

ADDIS ABABA UNIVERSITY  
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SPORTS

CHALLENGES AND OPPORTUNITIES TO PERSONS  
WITH DISABILITIES IN PHYSICAL EDUCATION  
CURRICULUM IN HIGHER EDUCATION  
INSTITUTIONS

BY  
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Challenges and Opportunities to Persons with Disabilities in  
Physical Education Curriculum of Higher Education Institutions

A thesis submitted to College of Education Post Graduate Program  
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## List of Acronyms

**AAU-** Addis Ababa University

**APE-** Adapted Physical Education

**BDU-** Bahir Dar University

**EFA-** Education for All

**ETP-** Education and Training Policy

**FDRE-** Federal Democratic Republic of Ethiopia

**FGDs** – Focus Group Discussions

**FTI-** Fast Track Initiative

**IEP-** Individualized Educational Plan

**ILO-** International Labor Organization

**KCTE-** Kotebe College of Teachers' Education

**LRE** –Least Restricted Environment

**MDG-** Millennium Development Goals

**MOE-** Ministry of Education

**MOLSA-** Ministry of Labor and Social Affairs

**MOYS-** Ministry of Youth and Sports

**PE-** Physical Education

**PEOPLE-**Physical Education Opportunities Program for Exceptional Learners

**PL-** Public Law

**SNE-** Special Needs Education

**SWD-** Students with Disabilities

**TGE-** Transitional Government of Ethiopia

**UPE-** Universal Primary Education

**UK-** United Kingdom

**UNESCO-**United Nations Educational, Scientific and Cultural Organization

**WHO-** World Health Organization



## **Abstract**

*Persons with disabilities in most developing countries have been deprived from education because of reasons and factors. This study gives attention to Ethiopian higher education institutions in particular of less attention to persons with disabilities in physical education curriculum. Though, the main intent of this study is to identify challenges and the opportunities that hinder to facilitate the need of individuals with special need in physical education program in comparison with other students. Physical education program becomes incomplete on its objectives and benefits to students with disabilities at higher institutions to be advantageous from the physical education curriculum. There are gaps between the need of students with disabilities and the curriculum designed for physical education. The study is employed in qualitative method of research to describe the real situation in three selected higher institutions which are purposively selected in the study and data are collected from 33 physical education teachers in higher institutions, 22 students with disabilities and 5 concerned informants of special needs education students and administrative staff of higher institutions are addressed through formulated questionnaire semi structured interview, and focus group discussions respectively. And also observation check-list is used to observe the institutions' facilities and features that give attention to students with disabilities in physical education curriculum. The data is analyzed in qualitative method of descriptive way of the situation based on the basic questions of the research come up with findings to the challenges of students with disabilities are not participant in physical education curriculum due to less attitudes, lack of professionals, facilities, and resources in the institutions. The investigated discussions are designing adapted physical education curriculum, drawing models and strategies based on the type and level of impairments.*

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**Appendix One**  
**Addis Ababa University**  
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**Post Graduate Program in Physical Education and Sports Department**

**Questionnaire for Higher Education Institutions' Teachers**

For a Research conducted on Consideration of Students with Disabilities in Physical  
Education Curriculum.

The purpose of this questionnaire is to identify the challenges and opportunities in consideration to students with disabilities in physical education curriculum of higher institutions.

Therefore, you are kindly expected to provide reliable answer for each question below honestly and valuable comment accordingly.

**Don't write your name on the questionnaire.**

**Thank you in advance for your cooperation.**

**I. Personal information**

1. Sex -----
2. Your institution -----
3. Department -----
4. Educational status -----
5. Working Experience -----

**II. Circle only the appropriate answer from the given choices of each question below according to your opinion.**

1. Do you believe that physical education benefit to student with disabilities in your institution that you are working now according to its objectives?  
A. Benefits                      B. Not Benefit                      C. Not Applicable
2. Is it possible to adapt physical education curriculum for students with disabilities in higher institution?  
A. Possible                      B. Not Possible                      C. Not Applicable
3. Do you think that physical education become complete in terms of its objectives with out inclusion of students with disabilities in the curriculum?  
A. Complete                      B. Not Complete                      C. Not Applicable
4. Have you ever faced students with disabilities who come to join your department?  
A. Yes                      B. No                      C. Not Applicable
5. If your answer for question number “4” is “yes” what action did you take?  
A. Include in activities    B. Exclude from activities    C. Do nothing
6. Do you think that higher institutions give equal opportunities to students with disabilities as regular in physical education?  
A. Yes                      B. No                      C. Not Applicable
7. Do you believe that students with disabilities can recreate themselves in physical education program?  
A. Yes, they can                      B. No, they can't                      C. Not Applicable
8. Would you think that students with disabilities are given an opportunity to participate in physical education programs in your institution?  
A. yes                      B. No                      C. Not Applicable
9. How could you look the attention given for students with disabilities to participate in physical education curriculum of higher institutions nowadays?  
A. Very less                      B. Less                      C. High                      D. Very High

10. Why do you think that students with disabilities are not considered in physical education curriculum of higher institutions? Please, put the following options by order of first to least reason accordingly.

A. They don't like to join Physical Education    B. They don't have ability  
C. Difficult to teach students with disabilities    D. Lack of facilities and equipments

1-----            2-----            3-----            4-----

11. Are teachers of physical education who graduated from higher institutions can make the students with disabilities to be engaged in regular instruction of secondary schools?

A. Yes, they can    B. No, they can't    C. Not Applicable

12. Do you think that "Education for All" can be realized in higher institutions with out consideration of students with disabilities in physical education curriculum?

A. Yes, it can be    B. No, it can't be    C. Not Applicable

13. How much is applicable that "Sport for All" in higher institutions with regard to students with disabilities involvement?

A. Very less            B. Less    C. High    D. Very high

14. Do students with disabilities have the right to participate in physical education program in your institution?

A. Yes, they have            B. No, they haven't    C. Not Applicable

15. If your answer for question number "14" is "No" why? Write down your reasons shortly.

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**III. Write down short and precise comments on the given space of each question below.**

16. What opportunities can physical education program provide to students with disabilities in their future life?

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17. What problems does physical education curriculum have in considerations to students with disabilities of higher institutions?

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18. How can physical education curriculum consider the students with disabilities in higher institutions in relation to its objectives for the future?

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19. Who are responsible or concerned bodies for students with disabilities to give attention for inclusion in physical education curriculum of higher institutions?

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20. What things should be fulfilled to consider students with disabilities in physical education curriculum at higher institution level?

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21. What are the expected roles of physical education teachers in consideration to persons with disabilities in higher institutions PE curriculum? -----

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**Appendix Two**  
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**Interview Questions of Group Discussion for selected Informants**

1. How many students with disabilities are enrolled in your institutions?
2. How a number of students with disabilities are compared from year to year enrollment in your institution?
3. What are your institutional responsibilities and attentions for those individuals?
4. Are they given opportunities to participate in recreational and competition activities of higher institutions?
5. What is your institutional plan for the future to Students with disabilities to fulfill their need regarding the participation?
6. What challenges do you have faced in your institution to consider students with disabilities in physical education curriculum?
7. What opportunities do you have now for students with disabilities in physical education curriculum regarding to its objectives?

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**Questions of Interview and Focus Group Discussion with SWD**

1. Do you think that physical education benefit for your life in daily activities that you would be engaged?
2. Can you perform physical activities regularly three days per week to maintain your health condition?
3. Have you ever faced difficulty from physical education teachers in secondary school?
4. Have you ever participated in physical education classes in secondary schools? What about in higher institutions?
5. What do you think about if you have got opportunities to join physical education Department?
6. What are the challenges you point out in consideration to physical education with respect to its objectives?
7. What opportunities do you have from the side of physical education that you can obtain?



**Appendix Four**  
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**Observation check- list on each higher learning institutions**

The Name of the Institution -----

Put “X” mark for your preferable option on the observation check-list parallel to each item in the table.

<b>No</b>	<b>Features observed</b>	<b>Yes</b>	<b>No</b>	<b>Not Applicable</b>
1	Convenience of Institution placement			
2	Accessibility of Pathways and infrastructure			
3	Accessibility of Recreation centers			
4	Play grounds			
5	Safety and security from physical hazards like holes			
6	Laboratories			
7	Library			
8	Computer room for SWD			
9	Competitive sports			
10	Participation of SWD in intramural activities			

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**sign**

\_\_\_\_\_

\_\_\_\_\_

**Advisor**

\_\_\_\_\_

\_\_\_\_\_

**Examiner**

\_\_\_\_\_

\_\_\_\_\_

**Declaration**

I conform that this thesis is my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been duly acknowledged.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date of submission \_\_\_\_\_

This thesis has been submitted for examination by my approval as a university advisor.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

# CHAPTER ONE

## INTRODUCTION

This introductory chapter sheds light on such components as the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, delimitation of the study, limitations of the study, and operational definitions. Each element of the chapter is clearly and briefly discussed here below.

### **1.1. Background of the Study**

The twenty-first century is a time by which the world is getting more and more advanced and privileged with respect to access to education, which in turn enabled equal participation of all citizens in social, economic, and political issues of life in one's own country despite their differences in abilities and disabilities.

Since disabilities are possibilities that could face any person at some point in his/her life, it is wise to treat it as difference and develop mechanisms to exploit it as opportunity. *Sherrill (1993)* stated that Adapted Physical Education is a diversified program of developmental activities, games, sports and rhythms suited to the interests, capabilities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program

The development of PE and APE document is about society's treatment of individuals with disabilities along a continuum of exclusion to inclusion. In early Greek and Roman days, individuals with disabilities were excluded from society, neglected and often left to die. Systematic Education of disabled individuals began in the late seventeenth and early Eighteenth Centuries, when interest arose in the treatment and care of disabling conditions. In the Nineteenth Century the emphases of treatment shifted away from curing the individuals, but the established institutions were retained as life long residences. In the early twentieth century in the United States the medical gymnastics model for PE continued to be applied, preventive and corrective exercise was still

emphasized. Current approaches of PE and APE are focusing on the improvement of fitness, wellness and the maintenance of an active life style that emphasizes and applies to both able bodied and individuals with disabilities.

Even though it is not as significant as expected and hardly meets its objectives, PE curriculum in the context of Ethiopia is growing from time to time in many aspects at different levels of educational learning institutions, Needless to mention, Physical Education is the integral part of education that addresses the needs of all individuals regardless of impairment and social influences through physical activities to develop their mental, physical and psychological wellbeing. Persons with disabilities also need PE as part of their life on the bases of its significance and the purpose it has in the recreational and participation aspects in the campus and out of the campus life. However, in our country there is less consideration of students with disabilities in regular physical education curriculum. Moreover, discrimination and exclusion are also common.

In Ethiopia, enrollment of students with disabilities in higher educational institutions is increasing from time to time due to development of educational access and opportunities in schools, colleges and universities. So the country has got an assignment to do on curbing the problems related to the persons with disabilities in rural and urban areas of the country in general and in educational learning institutions in particular.

## **1.2 Statement of the Problem**

Despite the fact that they contribute nothing to be disabled, persons with disabilities face so many challenges and problems. They have been marginalized from involvement in social, educational, political, economic and cultural events at large and physical education and recreational aspect in particular. In higher institutions the physical education curriculum offers low opportunities to SWD as compared to those without disabilities. Hence, persons with disabilities lost their right to learn as they need; the objectives of education for seems not attained; and physical education is becoming incomplete when measured against its real objectives and the very meaning attached to it.

It is therefore clear that SWD are deprived from the benefits of physical education in general and hence the qualities of being fit in physical, mental, social and psychological aspects of important elements that endure individuals' health condition for long life in their working environment.

Ultimately, SWD have lost the opportunities to demonstrate their self image and talent through different events that are undertaken in higher institutions like sport competition and recreational activities.

Though the issue is so serious and needs attention of those in academics, research, and development, no much empirical assessment was done in past. Given the above stated problem, this study is therefore aimed at filling some of the gaps by assessing the major opportunities for considering SWD in physical education curriculum in one hand and the major challenges facing SWD in higher educational institutes on the other hand.

#### **1.4 Objectives of the Study**

##### **General objective**

The general objective of the study is to identify gaps that hinder giving serious attention to students with disabilities in physical education curriculum; and the possible opportunities for developing conducive and suitable curriculum which enables Students with disabilities participate intensively in the program at higher learning institutions level.

**Specific objectives** of the study are mentioned as follows:

- To assess the feasibility of the existing curriculum of physical education with respect to addressing the disabilities' need.
- Identifying opportunities for promoting inclusive PE at higher learning institutions for students with disabilities;
- Identifying the barriers to the involvement of disabilities in physical education curriculum at higher learning institutions
- Drawing key policy implications so that physical education curriculum can address educational access and equity issues of students with disabilities.

#### **1.3 Research Questions**

This study attempts to answer the following questions:

- What challenges have been facing Students with disabilities in existed physical education program?
- Can physical education curriculum achieve its objective without participation of students with disabilities?
- What teaching opportunities can we have in physical education program for students with disabilities?
- How physical education teachers can adapt curriculum for students with disabilities?

### **1.5 Significance of the Study**

By identifying the major confronting challenges to be tackled and the key opportunities to be capitalized on, the study is believed to ultimately shed some light on how to address the disability issues in the curriculum of physical education. It is believed that this study will give some clue to policy makers so that they will be able to consider individuals with disabilities in physical education curriculum. In other words, the investigator is convinced that the study will have some contribution to the success of one of the current advocacy programs, namely 'Education for All Persons'. Another anticipated importance of the study is that it will give clues to interested researchers and academicians to investigate further in to issues related with curriculum of physical education in relation to SWD.

### **1.6 Delimitation of the Study**

This study focuses on challenges and opportunities of SWD physical education curriculum with respect to students with disabilities in higher education institutions, particularly at AAU, BDU, and KCTE, these institutions are selected because of the fact that they are institutions where the researcher can have good access to information and other resources. This is possible because the PE departments in these institutions are giving different courses in regular, extension and in summer-in-service programs both at undergraduate and postgraduate levels. Besides, these institutions are experienced in providing services and teaching students to meet the scarcity of professionals in the

subject matter in the country as compared to the newly established Universities and the recently launched PE departments with in them. Though, the researcher believes that the study will come up with some valuable findings on the major opportunities and challenges to SWD in PE curriculum in higher education institutions, he by no means denies that his study will not provide the exhaustive list of the challenges and opportunities.

### **1.7 Limitations of the Study**

It is not unusual to a student research to encounter with some limitations. Those limitations have their own influence on the study directly or indirectly. These limitations are less availability of resources (journals, published books and articles in written form of materials for referencing purpose), lack of full cooperation of some individuals in responding questionnaires and interview questions, financial shortage to cover the study cost, and shortage of the time for data collection and analysis are other key limitations of the study.

### **1.8 Organization of the study**

This paper is organized in to five chapters. Chapter one constitutes the introductory sections including: the background of the study, the objective of the study, the research questions, significance of the study, delimitation, limitation, and operational definitions of different terms. Chapter two is devoted for review of related literature where important and related empirical and theoretical literatures are forwarded. Following this; chapter three deals with the methodology of the study. Such topics as sampling procedure, data collection instruments, techniques of data collection and data analysis are elaborated in this part of the paper. The major findings and discussions are presented in the fourth chapter of the paper. Data is interpreted and analyzed under this chapter by using the descriptive qualitative approach of analysis so as to answer the research questions analyzed. Finally, chapter five is devoted for the overall summary, major conclusions, and key recommendations of this research project.

### **1.9 Operational Definitions**



Since operational definitions help us to avoid any form of misunderstanding and /or ambiguity, it is necessary to define some of the important terms that are used thoroughly the paper.

**Adapted Physical Education-** Is part of physical education that includes instruction individually planned to meet the needs of students who require adaptation and special attention in physical education for safe, satisfying and successful participation

**Challenge** – The expected problems in the implementation of teaching learning instruction in the physical education curriculum for students with disabilities.

**Consideration** – Getting involvement and engagement of students with disabilities in the class and out of class (practical session) in physical education program.

**Curriculum-** The storage of the objectives, content, methods and evaluation procedures as the need of students in physical education on the teaching learning process at higher institution level

**Disability-** It is a long term or recurring physical, visual and hearing impairment, which substantially limits their prospects of entry in to advancement in education.

**Opportunity** - All possible access for students with disabilities in campus life regarding the students' recreational need and educational objectives stated

**Persons with Disabilities** – Are individuals with certain problems on mobility (physical), hearing (deaf) and visual (blind), who are represented by different terms like handicapped, impaired and disabled individuals.

**Physical Education** – A field which emphasizes on individual's mental, physical, emotional, social and spiritual wellbeing through the means of physical exercise and recreation

**Students with Disabilities-** Are persons with disabilities, such as hearing, visual impairment and motor disorder who are employed in higher institutions

## CHAPTER TWO

## REVIEW OF LITERATURE

Review of literature comprises the relevant information that is alienated with the topic of the study in order to give evidence and reliability of issues accordingly. It deals on the sub related titles of theoretical background, disability in Ethiopia ,The Ethiopian constitution on disability, key policy frameworks, quality of physical education curriculum, components of the instructional process, factors influence the APE, curriculum planning for students with disability, curriculum planning, organization and implementation, professional organization and physical education, sport association for disabled, sports for the students with disabilities, physical educators engaged in teaching APE, implementation model, model considerations to SWD, preliminary consideration, and least restrictive environment.

### 2.1 Theoretical Background

Since the formation of society at large is including different kinds of human groups that are informally and formally stated in the society such as the special groups of disabled persons with physical, visual, hearing, mental, and social impairment of women and men living to make their life conditioned and sustainable in the natural setting of the environment.

The definition of persons with disabilities and related terms are different from person to person and place to place.

WHO (1988), define the terms such as “Disability, Handicapped, and Impairment” as follows:

**Disability-** Indicates any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or with in the range of considered normal for human being.

**Handicapped-** A disadvantage for a given individual resulting from all impairment or disability that limits or prevents the fulfillment of a role that is normal (depending on age, sex, social and cultural factors) for that individual.

**Impairment-** any loss or abnormality of psychological, physiological or anatomical structure or function (MOLSA, 1999, 11)

Particularly persons with disabilities like blind, deaf and physically disabled are also part of the society who seeks all basic necessities and human right to live in the world, because being disabled in some special part of body is the matter of chance which comes out of their control. Persons with disabilities need education, health, living environment and food equally with any individual.

Education is the main weapon of change and means of maximizing individual potential in order to lead quality of life style. But in Ethiopia education for students with disabilities is below the level of expected.

Regarding the participation of persons with disabilities in the development arena and education sector are not as usual as other non disabled persons in the society due to several reasons.

(MOE, 2006) stated that...

The participation of persons with disabilities in education is poor. This is due in part to negative social attitudes since society in Ethiopia marginalizes people with disabilities for different socio-cultural reasons. Poverty, insufficient school coverage across the country and low level of educational quality are also factors. Although exact figures are not available, MOE estimates that between 1.5 and 3 million children of school age in Ethiopia have special educational needs and that only a small number are attending school. The prevalence of disability in Ethiopia is 2.9% as stated by (Tirussew etal, 1995) The other factor is from the attitude of professionals in the schools, and the shortage of the resource for persons with disabilities hindering the attention towards Students with disabilities.

Also, the study conducted by Tibebe Bogale (1995) revealed that....

Negative attitudes within society (including amongst school managers and teachers), lack of follow-up and enforcing the bodies on the part of government, shortage of resources (trained human power, instructional materials, facilities, and equipment), inaccessible

physical environment (school compound, classroom and buildings and path ways) and lack of coordination between the different stakeholders have limited the progress of inclusive education in the country.

Attitudes towards people with disabilities vary from place to place in Ethiopia. In some rural communities of Ethiopia, the causes of disabilities are generally attributed to various agents, such as a curse or punishment from God, visitation of the sins of the fathers up on the children, incidents or sights affecting the pregnant women, or the work of evil spirits.

But the point that every body should understand is all citizen in the country has the right to live, learn, employ and promote in his or her interest of participation of activities.

*From (MOLSA, 1999) as cited by (Feruz 2006:1) that*

*“Despite of the fact that persons with disabilities have equal rights as any citizen in the country, they are unable to become full participants in all round activities in the community due to negative out look, which create social and environmental barriers.”*

Quality of education in Ethiopia today can be evaluated in terms of inclusion of persons with disabilities and judged by its objectives at large to cover all citizens in relation to their individual needs. Even, to achieve MDGs in our country this issue should be stressed seriously regarding the educational sector by considering persons with disabilities.

Furthermore, (WVUK, 2007:13) Stated that...

*“It is impossible to achieve the MDG with out the participation of persons with disabilities. The participants further pointed out that the need to educate is unquestionable and the policy notes that persons with disabilities are in titled to be admitted to regular educational programs.”*

## **2.2 Disability in Ethiopia**

Disability in Ethiopia is commonly understood in negative aspect of outlooks, that is because of social attitude towards persons with disabilities and even the way persons with disabilities are looking about themselves.

(Tirusew 2005) state that, *In Ethiopia, there is a general tendency to think of persons with disabilities as weak, hopeless, dependent, unable to learned the subject of charity*

(WVUK, 2007: iii) express this as well....

Disabilities in Ethiopia exist due to many different causes including natural disasters and man made events in both rural and urban areas of the country.

Poverty, ignorance, war, disease, harmful traditional practices and drought are the major causes of disability in the country. The situation is especially aggravated by inadequate nutrition, limited access to health care and absence of educational services, as well as by the high prevalence of harmful traditional practice.

WHO estimate 10% disability prevalence in low income countries suggests that there may be as many as 7.7 million peoples with disabilities in Ethiopia, with around half being children and young people.

(Tirussew, 2005:3) also explain that disability in Ethiopia...

Society marginalizes certain groups based on their disability, gender and/or ethnic background and for other historical and traditional reasons. Negative attitudes and lack of knowledge about the assets of people with disabilities, coupled with misconceptions of disabling factors and disability, are the reason that most children with disabilities are hidden from sight, kept at home and deprived of an education.

### **2.3 The Ethiopian Constitution on Disability**

Ethiopian constitution on disability issue is clearly stated in FDRE that gives every opportunity to be engaged in activities equally with those of non disabled citizen and even everybody should give special attention to such individuals in the society at large.

(Feruz 2006: 18) cited that

The inclusion of provisions in the constitution specifically referring to disability is a potentially important guarantee of the right of disabled people. Commonly three types of constitutional provision can be distinguished according to the International Labor Organization (ILO, 2004).

Firstly, national constitution may require the state to address the needs of and /or to take special measurement to promote the societal integration of people with disabilities

Secondly, national constitution may prohibit discrimination on grounds of disability.

Thirdly, constitutions can create oversight bodies for the enforcement of constitutional rights, like Ombudsman Institutes and Human Right Commission.

At the same time (Feruz 2006), cited as the proclaim- On December 1976, the UN General Assembly Proclaimed 1981 the International year of Disabled Persons, with the theme “Full Participation and Equality”

And also, as cited that, Ethiopia responded to the “Disability Movement” by ratifying ILO Convention No 159 on 25<sup>th</sup> of January 1991. Subsequently, the Government has been taking Legislative and policy measures in relation to employment opportunities of persons with disabilities.

The “Education for All” proclaim in Ethiopia in New ETP in consideration to persons with disabilities in all level of educational institutions starting from children to adulthood.

The ETP 1994 in Ethiopia clearly stated that....

*“Among the school age children with disabilities in the country, only a small number have access to education. Ensuring the participation of children with disabilities or those with SEN in all educational structures, that is in Early Childhood Education(ECD),*

*general Education (primary and secondary), Technical and Vocational Education and Training(TVET) and Higher Education, presents a real challenge.” (WVUK2007:5)*

Ethiopia should play a great role in declaration of opportunities to equalization of persons with disabilities to the inclusive education that help in consideration of their right.

The Constitution (FDRE, 1994) Article 9(4) states that all international agreements ratified by Ethiopia (such as the Universal Declaration of Human Rights of the child 1989, the standard rules on the equalization of opportunities for persons with disabilities in 1993, and the Salamanca framework for action on inclusive education in 1994 are an integral part of the law of the land. Following this, Article13 elaborates that all legislative, executive and judicial organs have the responsibility to respect and enforce what is embodied under that section, which should be done in conformity with human rights considerations. The constitution of the FDRE clearly stipulates those rights of citizens to equal access to publicly funded services and the support that shall be given to accommodate the needs of people with disabilities (FDRE 1994, article 41 sub articles no 5). (WV UK 2007:9)

### **2.3.1 Legislation**

This states the consideration of persons with disabilities for Education in relation to public law at different time frame. That shows strict demonstration of law for the benefit of all citizens in maximizing potential of disabilities.

Legislation impacting on physical education and children with disabilities; the following table shows the constitution of American public law at different time about persons with disabilities.

**Table- 2.1** American legislation on physical education and children with disabilities

<b>1973</b>	<b>PL 93-112</b>	Rehabilitation Act Amendments, section 504.
<b>1975</b>	<b>PL 94-142</b>	Education For All Handicapped Children Act
<b>1978</b>	<b>PL 95-606</b>	Amateur Sports Act
<b>1986</b>	<b>PL 99-457</b>	Education of the Handicapped Amendment
<b>1990</b>	<b>PL 101-336</b>	Americans with disabilities Act
<b>1990</b>	<b>PL 101-476</b>	Individuals with Disabilities Education Act

Taken from (*Wuest and Lombardo 1994:192*) Box 11-1

**2.3.2 Key Provisions of PL-94-142** is well pointed out in the table below; including the right, decisions, IEP, LRE and other individuals' involvement in their children life aspect.

**Table-2.2** about key Provision of PL-94-142

<ul style="list-style-type: none"> <li>• Each handicapped child has the right to a free, appropriate public education, regardless of the type or severity of the disability</li> <li>• Placement decisions must be based on non discriminatory tests. A comprehensive evaluation must be made; no placement decision can be based on the result of a single test.</li> <li>• An IEP is required for each child.</li> <li>• Each child has to be educated in the LRE</li> <li>• To ensure the rights of children with handicaps and their parents, the school must employ due process safeguards.</li> <li>• Parents and, when appropriate, the child has the right to be involved in educational decisions regarding the child's education.</li> </ul>
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It is taken from Box-11-2, (*Wuest and Lombardo 1994:192*)

This box indicates more about **PL-94-142** which is concerned much in relation to persons with disabilities have right to be engaged in PE.

(*Auxter 1977:170-171*) indicate that...

A general rule to consider might be that the rules, techniques, and equipment of a game or activity should be changed as little as possible when modified for the adapted physical education students who are participating in it.

## 2.4 Key Policy Frameworks



As (ETP) 1994 clearly indicates that...

Its commitment to address the needs of all children by appreciating the needs of children with disabilities, It further confirms that “special education and training will be provided for people with disabilities” (Educational structure no.3.2.9).

This policy document has also underlined that efforts will be made “to enable both the handicapped and the gifted to learn in accordance with their potential and need” (Educational structure no.2.2.3). (WV UK, 2007)

These various policies, along with the Ethiopian Constitution, clearly underlined the right of people with disabilities to have access to education, health services, rehabilitation and social welfare in the country. They also commit the government to providing the necessary protections and provisions required to promote the well being of people with disabilities.

Higher education institutions have also the proclamation regarding the consideration of students with disabilities that can offer different opportunities and special attention according to their need and right.

The Higher Education Proclamation No. 351/2003 declares that...

*“SWD shall get special support in order to accommodate their special educational needs. Every higher education institute should open its door to people with disabilities and is required to provide the necessary material and professional support to meet their special educational needs.”*

Persons with disabilities have the right to have access to education, develop their potential, lead an independent life and contribute for the good of society. It was also stressed that they have the right to participate in and contribute to the political, economical and social activities of the country. SWD should be educated because education empowers children to live and participate in social activities with appropriate communication, social skills, self confidence and esteem.

In addition to higher institutions policy makers could develop strategies and procedures in order to address the need of students with disabilities in physical education curriculum.

(Fait- 1989:65) emphasizing that *“Organizing and administering a special physical education program requires a concerted effort to develop policies and procedures that fulfill the needs of handicapped students with in the guidelines of federal and state.”*

In Ethiopian educational system, health and physical education as one of the subject considered in second cycle of secondary schools is designed in the view of the following general objectives. (MOE, 2001)

- Develop an awareness of the relation ship of the body movement to the maintenance of physical health and wellbeing
- Obtain the functional personal fitness level and maintain an optimum degree of physical fitness
- Develop physical skills, coordination and abilities useful in work and play, including team sports.
- Develop ethical behavior and the responsibility of citizenship, self discipline and the quality of leadership
- Acquire knowledge how to lead active and healthy life style
- Have skills, knowledge abilities necessary to continue tertiary level.

Similarly physical education objectives in higher institutions are developing physically, mentally and socially fit citizenship by acquiring skill, knowledge and ethical behavioral changes in order to be responsible for quality of life leadership independently.

## **2.5 Quality of Physical Education Curriculum**

Provision of quality physical education programs for all students is a professional priority. To help all students-male and female, the high average, and low skilled, the physically fit and unfit, the able and disable, the socio economically advantaged and disadvantaged develop to the fullest of their abilities requires relevant instruction and utilization of teaching techniques that accommodate individual differences.

As cited in (Wuest and Lombardo: 12) PE is an integral part of the total educational curriculum that teaches motor skills and an understanding of human movement and provides opportunities to facilitate their development.

This shows with out discrimination every body get opportunities that are found in physical education for better life of development.

Goals or general objectives of physical education as cited in Wuest and Lombardo (ibid 6) the goals of PE related to the development of students in three interrelated domains- psychomotor, cognitive and affective:

1. Psychomotor development refers to the acquisition and refinement of motor skills essential for every day activity. For movement in a variety of physical activities, such as dance, athletics, sport or out door pursuits are important outcomes associated with this domain.
2. Cognitive development refers to acquisition of knowledge outcome. Development of knowledge encompasses the learning of rules, strategies, and safety considerations for various physical activities, problem solving, critical thinking and analytical skills are also important out comes to be achieved and understand movement concepts of time, space, relationships and efforts. That helps students to connect skill and knowledge for skill analysis and essential to promoting lifelong learning in PE.
3. Psychosocial and emotional development of moral reasoning and formulation of values, interests and attitudes are encompassed with in the affective domain. Physical education has the potential to develop such desirable characteristics as acceptance and appreciation of one's effort and abilities as well as those of other students.

This implies students with disabilities can acquire the above domain through physical education program and develop their personal and social wellbeing potential individuals when involved in higher institutions physical education curriculum.

(Bahir Dar University, 2009, 168/9) revised curriculum state about APE is that “Introduction to Adapted Physical Exercises and Sports” With 3 Credits of focusing on the course description as

*“This course is designed to equip students with the knowledge and understanding of theoretical framework about adapted exercise and sport, disability and scope of disability. It also focus on the purpose and goals of adapted physical exercise and sport with general guidelines for teaching adapted physical exercise and sports. Characteristics of different disability and appropriate exercise will be dealt in a detailed manner.”*(Source, Department of Sport Science)

The essence of good teaching is the essence of adapted physical education is modifying the curriculum and instructional process to accommodate a diversity of individual needs while ensuring each student has the opportunity to participate fully, successfully, and safely in physical education.

But Ethiopian physical education curriculum is not counter over to act on persons with disabilities in higher institutions in order to make inclusive education and to complete its required objectives.

(Wuest, and Lombardo, 1994: 32) supporting this issue as (SWD) may be mainstreamed in to physical education class, physical education teachers, therefore, need to be cognizant of the characteristics of each disability and their implications for physical education students with disabilities should be included in class activities in a meaningful way, not just assigned to keep score on the sidelines.

Meaningful inclusion requires a sound understanding of the individual’s disability and creative teaching. Knowledge of developmental progressions, task analysis, and activity modification, such as changing the equipment, rules, and roles to the players, help teachers provide successful experiences for students with disabilities.

### **2.5.1 Components of the Instructional Process**

Instructional process of adapting physical education program in the higher institutions used to prepare the curriculum independently.

(Auxter, 1977:375) has listed seven components as follows

1. Developmental curriculum
2. Assessment instrument
3. programming of the child in the curriculum
4. Application of learning principles
5. Training of personnel
6. Management of personnel with learners
7. Home training programs

It shows fundamental elements that can be used to develop the APE curriculum and application of the curriculum in existing situation.

### **2.5.2 Factors Influence the Adapted Physical Education**

In addition to its aims, objectives and principles of APE program is influenced by a number of practical **factors** that vary from place to place, as mentioned by (Auxter, 1977: 412)

1. Community and administrative support
2. Adequacy of the budget
3. Available facilities and equipment
4. Availability of qualified supervisors and teaching personnel
5. Student interest and support

In relation to the research conducted most of the factors stated above are also found in higher institutions mainly less of availability of facilities and equipment that hinder the consideration of students with disabilities in the physical education curriculum.

(Wuest and Lombardo, 1994:118-119) stated that the adapted program should be diversified in its scope and suited to the needs of students with various disabilities, limitations, and capacities. Developmental in nature; it includes exercises, games, rhythms, aquatics and sports designed to meet the unique physical education needs of the

students. It is designed to provide a learning environment that is safe and the opportunity for each individual to experience success and achievement.

## **2.6 Curriculum Planning for SWD**

Curriculum planning for SWD in physical education is the opportunities can be great in its advantage of physical education curriculum in general through the adaptation of PE.

As cited in (JOPERD-vol. 73.No 5:33) as detailed...

*“Curricular adaptations not only help students with disabilities, they often give students without disabilities a greater chance for success.”*

(Auxter, 1977: 443) also state that the curriculum for programs for those who are handicapped may be drawn from all resources to develop extensive curricular materials designed to meet the individual needs of handicapped persons in anticipation of and ultimately based on state and federal legislative mandates. These mandates relate to teacher accountability and a special education curriculum that would document pupil movement through measurable objectives, complete with criterion-referenced test measures. The result was the production of “Curriculum including Assessment, Resources, and Evaluation” (CARE)

Teaching and learning are facilitated by careful preplanning, whether this takes the form of skillfully designed curriculum, a plan for a unit of study in the curricular offerings or a well – organized daily lesson plan.

The new ETP as drafted and put in place by the (TGE, 1994)... (WVUK2007:12) it aimed to realistically tackle educational problems and provide education for all children with out any form of discrimination. Among the different objectives of the policy one major concern has been the right of children with disabilities to equal educational opportunities. As noted earlier, Ethiopia has ratified the key international declarations and conventions in relation to this including the standard rules on the equalization of opportunities for persons with disabilities and the world declaration on EFA.

(Fait- 1989:5) Furthermore state that...EFA is the basic intent of our democratic faith, and the opportunity for each individual to develop optimum potential is a guiding principle of our educational system. In the progress toward equalized educational opportunities for all, handicapped individuals have not always received due consideration. The development of special programs and method of instruction and the integration of handicapped students in to regular school programs have had to wait largely upon enlightened public opinion regarding the handicapped and their special needs.

### **2.6.1 Curriculum Planning, Organization and Implementation**

Basic components in order to adapt curriculum for students with disabilities are planning on the bases of individual need assessment, organizing all mandatory facilities and requirement and finally implement the curriculum accordingly.

#### **2.6.1.1. Program Planning**

1. Demonstration proficiency in planning instructional programs to meet the needs of students with disabilities by emphasizing the following area ....

..... Physical and motor fitness

..... Fundamental motor skills and patterns

..... Skills in aquatics, dance, individual and group games and sports, including lifetime sport and leisure skills

2. Demonstrate ability to plan individual physical education programs based on goals and objectives established by an interdisciplinary team

#### **2.6.1.2. Individual Instruction**

1. Demonstrate ability to apply strategies for individualizing instruction for students with disabilities in a variety of instructional settings

2. Demonstrate ability to apply task analysis techniques in the process of individualized instruction

3. Demonstrate ability to implement appropriate physical education programs for individuals with disabilities based on each student's current level of performance

### **2.6.1.2.1 Individualized Educational Plan**

An IEP is written document that includes information about the student's present level of educational performance, assessment of the extent the students can participate in regular educational program and the type and degree of special service required, specific educational goals and instructional objectives, learning activities and evaluation procedures and schedules.

(Wuest and Lombardo, 1994:196) explain that the IEP must contain the Following Information

1. A statement of student's present level of educational performance
2. A list of annual goals and instructional objectives
3. A description of special education and related services to be provided. In physical education, the students may safely engage in some activities or units; other instructional units may not be appropriate. In this case alternative activities to be designated.
4. Dates and providers of service. The names and title of the individuals who will be providing the services must also be identified.
5. Evaluation procedures. Steps for assessing progress forward the established goals should be outlined.

For special group the concerned bodies can develop individualized educational plan that enables SWD to achieve the purpose of their need in physical education program.

(Fait- 1989:90) additionally shows that *“A practical purpose of the IEP is to identify in writing the resources necessary to enable the handicapped student to benefit from the educational program that has been developed. Furthermore, the IEP is a management tool that is used to ensure that each handicapped student is provided special education and related services appropriate to the student's special learning needs.”*



### **2.6.1.3. Program Implementation**

Program implementation is the core of any curriculum that processing the over all objectives in order to be obtained effectively and efficiently.

1. Demonstrate ability to implement appropriate physical education curriculum for individuals with disabilities based on adequate supportive factors (that means, administrative policies, facilities, equipment, faculty and community)
2. Demonstrate ability to function effectively as a member of an interdisciplinary team
3. Demonstrate ability to apply appropriate techniques for facilitating interdisciplinary communication among all persons working with individuals with disabilities

And also Fullan and Pomfret (1977:2) identified four groups of determinants curriculum implementation. These are:

Firstly, the characteristics of the inhalation which means the degree of the explicitness or complexity of the curriculum

Secondly, the strategies and tactics, which include the training background of teachers, resources, support, feedback mechanism and participation of teachers in the innovative process.

Thirdly, the “characteristics of adopting unit” which, includes the adoption process, organizational climate, environmental support and demographic factors

The last one is the “macro socio-political factors” that is the role of political agencies outside the adopting organization ranging from the local level to national organizations.

### **2.6.1.4. Safety Considerations**

Safety is very crucial for all program of planning in relation to the achievement of the desired objectives that helps more for the consideration of persons with disabilities in physical education curriculum.

1. Demonstrate ability to apply principles of safety to wheelchair transfers lifts and assists needed when individuals with disabilities participate in physical activities
2. Demonstrate understanding of scientific bases for specifically contraindicated exercises and activities for individuals with disabilities

### **2.6.1.5. Health Consideration**

(Seaman and. Depauw, 1989:460- 461) state that health consideration creates the opportunities to conduct the activities properly in daily life every individual who participate in physical education program too:

1. Demonstrate ability to apply principles of appropriate health practice to participation on physical and motor activities by individuals with disabilities
2. Demonstrate understanding of the effect of medication, fatigue, and illness on mental, physical and motor performance of individuals with disabilities
3. Demonstrate understanding of implications of personal hygiene, posture, and nutrition for individuals with disabilities.

### **2.7 Professional Organization and Physical Education**

Professionals in physical education and the capacity of higher institution play significant role in consideration to persons with disabilities that enables to increase the opportunities for the involvement in the curriculum.

(Fait- 1989:10) indicate that the increased number of highly trained professionals in special physical education contributed to the growing awareness that movement experiences for handicapped must be personalized to maximize learning.

Professional organizations have played an important role in helping physical educators serve handicapped students. The type of assistance offered varies according to the organization but includes many possibilities, such as publishing journals and resource material, conducting annual meeting, workshops and continuing education courses; certifying professionals, organizing legislative efforts, and serving as a catalyst to continually upgrade the general status of the profession and its professionals.

As cited (Feruz 2006); that International Labor Organization state that *“The world program of Action for disabled persons and the standard rule on the equalization of opportunities for persons with disabilities emphasizes that disability is socially created problem and not an attribute of an individual; according to disablement results from a*

*dynamic interaction between health condition and other personal factors such as age, sex, personality and level of education on the one hand and social and physical environment factor on the other hand. (ILO, 1982)”*

### **2.7.1 Sport Association for Disabled**

Sport associations for disabled individuals provide a lot of opportunities in participation of different sport events in order to maximize their performance in competition and talent show of their respective sport associations in relation to impairment type. There are many Sport associations found in the world.

(Fait- 1989:521-527) has listed some of sport associations’ bellow:-

- American Athletics Association of the Deaf (AAAD)
- United States Cerebral Palsy Athletics Association (USCPAA)
- United States Association for Blind Athletes (USABA)
- Special Olympics (Para-Olympics from 1968)
- United States Amputee Athletic Association (USAAA)
- National Handicapped Sports and Recreation Association (NHSRA).

But in Ethiopia there are limited number of Sport Associations and Federations which are developing steady.

### **2.7.2 Sports for the Students with Disabilities**

Sport for SWD helps to develop social, economical, psychological, physical, mental and spiritual well being citizen. Then, they can maximize the opportunities in physical education through the participation of physical activities.

*(Wuest and Lombardo, 1994:119)* states that the intramural program can also contribute a great deal to the attainment of the social and affective development objectives of physical education.

(Fait- 1989:519-520) clearly indicated that...Society’s treatment of those who are disabled has undergone radical changes since the early 1900s no longer, for instance, is it universally believed that institutionalization is the accepted environment for individuals with disabilities. Efforts have been made to recognize, value, and accept those who

deviate from the norm. The ultimate goal is to create an environment in which those with disabilities can achieve a sense of self realization, a charting of their own course.

The disabled and their sport advocates have made great strides in their acceptance of the true meaning of sport; for health and fitness, psychological value, and normalization.

### **2.7.3 Physical Educators Engaged in Teaching APE**

There is a little bit difference in PE and APE, but physical education teachers who engaged in adapted physical education can modify and create conducive teaching learning situation in the institutions. It needs some characteristics of professional adjustment in APE.

(Auxter, 1977:411) state the characteristics of physical educators who can be engaged in APE:

- a. Have adequate professional education to implement the recommendations provided by medical personnel;
- a. Be motivated by the highest ideas with respect to the importance of total student development and satisfactory human relationships;
- b. Develop the ability to establish rapport with students who may exhibit social maladjustment as a result of a disability
- c. Be aware of students' attitude towards his or her disabilities
- d. Be objective in relationship with students
- e. Be prepared to give the time and effort necessary to help a student to overcome a difficulty
- f. Consider as strictly confidential information related to personal problems of the student
- g. Stress similarities rather than deviations and abilities instead of disabilities.

However, the difference is insignificant both subjects are on the same continuum of producing the accessibilities for students as well.

(Wuest, and Lombardo, 1994:193) clearly indicate that, "*With respect to physical education services, opportunities range on continuum from fulltime placement in the regular physical education class to fulltime in adapted physical education class.*"

## **2.8. Adapted Physical Education (APE)**

Adapted physical education is wide as that of physical education, each field are inseparable and the most integrated disciplines. Even though, it is true different Scholars define differently and different names given with out contradictory.

(Auxter, 1977:18) Adapted physical education is defined as "... A diversified program of developmental activities, games, sports, rhythms, suited to the interest, capacities and limitations of students with disabilities who may not safely or successfully engages in unrestricted participation in the vigorous activities of the general [physical] education program."

According to (Sherrill, 1993) "*Adapted physical education is a diversified program of developmental activities, games, sports and rhythms suited to the interests, capabilities, and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general physical education program*"

(Fait- 1989:3) Show that a number of different names are also given to the special educational provisions made in the physical education curriculum for those unable to profit from the offerings made to the students' body. Among the terms used are "individualized, therapeutic", "developmental" "remedial" and "adapted" physical education. The choice of the names is determined largely by the emphases and approach of the special program. The basic intent of all the programs is the same; the development of total wellbeing with specific emphases up on the improvement of motor fitness and physical fitness through motor activities.

(Wuest, and Lombardo, 1994:118) Said that APE program is designed for individuals whose developmental need can not safely or successfully be met through the regular instructional program. APE emphasizes individualized instruction to meet the unique needs of each student in the program.

The adapted, intramural and club, interscholastic sports programs are integral phases of the total physical education program in school. Each of the component parts has important contribution to make to the achievement of the educational objectives.

Adapted physical education may take place in a variety of placements ranging from the regular physical education class or the mainstream setting to a separate class or to a combination of educational settings.

*From (Wuest, and Lombardo, 1994:191) According to Sherrill "The essence of good teaching is the essence of adapted physical education to adjusting the curriculum and instructional process to accommodate a diversity of individual needs while ensuring each student the opportunity to participate fully, successfully and safely in physical education."*

(Fait- 1989:4) also define the term "Special physical education" is particularly appropriate appellation because of its connotation serving all students, meeting their needs through special provisions in the physical education program.

(Auxter, 1977:170) shows that *"No program of adapted physical education should be considered complete unless it includes provision for modifying sports and games."*

Generally APE has clearly stated objectives regardless of its difference in their definition and names. And also it is sure to understand every scholar can underline on the importance of APE for Students with disabilities in all educational institutions of the country.

(Fait- 1989:70) state some objectives of APE as special physical education program objectives, however, are more specific. Some examples include the following:

- Provide students with opportunities to learn and to participate in a number of appropriate game and sport activities
- Develop physical fitness experiences that enables students to maximize their physical capabilities
- Enhance the motor development of students so that they can safely and successfully participate in the activities of daily living.

### 2.8.1 Implementation Model

Implementation Model is the easiest way to demonstrate the ideal or conceptual work in the real situations. Here in APE also it is essential to show model for application of independent curriculum as well as IEP for SWD in higher institution.

(Wuest and Lombardo, 1994, P.198) demonstrate as stated bellow that one model that may provide teachers with guidance in individualizing instruction to meet the special needs of students are the achievement based curriculum model or the ABC model. The model is comprised of five components: Plan, Assess, Prescribe, Teach, and Evaluate. This model is help full in designing individualized IEPs. This model is designed to help teachers to answer the following questions:

1. What content should be taught?
2. What is the current level of the student in terms of abilities and needs?
3. What instructional activities are appropriate?
4. What teaching styles and instructional strategies should be used?
5. What procedures should be used to determine whether the student has achieved the desired levels of performance?
6. What changes need to be made to help students achieve the desired level of performance?

Physical education must be written in to the IEP to provide a legal basis for the providing of adapted physical education or for modifications in the regular school physical education program.

Special consideration of individual's needs and modifying the type, the intensity, and the duration of activity according to these needs are the cornerstone of a quality of physical education program.

(Wuest, and Lombardo, 1994:202) state that *“Considerable thought and planning are needed to make mainstreaming effective and physical education a successful experience for all students involved; Teachers might incorporate activities especially designed for individuals with disabilities in to the curriculum.”*

## **2.9 Model in Considerations to SWD**

The external considerations that can help to give attentions for SWD in physical education curriculum at higher institutions in relation to the nature and the type of impairments are stated below.

### **2.9.1. Preliminary Consideration**

The initial steps used to consider students with disabilities in physical education program, check the overall resource, management, plan and the environment in higher institutions.

(Fait- 1989:65) explain that an important design feature in any organizational effort is a review of the present situation prior to initiating change. This simply means that an analysis should be made of physical education experiences now available to the special students.

The result may reveal several things that are

- The program offerings are limited
- They are good for some, but not all, disability populations; or that no program is available. Other information may be needed to provide reasons for the lack of opportunities or limited opportunities now available. For example, a survey of equipment and facilities may indicate inadequacies that limit the scope of the program. Regardless of the information obtained, the special physical education coordinator, by analyzing present conditions and practices, establishes a baseline from which future program growth can be compared.

(Fait- 1989:66) present that a second major step in the development of a special physical education plan is to hold in series of a preliminary discussion with school administrators, parents, and consumer groups. The purposes of these meetings are to share information concerning the status of the present physical education program for the handicapped and to indicate a willingness to review and, where necessary, revise, improve, and expand the present offerings.

It is not essential at this point to have a detailed plan of action developed. Instead, the discussion should focus on obtaining input and support from key groups.



Normally, however, efforts should be made to talk with the directors of physical education and special education and the curriculum coordinator. These individuals are the ones the most likely to be charged with the responsibility of supervising the motor and physical fitness needs of handicapped.

### **2.9.2. Least Restrictive Environment (LRE)**

PL 94-142 mandates that each student be educated in the least restricted environment. When possible, students with disabilities should be educated with students with disabilities in the regular educational environment. The intent of the law is to prevent unwarranted segregation of students with disabilities from their non disabled peers.

Mainstreaming is a popularized term used to describe the integration of SWD with other students in the public schools.

The focus in meeting the unique needs of the student and placing the student in a setting that is as normal as possible, while allowing opportunities for educational success. The appropriate environment also depends on the subject being taught and the teaching style. Mainstreaming is facilitated when the teacher selects and conducts activities to fit myriad developmental needs of all students. Additionally, the mainstreaming of students with disabilities may be accomplished by providing students with extra assistance during class.

One federally validated program that utilizes peer tutors to work with individuals' with special needs is the Physical Education Opportunities Program for Exceptional Learners (PEOPEL). This program trains students' volunteers to work with students with disabilities.

(Wuest, and Lombardo 1994:193-194) shows that the use of a peer tutoring model such as PEOPEL offers many advantages:

- Students with disabilities receive greater attention
- Personal instruction, and individual feedback, all of which help maximize the benefits accrued from participation in the regular program.
- In this program they have the opportunities to participate in remedial activities and develop competency in physical activities.

## **CHAPTER THREE**

### **METHODOLOGY**

Appropriate methodology serves as a vehicle to arrive at the envisaged goals of the study. It clearly maps the strategies and the ways of conducting the research so as to come up with valuable results at the end of the study. In an effort to address the stated objectives, the methodology is the means of generating the required information, processing and analyzing it and interpreting it in to meaningful arguments. Based on the nature of the problem at hand and resources available, the study employed the following sampling techniques, research instruments, and methods of data analysis.

#### **3.1 Sampling Techniques**

Specifying appropriate sampling techniques, has a lot of significance in indicating the characteristics of common problems and hence in increasing the reliability of the study outputs. Purposive non-probability sampling is employed in this research. Even if they have similar national curriculum on physical education the investigator preferred to conduct the research on three of the higher education institutions in Ethiopia, namely AAU, BDU and KCTE. Physical education and sports departments of these institutions have tremendously contributed towards the development of educational sector and production of large amount of potential citizens for the country. Selecting AAU and KCTE may be appropriate for any reader since they are at Addis Ababa where the study/university is situated and hence help to be cost effective. But regarding selection of BDU this is because large number of population in physical education department is found in BDU as compared to other higher institutions. And also it is appropriate than other universities for instance Hawassa, Dilla, Adama, etc. Therefore, this sampling is believed to give the researcher more comprehensive information concerning the issues in question. Regarding selection of respondents, eighteen students with disabilities are purposively selected in a way that, the three types are considered evenly.

### **3.2 Data Sources and Research Instruments**

The data are collected from both primary as well as secondary sources. These include: 33 instructors of physical education, 22 students with disabilities, 1 association of physical disabilities, and 1 visual disabilities center, and concerned bodies like 2 special needs education staff and 3 administrative staff informants. Designed questionnaire, interview schedule, focus group discussion and observation checklist are used as tools for data collection.

#### **A. Questionnaire**

A questionnaire (see the appendix one) is designed and distributed to 30 professional teachers in three selected higher institutions of teaching in the area of study. Male is 90 % and female is 10% of the over all participants. 8 (26.7%) from AAU, 16 (53.3%) from BDU and 6 (20%) are from KCTE. Doing this much professional teachers is reliable for descriptive study and they are easily participated in the study. By content I mean for example “the major challenges to persons with disabilities in PE, the major opportunities and the likes”.

#### **B. Interview**

Semi-structured interview (see the appendix two) is conducted with informants and professionals on the opportunities and challenges those students with disabilities face in the curriculum of physical education. The respondents are selected based on their professional backgrounds that to give valuable and feasible information to the researcher on the matter under question. 14 students with disabilities are interviewed on the issue of the study from AAU main campus association of disabilities. And also 3 higher learning institutions informants are participated one from each institute are on interview part concerned individuals in administrative staff in order to discuss on issues related to the topic of the research.

### **C. Observation**

Observation is made on different issues by using a check-list (see the appendix four). The major focuses of the observation is on the availability and appropriateness of equipments, facilities, field studies like on practical sessions, and the teaching styles that are likely employed by the teachers and students in the overall teaching-learning process. Moreover, the alignment of the curriculum with the actual practice in the PE teaching-learning process and the convenience of the environment for disability consideration are also examined in depth during observation.

### **D. Focus Group Discussion (FGDs)**

The major opportunities of the current PE curriculum and the challenges associated to it with respect to SWD are assessed during FGDs (see the appendix three). The members of the FGDs are 13 from which 8 are SWDs, 3 teachers of PE and 2 are students of SNE. The attention given to explain these things that the curriculum gives to SWD and the overall implementation are also two of the most important points discussed in detail during the session. Identifying the major existing gaps in the PE curriculum is one of the most important tasks of the discussion. The sessions are winded up by and the participants' suggestions on short and long-term plans so as to tackle the major challenges facing SWD.

### **3.3 Methods of Data Analysis**

Descriptive interpretation is used to come up with meaningful results from the information gathered through semi structured interview for students with disabilities in higher learning institutions, constructed questionnaires for physical education teachers who are working in higher institutions, observation made in selected institutions, and group discussion with informants from professionals.

Qualitative data generated from key informant discussion, focus group discussion, and secondary sources analyzed by narrative texts. Some descriptive statistics will be utilized like ratio, frequency and percentage for the distribution of analysis.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSIONS**

This chapter is devoted for the analysis of the different data collected by the help of the intensive tools and sampling technique designed for this particular study. Attempts are made to scrutinize the prevailing challenges and opportunities to SWD in curriculum of PE at higher educational institutions. The chapter is organized in such a way that the specific objectives of this study and the leading research questions are addressed throughout the chapter in logical manner. All the discussions and interpretations revolve around the overall objective of the study based on the data obtained the stated scope of the study.

#### **4.1 Background of the Respondents**

The respondents are the data sources who are selected in such a way that they can provide relevant and valuable data on issue under investigation. The formulated questionnaire is distributed to 30 respondents (instructors) at three higher educational institutions namely, AAU, BDU and KCTE, out of which 28 (93.3 %) actively participated and returned the questionnaire back to the investigator after responding to 100% of the questions. 2 (6.7%) of the respondents out of 30 couldn't return the questionnaire back, For they are the most concerned bodies in relation to the topic of this study, all the respondents consulted for the data are from physical education and sports departments of the respective institutions. Regarding the FGDs, all the discussants include SWD at center for disabilities at AAU.

**Table 4.1** provides a highlight on the background of the respondents with respect to some important characteristics namely, sex, institutions where they are working, the level of their education, and their work experience.

<b>Character</b>	<b>Participants</b>	<b>Frequency</b>	<b>Percentage</b>
Sex	Male	25	89.3%
	Female	3	10.7%
	<b>Total</b>	<b>28</b>	<b>100%</b>
Institution	AAU	8	28.6%
	BDU	15	53.6%
	KCTE	5	17.8%
	<b>Total</b>	<b>28</b>	<b>100%</b>
Educational Status	PhD and Above	3	10.7%
	MSc/ MEd	20	71.4%
	BSc/ BEd	4	14.3%
	Diploma	1	3.6%
	<b>Total</b>	<b>28</b>	<b>100%</b>
Work Experience in Years	1-5	13	46.5%
	6-10	6	21.4%
	11-15	3	10.7%
	16 and Above	6	21.4%
	<b>Total</b>	<b>28</b>	<b>100%</b>

Female respondents constitute 10.7% of the total because there is less number of female employees in the field of physical education as compared to that of male. 53.6% of the respondents are from BDU. Regarding student respondents, total of 8 SWD attend the interview and Focus group discussion involved informants of each higher learning institutions.

This is because large number of population in physical education department is found in BDU as compared to other higher institutions. Educational status and work experience are intentionally included because these might be among the factors that determine the

development of special program for students with disabilities or adapt the curriculum based on the need of students at higher institutions.

The different sections and sub-section here below provide the presentation on the gathered data, discussions on the data with respect to stated objectives, and the interpretations in line with the study objectives.

#### **4.2- Completeness of PE Curriculum with out Inclusion of SWD**

The objectives stated in PE program for any individual are the basic issues that need to be underlined. There is no restriction that favors exclusion of students with disabilities. That is why 89.3% of the respondents (see table 4.2) agreed that the physical education program might be incomplete in relation to achieving its objectives stated under the Syllabus if it ignores inclusion of SWD. Therefore, this is an indicator that leads us to give emphasis on ways of considering students with disabilities in the curriculum of PE or finding other options in order to make the curriculum complete enough.

In line with this, (Auxter, 1977) stated that no program of adapted physical education should be considered complete unless it includes provision for modifying sports and games. Furthermore, it is emphasized by some other sources that it *is* impossible to achieve the (MDG) with out the participation of persons with disabilities (WVUK, 2007). The participants further pointed out that the need to educate is unquestionable. The ETP policy document also notes that persons with disabilities are entitled to be admitted to regular educational programs.

**Table 4.2-** Responses on completeness of PE curriculum with out inclusion of SWD

“Do you think that physical education becomes complete in terms of its objectives with out inclusion of students with disabilities in the Curriculum?”		
<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Complete	1	3.6%
Not complete	25	89.3
Not applicable	2	7.1%
<b>Total</b>	<b>28</b>	<b>100%</b>

#### 4.2.1 - The Benefits of PE for SWD in Higher Educational Institutions

85.7% of PE teachers (see table 4.3) are convinced that the benefits of inclusion of students with disabilities in physical education program according to its purpose. That implies the objectives of physical education in general can easily incorporate Students with disabilities who can maintain all the benefits of physical education equally with those of non disabled students in the higher institution. But 10.7% of the respondents said that inclusion has less importance and that it is not applicable in accordance with the objectives of physical education program.

**Table 4.3-** The Benefits of PE for SWD in higher educational institutions

“Do you believe that physical education benefit student with disabilities in the institution that you are working according to its objectives?”		
Responses	Frequency	Percentage
Benefits	24	85.7%
Doesn't benefit	1	3.6%
Not applicable	3	10.7%
<b>Total</b>	<b>28</b>	<b>100%</b>

Besides the response of teachers, SWD in focused group discussion sessions underlined that engaging in the program helps them develop their health status and social interaction in the society at large.

#### 4.2.2. Possibility to Adapt PE Curriculum for SWD

As shown that in table 4.4, 92.8% of the respondents agreed that there is possibility for adapting other Curriculum for students with disabilities in order to address their needs according to the respective types and the levels of disabilities and impairment. This indicates that it is possible to say that it is possible to create other opportunities for Special group of individuals. On the other hand 3.6% of the respondents think that it is impossible.



**Table 4.4-** The Possibility to adapt physical education curriculum for SWD

“Is it possible to adapt PE curriculum for SWD in higher educational institutions?”		
<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
Possible	26	92.8%
Not possible	1	3.6%
Not applicable	1	3.6%
<b>Total</b>	<b>28</b>	<b>100%</b>

As stated in the review of literature, the policy document has also underlined that efforts will be made to enable both the handicapped and the gifted to learn in accordance with their potentials and need (Educational structure no.2.2.3) (WVUK, 2007). The responses of the interviewees hence align with the policy directions of the government with respect curriculum of PE in higher educational institutions.

#### **4.2.3 Engagement of SWD in Physical Education**

The respondents’ teachers (42.9%) exclude SWD that come to PE field from the class, because of the level of impairment and the inconvenient teaching learning environment. But the rest from 42.9% tried to accommodate in simple activities only for the sake of their participation in practical sessions based on their will.

**Table 4.5-** SWD come to join PE department at higher institution

“Have you ever faced students with disabilities who come to join the Department in your institution?”		
<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	12	42.9%
No	16	57.1%
Not applicable	-	-
<b>Total</b>	<b>28</b>	<b>100%</b>

Unlike the majority, the researcher however believes that if there is preplanned curriculum for those individuals it will be great opportunity to make them active participants in the department as well as in the institution at large. (Wuest and Lombardo 1994:202) state that

*“Considerable thought and planning are needed to make mainstreaming effective and physical education a successful experience for all students involved. Teachers might incorporate activities especially designed for individuals with disabilities in to the curriculum.”*

In relation to this, SWD in their part replied during discussions that most of the times in secondary schools’ PE teachers make them sit alone to the side with out participating and encouraging them. Being marginalized from relaxation and recreational events exposes students to be in a position of inability of doing physical exercise and movement skills.

Also others said that in some occasions they play ball games on wheelchair after observing what other students do. A point here is that it should also be noted that marginalizing SWD is a violation of the right to education/inclusion stated by MOE as “all children should not be discriminated based on their disabilities.”

Article 9(4) of the Constitution the (FDRE, 1994) states as follows:

*“All international agreements ratified by Ethiopia (such as the Universal Declaration of Human Rights of the child 1989, the standard rules on the Equalization of Opportunities for Persons with Disabilities 1993, and the Salamanca framework for action on inclusive education 1994 are an integral part of the law of the land.”*

It is known from the practical experiences at higher institutions, that the selection of department for the students with disabilities is based on the interests of students to join some social science, law and language departments. But 89.3% of the respondents pointed out that even if there are possibilities and the opportunity in the higher institutions, they are not given equal attention, see table 4.6. Thus it is the researcher’s position that higher institutions should facilitate the pre requisites and design the program accordingly.

Also SWD said during discussion that they didn’t get the invitation to join the department at higher institution and even not told about the importance of physical exercise and physical education programs. Another gap exists in relation to involving SWD at higher learning institutions in PE.

**Table 4.6-** below is about the opportunities for SWD in PE program in higher institutions

“Do you think higher institutions are giving equal opportunities to students with disabilities to participate in physical education?”		
Responses	Frequency	Percentage
Yes	2	7.1%
No	25	89.3%
Not applicable	1	3.6%
<b>Total</b>	<b>28</b>	<b>100%</b>

#### **4.2.4 Perceptions about the Ability of SWD to Participate in PE Programs**

As it can be seen from Table 4.7, 64.3% of professionals support that they SWD can participate. But, 32.1% argue that SWD can not be engaged unless special program is designed for them including fulfilling in advance all the necessary conditions in order to create conducive environment for facilitating the teaching learning process. This argument aligns with the higher education proclamation No. 351/2003 that state:

Students with disabilities shall get special support in order to accommodate their special educational needs. Every higher education institute should open its door to people with disabilities and is required to provide the necessary material and professional support to meet their special educational needs

In this regard the SWD responded that given that all the required facilities get fulfilled, they can successfully engage in the program and that this will be a privilege that enables them to demonstrate their ability in the institution as well as in the society at large. It is clear that if the program is launched and the opportunities are given to SWD, they can engage themselves in the program.

**Table 4.7-** Perceptions about ability of SWD to engage in PE program of higher institutions

“Do you believe that students with disabilities can engage themselves in physical education program of higher institutions?”		
Responses	Frequency	Percentage
Yes, they can	18	64.3%
No, they can't	9	32.1%
Not applicable	1	3.6%
<b>Total</b>	<b>28</b>	<b>100%</b>

#### **4.2.5 Capacity of Physical Educators to Engage SWD in Secondary Schools' PE Instructions**

Individuals who graduated from higher institution is expected to apply what he or she has acquired from the field studied. But what matter is that this depends on of the level of the development of their knowledge, skill and attitude towards SWD during the time they spent in the department. They will be less effective if they graduated from an institution which its PE department is with little concern for SWD. 60.7% of respondents pointed out those students who graduated from Department of Physical Education in higher institutions couldn't better demonstrate for SWD in schools, because there are no adequate pre-courses that equip them for the possibility of application. 17.9% of respondents agreed that it is not applicable. Only 21.4% believe that they can engage in regular instructions on simple activities and writing reports based on what others are doing.

**Table 4.8-** Physical Educators’ capacity to engage SWD in secondary schools’ PE instructions

“Can Physical Education teachers who graduated from higher Institution make the students with disabilities to be engaged in regular instructions of secondary schools?”		
<b>Resposes</b>	<b>Frequency</b>	<b>Percentage</b>
Yes, they can	6	21.4%
No, they can’t	17	60.7%
Not applicable	5	17.9%
Total	28	100%

From (wuest and Lombardo 1994:191) according to Sherrill “ the essence of good teaching is the essence of adapted physical education to adjusting the curriculum and instructional process to accommodate a diversity of individual needs while ensuring each student the opportunity to participate fully, successfully and safely in physical education.”

**4.2.6 Reliability of EFA in Higher Institutions with out Considering SWD**

Even the term of “Education for All” is direct forward that advocates that any body can be a part of everything regardless of internal and external influences. Especially for students with disabilities it is more privilege and opportunity to realize it in the physical education curriculum. 82.1% of the respondents (see table 4.9) think that it is impossible to realize EFA with out consideration of SWD in the program. But 17.9% of respondents maintained a position that it can be realized with out considering SWD in PE. This implies that the inclusion of SWD in the program is an opportunity to them according to the principle of EFA.

**Table 4.9:** Reliability of EFA in higher institutions with out considering SWD

“Do you think “Education for All” can be realized in higher institutions with out considering SWD in physical education curriculum?”		
Responses	Frequency	Percentage
Yes, it can be	5	17.9%
No, it can’t be	23	82.1%
Not applicable	-	-
Total	28	100%

The Education for all proclamation of Ethiopia in the 1994 ETP in Ethiopia clearly stated that:

Among the school age children with disabilities in the country, only a small number have access to education. Ensuring the participation of children with disabilities or those with SEN in all educational structures, that is in Early Childhood Education(ECD), general education (primary and secondary), Technical and Vocational Education and Training(TVET) and Higher Education, presents a real challenge.(WVUK, 2007; 5)

#### **4.2.7 Applicability of “Sport for all” in Higher Education Institutions with Respect to Involving SWD**

(Wuest, and Lombardo, 1994:119) state that, the intramural program can also contributes a great deal to the attainment of the social and affective development objectives of physical education.

There is a good beginning in the higher institution competition in making SWD to participate in different sport activities in order to demonstrate their talent and skill in front of others in confidence and in the sprit of being competent citizen in the sport arena. But, as you can see in the table 4.10, that 46.4% less and 39.3% very less of Sport for All logo still found to be applicable respectively. Therefore, a lot of work is left behind for higher institutions in this regard.

**Table 4.10-** Applicability of “Sport for all” regarding the participation of SWD in higher institutions summarized based on the level of question of:

“How much is “sport for All” applicable in higher institution with regard to the involvement of students with disabilities?”		
<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Very less	11	39.3%
Less	13	46.4%
High	4	14.3%
<b>Total</b>	<b>28</b>	<b>100%</b>

In addition, a disabled student, Tsehayu Kebede, form department of sociology at AAU said that he was able to explore his talent through participation in sport competition at Hawassa University in 2010 Ethiopian Higher Governmental Institutions Sports Festival, the occasion on which he won prizes of two gold medals of 100m and 400m wheelchair run.

#### **4.2.8 The right of SWD to participate in PE program**

From (MOLSA, 1999) in relation to this Feruz (2006) stated as follows:

Despite of the fact that persons with disabilities have equal rights as any citizen in the country, they are unable to become full participants in all round activities in the community due to negative out look, which create social and environmental barriers.

See table 4.11 as stated that 82.1% of the respondents also agreed on the right of SWD on engaging themselves in the program with out any restriction. But 17.9% of respondents are said they have no right to exercise because of the following reasons:

- Since the admission criteria set in physical education curriculum is not allowing them to join in the program. For instance, it is accepted that only those with out impairment can join the department
- Less availability of facilities and equipment; and conducive environment that help them engaged in higher institution
- SWD have no right to claim for participation because; the program is not looking through it before.

**Table 4.11:** The right of SWD to participate in PE

“Do students with disabilities in your institutions practice their right to participate in physical education program?”		
<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes, they have	23	82.1%
No, they haven't	5	17.9%
Not applicable	-	-
Total	28	100%

In general it is convincing that everybody including SWD has the right to learn and participate in any educational sector.

In relation to this SWD during the discussion strongly argued against the current practice which forced them to loose their right of participation in any educational aspect as they need. However, it is possible to make inclusive by considering in the curriculum or adapting from related specializations.

The table 4.12 shows the features of observational findings from three institutions with the existence of stated facilities, accessibilities and program accommodations in each institution regarding the consideration of SWD.



As indicated in the table 4.12 about the facilities and fulfillments of required features in selected institutions, except minor modification and buildings of necessary accommodation in each campus, the rest of the points show reveal that there are good opportunities for students with disabilities. Especially AAU has more conducive situation to launch adapted physical education program for SWD. And also it shows some direction to consider the above-stated parameters in designing curriculum in the respective educational institutions.

**Table 4.12-** Results of observation check list

No	Features observed	AAU		BDU		KCTE		NA
		Yes	No	Yes	No	Yes	No	
1	Convenience of Institution placement	X		X		X		
2	Accessibility of Pathways and infrastructure	X		X			X	
3	Accessibility of Recreation centers	X			X		X	
4	Play grounds	X			X	X		
5	Safety and security from physical hazards like holes	X			X		X	
6	Laboratories		X		X		X	
7	Library	X			X		X	
8	Computer room for SWD	X			X		X	
9	Competitive sports	X			X		X	
10	Participation of SWD in intramural activities		X		X		X	

N/A stands for 'Not Applicable;

### **4.3 Challenges with Respect to Considering SWD in PE Curriculum**

In this paper, physical education teachers, key informants of learning institutions, and students with disabilities participated in the overall process of the study through the discussion, interview and open ended questions.

The major problems that inhibit considering persons with disabilities as equal as others are discussed here below. The problems include those related with curriculum, resource, implementation, administration, safety and attitude.

#### **4.3.1 Curriculum Related Problems**

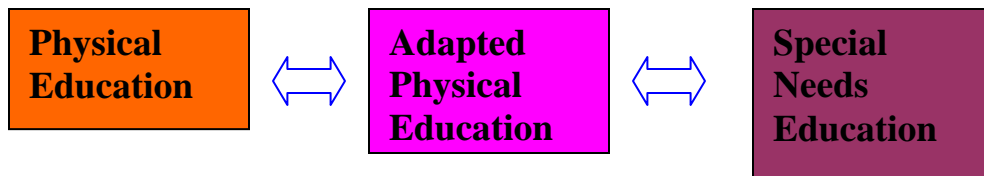
As it is responded by physical education teachers and informants of learning institutions; there is no physical education curriculum for this special group in Ethiopian higher learning institutions. The existing curriculum gives only a leap service entitled as “Introduction to Adapted physical Activities” Otherwise there no any established independent and intensive programs that are devised to meet the dynamic needs of SWD. Because of that curriculum designers might think that persons with disabilities are not functioning properly in the society as any individual’s act at large. And also, its selection and entrance criteria are not set in physical education program with respect to the type and the level of impairments of students in the higher institutions. Despite the fact that, physical education curriculum has well designed courses, that are not appropriate for disabled students and also not encourage those students to participate in physical education program. This shows that there is less incorporation and integration of PE with that of SNE and APE.

Therefore, higher learning institutions should integrate these three broad fields as shown below:

To consider the students with disabilities as regular students it is clear that it needs understanding the ways of integration of three subjects because of the fact that each field has the curriculum with clear objectives and target based activities.

As shown on the diagram 4.1, physical education, adapted physical education and special needs education are inseparable in their objectives and importance. Even though, the country in general and the higher learning institutions in particular are far from the reality, all of three give opportunities for persons with disabilities.

**Fig.4.1.** Diagram of PE, APE and SNE integration



#### **4.3.2 Resource Related Problems**

Regarding resource related problems, the informants replied from different angles, which the researcher presented here below by classifying them in to three subcategories namely, material and facilities, professionals, and budget shortage in the learning institutions.

**A. Materials and Facilities-** Materials and facilities are mandatory for the consideration of Students with disabilities in physical education curriculum; and also in order to address all possible objectives of the program. Those materials could be well developed, standardized, and quality items based on their specification and durability to function properly. It was known from the responses that these required equipments are not available in the institutions so as to address the different types of impairments (visual, hearing and physical).

**B. Professionals:** Fait (1989:10) indicate that the increased number of highly trained professionals in special physical education contributed to the growing awareness that movement experiences for handicapped must be personalized to maximize learning. It is very crucial to give emphasis on professional aspect because with out well trained and qualified individuals in the area of APE, it is impossible to implement the curriculum and produce qualified citizen in perspective to resource building capacity. It is found that

there is less availability of qualified professionals in the area of APE or the provision of PE teachers with APE in higher institution. So that it is better to think of professionals in parallel to other resources of the issue.

**C. Budget:** Tibebu (1995) as follows:

Shortage of resources (trained human power, instructional materials, facilities, and equipment), inaccessible physical environment (school compound, classroom and buildings and path ways) and lack of coordination between the different stakeholders have limited the progress of inclusive education in the country.”

Of course it might be new program of adapted physical education in the higher institutions level and it needs a lot of budget in order to capacitate students with disabilities in well organized manner equipped with the field. The source of this budget could be raised from different concerned bodies who are working on the related issues of problems at national and international levels. Governmental and Non Governmental Organizations might be the source of the needed budget. Such as: ILO, WHO, EUC, MOE, MOYS and Associations.

### **4.3.3 Implementation Related Problems**

The information obtained from teachers indicates that there is less practicability in the curriculum design, implementation and evaluation regarding considering the need of students with disabilities. Even students who graduated from higher institutions are not encouraged to implement different inclusive teaching styles in schools where they have been employed. This is because of the fact that they ignore them from the very beginning by believing that there is no place for disabled individuals in the physical education and sports. This shows that they give less attention to SWD. Another reason behind is also lack of experience and trend so far in involving SWD. Therefore it calls for preparation of comprehensive manual for the implementation of the curriculum in relation to the type and the level of the disabilities in the schools as well as in the institutions. Finally, these implementations should be evaluated in measurable parameters in order to find out the progress and improvement of the program.

#### **4.3.4 Administration Related Problems**

The responses from the management bodies of the learning institutions, show that some times administrative challenges also play a greatly impact consideration of students with disabilities in PE. It is obviously known that SWD need special support, facilities, infrastructure, teaching materials, reading materials and class formation based on the characteristics of each disabled students. Therefore, due to the fact that it needs extra effort than other students, the administration may not be willing to give attention to SWD. Therefore, the administration could give great solidarity to consider equally with those students in any aspect in order to foster the excellence of change in education at large. In this regard, (Fait, 1989:65) emphasized that organizing and administering a special physical education program requires a concerted effort to develop policies and procedures that fulfill the needs of handicapped students with in the guidelines of federal and state.

#### **4.3.5 Safety Related Problems**

Based on the discussions held, safety is serious issue. This include fulfillment of infrastructure, buildings and precaution activities in the institutions. Most of higher institutions have no well constructed fields, playing grounds and recreational centers especially for Students with disabilities. And also, safety and health related problems are primary considerations for all students that otherwise could danger their existence of SWD. Therefore, safety should be one of the critical policy concerns in the institutions so as to undertake all activities effectively and efficiently. This problem can be counteracted through the participation of all community of the institutions and external bodies.

#### **4.3.6 Attitude Related Problems**

As the information collected from all participants of the study regarding attitudes towards SWD, the school community has no good attitude towards disability and about the characteristics of disabilities. There is also no known how about APE among the students own themselves, teachers, parents and administration concerning the issues and the advantages obtained from participation. Regarding attitude towards disability, change should be brought about among the following bodies:

**4.3.6.1 Students with Disabilities-** respect, self confidence and self image should first begin from should begin from one's own attitude. If Students with disabilities accept themselves as weak, hopeless and unwanted individuals, it is the very difficult to introduce change in to their lives and attitudes. But others who recognize themselves as strong, faithful and wanted by society and country, they can bring change through out the world. They can possibly maximize their potential in order to exploit over challenging world of their life.

**4.3.6.2 Teachers of PE-** not only moral consideration to participate them in the program is crucial but also the attitude towards the students with disabilities is the most important. Unless physical education teachers can not take initiation, who ever take before because, they are moderators of changing the attitude of Students, parents and the society at large. Therefore, teachers of PE should take the leading position with consideration to students with disabilities in the curriculum. And at higher institutions, they should teach students of physical education to develop positive attitude towards students with disabilities in their schools and in the society that enable them to participate SWD in any related activities in the school sport competition and recreational activities.

**4.3.6.3 Parents** – not least but the last problem which influence in considering SWD is parents' attitude towards their children with disabilities starting from home that might be discouraging them. Because, they tell them that they can not perform any activity and can not go to schools. Then, the only option they have is to stay at home all their life and become idle. Unlike this, parents can initiate, encourage and motivate the children from the very beginning that they can change this world and this world expect something from them. By so doing they trigger to develop positive attitude of self image and personality in the minds of their children. Parents' role is the most determinant factor on the development of children's future career and in their life. It is possible to consider students with disabilities in physical education curriculum when the participation of parents is realized and valued.

Tirusew (2005) stated that, in Ethiopia, there is a general tendency to think of persons with disabilities as weak, hopeless, dependent, and unable to learn the subject of charity. Moreover, it is stated in MOE (2006) as:

The participation of Persons with disabilities in education is poor. This is due in part to negative social attitudes since society in Ethiopia marginalizes people with disabilities for different socio-cultural reasons. Poverty, insufficient school coverage across the country and low level of educational quality are also factors.

Table 4.13 shows the number of SWD in AAU main campus with respect to sex, the type of impairment, and level of education in years

This implies that enrollment of SWD is increasing at higher learning institutions. Visual impairments take the leading rate of 59% in the institutions; physical impairments take the second position (28%) and hearing impairments constitute 13% of the total.

**Table 4.13-** Physical, Hearing and Visual Impairments at AAU main campus.

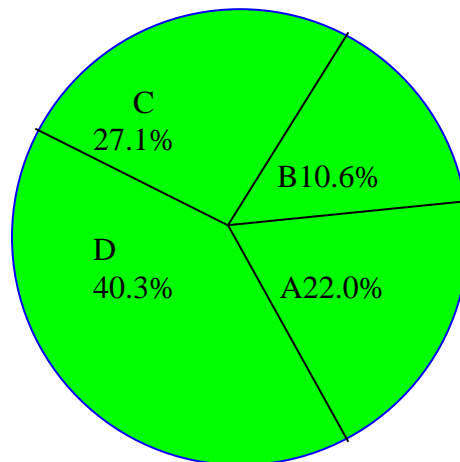
<b>Type of Impairment</b>	<b>Year in Campus</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Physical</b>	1 <sup>st</sup>	18	3	21
	2 <sup>nd</sup>	11	2	13
	3 <sup>rd</sup>	19	1	20
	4 <sup>th</sup>	36	5	41
<b>Hearing</b>	1 <sup>st</sup>	14	7	21
	2 <sup>nd</sup>	15	6	21
	3 <sup>rd</sup>	1	-	1
	4 <sup>th</sup>	1	-	1
<b>Visual</b>	1 <sup>st</sup>	58	27	85
	2 <sup>nd</sup>	12	1	13
	3 <sup>rd</sup>	20	4	24
	4 <sup>th</sup>	51	27	78
<b>Total</b>		<b>256</b>	<b>83</b>	<b>339</b>

Source- AAU- SWD Association center

Another question is forwarded for physical education teachers about barriers that hinder consideration of students with disabilities in the curriculum of physical education at higher institutions. The result is shown in the pie-chart below:

As it is displayed on pi-chart the leading challenge compared to others that hinder the consideration of students with disabilities in physical education program is lack of facilities and materials in higher institution. 40.3% of the respondents take this problem as the first. 27.1% assume that the difficulty of teaching SWD in physical education and relatively similar with 22.0% shows that the SWD don't like to join the PE program at higher institution level. 10.6% of the respondents believe that they SWD can not perform physical activities i.e. they have no ability to do.

**Fig.4.2.** Pi Chart on challenges presented by PE Teachers



***Legend:***

- A- SWD don't like to join PE
- B- SWD don't have ability to perform PE
- C- Difficult to teach SWD in PE
- D- Lack of facilities and equipments

(Wuest and Lombardo 1994:202) state that:

Considerable thought and planning are needed to make mainstreaming effective and physical education a successful experience for all students involved. Teachers might incorporate activities especially designed for individuals with disabilities in to the curriculum.



#### **4.4 Advantages of inclusion of SWD in PE Curriculum**

According to the responses of physical education teachers on open ended question and the responses of SWD during discussions, inclusion of students with disabilities in physical education program offers the following opportunities:

- Can help to socialize in making friends and interacting with people
- Can provide physical, psychological, social and economical advantages
- Make to be competent mentally as well as physically strong, powerful and speedy potentials in citizenship as non disabled students
- It can be a tool to demonstrate their talent as if they are able for everything
- Benefits their health career enable them to develop all educational domain (Cognitive, Affective and Psychomotor) in order to lead a quality life style teach and equip with knowledge, skill to create free environment from diseases
- To develop optimum physical fitness, maximize the living life by improving their wellness
- To aware about their body aspects, self confidence, self image of quality life
- To develop basic skills such as gross motor skills and fine motor skills in day to day practices
- To stable and up right emotionally in challenging situation, that means to develop tolerance in any circumstance they can face
- Can give them opportunities to be professionals and employee in the field
- Can reduce their attrition rate from the discrimination
- Helps to prevent from secondary conditions related with disabilities such as overweight and depression
- To adapt different exercise according to the type of disability
- Give ability to perform any responsibilities independently that they can get every opportunities which are others able individuals are getting ; such as leading healthy life style and to get career in the professional aspect
- The Feeling of being treated equally makes them to be happy and reduce discrimination from the society
- To maintain postural disfigurement

There are several opportunities stated in different areas of cases and topics earlier. Here simply to mention some of the school related opportunities for SWD that emphasizes on physical education program.

(Wuest and Lombardo 1994:193) clearly indicate that with respect to physical education services, opportunities range on continuum from fulltime placement in the regular physical education class to fulltime in adapted physical education class.

On the other hand (Auxter 1977:9) stated as follows:

Teacher education institutions must also include information on procedures to be followed for their students specializing in physical education and recreation so that they are prepared to teach classes and offer programs for all types of disabled persons.

In addition to these, it is mentioned in (WVUK, 2007) as follows:

*In order to address these issues and scale up inclusive education in Ethiopia, the following interventions are recommended:*

- *Expanding teacher education and training programs in special needs education at different levels in all teacher education institutes in the country.*
- *Developing school based research groups in collaboration with teacher education and training institutes to conduct research and promote inclusive education in the school system.*
- *Mobilizing family resources through establishing a strong connection between schools and the families of the children with disabilities.*

Involving people with disabilities, particularly in planning and policy formulation with respect to different services for people with disabilities should be underlined.

#### **4.5 Strategies to Consider SWD**

The possible strategies that can be used to solve the problem of exclusion of SWD in the curriculum of PE as discussed by informants of the learning institutions and PE teachers are summarized as stated below:

- Identifying the level and the type of disabilities in order to arrange university and college level fitness program for SWD by giving equal opportunities as given for others
- Creating awareness on the need for involvement for SWD in physical education curriculum

- Developing another curriculum for student with disabilities in relation to APE in order to address with its own objectives from the existing PE Curriculum.
- Revise and modify the curriculum based on the reality exist
- Train professionals in this regard by exchanging educational information on these issues by means of workshop, seminars, and research.
- Prepare the material, equipment, and facilities sufficiently to fit the need of the SWD in higher institution
- Curriculum designers and committee should have knowledge, skill and experience by updating the information about the benefits and the objectives of APE and PE in order to practice it clearly.
- Harmonizing the notion of Para Olympic with the objectives of PE that can help them and boost out their performance
- Recreational activities should be developed much more in higher institutions by giving extra time for SWD
- Acting through the provision of specific and special strategies in considering SWD in the curriculum
- Create equal opportunities to SWD through inclusive manner in PE program that they can be problem solvers and potential citizen for the country

(Wuest and Lombardo 1994:118-119) State that...

The adapted program should be diversified in its scope and suited to the needs of students with various disabilities, limitations, and capacities. Developmental in nature includes exercises, games, rhythms, aquatics and sports designed to meet the unique physical education needs of the students. It is designed to provide a learning environment that is safe and the opportunity for each individual to experience success and achievement.

#### **4.6 Basic Requirements to consider SWD**

The physical education teachers respondents replied on the basic requirements that need to be fulfilled according to the level and the type of impairment for which the institution will launch the program Therefore, the following requirements are listed as preliminary actions:

- Set criteria to select students with disabilities for physical education program
- Equipment and infrastructure including playground, gymnasium, supplies and suitable environment
- Qualified professionals in the area should be developed by in-service-training for PE teachers and concerned bodies in order to enhance their capacity regarding the issue
- Revised curriculum based on the legitimate principle of education for all that can accommodate SWD equally with others
- Collaborative working atmosphere with different concerned bodies and parties
- Increase the enrollment of SWD in higher institutions
- Dedication and being optimist on the interest or awareness to inclusive education

These implies that based on the opportunities and the strategies given it is possible to implement and go ahead even one step forward regarding the considerations of students with disabilities in physical education program.

As mentioned by Fait (1989), (EFA) is the basic intent of our democratic faith, and the opportunity for each individual to develop optimum potential is a guiding principle of our educational system.

#### **4.7 Concerned and Responsible Bodies**

It is the basic and crucial issue to know the concerned parties that can play their role in consideration of persons with disabilities in the area of education and health related problems directly or indirectly. From the responses of the FGDs the researcher has found some of the responsibility takers as mentioned below are:

- Higher institutions- both academic and administrative staffs, policy makers, curriculum designers and committee
- Professionals-physical educators, teachers, coaches, officials, special needs educators and educational expertise at various level
- Persons with disabilities-students with disabilities themselves should fight for their own right, advantages and need
- Associations – working and acting in the area of disabilities
- Governmental Organization-MOE, MOYS and MOLSA
- Non Governmental Organization- UNESCO,
- Federations working on disabilities and Para Olympic
- Parents and society where SWD are living in, communicating, and handling their day to day careers.

(Wuest and Lombardo 1994:197) stated that parents also have right to attend the meeting to develop the IEP and indicate their approval by signing the document.

#### **4.8 The Role of PE Teachers**

The essence of mandate for PE teachers are not simply transfer knowledge, skill and attitude to students in the educational institutions rather there are a lot of opportunities can be created by PE teacher for SWD. Some of roles are listed below:

- Like that of any other education giving equal opportunities to SWD
- Pay attention for disabilities by giving priority to SWD
- Acting as change agent in the area of specialization
- Sharing experience to develop teaching materials in APE
- Be updated and motivated to involve in the process
- Develop IEP or refreshing curriculum for disabilities in order to achieve the intended objectives and needs of SWD
- Checking out its demand through need assessment in order to save money, energy and time that persuade to speed up for its purpose

- Participating in research conducting activities on subject related problems to counter the difficulties in advance
- Encourage SWD to join in their concern and to participate in the sport activities
- Facilitating and organizing different sport events in their respective institution to develop students' competence that help SWD to cope up with confidence
- Communicating its relevance with SWD as well as to others who promote policy development and enforcement
- Forefront on what teachers can do on the existing situation in considering SWD by making policy makers aware to consider the issues in PE.

Fait (1989) stated that primarily concerned here with, the role of teachers in promoting a good environment for the whole some personality development of the handicapped.

And also (*Wuest and Lombardo 1994:202*) stated that time is devoted to help students develop competency in life time sports so that they can participate in expanding community recreational activities and expanded opportunities for the disabled.

Teachers can also help students with disabilities become aware of the competitive sport opportunities available to them and gain the necessary skills to participate in these activities.

Therefore, the role of PE teachers is indispensable in promotion of the possible opportunities to SWD in the field of PE so that these students actively involved in all arenas of life on the planet and contribute their share to the best of their country. It should be well noted that it is time to explore all potentials on educational development and creating new generation including all citizens for future Ethiopia.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter the researcher come up with short and brief highlights of the overall study undertaken. Summary indicates the consolidated points of the study from the beginning to the end; where as conclusion includes the results or the findings of the study and recommendation explains the suggestions for the further implication of the problem solving mechanisms.

#### 5.1 Summary

Some of higher institutions in Ethiopia have the department of physical education that is experienced for more than eight years; Such as AAU, BDU and KCTE institutions.

The study is obliged to answer the research questions of what challenges have SWD in existed PE program not to be included. ; Can PE curriculum achieve its objective without participation of SWD? ; What teaching opportunities can we have in physical education program for SWD to attain their need? And how physical education teachers can adapt curriculum for SWD?

Even though, these institutions produce more potential for the field of education in general and physical education in particular in the country. Participation and engagement of students with disabilities in physical education is not addressing their need, because of several reasons.

The challenges that hinder the involvement of SWD in physical education curriculum could be identified first. For this case the study states some of prioritized problems with relevant evidences and existing situations of the institutions regarding the consideration of students with disabilities in physical education curriculum in particular. The major problems are listed in relation to curriculum, resource, implementation, administration, safety and attitude related aspects.

Concerned bodies in the area of persons with disabilities have role to develop the advocacy, participation and giving attention in every aspect of life. The main part of the issue would be played by students with disabilities themselves. And also all professionals and physical educators can be forefront in acting over the problems related to the consideration of disabilities in physical education curriculum.

The opportunities that are stated in relation to physical education objectives can also include students with disabilities in the curriculum as well. The matters which, should given in consideration to SWD create several opportunities as equal as able students in the higher learning institutions.

Finally, all concerned bodies are problem solvers in giving attention to students with disabilities by using the models and strategies to design new or adapt curriculum in order to implement and evaluate its achievement regarding to the objectives obtained accordingly.

## **5.2 Conclusion**

In order to conclude the study on the bases of research results is reflected as follows regarding to the research questions and the objective of study undertaken.

The objectives of physical education in general can easily incorporate Students with disabilities who can maintain all the benefits of physical education equally with those of non disabled students in the higher institution. Other wise the physical education program can be incomplete in relation to its objectives stated under the syllabus. And also it is impossible to realize EFA with out consideration of SWD in the program.

But, there is the possibility of adapting special curriculum for students with disabilities of physical education in order to address their need according to the type and the level of disabilities or impairment. Opportunities that can be created and existed in physical education curriculum and in the natural setting of the environment can facilitate for SWD in order to get several advantages equally with those of non disabled students.



Even if there are the possibility and the opportunity in the higher institutions, they didn't give equal attention to students with disabilities as other students through the program, there are gaps between the subject and SWD at higher learning institutions' level.

When the facilities and the overall opportunities get fulfilled, can engage in the program and create other privileges for demonstrating their ability in the institution as well as in the society at large expense of participation through PE program.

SWD have also right to participate in any educational sector. SWD can participate in physical education program as equal as others too. There is less practicability in consideration to implement the curriculum designing, implementing and evaluating regarding to the need of students with disabilities.

Due to these reasons three higher institutions have no well constructed of fields, playing grounds and recreational centers with respect to the consideration of especially for Students with disabilities. The researcher believes all other higher learning institutions are also in the same status.

Less attitude from students themselves, teachers, parents and administration concerning the issues and the advantages obtained from participation. It is the basic issue to know the concerned parties that can play their role in consideration to persons with disabilities in the area of education and health related problems directly or indirectly. The role of PE teacher is indispensable in acting of the promotion for students with disabilities that enable the students to get several opportunities in the field or out of the field.

PE, APE and SNE are inseparable in their objectives and importance that gives opportunities for persons with disabilities through integration of subjects and professional aspect in the institutional level.

As mentioned earlier the study is about the challenges and opportunities in consideration to persons with disabilities in physical education curriculum in higher institutions. In this regard, Ethiopian educational institutions in particular are giving less attention in previous years of development and participation for persons with disabilities in physical education field.

But, in developed countries for those individuals in relation to the perspectives of general principles and facts of “Education for All” and “Human Right” in participation of every activity in the country treated as potential citizens as equal as any ordinary person.

Finally, the results of the study show some directions and indicate the basic challenges and opportunities for consideration to persons with disabilities in physical education curriculum. Higher learning institutions can play great role to break through the issue undertaken in the study accordingly.

### **5.3 Recommendation**

It is obvious that physical education helps to develop their health care and social interaction in the society at large when engaged in the program. The following recommendations come out of the study:

- It is possible to prepare comprehensive manual for the implementation of the curriculum in relation to the type and the level of the disabilities in the school as well as in the institutions.
- It should consider students with disabilities in the curriculum of PE
- Planned curriculum for those individuals should create great opportunities to become active participant in the department as well as in the institution at large.
- Thus higher learning institutions should facilitate the pre requisite activities and design the program accordingly. The facilities and required features in selected institutions show that except minor modification and buildings of necessary accommodation in each campus the rest points are not revealing the opportunities to students with disabilities.
- Policy makers, curriculum designers and the administration should give great solidarity with students in any aspect in order to obtain the excellence of change in education at large. Involving people with disabilities, particularly in planning and policy formulation with respect to different services for people with disabilities, should be underlined.

- Teachers of PE should take the leading position in consideration to students with disabilities in the curriculum and at higher institution teaches students of physical education must develop positive attitude towards students with disabilities in their schools and in the society that make them to participate SWD in any related activities in the school sport competition and recreational activities. And also Parents' role is the most determinant factor on the children's future career and life.
- Create and develop some of the school related opportunities and strategies for SWD that emphasizes on physical education program that can maximize their participation.
- It is also researchable to invite researchers in the current issue.

Based on the opportunities and the strategies given it is possible to implement and ahead even one step forward regarding to the considerations of students with disabilities in physical education program.

Finally, it is time to explore all potentials on educational development and creating new generation including all citizens for future Ethiopia.

## CHAPTER FOUR

### Results of the study

This chapter is devoted for the analysis of the different data collected by the help of the intensive tools and sampling technique designed for this particular study. Attempts are made to scrutinize the prevailing challenges and opportunities to SWD in Curriculum of PE at Higher Educational Institutions. The chapter is organized in such a way that the specific objectives of this study and the leading research questions are addressed throughout the chapter in logical manner. All the discussions and interpretations revolve around the overall objective of the study based on the data obtained the stated scope of the study.

#### 4.1 Background of the Respondents

The respondents are the data sources who are selected in such a way that they can provide relevant and valuable data on issue under investigation. A formulated questionnaire was distributed to 30 respondents (instructors) at three Higher Educational Institutions namely, AAU, BDU and KCTE, out of which 28 (93.3 %) actively participated and returned the questionnaire back to the investigator after responding to 100% of the questions. 2 (6.7%) of the respondents out of 30 couldn't return the questionnaire back, For they are the most concerned bodies in relation to the topic of this study, all the respondents consulted for the data are from Physical Education and Sports Departments of the respective Institutions. Regarding the FGDs, all the discussants include SWD at Center for Disabilities at AAU

Table 4.1 provides a highlight on the background of the respondents with respect to some important characteristics namely, sex, institutions where they are working, the level of their education, and their work experience.

**Table 4.1:** Background of the Respondents

Character	Participants	Frequency	Percentage
Sex	Male	25	89.3%
	Female	3	10.7%

	<b>Total</b>	<b>28</b>	<b>100%</b>
Institution	AAU	8	28.6%
	BDU	15	53.6%
	KCTE	5	17.8%
	<b>Total</b>	<b>28</b>	<b>100%</b>
Educational Status	PhD and Above	3	10.7%
	MSc/ MEd	20	71.4%
	BSc/ BEd	4	14.3%
	Diploma	1	3.6%
	<b>Total</b>	<b>28</b>	<b>100%</b>
Work Experience in Years	1-5	13	46.5%
	6-10	6	21.4%
	11-15	3	10.7%
	16 and Above	6	21.4%
	<b>Total</b>	<b>28</b>	<b>100%</b>

Female respondents constitute 10.7% of the total because there is less number of female employees in the field of Physical Education as compared to that of male. 53.6% of the respondents are from BDU. Regarding student respondents, total of 8 SWD attend the interview and Focus group discussion involved informants of each higher learning institutions.

this is because large number of population in Physical Education Department is found in BDU as compared to other Higher Institutions. Educational status and work experience are intentionally included because these might be among the factors that determine the development of special program for students with disabilities or adapt the curriculum based on the need of students at higher institutions.

The different sections and sub-section here below provide the presentation on the gathered data, discussions on the data with respect to stated objectives, and the interpretations in line with the study objectives.

#### 4.2- Completeness of PE curriculum with out inclusion of SWD

The objectives stated in PE program for any individual are the basic issues that need to be underlined. There is no restriction that favors exclusion of students with disabilities. That is why 89.3% of the respondents (see table 4.2) agreed that the physical education program might be incomplete in relation to achieving its objectives stated under the Syllabus if it ignores inclusion of SWD. Therefore, this is an indicator that leads us to give emphasis on ways of considering Students with disabilities in the curriculum of PE or finding other options in order to make the curriculum complete enough.

In line with this, Crowe (1977) stated that no program of adapted physical education should be considered complete unless it includes provision for modifying sports and games. Furthermore, it is emphasized by some other sources that it *is* impossible to achieve the Millennium Development Goals (MDG) with out the participation of Persons with disabilities (WVUK, 2007). The participants further pointed out that the need to educate is unquestionable. The ETP policy document also notes that persons with disabilities are entitled to be admitted to regular educational programs.

**Table 4.2-** Responses on completeness of PE curriculum with out inclusion of SWD

"Do you think that Physical Education becomes complete in terms of its objectives with out inclusion of students with disabilities in the Curriculum?"		
Responses	Frequency	Percentage
Complete	1	3.6%
Not complete	25	89.3
Not applicable	2	7.1%

<b>Total</b>	<b>28</b>	<b>100%</b>
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**4.3- The Benefits of PE for SWD in higher Educational institutions**

85.7% of PE teachers (see table 4.3) are convinced that the benefits of inclusion of students with disabilities in physical education program according to its purpose. That implies the objectives of Physical Education in general can easily incorporate Students with disabilities who can maintain all the benefits of Physical Education equally with those of non disabled students in the Higher Institution. But 10.7% of the respondents said that inclusion has less importance and that it is not applicable in accordance with the objectives of Physical education program.

Table 4.3- The Benefits of PE for SWD in higher Educational institutions

“Do you believe that Physical Education benefit Student with Disabilities in the Institution that you are working according to its objectives?”		
<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Benefits	24	85.7%
Doesn't benefit	1	3.6%
Not applicable	3	10.7%
<b>Total</b>	<b>28</b>	<b>100%</b>

Besides the response of teachers, SWD in focused group discussion sessions underlined that engaging in the program helps them develop their health status and social interaction in the society at large.

#### 4.4. Possibility to Adapt PE Curriculum for SWD

As shown that in table 4.3, 92.8% of the respondents agreed that there is possibility for adapting other Curriculum for students with disabilities in order to address their needs according to the respective types and the levels of disabilities and impairment. This indicates that it is possible to say that it is possible to create other opportunities for Special group of individuals. On the other hand 3.6% of the respondents think that it is impossible.

**Table 4.4-** The Possibility to adapt physical education curriculum for SWD

“Is it possible to adapt PE curriculum for SWD in Higher Educational Institutions?”		
Option	Frequency	Percentage
Possible	26	92.8%
Not possible	1	3.6%
Not applicable	1	3.6%
<b>Total</b>	<b>28</b>	<b>100%</b>

As stated in the review of literature, the policy document has also underlined that efforts will be made to enable both the handicapped and the gifted to learn in accordance with their potentials and need (Educational structure no.2.2.3) (WVUK, 2007). The responses of the interviewees hence align with the policy directions of the government with respect curriculum of PE in higher educational institutions.

#### 4.5. Engagement of SWD in physical Education



**Table 4.5-** SWD come to join PE Department at higher institution

“Have you ever faced students with disabilities who come to join the Department in your institution?”		
<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	12	42.9%
No	16	57.1%
Not applicable	-	-
Total	28	100%

Almost half of the teachers (42.9%) exclude SWD that come to PE field from the class, because of the level of impairment and the inconvenient teaching learning environment. But the rest 50% tried to accommodate in simple activities only for the sake of their participation in practical sessions based on their will.

Unlike the majority, the researcher however believes that if there is preplanned curriculum for those individuals it will be great opportunity to make them active participants in the department as well as in the institution at large. (Deborah 1994:202) state that

*“Considerable thought and planning are needed to make mainstreaming effective and physical education a successful experience for all students involved. Teachers might incorporate activities especially designed for individuals with disabilities in to the curriculum.”*

In relation to this, SWD in their part replied during discussions that most of the times in secondary schools’ PE teachers make them sit alone to the side with out participating and encouraging them. Being marginalized from relaxation and recreational events exposes students to be in a position of inability of doing physical exercise and movement skills. Also others said that in some occasions they play ball games on wheelchair after observing what other students do. A point here is that it should also be noted that

marginalizing SWD is a violation of the right to education/inclusion stated by MOE as “all children should not be discriminated based on their disabilities.”

**Table 4.6-** About the opportunities for SWD in PE program in higher institutions

Article 9(4) of the Constitution the Federal Democratic Republic of Ethiopia (FDRE, 1994) states as follows:

“All international agreements ratified by Ethiopia (such as the Universal Declaration of Human Rights of the child 1989, the standard rules on the Equalization of Opportunities for Persons with Disabilities 1993, and the Salamanca framework for action on inclusive education 1994 are an integral part of the law of the land.”

“Do you think Higher Institutions are giving equal opportunities to students with disabilities to participate in Physical Education?”		
Responses	Frequency	Percentage
Yes	2	7.1%
No	25	89.3%
Not applicable	1	3.6%
<b>Total</b>	<b>28</b>	<b>100%</b>

It is known from the practical experiences at higher institutions, that the selection of department for the students with disabilities is based on the interests of students to join some social science, law and language departments. But 89.3% of the respondents pointed out that even if there are possibilities and the opportunity in the higher institutions, they are not given equal attention. Thus it is the researcher’s position that higher institutions should facilitate the pre requisites and design the program accordingly.

Also SWD said during discussion that they didn’t get the invitation to join the department at higher institution and even not told about the importance of physical exercise and physical education programs. Another gap exists in relation to involving SWD at higher learning institutions in PE.

#### 4.6. Perceptions about the ability of students with disabilities to participate in PE Programs

As it can be seen from Table 4.7, 64.3% of professionals support that they SWD can participate. But, 32.1% argue that SWD can not be engaged unless special program is designed for them including fulfilling in advance all the necessary conditions in order to create conducive environment for facilitating the teaching learning process. This argument aligns with the Higher Education Proclamation No. 351/2003 that states:

Students with Disabilities shall get special support in order to accommodate their special educational needs. Every higher education institute should open its door to people with disabilities and is required to provide the necessary material and professional support to meet their special educational needs

In this regard the SWD responded that given that all the required facilities get fulfilled, they can successfully engage in the program and that this will be a privilege that enables them to demonstrate their ability in the institution as well as in the society at large. It is clear that if the program is launched and the opportunities are given to SWD, they can engage themselves in the program.

**Table 4.7-** Perceptions about ability of SWD to engage in PE program of higher institutions

“Do you believe that students with disabilities can engage themselves in Physical Education program of Higher Institutions?”		
Responses	Frequency	Percentage
Yes, they can	18	64.3%
No, they can't	9	32.1%
Not applicable	1	3.6%
<b>Total</b>	<b>28</b>	<b>100%</b>

4.7. Capacity of Physical Educators to Engage SWD in Secondary Schools' PE Instructions

It is obviously true that any individual who graduated from higher institution is expected to apply what he or she has acquired from the field studied. But what matter is that this depends on of the level of the development of their knowledge, skill and attitude towards SWD during the time they spent in the department. They will be less effective if they graduated from an institution which its PE department is with little concern for SWD. 60.7% of respondents pointed out those students who graduated from Department of Physical Education in higher institutions couldn't better demonstrate for SWD in schools, because there is no adequate pre-courses that equip them for the possibility of application. 17.9% of respondents agreed that it is not applicable. Only 21.4% believe that they can engage in regular instructions on simple activities and writing reports based on what others are doing.

**Table 4.8-** Physical Educators' capacity to engage SWD in secondary schools' PE instructions

"Can Physical Education teachers who graduated from higher Institution make the students with disabilities to be engaged in regular instructions of secondary schools?"		
Resposes	Frequency	Percentage
Yes, they can	6	21.4%
No, they can't	17	60.7%
Not applicable	5	17.9%
Total	28	100%

*(Deborah 1994:191) According to sherrill "The essence of good teaching is the essence of adapted physical education to adjusting the curriculum and instructional process to accommodate a diversity of individual needs while ensuring each student the opportunity to participate fully, successfully and safely in physical education."*

#### 4.8. Reliability of EFA in Higher Institutions with out considering SWD

Even the term of “Education for All” is direct forward that advocates that any body can be a part of everything regardless of internal and external influences. Especially for students with disabilities it is more privilege and opportunity to realize it in the physical education curriculum. 82.1% of the respondents (see table 4.9) think that it is impossible to realize EFA with out consideration of WSD in the program. But 17.9% of respondents maintained a position that it can be realized with out considering SWD in PE. This implies that the inclusion of SWD in the program is an opportunity to them according to the principle of EFA.

**Table 4.9:** Reliability of EFA in higher institutions with out considering SWD

“Do you think “Education for All” can be realized in higher institutions with out considering SWD in physical education curriculum?”		
Responses	Frequency	Percentage
Yes, it can be	5	17.9%
No, it can't be	23	82.1%
Not applicable	-	-
Total	28	100%

The Education for all proclamation of Ethiopia in the 1994 ETP in Ethiopia clearly stated that:

Among the school age children with disabilities in the country, only a small number have access to Education. Ensuring the participation of children with

disabilities or those with Special Educational Needs in all educational structures, that is in Early Childhood Education(ECD), general Education (primary and secondary), Technical and Vocational Education and Training(TVET) and Higher Education, presents a real challenge.(WVUK, 2007; 5)

#### 4.9. Applicability of “Sport for all” in Higher Education Institutions with respect to involving Students with Disabilities

(Deborah Wuest, Bennett Lombardo, 1994:119) state that, the intramural program can also contribute a great deal to the attainment of the social and affective development objectives of Physical Education.

There is a good beginning in the higher institution competition in making SWD to participate in different sport activities in order to demonstrate their talent and skill in front of others in confidence and in the spirit of being competent citizen in the sport arena. But, as you can see in the table 4.10, 46.4% and 39.3% of the respondents still found Sport for All logo to be less and very less applicable respectively. Therefore, a lot of work is left behind for higher institutions in this regard.

**Table 4.10-** Applicability of “Sport for all” regarding the participation of SWD in Higher institutions summarized based on the level of question of:

“How much is “sport for All” applicable in Higher Institution with regard to the involvement of students with disabilities?”		
<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Very less	11	39.3%
Less	13	46.4%
High	4	14.3%
<b>Total</b>	<b>28</b>	<b>100%</b>

In addition, a disabled student, Tsehayu Kebede, form Department of Sociology at AAU said that he was able to explore his talent through participation in sport competition at

Hawassa University in 2010 Ethiopian Higher Governmental Institutions Sports Festival, the occasion on which he won prizes of two Gold medals of 100m and 400m wheelchair run.

#### 4.10. The right of SWD to participate in PE program

**Table 4.11:** The right of SWD to participate in PE

“Do students with disabilities in your institutions practice their right to participate in Physical Education program?”		
Responses	Frequency	Percentage
Yes, they have	23	82.1%
No, they haven't	5	17.9%
Not applicable	-	-
Total	28	100%

In general it is convincing that everybody including SWD has the right to learn and participate in any educational sector. 82.1% of the respondents also agreed on the right of SWD on engaging themselves in the program with out any restriction. But 17.9% of respondents are said they have no right to exercise because of the following reasons:

- Since the Admission criteria set in physical Education curriculum is not allowing them to join in the program. For instance, it is accepted that only those with out impairment can join the department
- Less availability of facilities and equipment; and conducive environment that help them engaged in higher institution
- SWD have no right to claim for participation because; the program is not looking through it before.

In relation to this SWD during the discussion strongly argued against the current practice which forced them to loose their right of participation in any educational aspect as they

need. However, it is possible to make inclusive by considering in the curriculum or adapting from related specializations.

From (MOLSA, 1999) In relation to this Feruz (2006) stated as follows:

Despite of the fact that persons with disabilities have equal rights as any citizen in the country, they are unable to become full participants in all round activities in the community due to negative out look, which create social and environmental barriers

The following table shows the features of observational findings from three institutions with the existence of stated facilities, accessibilities and program accommodations in each institution regarding the consideration of SWD.

**Table 4.12-** Results of observation check list

No	Features observed	AAU		BDU		KCTE		NA
		Yes	No	Yes	No	Yes	No	
1	Convenience of Institution placement	X		X		X		
2	Accessibility of Pathways and infrastructure	X		X			X	
3	Accessibility of Recreation centers	X			X		X	
4	Play grounds	X			X	X		
5	Safety and security from physical hazards like holes	X			X		X	
6	Laboratories		X		X		X	
7	Library	X			X		X	
8	Computer room for SWD	X			X		X	
9	Competitive sports	X			X		X	
10	Participation of SWD in intramural activities		X		X		X	

N/A stands for 'Not Applicable;



As indicated above in the table 4.12 about the facilities and fulfillments of required features in selected institutions, except minor modification and buildings of necessary accommodation in each campus, the rest of the points show reveal that there are good opportunities for students with disabilities. Especially AAU has more conducive situation to launch adapted physical education program for SWD. And also it shows some direction to consider the above-stated parameters in designing curriculum in the respective educational institutions.

### **4.3 Challenges with respect to considering SWD in PE Curriculum**

In this paper, physical education teachers, key informants of learning institutions, and students with disabilities participated in the overall process of the study through the discussion, interview and open ended questions.

The major problems that inhibit considering persons with disabilities as equal as others are discussed here below. The problems include those related with curriculum, resource, implementation, administration, safety and attitude.

#### **4.3.1 Curriculum Related Problems**

as it is responded by physical education teachers and informants of learning institutions; there is no physical education curriculum for this special group in Ethiopian Higher Learning Institutions. The existing Curriculum gives only a leap service entitled as “Introduction to Adapted physical Activities” Otherwise there no any established independent and intensive programs that are devised to meet the dynamic needs of SWD. Because of that Curriculum designers might think that persons with disabilities are not functioning properly in the society as any individual’s act at large. And also, its selection and entrance criteria are not set in Physical Education program with respect to the type and the level of Impairments of students in the higher institutions. Despite the fact that Physical Education Curriculum has well designed courses, they are not appropriate for disabled students and also not encourage those students to participate in Physical

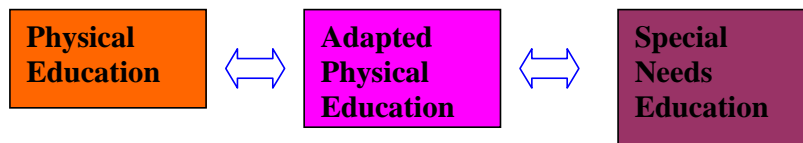
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Education Program. This shows that there is less incorporation and integration of Physical Education with that of Special Need Education and Adapted Physical Education.

Therefore, higher learning institutions should integrate these three broad fields as shown below:

To consider the students with disabilities as regular students it is clear that it needs understanding the ways of integration of three subjects because of the fact that each field has the curriculum with clear objectives and target based activities.

**Fig.4.1.** Diagram of PE, APE and SNE integration



As shown on the diagram above, physical education, adapted physical education and special needs education are inseparable in their objectives and importance. Even though, the country in general and the higher learning institutions in particular are far from the reality, all of three give opportunities for persons with disabilities.

#### **4.3.2 Resource Related Problems**

Regarding resource related problems, the informants replied from different angles, which the researcher presented here below by classifying them in to three subcategories namely, material and facilities, professionals, and budget shortage in the learning institutions.

**A. Materials and Facilities-** Materials and facilities are mandatory for the consideration of Students with disabilities in physical Education curriculum; and also in order to address all possible objectives of the program. Those materials could be well developed, standardized, and quality items based on their specification and durability to function properly. It was known from the responses that these required equipments are not available in the institutions so as to address the different types of impairments (visual, hearing and physical).

**B. Professionals:** Fait (1989:10) indicate that the increased number of highly trained professionals in special physical education contributed to the growing awareness that movement experiences for handicapped must be personalized to maximize learning. It is very crucial to give emphasis on professional aspect because with out well trained and qualified individuals in the area of APE, it is impossible to implement the curriculum and produce qualified citizen in perspective to resource building capacity. It is found that there is less availability of qualified professionals in the area of Adapted Physical Education or the provision of Physical Education Teachers with APE in Higher Institution. So that it is better to think of professionals in parallel to other resources of the issue.

**C. Budget:** Tibebu (1995) as follows:

Shortage of resources (trained human power, instructional materials, facilities, and equipment), inaccessible physical environment (school compound, classroom and buildings and path ways) and lack of coordination between the different stakeholders have limited the progress of inclusive education in the country.”

Of course it might be new program of adapted physical education in the higher institutions level and it needs a lot of budget in order to capacitate Students with Disabilities in well organized manner equipped with the field. The source of this budget could be raised from different concerned bodies who are working on the related issues of problems at national and international levels. Governmental and Non Governmental Organizations might be the source of the needed budget. Such as: ILO, WHO, EUC, MOE, MOYS and Associations.

#### **4.3.3 Implementation Related Problems**

The information obtained from teachers indicates that there is less practicability in the curriculum design, implementation and evaluation regarding considering the need of students with disabilities. Even students who graduated from higher institutions are not encouraged to implement different inclusive teaching styles in Schools where they have been employed. This is because of the fact that they ignore them from the very beginning by believing that there is no place for disabled individuals in the physical education and sports. This shows that they give less attention to SWD. Another reason behind is also

lack of experience and trend so far in involving SWD. Therefore it calls for preparation of comprehensive manual for the implementation of the curriculum in relation to the type and the level of the disabilities in the schools as well as in the institutions. Finally, these implementations should be evaluated in measurable parameters in order to find out the progress and improvement of the program.

#### **4.3.4 Administration Related Problems**

The responses from the management bodies of the learning institutions, show that some times administrative challenges also play a greatly impact consideration of Students with disabilities in PE. It is obviously known that SWD need special support, facilities, infrastructure, teaching materials, reading materials and class formation based on the characteristics of each disabled students. Therefore, due to the fact that it needs extra effort than other students, the administration may not be willing to give attention to SWD. Therefore, the administration could give great solidarity to consider equally with those students in any aspect in order to foster the excellence of change in Education at large. In this regard, Fait, 1989:65) emphasized that organizing and administering a special physical education program requires a concerted effort to develop policies and procedures that fulfill the needs of handicapped students with in the guidelines of federal and state.

#### **4.3.5 Safety Related Problems**

Based on the discussions held, safety is serious issue. This include fulfillment of infrastructure, buildings and precaution activities in the Institutions. Most of higher institutions have no well constructed fields, playing grounds and recreational centers especially for Students with disabilities. And also, safety and health related problems are primary considerations for all students that otherwise could danger their existence of SWD. Therefore, safety should be one of the critical policy concerns in the institutions so as to undertake all activities effectively and efficiently. This problem can be counteracted through the participation of all community of the institutions and external bodies.

#### **4.3.6 Attitude Related Problems**

As the information collected from all participants of the study regarding attitudes towards SWD, the school community has no good attitude towards disability and about the characteristics of disabilities. There is also no known how about Adapted Physical Education among the students themselves, Teachers, Parents and Administration concerning the issues and the advantages obtained from participation. Regarding attitude towards disability, change should be brought about among the following bodies:

**A. Students with Disabilities-** respect, self confidence and self image should first begin from should begin from one's own attitude. If Students with disabilities accept themselves as weak, hopeless and unwanted individuals, it is the very difficult to introduce change in to their lives and attitudes. But others who recognize themselves as strong, faithful and wanted by society and country, they can bring change through out the world. They can possibly maximize their potential in order to exploit over challenging world of their life.

**B. Teachers of PE-** not only moral consideration to participate them in the program is crucial but also the attitude towards the students with disabilities is the most important. Unless physical education teachers can not take initiation, who ever take before because, they are moderators of changing the attitude of Students, parents and the society at large. Therefore, teachers of PE should take the leading position with consideration to students with disabilities in the curriculum. And at higher institutions, they should teach students of physical education to develop positive attitude towards students with disabilities in their schools and in the society that enable them to participate SWD in any related activities in the school sport competition and recreational activities.

**C. Parents** – not least but the last problem which influence in considering SWD is parents' attitude towards their children with disabilities starting from home that might be discouraging them. Because, they tell them that they can not perform any activity and can not go to schools. Then, the only option they have is to stay at home all their life and become idle. Unlike this, parents can initiate, encourage and motivate the children from the very beginning that they can change this world and this world

expect something from them. By so doing they trigger to develop positive attitude of self image and personality in the minds of their children. Parents' role is the most determinant factor on the development of children's future career and in their life. It is possible to consider students with disabilities in physical education curriculum when the participation of parents is realized and valued.

Tirusew (2005) stated that, in Ethiopia, there is a general tendency to think of persons with disabilities as weak, hopeless, dependent, and unable to learn the subject of charity. Moreover, it is stated in MOE (2006) as:

The participation of Persons with disabilities in education is poor. This is due in part to negative social attitudes since society in Ethiopia marginalizes people with disabilities for different socio-cultural reasons. Poverty, insufficient school coverage across the country and low level of educational quality are also factors.

Table 4.13 shows the number of SWD in AAU main campus with respect to sex, the type of Impairment, and level of education in years

**Table 4.13-** Physical, Hearing and Visual Impairments at AAU main campus.

<b>Type of Impairment</b>	<b>Year in Campus</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Physical</b>	1 <sup>st</sup>	18	3	21
	2 <sup>nd</sup>	11	2	13
	3 <sup>rd</sup>	19	1	20
	4 <sup>th</sup>	36	5	41
<b>Hearing</b>	1 <sup>st</sup>	14	7	21
	2 <sup>nd</sup>	15	6	21
	3 <sup>rd</sup>	1	-	1
	4 <sup>th</sup>	1	-	1
<b>Visual</b>	1 <sup>st</sup>	58	27	85
	2 <sup>nd</sup>	12	1	13

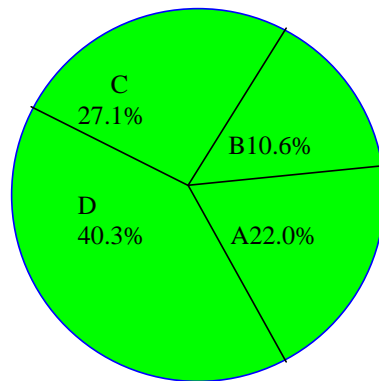
	3 <sup>rd</sup>	20	4	24
	4 <sup>th</sup>	51	27	78
Total		256	83	339

Source- AAU- SWD Association center

This implies that enrollment of SWD is increasing at higher learning institutions. Visual impairments take the leading rate of 59% in the institutions; physical impairments take the second position (28%) and hearing impairments constitute 13% of the total.

Another question is forwarded for Physical education teachers about barriers that hinder consideration of students with disabilities in the curriculum of Physical Education at Higher Institutions. The result is shown in the pie-chart below:

**Fig.4.2.** Pi Chart on Challenges presented by PE Teachers



**Legend:**

- A- SWD don't like to Join PE
- B- SWD don't have Ability to Perform PE
- C- Difficult to Teach SWD in PE
- D- Lack of facilities and Equipments

As it is displayed on pi-chart the leading challenge compared to others that hinder the consideration of students with disabilities in physical Education program is lack of facilities and materials in higher institution. 40.3% of the respondents take this problem as the first. 27.1% assume that the difficulty of teaching SWD in physical education and relatively similar with 22.0% shows that the SWD don't like to join the PE program at higher institution level. 10.6% of the respondents believe that they SWD can not perform Physical activities i.e. they have no ability to do.

(Deborah 1994:202) state that:

Considerable thought and planning are needed to make mainstreaming effective and physical education a successful experience for all students involved. Teachers might incorporate activities especially designed for individuals with disabilities in to the curriculum.

#### **4.4 Advantages of inclusion of SWD in PE Curriculum**

According to the responses of physical education teachers on open ended question and the responses of SWD during discussions, inclusion of students with disabilities in physical Education program offers the following opportunities:

- Can help to Socialize in making friends and interacting with people
- Can provide Physical, Psychological, Social and Economical Advantages
- Make to be Competent Mentally as well as Physically strong, powerful and speedy potentials in citizenship as non disabled students
- It can be a tool to demonstrate their talent as if they are able for everything
- Benefits their health career enable them to develop all Educational Domain (Cognitive, Affective and Psychomotor) in order to lead a quality life style teach and equip with knowledge, skill to create free environment from diseases
- To develop optimum physical fitness, maximize the living life by improving their wellness
- To aware about their body aspects, self confidence, self image of quality life
- To develop basic skills such as Gross Motor skills and Fine Motor Skills in day to day practices



- To stable and up right emotionally in challenging situation, that means to develop tolerance in any circumstance they can face
- Can give them opportunities to be professionals and employee in the field
- Can reduce their attrition rate from the discrimination
- Helps to prevent from secondary conditions related with disabilities such as overweight and depression
- To adapt different exercise according to the type of disability
- Give ability to perform any responsibilities independently that they can get every opportunities which are others able individuals are getting ; such as leading healthy life style and to get career in the professional aspect
- The Feeling of being treated equally makes them to be happy and reduce discrimination from the society
- To maintain postural disfigurement

There are several opportunities stated in different areas of cases and topics earlier. Here simply to mention some of the School related opportunities for SWD that emphasizes on physical education program.

(Deborah 1994:193) clearly indicate that With respect to physical education services, opportunities range on continuum from fulltime placement in the regular physical education class to fulltime in adapted physical education class. On the other hand Crower 1977:9) stated as follows:

Teacher education institutions must also include information on procedures to be followed for their students specializing in Physical Education and Recreation so that they are prepared to teach classes and offer programs for all types of disabled persons.

In addition to these, it is mentioned in WVUK, 2007) as follows:

*In order to address these issues and scale up inclusive education in Ethiopia, the following interventions are recommended:*

- *Expanding teacher education and training programs in special needs education at different levels in all teacher education institutes in the country.*
- *Developing school based research groups in collaboration with teacher education and training institutes to conduct research and promote inclusive education in the school system.*

- *Mobilizing family resources through establishing a strong connection between schools and the families of the children with disabilities.*

Involving people with disabilities, particularly in planning and policy formulation with respect to different services for people with disabilities should be underlined.

#### **4.5 Strategies to Consider Students with Disabilities**

The possible strategies that can be used to solve the problem of exclusion of SWD in the curriculum of PE as discussed by informants of the learning institutions and physical education teachers are summarized as stated below:

- Identifying the level and the type of Disabilities in order to arrange University and College level fitness program for SWD by giving equal opportunities as given for others
- Creating awareness on the need for involvement for SWD in Physical Education Curriculum
- Developing another curriculum for student with disabilities in relation to Adapted Physical Education in order to address with its own Objectives from the existing Physical Education Curriculum.
- Revise and modify the curriculum based on the reality exist
- Train Professionals in this regard by exchanging Educational information on these issues by means of workshop, seminars, and research.
- Prepare the Material, Equipment, and Facilities sufficiently to fit the need of the SWD in Higher Institution
- Curriculum Designers and Committee should have Knowledge, Skill and Experience by updating the information about the benefits and the objectives of Adapted Physical Education and Physical Education in order to practice it clearly.
- Harmonizing the notion of Para Olympic with the objectives of Physical Education that can help them and boost out their performance
- Recreational Activities should be developed much more in Higher Institutions by giving Extra time for SWD

- Acting through the provision of specific and special strategies in considering SWD in the Curriculum
- Create equal opportunities to SWD through inclusive manner in PE program that they can be problem solvers and potential citizen for the country

(Deborah 1994:118-119) State that...

The Adapted Program should be diversified in its scope and suited to the needs of students with various disabilities, limitations, and capacities. Developmental in nature includes Exercises, Games, Rhythms, Aquatics and Sports designed to meet the unique Physical Education needs of the students. It is designed to provide a learning environment that is safe and the opportunity for each individual to experience success and achievement.

#### **4.6 Basic Requirements to consider students with disabilities**

The physical education teachers respondents replied on the basic requirements that need to be fulfilled according to the level and the type of impairment for which the institution will launch the program Therefore, the following requirements are listed as preliminary actions:

- Set Criteria to select students with disabilities for Physical Education program
- Equipment and infrastructure including playground, gymnasium, supplies and suitable environment
- Qualified professionals in the area should be developed by in-service-training for PE teachers and concerned bodies in order to enhance their capacity regarding the issue
- Revised Curriculum based on the Legitimate Principle of Education for All that can accommodate SWD equally with others
- Collaborative Working atmosphere with different concerned bodies and parties
- Increase the enrollment of SWD in Higher Institutions
- Dedication and being optimist on the interest or awareness to Inclusive Education

These implies that based on the opportunities and the strategies given it is possible to implement and go ahead even one step forward regarding the considerations of students with disabilities in physical education program.

As mentioned by Fait (1989), Education for All (EFA) is the basic intent of our democratic faith, and the opportunity for each individual to develop optimum potential is a guiding principle of our educational system.

#### **4.7 Concerned and Responsible Bodies**

It is the basic and crucial issue to know the concerned parties that can play their role in consideration of persons with disabilities in the area of Education and Health related problems directly or indirectly. From the responses of the FGDs the researcher has found some of the responsibility takers as mentioned below are:

- Higher Institutions- both Academic and Administrative staffs, Policy Makers, Curriculum Designers and Committee
- Professionals-Physical Educators, Teachers, Coaches, Officials, Special Needs Educators and Educational Expertise at various level
- Persons with Disabilities-Students with Disabilities themselves should fight for their own Right, Advantages and Need
- Associations – working and acting in the area of Disabilities
- Governmental Organization-MOE, MOYS and MOLSA
- Non Governmental Organization- UNESCO,
- Federations working on disabilities and Para Olympic
- Parents and Society where SWD are living in, communicating, and handling their day to day careers.

(Deborah 1994:197) stated that Parents also have right to attend the meeting to develop the IEP and indicate their approval by signing the document.

#### **4.8 The Role of PE Teachers**

The essence of mandate for PE teachers are not simply transfer Knowledge, Skill and Attitude to Students in the Educational Institutions rather there are a lot of opportunities can be created by Physical education teacher for SWD. Some of roles are listed below:

- Like that of any other Education giving equal opportunities to SWD

- Pay attention for disabilities by giving priority to SWD
- Acting as change Agent in the area of Specialization
- Sharing Experience to Develop teaching materials in APE
- Be updated and motivated to involve in the Process
- Develop Individualized Educational plan or refreshing curriculum for disabilities in order to achieve the intended objectives and needs of SWD
- Checking out its demand through need assessment in order to save Money, Energy and Time that persuade to speed up for its purpose
- Participating in Research conducting activities on subject related problems to counter the difficulties in advance
- Encourage Students with Disabilities to join in their concern and to participate in the sport activities
- Facilitating and organizing different sport events in their respective institution to develop students' competence that help SWD to cope up with confidence
- Communicating its relevance with SWD as well as to others who promote policy development and enforcement
- Forefront on what teachers can do on the existing situation in considering SWD by making policy makers aware to consider the issues in Physical Education

Fait (1989) stated that primarily concerned here with, the role of teachers in promoting a good environment for the whole some personality development of the handicapped. And also (*Deborah 1994:202*) stated that time is devoted to help students develop competency in life time sports so that they can participate in expanding community recreational activities and expanded opportunities for the disabled.

Teachers can also help students with disabilities become aware of the competitive sport opportunities available to them and gain the necessary skills to participate in these activities.

Therefore, the role of Physical Education Teachers is indispensable in promotion of the possible opportunities to SWD in the field of physical education so that these students actively involved in all arenas of life on the planet and contribute their share to the best of

their country. It should be well noted that it is time to explore all potentials on educational development and creating new generation including all citizens for future Ethiopia.