



Challenges of Implementing Inclusive Education

Solomon Sebro, Berhanu Dendena

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The study investigated the challenges in implementing inclusive education policy at selected mainstream schools in Sidama zone in southern Ethiopia. To this effect, the study used qualitative research approach to get an in-depth insight of the research participants. They were purposively selected from two sample mainstream schools namely Wojigra and Remeda primary schools which are found in Sidama zone in South Nations, Nationalities and Peoples' Region of Ethiopia. Hence, 18 teachers, four school principals and six children with special needs were participated in the interview and focus group discussion. Data were collected using a semi-structured interview guide and Focus Group Discussion so as to identify themes and sub-themes regarding challenges in implementing inclusive education policy. Finally, based on the finding it was suggested that implementing inclusive education in the selected mainstream schools can be possible if some most important pre-conditions are taken in to consideration, and all stakeholders are aware of these challenges and working together.

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