16.*

*“The tutorial is very needed to us. The ones who are smart, they can be even better through tutorials. The others, they will have another chance to improve their marks through tutorials. So the tutorials are so important to us.” respondent 20*

Most students responded that joining to mainstream class after grade 4 is considerably difficult and they always need support from teachers and peer students unless they often found themselves lag behind. Furthermore, it is hard to have chance to question and communicate with teachers, they said. However, tutorial sessions enable them to engage more in class and give chance to face teachers. The reason of high satisfaction also can be found in the contents of tutorial sessions. In tutorial, teachers asked students what was difficult to understand in mainstream class and provided revision time for the blind students. In addition, students were contented that tutorial allowed time to question about what was unsure. Another reason can be the improvement in academic achievement. Students agreed that many students saw the increase in mark, which is the exact objectives of the tutorial programme.

*“There was change in grades. After the tutorial, my grades were increased.” respondent 23*

*“We saw better result compared to the first semester. Some good students were awarded from Link Ethiopia.” respondent 42.*

*“Some students have seen changes in their marks. They got higher mark after the tutorial. But others have not seen improvement in their marks. Link Ethiopia has awarded students who has seen great improvement on their marks. The students who saw the increase in their marks tried hard to get good marks and they are good. However, the others who have not seen any improvement have nothing to do with the tutorials.” Respondent 17.*

Link Ethiopia has also awarded the students who showed considerable improvement in academic mark with rewards and certificates. It seems that the students were motivated by such awards. Not only students, but teachers also admitted that the blind students usually demonstrate excellent academic achievement.

*“They get very good mark. Blinds students are very good at study and better than normal students.” respondent 4.*

*“we gave them quiz and exams to check their understanding. We have seen the positive change of their mark. The students who were good at achieving great mark were awarded.” respondent 29.*

In terms of attitude of teachers in tutorial, students were generally contented but some students argued that they should be able to choose the teachers. As the teachers are chosen from the mainstream class, they know which teachers have good attitude towards vision-impaired students and which teachers do not.

*“We want to choose our teachers. The tutors were from the normal class so it was the same. Some teachers were good and others were not. We prefer to choose our teachers because we all know who is good and who is not. If there is tutorial this year, we would like to pick our teachers ourselves.” respondent 17.*

*“We should be able to pick our teachers. Some teachers were late. we should not consume our time by waiting for teachers.” respondent 38.*

With Link Ethiopia, Armas, a local NGO also runs a tutorial programme for vision-impaired students. Tutorial from Armas is held for two months in summer vacation and it has been three years since first tutorial. Students from grade 5 to 12 participate in the tutorial, which is the same with Link Ethiopia’s programme. However, the contents of tutorial are different from Link Ethiopia. According to the project manager, students have classes for learning braille, mobility, drama and music. In terms of resources that is needed for tutorial, the organisation is closely working with other organisation which supply resources. Even though

students cannot have their own braille and stylus, two or three students share the resources. While tutorial from Armas were supported with resources, many students who participated in tutorial from Link Ethiopia recognised resources as future improvement.

## **5.0 Discussion and Conclusion**

### *Introduction*

The research aimed to:

- To access the impact of the project on the quality of inclusive education in Gondar.
- To access the impact of the project on inclusion.
- To compare the project with another disability projects from other organisations in Gondar.
- To explore the role of NGOs on inclusive education in the context of developing countries.

Therefore, the following section will synthesise the finding and literature. First of all, teacher training programmes will be examined by the Barrett et al (2006)'s quality evaluation framework. The aim of teacher training was to increase awareness of teachers on disability and inclusive education so that the teachers can practice it in the class (Link Ethiopia, 2014). According to the finding, it seems that teacher training has positive impact on their attitude towards SEN students. Therefore, teacher training programme of Link Ethiopia is thought to be effective. Secondly, it can be seen as efficient training programme considering the time and its impact. Even though it was only two-day programme, the result is likely to have significant impact. Change of teachers' attitude towards SEN students can bring considerable difference in performing of students in class (Murphy et al, 2004). It is consistent with the finding of this research. Therefore, the training also seems to be efficient as well as effective. Thirdly, equality in education indicates recognition of group who are marginalised in terms of access and achievement (Barrett et al, 2006). In terms of equality, it can be seen that the training programme has contributed to equality. This can be well-proved from following statement;

*“Before the training, I did not give much focus on disabled students but after the training, I came to know that students need a lot of support from us. So after the training, I give much focus to students than before so it gives me different feelings.” respondent 2.*

That is seen as identification of a group. SEN students need to be cared and supported as they often find it difficult to engage in the class based on this research. Therefore, teacher training can be said that it concerns to equality. Moving to the component of relevance, it deals with the theoretical question; the purpose of education. This will be varied depending on each countries or even cities as education bodies has different educational objectives. In Ethiopian context, the education focuses on the access, livelihood and primary schools according to the development state (Table 1).

Table 1. Priorities in educational quality by level of national development

State	Emphasis within the quality debate
Post-conflict; newly founded states	Subsistence, security, trust – school system, curriculum
Low income countries	Access, livelihoods (coping; lasting; flexibility) – primary schools
Middle income countries	Continuation – secondary schools, disadvantaged groups
OECD countries	Competencies, responsibility, lifelong learning, sustainability

Source: Synthesised from: McDowell (2002); Michaelowa (2001); Akkari (2005); Romano (2002); Kagia (2005) in Barrett (2006)

Finally, sustainability implies that the aim of education should not be limited to near future. Instead, education should be helpful to build a lifelong capacity as human. In terms of sustainability, teacher training can be understood in this perspective. The training made the teachers to identify and recognise SEN students as human with dignity who has right to be respected. In that aspect, training enables teachers to see the broader context. By analysing teacher training impact on the framework by Barrett et al (2004), quality education has been considered in different perspectives which allows in-depth knowledge. However, it also should be noted that teachers identified that time period for training should be extended.

In terms of resource distribution, findings indicate that resources can be significant help to SEN students, which is consistent with the literature (Sawhney, 2015). Even though the resources were distributed upon needs assessment, finding shows different stories. It is found out that the most needed resource is a voice recorder for vision-impaired students. These

students can often feel frustrated as mainstream classes are not inclusive enough. Students either mentioned about ‘someone who can read for us’ or ‘voice recorder’. Also they reported that classrooms are often very noisy so it is hard to follow the lessons. In this situation, students will be marginalised unless teachers and peers help them. It seems that problem with resources should be addressed. While visiting resource centre where various types of resource are displayed and ready to be used, it was found out that students can access to the resource centre only when they have a lesson. Also, due to the risk of destroying or damages, students do not have any access to resources outside of the resource centre. When the teacher who is in charge of key to resource centre asked about occasion of damage in resource, the teacher said that it is all the responsibility of the one who caused the damage. Therefore, the teacher also noted that they always have to warn students about the damage. This shows a problem with managing resources. Resource were provided for inclusive education. However, resources are kept in the centre and not touched by students. It is advisable that teachers from special unit and also mainstream teachers should consider and communicate each other to come up with idea for resource utilisation.

Nevertheless, teachers proved that vision-impaired students tend to achieve the highest mark in mainstream class and they seem to be passionate learners. One of the reason can be found in the tutorial sessions from Link Ethiopia and Armas. While both organisation run tutorial programme for vision-impaired students from grade 5 to 12, the contents and time period are different to each other. According to the findings, vision-impaired students seem to significantly rely on the tutorial for their academic improvement and reported that the tutorial is vital for them. Considering the setting and power relationship in mainstream class, the blind students can focus on the lesson without any disturbance. Furthermore, the contents of tutorial allow students to revise. Students are satisfied that they can ask questions and require to teacher the part to elaborate. The fact that students see the increase in academic achievement after tutorial is encouraging. Also, the reward system of Link Ethiopia can be motivation among the students. Link Ethiopia has awarded students with high achievement small rewards and certificates. Nevertheless, the tutorial programme has a problem. In the field, most of the students asked the reason of suspending tutorial programme. With the closure of project, tutorial programme has not been run this year. Considering time plan for projects, NGOs cannot run a same project for long period. However, students seem to be

considerably disappointed that tutorials are not run anymore. This confusion could be evitable if students were notified explained about project closure.

While conducting the research, the necessity of programmes for hearing-impaired students arose. First of all, teachers in both special unit and mainstream class reported that teaching hearing-impaired students is more difficult than teaching vision-impaired students. The reason is that teachers in mainstream classes usually do not know sign-languages while they can communicate with vision-impaired students. Furthermore, it seems to be reflected in academic achievement. One participant reported that he did not learn official sign-language until joining the special unit. Even after joining the special unit he often forgets how to express words. It is said that even though he learns and uses official sign-languages at school, he uses different sign languages at home as his parents do not know official sign-languages. Therefore, only simple words and expressions are used with sign-languages at home, which is not official. Consequently, he keeps forgetting official sign-languages and gets confused very often. However, the situations of other families are not different based on the finding. For example, only one mother of hearing-impaired students reported that she knows the sign-languages among five participants. This suggests that not only the students, but also parents of hearing-impaired students should learn how to use sign-languages. Regarding this, one special unit teacher mentioned that she once tried to invite parents of hearing-impaired students. However, she admitted that it was not easy because parents are busy with working. It is necessary to design more programmes for hearing-impaired students.

Teacher training is seen as critical component in improving inclusive education (Singal, 2004). As a subject who influence on the practice of inclusive education in the field, improvement in awareness and skill indicates enhanced quality of education for SEN students. Likewise, tutorial programme is related to the quality of education. By participating in tutorial, students are able to have more time to face with teachers. Therefore, teacher training and tutorial have impact on quality of inclusive education. On the other hand, distribution of resource has influence on inclusion (Poon-Mcbrayer & Wong, 2013). Teacher training also have impact on inclusion as a leader in the class, the ability and skill of teachers can make classes more inclusive or less inclusive. Considering the findings, it seems that Link Ethiopia's disability project is designed to improve the quality of inclusive education. However, inclusion is

## **Conclusion**

Inclusion and quality of education cannot be separated. Therefore, inclusion and quality of education should be understood as a one big agenda which has impact on each other. With the aim of evaluation, this research has evaluated disability project from NGO in Gondar. Three programmes have been assessed; teacher training, resource and tutorial. Inclusive education is not the end but it is rather a process towards inclusion. Therefore, inclusive education can be approached with cooperation of all the entities. Based on the findings, suggestions can be proposed to stakeholders and policy-makers.

- Firstly, more programmes on teacher training should be designed. Even one participation can make difference in the awareness of teachers.
- Secondly, the awareness improvement programme should be delivered to everyone in the school. Inclusive education is not the only job of teachers. Peer students, staff and principles should receive awareness training.
- Thirdly, programmes for hearing-impaired students should be developed. Tutorials are only given to vision-impaired students.

For further researches, as this research, more local-based research should be facilitated (Frank & Joshi, 2016)

## References

- Ainscow, M. (2005). Developing inclusive education systems: what are the levers for change? *Journal of Educational Change*, 6(2), 109-124.
- Ainscow, M and César, M. (2006). Inclusive education ten years after Salamanca: Setting the agenda. *European Journal of Psychology of Education*, 21(3), 265-277.
- Ainscow, M., Booth, T. and Dyson, A. (2006). Inclusion and the standards agenda: Negotiating policy pressures in England. *International Journal of Inclusive Education*, 10(4-5), 295-308.
- Allred, P. and Gilles, V. (2002). *Eliciting research accounts*. In Melanie Mauthner, Maxine Birch, Julie Jessop and Tina Miller (Eds.), *Ethics in qualitative research*. London: Sage.
- Barrett, A. M., Chawla-Duggan, R., Lowe, J., Nikel, J. and Ukpo E. (2006). *The concept of quality in Education: A review of the 'international' literature on the concept of quality in education*. Bristol: EdQual.
- Bayat, M. (2014). Global Education Diplomacy and Inclusion in Developing Countries: Lessons from West Africa. *Childhood Education*, 90(4), 272-280.
- Bentley-Williams, R. and Morgan, J. (2013). Inclusive Education: Pre-Service Teachers' Reflexive Learning on Diversity and Their Challenging Role. *Asia-Pacific Journal of Teacher Education*, 41(2), 173-185.
- Bersoff, D. N. (1977). Special education for preschoolers: Impact of the education for all handicapped children act of 1975. *Journal of School Psychology*, 15(2), 190-191.
- Bloor, M. (2000). *Focus Groups in Social Research*. London: SAGE Publication.
- Bunch, G. O. (1994). An Interpretation of Full Inclusion. *American Annals of the Deaf*, 139(2), 150-152.
- Boeije, H. (2010). *Analysis in Qualitative Research*. London: SAGE Publications Ltd.
- Bryman, A. (2015). *Business research methods*. 4<sup>th</sup> ed. Oxford; Oxford University Press.

- Charema, J. (2010). Inclusive education in developing countries in the sub Saharan Africa: From theory to practice. *International Journal of Special Education*, 25(1), 87-93.
- Creswell, J. (2009). *Research design: qualitative, quantitative and mixed methods approaches*. London: Sage.
- Dillon, R., Mersha, Z. and Megerssa, D. (2014). Disability Project: Year One Report. Gondar: Link Ethiopia.
- Della Porta, D. (2014). *Methodological Practices in Social Movement Research*. Oxford Scholarship Online.
- Dunn, L. M. (1968). Special education for the mildly retarded – Is much of it justifiable? *Exceptional Children*, 35, 5-22.
- Eleweke, C. J. and Rodda, M. (2010). The challenge of enhancing inclusive education in developing countries. *International Journal of Inclusive Education*, 6(2), 113-126.
- Erten, O and Savage, R. S. (2012). Moving forward in inclusive education research. *International Journal of Inclusive Education*, 16(2), 221-233.
- Franck, B. and Joshi D. K. (2016). Including students with disabilities in Education for All: lessons from Ethiopia. *International Journal of Inclusive Education*, 1-14.
- FDRE. (2016). Government Portal: State Amhara. [Accessed in August 12]  
<http://www.ethiopia.gov.et/web/pages/StateAmhara>
- Forlin, C. (2010). The role of the school psychologist in inclusive education for ensuring quality learning outcomes for all learners. *School Psychology International*, 31(6), 617-630.
- Gibbs, G. R. (2007). *Analysing Qualitative Data*. London: SAGE.
- Greenbaum, T, L. (1998). *Handbook for Focus Group Research*. 2<sup>nd</sup> ed. Los Angeles: SAGE Publications Inc.
- Hamilton-Jones, B. and Moore, A. (2013). Ensuring High-Quality Inclusive Practices: What Co-Teachers Can Do. *Kappa Delta Pi Record*, 49 (4), 156-161.

- Ikeda, M. J. (2012). Policy and Practice Considerations for Response to Intervention. *Journal of Learning Disabilities*, 45(3), 274-277.
- Kavale, K. A. and Forness, S. R. (2000). History, rhetoric, and reality: Analysis of the inclusion debate. *Remedial and Special Education*, 21(5), 279-296.
- Lindsay, G. (2007). Educational psychology and the effectiveness of inclusive education/mainstreaming. *British Journal of Educational Psychology*, 77(1), 1-24.
- Litossedliti, L. (2003). *Using focus groups in research*. London; New York: Continuum.
- Loreman, T. (2007). Seven Pillars of Support for Inclusive Education: Moving from "Why?" to "How?". *International Journal of Whole Schooling*, 3(2), 22-38.
- Mariga, L., McConkey, R. and Myezwa, H. (2014). *Inclusive Education in Low-Income Countries: A resource book for teacher educators, parent trainers and community development workers*. Cape Town: Atlas Alliance and Disability Innovations Africa.
- McConkey, R. and Bradley, A. (2010). Promoting Inclusive Education in Low Income Countries. In: Timmons, V. and Walsh, P.N. eds. *A Long Walk to School: International Research on Inclusive Education across the Life-Span*. Amsterdam: Sense Publishers.
- Miles, S. and Singal, N. (2010). The Education for All and inclusive education debate: conflict, contradiction or opportunity? *International Journal of Inclusive Education*, 14(1), 1-15.
- Miller, T. (2012). *Ethics in Qualitative Research*. London: SAGE Publications.
- Murphy, R., Means, B., Toyama, Y., Bakia, M. and Jones, K. (2004). *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies*. Washington DC: Department of Education, Office of Planning, Evaluation, and Policy Development.
- Nordstrum, L. E. (2013). Teacher supply, training and cost in the context of rapidly expanding enrolment: Ethiopia, Pakistan and Tanzania. UNESCO.
- Obiakor, F. E., Harris, M., Mutua, K., Rotatori, A. and Algozzine, B. (2012). Making Inclusion Work in General Education Classrooms. *Education and Treatment of Children*, 35(3), 477-490.

Outhwaite, W. (2007). *The SAGE Handbook of Social Science Methodology*. London; SAGE Publications.

Patton, M. Q. (2002). *Qualitative research & evaluation methods*. 3<sup>rd</sup> ed. London: Sage

Poon-Mcbrayer, K.F. and Wong, P-M. (2013). Inclusive education services for children and youth with disabilities: Values, roles and challenges of school leaders. *Children and Youth Services Review*, 35(9), 1520-1525.

Puchta, C and Potter, J. (2011). *Focus Groups and Interaction*. Los Angeles: SAGE Publications Inc.

Right to Education Project. (2015). *Applying Right to Education Indicators to the Post-2015 Education Agenda*. London: Right to Education Project.

Roller, M.R. and Lavrakas, P. J. (2015). *Applied Qualitative Research Design; A Total Quality Framework Approach*. New York: Guilford Press.

Rodrigueza, C. C. and Garro-Gila, N. (2015). Inclusion and Integration on Special Education. *Procedia - Social and Behavioral Sciences*, 191, 1323-1327.

Safford, P and Safford, E. (1998). Visions of the special class. *Remedial and Special Education*, 19(4), 229.

Saunders, M. (2012). *Research methods for business students*. 6<sup>th</sup> ed. Harlow; New York: Pearson.

Sawhney, S. (2015). Unpacking the nature and practices of inclusive education: the case of two schools in Hyderabad, India. *International Journal of Inclusive Education*, 19(9), 887-907.

Singal, N. (2006). Inclusive Education in India: International concept, national interpretation. *International Journal of Disability, Development and Education*, 53(3), 351-369.

Singal, N. (2008). Working towards inclusion: Reflections from the classroom. *Teaching and Teacher Education*, 24(6), 1516-1529.

Smith, D. D. and Tyler, N. C. (2011). Effective inclusive education: Equipping education professionals with necessary skills and knowledge. *Prospects: Quarterly Review of Comparative Education*, 41(3), 323-339.

Srivastava, M., Boer, A. and Piji, S. J. (2015). Inclusive education in developing countries: a closer look at its implementation in the last 10 years. *Educational Review*, 67(2), 179-195.

Stubbs, S. (2008). *Inclusive Education; Where there are few resources*. Schweigaardsgt: The Atlas Alliance.

Turnbull, A., & Turnbull, R. (1996). *Families, professionals, and exceptionality: A special partnership*. Upper Saddle River, NJ: Prentice Hall.

UNESCO (1994). *Final report - World conference on special needs education: Access and quality*. Paris: UNESCO.

