



Research Paper

## Challenges in Policy Implementation of Inclusive Quality Education and Sustainable Development Goal #4 in Ethiopian District Primary Schools

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### Abstract

Among the 17 Sustainable Development Goals (SDGs) of United Nations, Goal #4 calls for ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. However, students with disabilities continue to face exclusionary pressures, especially in developing countries. Achieving SDGs through inclusive education requires more than just declarations of intents; it demands strong commitment to action, ensuring that policies and strategies outlined in national and international frameworks are effectively put into practice. The purpose of this study was to investigate the challenges to achieving inclusive quality education and realizing sustainable development goal #4. Quantitative research design was used, with data collected through questionnaire administered to 219 teachers across six primary schools selected by random sampling. The study examined implementation of inclusive education policy, inclusive leadership, inclusive teaching supports, and availability of educational assistive technologies. The findings revealed that the overall implementation of inclusive education policy ( $M = 2.56, SD = 1.06$ ), inclusive leadership ( $M = 2.69, SD = 1.11$ ), availability of assistive technology ( $M = 2.5, SD = 1.2$ ), and inclusive teaching support ( $M = 2.80, SD = 1.24$ ) are all low. Moreover, one-way ANOVA revealed that there is no statistically significant differences among schools regarding practice of inclusive education ( $F(5, 213) = 0.427, p > 0.05$ ). In conclusion, effective implementation of policies and collaboration among all the educational stakeholders is mandatory for inclusive education and to realize SDG #4.

## 1. Introduction

Inclusive quality education is a crucial goal in modern education, aiming to create an equitable society. In the 21st century, the core idea of inclusive quality education is motivated toward strengthening the education system's capabilities and delivering on the promise of quality education for all (Opertti et al., 2014). Its main emphasis is on providing all students with equal access to quality education. This is particularly important for students with disabilities, who often face challenges regarding discrimination and

exclusion. Inclusive education ensures that every student learn in a supportive, and accessible environment. Thus, it promotes equal opportunities for success, regardless of disability.

Inclusive quality education, described as Goal #4, is one of the 17 Sustainable Development Goals (SDGs) (UNESCO, 2015). It aims to ensure that education is accessible and inclusive; catering to every individual's needs (UNICEF, 2021). This vision empowers students to lead fulfilling, and productive lives (UNESCO,

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2020). By fostering inclusive learning environments, all students, regardless of ability, can thrive and succeed academically. The problem is that, at the half a decade mark to 2030, the World is still off-track in all of the SDGs. The global SDGs status report by Sachs et al. (2024) indicates that European countries, markedly Finland which is ranked 1st with a score of 86.4, lead the world, while many developing countries, including East African nations, significantly lag behind in achieving these goals. Ethiopia was ranked 145th with a score of 55.2; it is one of the countries facing major challenges.

Inclusive education refers to creating flexible and welcoming environments that cater to diverse student needs. This includes accommodations, diverse teaching methods, and targeted support systems. The SDG #4 is envisioned to prevent any student from feeling marginalized, regardless of disabilities or learning challenges. In inclusive classrooms, students with special educational needs are treated equally and integrated into the school community (Florian & Black-Hawkins, 2011). The focus is on ensuring these students to reach their full potential. Thus, it promotes equitable opportunities and a strong educational foundation for all learners. Inclusive practices not only improve outcomes for students with disabilities but also foster a diverse society (Booth & Ainscow, 2002).

Policy implementation of inclusive education is crucial to realizing SDG #4, which aims to provide quality education for all, with a particular focus on inclusion, equity, and accessibility (Arkorful et al., 2020). In this regard, governments around the world have pledged to support inclusive education; however, it must be converted into concrete actions underpinned by adequate educational assistive technologies and structures. The policy implementation of inclusive quality education is lacking in both developing and developed countries (Slee, 2013). Inclusive education remains one of the most significant challenges for global educational systems (Ainscow, 2005). Research consistently identifies difficulties in applying inclusive education principles (Eleweke & Rodda, 2002; Ferguson, 2008; Slee, 2013; Wondwosen et al., 2014; Haug, 2017; Morina, 2017). Without genuine implementation, the rhetoric of inclusivity becomes meaningless. Particularly, inclusive education goes

beyond mere placing students with disabilities in mainstream classrooms; it involves transforming the education system to be more responsive to the needs of all learners. The transformation works to dismantle societal barriers, reduce discrimination, and foster values such as humanity first, peace, democracy, solidarity, sustainable development, empathy, and equality. Overall, achieving SDG #4 requires that inclusive education moves from a mere idea to a set of actionable, measurable practices that are regularly monitored and evaluated on the global scale. Schools must cultivate a culture that value diversity, support all learners, and honor the unique backgrounds of every individual, regardless of physical, intellectual, or socio-economic differences, for inclusive education to be fully realized (UNESCO, 2020).

Actually, the effective implementation of inclusive education is a complex global issue (Ainscow, 2005; Ferguson, 2008; Miles & Singal, 2010; Armstrong et al., 2011). A major challenge is overcoming negative attitudes towards individuals with disabilities and addressing their specific needs. According to UNESCO (2008), inclusion is an ongoing process aimed at providing quality education for all, regardless of diversity, abilities, or learning needs, while eliminating discrimination. Key principles include fostering togetherness, equality, acceptance, and tailored support. Understanding children with special educational needs is crucial for achieving inclusion (Alemayehu, 2018). However, few countries have made significant progress in implementing inclusive education, and many still face barriers (Mariga et al., 2014). Despite recognizing human rights, practical implementation of inclusive education remains challenging.

Article 9, Sub-Article 4 of the Constitution of Federal Democratic Republic of Ethiopia provides the legal foundation for inclusive education, supported by international agreements and national policies. Moreover, the idea of inclusive quality education is not well conceptualized by policy makers, educators, or practitioners of the country (Alemayehu, 2018). However, officials in the area of education face challenges in defining and implementing inclusive practices, creating disconnect between advocacy and practice. These gaps highlight the neglected rights of children with disabilities, despite Ethiopia's

commitment to international conventions and integration of these rights into national laws. The Education and Training Policy includes provisions for special education (MoE, 2023). However, access to inclusive education remains a challenge for children with special learning needs (Belay et al., 2015; Getahun, 2021), suggesting that implementation is still largely rhetorical despite legal guarantees.

According to UNESCO (2009), Ethiopia has made notable progress in increasing its net enrollment rate and improving educational access. However, this progress has not fully included marginalized children, especially those with disabilities. Despite being addressed in policy documents, the inclusion of children with disabilities in schools faces significant challenges. Approximately 17.6% of Ethiopia's population consists of people with disabilities, yet many still face barriers to education. These barriers include negative societal attitudes, physical inaccessibility, shortage of trained teachers, and inadequate educational assistive technologies. Such obstacles prevent children with disabilities from attending school, limiting their growth. Stigma also discourages families from seeking educational opportunities, perpetuating exclusion. This exclusion creates a cycle of marginalization, denying children the chance to succeed academically and socially. As a result, many children with disabilities remain outside the education system (Belay et al., 2015). This hampers their ability to acquire essential life skills and limits their potential societal contributions.

In Ethiopia, although efforts are made towards "Education for All", the challenges remain in providing quality inclusive education, particularly for those needing special services (MoE, 2022). Primary schools often fail to implement inclusion, with many policies remaining mere rhetoric. In Ethiopia, challenges like stigma, misconceptions (Alemayehu, 2018), and shortage of trained teachers hinder inclusion, negative attitudes, lack of support staff, unsafe environments, and insufficient assistive technologies further complicate the issue. There are also lack of educational materials, interpreters, and accessible infrastructures. Resistance to change from educators and policymakers, along with rigid school systems, also pose significant obstacles. Many schools lack suitable learning environments to meet diverse needs. Furthermore, insufficient budgets

prevent necessary adjustments. Alemayehu (2018) adds that limited understanding of inclusive education and disability issues leads to misconceptions and fears. This contributes to negative attitudes and deep-rooted resistance, further hindering inclusion efforts.

Despite this observable gap between the idea of inclusive education as outlined in policies and its actual implementation in Ethiopia, there has been little or no research focused on providing evidence to support the existence of this discrepancy, especially regarding SDGs. Thus, the purpose of this study was to investigate the concrete challenges in achieving inclusive quality education and to realize SDG #4 within the context of primary schools at Limmu District. For this, the factors contributing to the disparity between policy and practice were considered. Thus, the two research questions the study tried to get answers for are: (1) To what extent do education leaders advocate for and implement educational policies across various schools to realize inclusive quality education and SDG #4? (2) To what extent are curricula and assessment methods modified to support the diverse needs of students with disabilities?

## 2. Materials and Methods

### 2.1 Sample and sampling techniques

The study was conducted in primary schools within the Limmu District of the East Wollega Zone, Oromia Region, located in the western part of Ethiopia. The target population for this study consisted of 52 primary schools, 52 principals, 499 teachers, and 44 students with special educational needs. Among these, the District Education Office identified 16 schools to be actively engaged in implementing inclusive education. The 16 schools were selected for the study due to their commitment to inclusive practices. From the 16 inclusive schools, six were randomly selected, ensuring each school had an equal chance of selection and reducing bias. Teachers from these six schools were also randomly selected, with a total of 219 teachers participating in the study.

### 2.2 Data collection instrument

The questionnaire used for this study was carefully designed, drawing on relevant literature and researches that outlined current global practices of inclusive education. The key components for creating an inclusive environment; namely, practice of inclusive education,

inclusive schools leadership, availability of educational assistive technology, and inclusive teaching support, were considered in making the questionnaires.

Each item within the questionnaire was designed to be rated using a five-point Likert scale, where respondents were asked to express their level of agreement with each statement. The scale values were 1, 2, 3, 4 and 5 corresponding to strongly disagree, disagree, uncertain, agree and strongly agree. The questionnaire was originally prepared in English, and translated into Afan Oromo. The translation aimed to preserve the meaning and clarity of the items, allowing participants to fill out the questionnaire accurately and with full understanding.

To ensure the reliability and validity of the instrument, a pilot study was conducted with a small sample of participants. The results from the pilot study were analyzed using Cronbach's alpha coefficient and the value obtained was 0.74, indicating that the items were reliable and reasonably consistent in measuring intended purpose of the main study. Content validity of the questionnaire was checked by special needs and inclusive education experts from Ambo and Wollega universities. The experts confirmed that the items within the questionnaire were reasonably cover important issues in inclusive quality education.

### 2.3 Data analysis method

The data were categorized into key areas to support inclusive quality education analysis. Descriptive and inferential statistics were employed for a comprehensive analysis. Data were entered and analyzed using SPSS version 21. Descriptive statistics, including means and percentage offered insights into the implementation of inclusive education principles in the six primary schools. Overall mean values were used to indicate average participant responses, while standard deviations were utilized to highlight variations across items. The one-way analysis of variance (one-way ANOVA) was employed to infer whether significance differences were there or not regarding practice of inclusive education.

### 2.4 Ethical considerations

To protect the rights and privacy of the participants, confidentiality was maintained throughout the study. No actions were taken that would infringe upon the schools'

established rules and regulations. The researcher adhered to all relevant ethical standards to ensure that the study was conducted responsibly and scientifically. All data collected was handled with the utmost care, prioritizing the well-being of the participants.

## 3. Results and Discussion

### 3.1 Practice of inclusive education in primary schools

Table 1 presents the practices of inclusive education in primary schools in Limmu District. Many of the schools lacked a clear, defined policy on inclusive education. While policies advocate for equal opportunities, their practical application is inconsistent; policies are perceived as symbolic and rarely actionable. Teachers reported inadequate specialized support for students with disabilities, the absence of practical guidelines hinders the policy implementation, and financial arrangements are remain imaginary. The lack of assistive technology for students with disabilities further limits inclusion. Overall, the schools implement 39 % of the policies of inclusive education and the remaining are rhetoric than actionable. The low measurement of standard deviation shows that the data is clustered closely around the mean.

The findings highlight a significant gap between the goals of inclusive education policies and their actual implementation in primary schools. While inclusive education is recognized as an important goal, it remains inadequately realized. This disparity mirrors issues identified by Ileri et al. (2020), who noted similar challenges in other countries. Additionally, systemic issues like insufficient support from education authorities, unclear frameworks, and a limited finance exacerbate the problem.

There is a need for systemic reform to make inclusive education a reality for all students. Bridging the gap requires concerted efforts from policy makers, educational leaders, and teachers. Key actions include professional development through in-service training, improving infrastructure, and providing assistive technologies to support inclusion. Only through these collective efforts can inclusive education reach its full potential in primary schools.

**Table 1:** The practice of inclusive education policy (N = 219)

Items	Mean	SD
The school has a clear policy on inclusive education.	2.28	1.29
School legislation supports the principle of equal opportunity for all learners, including those with disabilities.	2.91	1.20
The existing policies ensure that all learners can attend their neighbourhood school without discrimination.	3.25	1.29
School policies acknowledge individual differences and promote respect for diversity.	3.23	1.33
School policies and financial arrangements support and facilitate the development of inclusive education.	2.17	1.31
The school provides assistive technology for children with disabilities.	2.19	1.26
The school implements the policies of inclusive education.	1.95	1.03
Overall Mean	2.56	1.06

### 3.2 Inclusive school leadership

The findings given in Table 2 show that many principals failed to take proactive steps to integrate students with disabilities into general schools, suggesting a lack of commitment to inclusivity. Additionally, they did not remove barriers that obstructed educational inclusion, nor did they enforce

policies to ensure that all students had equal opportunities to engage in the learning process. The data indicates that the leadership practices of primary school principals were notably insufficient, showing a low level of engagement and effectiveness in fostering inclusive educational environments.

**Table 2:** Status of inclusivity at school leadership level (N=219)

Items	Mean	SD
The school principal promotes and educates students with disabilities.	2.61	1.15
School leaders enforce and implement principles of inclusive education.	2.93	1.23
The school principal facilitates the work of teachers to help regular classes identify, assess, and meet the diverse learning needs of children.	2.97	1.28
The school has allocated budgets for the effective implementation of inclusive education.	2.40	1.28
The principal allocates budgets to purchase materials such as Braille paper, slates, styluses, white canes, sign language dictionaries, etc.	2.44	1.18
The principal organizes awareness sessions for the school community, teachers, and parents on various inclusive education issues.	2.39	1.20
The principal establishes positive home-school links with parents to encourage them to accept and fulfil their responsibilities.	2.49	1.30
The school has a clear strategy to reduce the dropout rates and repetition among students with special educational needs.	2.50	1.23
The school implements acceleration and promotion for gifted and talented learners as per curriculum adaptations or modifications.	2.79	1.41
Overall Mean	2.69	1.11

The finding aligns with the work of Ainscow et al. (2006), which emphasized the essential role of school leaders in driving inclusive education. They argued that effective leadership is not just about administrative skills but also requires a deep commitment to creating an inclusive environment, where every student is valued. Inadequate leadership in promoting inclusivity can hinder efforts to integrate students with disabilities, preventing schools from addressing the diverse needs of their students. Forlin (2013) similarly highlighted the need for school leaders to proactively foster inclusive practices and ensure that all students have access to an equitable and supportive learning environment.

Another significant issue was the lack of support provided by principals to teachers in addressing the diverse learning needs of students, particularly those with disabilities. The data showed that principals were not providing sufficient assistance in identifying, assessing, or meeting these needs. Teachers struggled to provide individualized support, and there was a lack of structured guidance from school leadership on how to tackle these challenges. This leadership gap likely contributed to the absence of personalized learning experiences for students, exacerbating educational disparities. Rose & Howley (2007) supported this finding, emphasizing the importance of leadership in strengthening teachers' capacity to address diverse needs of students. Effective leaders must offer professional development, assistive technology, and a supportive environment to help teachers manage the complexities of inclusive education. Without this guidance, teachers may feel unprepared or unsupported in delivering individualized instruction, negatively impacting students' educational outcomes.

Primary schools, especially those in underfunded areas, often faced budget limitations that hindered their ability to provide the necessary assistive technology for students with disabilities. The study highlighted a lack of essential materials, such as braille paper, slates, styluses, white canes, and sign language dictionaries, which are critical for supporting students with visual impairments and other disabilities. The absence of these assistive technologies created significant challenges for both teachers and school leaders in offering appropriate accommodations. Inclusive education cannot be fully realized without adequate financial and material

support. Assistive technologies such as specialized teaching tools are essential for meeting the needs of students with disabilities. The lack of these assistive technologies reinforces the need for funding.

Furthermore, principals were not proactive in organizing awareness sessions for the school community—teachers, parents, and students on inclusive education. These sessions could have played a crucial role in promoting understanding and support for inclusive practices, but they were not prioritized. The data indicated that the lack of initiative was partly due to principals' limited knowledge and skills in inclusive education. Without proper training, principals were unable to effectively guide their staff or the broader school community in implementing inclusive educational strategies. Principals who are not well-versed in inclusive practices are less likely to engage their communities in discussions about the importance of inclusion.

The absence of clear strategies to address student dropout rates and grade repetition, particularly among students with disabilities, also underscored the lack of comprehensive planning for inclusive education. Primary schools lacked effective mechanisms to retain students with disabilities or prevent grade repetition, further hindering their educational progress. This gap in strategic planning is consistent with the work of Hargreaves and Fink (2006), which argued that sustainable educational reform requires long-term strategies that address the needs of all students, including those with disabilities.

### 3.3 Availability of educational assistive technology

Table 3 highlights that the availability of essential educational assistive technologies to be a challenge to the effective implementation of inclusive education. This implies that the District Education Office's efforts to provide and distribute the necessary assistive technologies were inadequate. Ainscow (2005) underscores the importance of appropriate assistive technology for successful inclusive education, a need that is clearly unmet in this district. Hoogerwerf et al. (2021) pointed that insufficient assistive technology not only hinder the inclusion of students with special educational needs but also limit schools' ability to develop sustainable inclusive-practices.

**Table 3:** Availability of educational assistive technology (N=219)

Item	Mean	SD
There are adequate assistive technologies in the school to support students with disabilities	2.45	1.14
The district education office allocates sufficient assistive technology to the school for inclusive education	2.64	1.24
School leaders ensure assistive technology delivery and effective use for inclusive education	2.42	1.20
Overall Mean	2.50	1.20

Despite growing recognition of inclusive education's importance, the District Education Office has not made targeted investments in critical areas, including assistive technologies. As a result, students with disabilities and others with special educational needs lack the support necessary for academic success. This aligns with the finding of Forlin (2013), which highlights a lack of educational assistive technology and support systems to obstruct the full participation of students with disabilities in mainstream schools. Providing schools with the right educational materials, such as assistive technologies and personalized learning approaches, is crucial for ensuring that all students can engage in

meaningful learning.

The distribution of assistive technology also fails to meet the diverse needs of students. Without strategic investment in assistive technology that addresses the specific challenges faced by students with disabilities, schools remain poor-equipped to fully integrate the students into mainstream schools. Insufficient resource allocation and tailored interventions are key obstacles to the successful implementation of inclusive education. According to Booth and Ainscow (2002) and Jardinez et al. (2024) unequal resource distribution exacerbates educational inequality, leaving vulnerable students underserved. Without adequate assistive technology, inclusive policies are often ineffective, leaving teachers and students underprepared for inclusive quality education.

### 3.4 Inclusive teaching support

Table 4 shows that inclusive teaching support was inconsistent, with ineffective identification and assessment, poor utilization of data, and lack of communication with families. Research consistently indicates that inclusive teaching practices are often inconsistent across classrooms, especially for students with disabilities. Latorre-Coscolluela et al. (2024) noted that while teachers understand the theoretical importance of inclusion, challenges such as inadequate training, lack of assistive technology, and insufficient administrative support result in uneven implementation.

**Table 4:** Inclusive teaching support (N=219)

Item	Mean	SD
Teachers use learners' outcome data to design and assess their teaching strategies.	2.88	1.35
Teachers support students with disabilities in the classroom based on the trainings received on inclusive education.	3.10	1.29
Teachers collaborate closely with parents of students with disabilities regarding their learning progress.	2.48	1.18
Teachers identify and assess students' individual abilities and barriers to learning and environment.	2.93	1.25
A school-based support team is in place.	2.46	1.23
Support services are available for teachers.	2.33	1.21
Teachers receive regular training on inclusive education.	2.37	1.16
The district educational office support team visits the school regularly.	2.35	1.18
Overall Mean	2.80	1.24

This lack of consistency can lead to a “one-size-fits-all” approach that does not address the diverse needs of students with disabilities (Hehir et al., 2016).

The ineffective identification and assessment of students with disabilities is another significant challenge. Although assessment is crucial in inclusive teaching, many teachers lack the tools or skills to assess students' individual needs. This inability to conduct individualized assessments prevents teachers from tailoring instruction effectively, which is a key to successful inclusive education (Lazarus et al., 2022). Without continuous formative assessments, teachers often fail to adapt their teaching strategies to students' evolving needs.

The failure to utilize student data for planning and instruction is another critical issue. Karvonen et al. (2015) stress the importance of data-driven instruction in measuring teaching effectiveness and student progress. Without data, teachers may rely on assumptions, which can lead to ineffective teaching strategies. Data should guide instructional decisions, especially in inclusive classrooms where diverse learning needs require personalized approaches. Wilcox et al. (2021) emphasized that data helps identify which strategies are most effective for students with disabilities.

Additionally, teachers' ability to provide ongoing, effective support to students with special educational needs is often compromised. While many teachers are committed to inclusivity, they often lack the training, time, or assistive technology to address the unique needs of students with disabilities. As a result, these students do not receive the individualized instruction necessary for academic and social success. Inclusive education can only be successful when teachers are properly prepared and supported to meet diverse student needs. Opoku & Nketsia (2025) highlighted that lack of professional development in inclusive practices is a critical challenge

to support students with special educational needs in mainstream classrooms.

Lastly, the lack of communication with families is a significant barrier to effective inclusive education. Deppeler (2010) highlight that strong school-family partnerships are essential for understanding students' holistic needs, and Turnbull et al. (2015) stress the impact of family involvement on both academic and emotional development. The current study found that teachers do not regularly collaborate with families, and this limits their ability to adapt teaching strategies to meet students' needs.

Teachers require more support in inclusive pedagogical skills and knowledge such as assessment methods, active learning methods, individualized education program, and family collaboration to meet the needs of students with disabilities. However, teacher training and institutional support for inclusive education are often lacking at district primary schools in Ethiopia.

### 3.5 Gaps between policy and practice of inclusive education

One-way ANOVA was used to examine the differences among schools regarding the implementation of policy and practice of inclusive education. The finding (Table 5) revealed that there was no statistically significant differences among schools regarding the practice of inclusive education.

Primary schools exhibited similar levels of policy implementation and practice regarding inclusive education (Table 5). Despite global support for inclusion, there is often a significant gap between policy intentions and actual practice in schools (Ainscow, 2005). This study showed no statistically significant differences in inclusive practices across the six primary schools, reflected by physical, societal and systemic barriers that hinder effective implementation.

**Table 5:** Comparison of practice and policy between and within groups

Source of Variation	Sum of Squares	Degrees of freedom (df)	Mean Square	F-Statistic	p-Value
Between groups	1815.332	5	363.066	0.986	0.427
Within groups	76954.361	213	368.203		
Total	78769.693	218			



#### 4. Conclusions

The study revealed significant challenges in implementing inclusive quality education in Ethiopian primary schools, particularly in Limmu District, despite supportive policies. A major challenge is the disconnection between policy and practice, where well-crafted frameworks fail to translate into meaningful action. Contributing factors include insufficient teachers and school leaders training, inadequate assistive technology, and support system. Lack of adequate assistive technology and teacher support are also critical challenges to the successful implementation of inclusive quality education in the district.

While school leaders and district officials verbally support inclusive quality education, the lack of clear guidelines, educational assistive technologies, and professional development for teachers hinders effective inclusion. Ineffective inclusive leadership further undermines efforts, as principals and education officers fail to provide necessary support for inclusive practices. The study underscores the need for a holistic approach, focusing on teacher training, better infrastructure, and equitable resource distribution.

To bridge the policy-practice gap, clearer and actionable guidelines are essential, along with systemic reforms such as ongoing professional development (in-service training) for teachers and school leaders, and improved resource allocation. All education stakeholders, which includes parents, educators, school leaders, communities, and policymakers, must work

together to create an inclusive environment. Parents should advocate for their children's education and ensure their needs. Communities must raise awareness and support inclusive practices. Educators and school leaders should foster welcoming, adaptable classrooms where diversity is embraced. School leaders and district education officers must monitor and evaluate the implementation of policy on inclusive education. Students with disabilities must receive the support they need, including assistive technology and specialized teaching.

Aligning Ethiopia's education system with the United Nations' SDG #4 is critical. With the right education, support, and opportunities, children with special educational needs can succeed and lead fulfilling lives. All stakeholders must work together to ensure every child receives quality education. Moreover, regular monitoring and advocacy are crucial for successful policy implementation of inclusive quality education and to realize SDG #4. Future research could expand the scope of the study to other districts, zones, regions or countries, exploring best practices and assessing the experiences of students with disabilities.

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