

**Appendix 1****Initial codes, reduced codes and themes related to challenges for implementing IE**

Initial Codes	Reduced Codes	Themes
<ul style="list-style-type: none"> <li>• No input in recruitment of teacher</li> <li>• No authority to decide about teacher's employment</li> <li>• No authority in resource mobilisation</li> <li>• No authority to run infrastructure development</li> <li>• Limited say in renovating physical facilities</li> <li>• No participation in PD design/content</li> <li>• No say in sending teachers for PD</li> </ul>	<p>No authority and no involvement in decision-making regarding:</p> <ul style="list-style-type: none"> <li>• Teachers recruitment and employment</li> <li>• Resource management</li> <li>• Design and implementation of PD</li> <li>• Infrastructure development</li> </ul>	Lack of authority
<ul style="list-style-type: none"> <li>• Students with special needs are bullied</li> <li>• Students with special needs are treated as object of fun</li> <li>• Students' refusal to sit, play and learn in the company of student with special needs</li> <li>• Intolerant of language difference</li> </ul>	<ul style="list-style-type: none"> <li>• Non-supportive behavior towards students with special needs</li> <li>• Students' denial to accept the indigenous students</li> </ul>	Students' lack of acceptance
<ul style="list-style-type: none"> <li>• Parents' voice the belief that their children with special needs cannot learn</li> <li>• Parents object to include children with special needs in school alongside their children</li> <li>• Parents have low expectation for their children with special needs</li> <li>• Community leaders believe insufficient resources to include students with special needs</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed abilities</li> <li>• Not everyone should be included</li> <li>• Non-supportive belief of community leaders</li> </ul>	Non-supportive views of Parents and community

**Initial codes, reduced codes and themes related to challenges for implementing IE (cont.)**

Initial Codes	Reduced Codes	Themes
<ul style="list-style-type: none"> <li>• Uncomfortable with students with special needs</li> <li>• Suggest special school for student with special needs</li> <li>• Resistance towards including ‘all’ children in school</li> <li>• Limited knowledge about dealing diverse learners</li> <li>• Increased workload</li> </ul>	<ul style="list-style-type: none"> <li>• Resistance about IE</li> <li>• Belief in special education</li> <li>• Capabilities</li> </ul>	Teachers’ resistance
<ul style="list-style-type: none"> <li>• PD as orientation to IE with limited focus</li> <li>• No Practical session</li> <li>• Short PD session</li> <li>• Need hands on experience regarding teaching at inclusive classroom</li> </ul>	PD perceived as insufficient in terms of: <ul style="list-style-type: none"> <li>• Breadth</li> <li>• Depth</li> <li>• Duration</li> </ul>	Limited professional development
<ul style="list-style-type: none"> <li>• Little funding for socio-economically disadvantaged students</li> <li>• No funding to feed starving children</li> <li>• No funding for assistive device for students with special needs</li> <li>• No funding to employ extra language support teacher for indigenous students</li> <li>• Need for learning-teaching materials</li> </ul>	<ul style="list-style-type: none"> <li>• Limited funding for disadvantaged students</li> <li>• No fund for extra care for student with special needs</li> <li>• Need for resources to support teaching</li> </ul>	Limited resources
<ul style="list-style-type: none"> <li>• Large class size to ensure learning of all students</li> <li>• Challenges to run group work because of small classroom</li> <li>• Limited toilet facilities for students</li> <li>• No wheelchair access in classroom</li> <li>• No functional ramp in school</li> </ul>	<ul style="list-style-type: none"> <li>• High teacher student ratio</li> <li>• Limitations of physical environment</li> </ul>	Physical environment

**Appendix 2****Initial codes, reduced codes and themes related to strategies to address the challenges**

Initial Codes	Reduced Codes	Themes
<ul style="list-style-type: none"> <li>• Authority to employ teachers and caregivers</li> <li>• Authority to mobilize resources</li> <li>• Encouraging school leaders to identifying their own strategies to work for inclusion</li> <li>• Providing community more responsibilities with power</li> <li>• Making School Level Improvement Plan (SLIP) committee more active</li> </ul>	<ul style="list-style-type: none"> <li>• Empowering school leaders to take school level decision</li> <li>• Ensuring active involvement of community</li> </ul>	Local authority
<ul style="list-style-type: none"> <li>• Appointing more teachers to reduce teacher student ratio</li> <li>• Providing opportunity to teachers for school-based PD development on inclusive practice</li> <li>• Engaging community people to mobilize funding for infrastructure development</li> <li>• Ensuring access</li> <li>• providing learning-teaching materials</li> </ul>	<ul style="list-style-type: none"> <li>• More funding for schools to support:               <ul style="list-style-type: none"> <li>○ Infrastructure development</li> <li>○ School feeding program</li> <li>○ Having inclusive friendly learning-teaching materials</li> </ul> </li> <li>• Appointing more teachers and ensure PD</li> <li>• Mobilizing funds involving community</li> </ul>	Increased resources
<ul style="list-style-type: none"> <li>• Using Television and radio to aware parents and family members</li> <li>• Inviting parents to take part in Parent Teacher Association</li> <li>• Organizing Mother's meeting</li> <li>• Inviting members of School Management Committee to visit schools regularly</li> <li>• Encouraging teachers to discuss common challenges</li> <li>• Discussing issues related to IE in staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing the awareness through mass media</li> <li>• Involvement of parents and community in school improvement program</li> <li>• Collaborative effort of teachers in problem solving</li> </ul>	Valuing diversity

