



ASSESSING THE IMPLEMENTATION OF INCLUSIVE EDUCATION; THE CASE OF ARBAMINCH COLLEGE OF TEACHERS EDUCATION

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AUTHOR'S CONTRIBUTION

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ABSTRACT

The purpose of this research was assessing the implementation of inclusive education in Arbaminch college of teachers education with emphasis to the analysis of practice of inclusive education, challenges in implementing inclusive education and strong sides in the implementation of inclusive education, to this end, a descriptive survey design method was employed. Both primary and secondary sources of data were used. The primary source were principals, instructors and students of Arbaminch college of teachers education where as the secondary sources were different reports from unit and departments. A total of 66 respondents were participated in this study. Data collection tools were questionnaires, interview and focus group discussion. Based on the data analysis the following major findings were obtained. That study revealed that majority instructors did not get training on how to implement inclusive education and the college learning environment is not comfortable especially for students with disability and also there are beginning practice such as establishment of resource center, material support and construction of roads. To implement inclusive education in better way it is important to adapt the learning and material environment, facilitating training programs in teaching strategies and implementation of inclusive education should facilitated by the college community.

Keywords: Inclusive education; integration; implementation; challenges.

1. INTRODUCTION

Inclusive Education policy affects all those involved in education to some extent and it therefore requires the attention of everybody within the Department of Education. It is critical that those responsible for management in schools and teaching colleges be oriented so that they can fully support the implementation of the Inclusive Education policy at all levels.

This study aimed at assessing the implementation of inclusive education in Arbaminch College of Teachers Education. It also examines the essence of practice of

inclusive education and comes up with possible suggestions for improvement. The study focus on college accommodation of students with different types of disabilities, methods of instruction, disability related policies and legislative frameworks and Attitude of college community about inclusive education and challenges in implementing inclusive education.

1.1 Back Ground of the Study

The success of provision of inclusive education depends on the quality of teaching in an inclusive school. Students with special needs education face a

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lot of problems in most of the schools. Their being at inclusive schools is not well recognized and their needs are not well known. Equal and quality education is the right of every child who attend school. Provision of education should be equal to all children regardless of their different abilities.

In order to ensure that inclusive education takes place there are many things to be considered.

Msuya (2005) suggests that, necessary facilities like teaching and learning materials, equipment and some environmental settings that are important for children with special needs should be considered in an inclusive context. These facilities includes items like Braille materials, audio and visual devices, various teaching aids, mobility equipment like white cane for the blind, wheel chair for the physically challenged ones, special classroom designs and toilets.

Inclusive education is an education system open to all learners regardless of any difference and it is also welcoming environment for all students and the best way to include those who are marginalized from the education system and it also the way to achieve the goal of education for all. The inclusion of students with exceptionalities in the regular classroom is a widespread and growing practice in education. Although the concept of inclusive education has been promoted internationally and nationally for more than a decade, but still now there are problem in addressing the educational need of children with different types of disability because of the following reasons, Lack of information, combined with discriminatory attitudes towards persons with disabilities at all levels of society, contributes to the continued neglect of their right to education [1].

The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities because education cannot be considered quality unless it meet the diverse educational need of the students there should be a continuum of support and services to match the continuum of special needs encountered in every school [1].

It is very essential to be aware that any classroom is diversified with children from different circumstances including impairments, learning styles, social and environmental problems and the like. Such children

have needs that can be addressed within regular classrooms. Due to lack of awareness about children with special needs; lack of knowledge as how to identify and support children with special needs, these children are likely to repeat and drop out. We can overcome this problem only if the schools are organized and the teachers are appropriately trained with the basic knowledge and skill of inclusive education.

Inclusion in education as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education [2]. It therefore involves a range of changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children with Special Needs and a conviction that it is the responsibility of the regular system Educational to educate all children'[2]. In this context, an inclusive school must put flexibility and variety at its core.

The educational challenges associated with inclusive class room of students with different types of disability are being reflected in Arbaminch Teachers Education College the main purpose of this study is to assess the implementation of inclusive education.

1.2 Statement of the Problem

Based on international agreements different organizations, educational institution are expected to strive for the realization of the provision of inclusive education among those as educational institution Arbaminch College of teachers' education has responsibilities for the attainment of agreements.

In order to implement inclusive education successfully the school staff and students must aware about the concept of inclusive education and how it can be applied. There are many challenges to implement inclusive education some of them are attitudinal problem, lack of trained manpower, material inaccessibility, and also there are different conditions that hinder the successful implementation of inclusive education in the college therefore these and other reasons made the researcher to conduct study on this issues, to this effect the following research questions are forwarded.

1.3 Basic Research Questions

1. What is the state of implementation of inclusive education in Arbaminch college of teachers education?

2. What are the challenges for implementing inclusive education in Arbaminch College of teachers education?
3. What is the awareness level of college community about inclusive education?
4. What should be done to improve the implementation of inclusive education?

1.4 Objectives of the Study

1.4.1 General objectives

The general objective of this study is assessing the implementation of inclusive education in Arbaminch College of teachers' education.

1.4.2 Specific objectives

The specific objective of this research is:

1. Describe the state of implementation of inclusive education.
2. Identify factors that challenge the implementation of inclusive education.
3. To examine level of awareness of college community.

1.5 Significances of the Study

The findings of this study has the following contribution

1. Provide information about the practice of inclusive education in college
2. Indicate strategies and intervention to explore and overcome the challenges in implementing inclusive education
3. To know barriers in implementing inclusive education.
4. The study creates awareness raising program in implementation and concept of inclusive education

1.6 Delimitation of the Study

This study was geographically delimited to Arbaminch college of Teachers Education, The study was confined to this college because to make the study more manageable because of time constraints, this study was conceptually delimited to assess the implementation of inclusive education in Arbaminch College of teachers education emphasis was given to students with disability.

2. REVIEW OF RELATED LITERATURE

2.1 Inclusion

Inclusion according to UNESCO (1994) is associated with commitment to the term "Education for all" by identifying the requirement and urgency of providing

education for all children, youth and adults with Special Needs Education. The Salamanca Statement (1994) stresses that every child has an ultimate right to have education, and need to be given the chance to attain and maintain satisfactory level of learning. Every child has unique features, interests, learning needs and abilities. Education systems should be designed and programs need to be implemented in consideration of a wide diversity of these characteristics and needs. Those with special educational needs must have access to regular schools which should accommodate them within child centred pedagogy capable of meeting their needs. Regular schools with this inclusive orientation are the most effective means of fighting against discriminatory attitudes, creating good welcoming communities, building an inclusive culture and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system.

Furthermore, UNESCO (2009: 8) defines inclusion as: 5

"a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age and a conviction that it is the responsibility of the regular system to educate all children".

Therefore inclusive education has the foundation in education for all for an intention that all the children must attend school regardless of their disabilities.

The word inclusion is being used in forthcoming plans for compulsory schooling, but this may be seen simply as replacement for the term integration. Like the concept integration, it proposes that somebody does not belong from the start but has to be included. They choose to use the expression 'one school for all' to mean a school with place for each child who is born and grows up in the school district; a school for all signifies the union of two lines of development in Norway which are comprehensive school system and one society for all[3,4].

2.2 Elements of Inclusion

Customary education was always being inculcated in the process of socialization, child rearing, formal/informal/non formal learning facilitated by parents, siblings, peers, elders, community leaders,

artist and artisans and experts in such areas as language and oratory arbitrary and legal issues, health, plants, metallurgy, astronomy and military science in fact by any adult[5]. The process was non-discriminatory, functional and took place in and was relevant to the local community. These are also the current indicators of inclusive education. According to this and what I have read about inclusive education, I understand that an inclusive school should have the following characteristics: the use of adaptation of teaching and learning materials, flexible curriculum, supportive methodologies to students with learning barriers, proper organization of the classes, examination system and friendly physical environment and infrastructure. Furthermore Ballard's stresses some factors to be fixed in inclusive education that, education needs to be non-discriminatory in terms of disability, culture and gender, it should involve all in the community with no exceptions, students should have equal rights to access the culturally valued curriculum as full time appropriate regular classroom and there should be an emphasis on diversity rather than assimilation [5].

2.3 Historical Development of Inclusive Education

Inclusion as we know it today has its origin in special education. The development of the field of special education has involved a series of stages during which education systems have explored different ways of responding to children with disabilities and to students who experience difficulties in learning. In recent years, the appropriateness of segregated education system has been challenged, both from a human rights perspective and from the point of view of effectiveness. Historically, children with disabilities have been treated as "In-valid" or "inferior" and in need of very special protection and thus as not being able to benefit from education. This conceptualization led to exclusion and the construction of institutions to accommodate these children [1].

A shift towards greater understanding led to an eventual benefit that all children belonged in the same school system and could not be separated. As a result, integration started in the west parallel to special education which began in the late seventies and early eighties. Integration was understood as a gradual reform of the special education system without challenging the ideological understanding of the system. A series of shifts from focusing on the child as a problem, to focusing on changes in the system, revealed changes in learning. Today inclusive education is a conceptual approach aimed at achieving quality education by making changes to accommodate all learners regardless of their any differences [1].

2.4 Rational of Inclusive Education

Education is a basic human right for all children as stated in the UN convention on the rights of the child. Unfortunately, many children face discrimination which denies them this right. To achieve the goal of Education for All and follow the principles of the Salamanca statement, education systems and teaching and learning practices need to become more inclusive [1].

Human rights: All children have the right to learn together, Children shouldn't be devalued or discriminated against by being excluded or sent away because of their disability, there are no legitimate reasons to separate children for their education.

Good Education: Researches show children do better academically and socially in integrated and inclusive settings, Given commitment and support, inclusive education a more efficient use of education resources.

Good social sense: Segregation teaches children to be fear full, ignorant and breeds prejudice, All children need an education that will help them develop elation ships and prepare them for life in the wider community, Only inclusion has the potential to reduce fear and to build friendship, respect and understanding.

Economic value: Inclusive education has economic benefit, both for individual and for society.

Inclusive education is more cost-effective than the creation of special schools across the country.

2.5 Policy Documents in Inclusive Education

The following international and national policy documents in relation to inclusive education [1].

Inclusive Education and Human Rights Dilation:

At the core of inclusive education is the human right to education, pronounced in the universal Declaration of Human Rights in 1948 which states "Everyone has the right to education...education shall be free, at least in the elementary and fundamental study. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the united nations for the maintenance of peace (art 26).

Inclusive Education and the Convention on the Rights of the Child: The convention on the rights of the child (UN,1989 article 23) stipulates that children with disabilities should have effective access to receive education, training, healthcare services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development. Generally, the convention states, every child must get basic education free from fee, social services, recreational services, and other supports.

Inclusive Education and UN Convention on the Rights of Persons with Disabilities: The convention on the rights of persons with disabilities, 2006 article 24 states persons with disabilities are not excluded from the general education system on the basis of disability and those children with disabilities are not included from free and compulsory primary education, or from secondary education, on the basis of disability. Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.

Inclusive Education and Education for All: The world declaration on education for all, 1990 in article III on "Universalizing access and promoting equity" acknowledged that education disparities existed and that many different particular groups were vulnerable to discrimination and inclusion. The article states:

Basic education should be provided to all children, youth and adults. To this end basic education services of quality should be expanded and consistent measures must be taken to reduce disparities.

For basic education to be equitable all children, youth and adults must be given the opportunity to achieve and adults must be given the opportunity to achieve and maintain an acceptable level of learning.

Inclusive Education and Salamanca Framework for Action: The Salamanca conference in 1994 gave rise to the statement and framework to find ways to enable all children to learn together. This policy document is a key international document on the principles and practice of education. It brings together very eloquently several pioneering and fundamental principles of inclusion, some of which had not been discussed in earlier documents.

Article 2: "Education systems should take in to account the wide diversity of children's different characteristics and needs...regular schools with this inclusive orientation are the most effective means of

combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

Article 3: Schools should accommodate all children.

Article 4: Human differences are normal and learning must be adapted to the needs of the child rather than the child fitted to preordained assumptions.

Article 6: Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human right.

Article 7: The fundamental principle of the inclusive school is that all children should learn together, whenever possible, regardless of any difficulties or differences they may have.

Article 18: Educational policies at all levels, from the national to the local, should stipulate that a child with a disability should attend the neighborhood school that is, the school that would be attended if the child did not have a disability.

National Policy Documents in Inclusive Education:

The Ethiopian constitution: The constitution of the Federal Democratic Republic of Ethiopia [6] clearly stipulates under article 41 sub article No.3 that the rights of citizens to equal access to publicly funded services.

The Ethiopian Education and Training Policy: The education and training policy (1994) under its specific objectives sub-item 2.2.3 States those persons with disabilities and the gifted learn in accordance to their potential and needs [7].

Inclusive Education Strategy and Implementation Guideline: The first special needs/inclusive education strategy was designed in 2006 based on the country's constitution and education and training policy. The strategy focuses on the promotion of inclusive education to meet the Millennium Development and Education for All goals [8,9].

Preparing Staff for Inclusion: Inclusion is successfully practiced when the school staff is aware about inclusion and has commitment for its practicality. The following points are taken in to consideration in preparing staff for inclusion [1].

Explain the concept of inclusive education and how it can work in classroom and in the whole school to enhance the education of all children with range abilities.

Provide teachers with models of how inclusive education has worked in other classrooms. If they can see how other teachers have adapted to inclusive education, they will be better prepared to embrace the challenge in their own classrooms.

Help teachers to develop teaching methods that adapt to the abilities of each member of their class, Schedule parent-teacher conferences with parents of special needs students so that the teachers can gain a better understanding of each child's needs and the methods that best trigger their potential.

Explain teachers can expect to experience challenges with each new groups students at the beginning of a school year as they get to know students' learning and strengths and weakness, Schedule regular evaluations and encourage teachers to address their concerns and questions as they adjust to the inclusive classroom.

Preparing Students for Inclusion: Many students encounter difficulties in learning at some time in their lives. Assessing students' strengths and weakness and providing appropriate support, as early as possible, is essential in managing and implementation of inclusive education.

The following strategies should be employed to prepare students for inclusion [1].

Awareness raising and training about inclusion and how to accept and appreciate diversity, Assessment of needs, barriers to learning and capacities, Design appropriate assistance and cooperation between learners, Adapt learning environment, materials and equipment, Encourage students to participate in all school activities, Establishment of resource centres to identify barriers to learning, and provide appropriate support, Availability of Braille literature and materials, reading and writing tools and skills, ICT applications and training, Provision of sign language dictionary and educational sign language interpreters, Orientation and mobility training for blind students.

Key Elements of Inclusive Classroom Environment: Some of the elements necessary for designing and maintaining an inclusive classroom include individualized education programs, positive peer involvement, differentiated instruction and collaboration between teachers and support staff [1].

Individualized Education Programs: An individualized education program (IEP) is a plan that is worked out in collaboration with parents and in response to an assessment of a student's special needs and abilities. It describes the student's learning style, ways of expressing what he has learned and the

means that teachers and other staff will use to improve the student's learning experience. In an inclusive classroom, the IEP is used to set goals for a student's involvement and participation, measure progress and assign specific tasks for completion.

Positive Peer Involvement: The involvement of peers is an important part of active learning, which is essential to the functioning of an inclusive classroom. In-class partnerships and groups balancing a range of abilities can be utilized to help foster collaboration and understanding of different needs. Higher functioning students can also benefit from being in a helping relationship with their peers.

Differentiated Instruction: Updating the now-disproven theory of "learning styles," differentiated instruction takes into account variations in students' background knowledge, interests, readiness and preferences. Inclusive classrooms require the teacher to respond with flexibility to the range of needs and abilities represented in the classroom, beginning with pre-assessment and continuing through the implementation of curriculum.

Collaboration: Collaboration between teachers and support staff, such as aides, teaching assistants and behavioral counselors, is essential for a functioning inclusive classroom. Teachers should be able to call on resource specialists for help with students with particular disabilities (for instance, those who are blind or lack motor skills) and delegate tasks such as providing instruction materials to aides. Outside the classroom, collaborative relationships must be maintained with parents and the broader school community.

3. RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The major purpose of this research is assessing the implementation of inclusive education in Arbaminch College of teachers' education. To achieve this purpose descriptive survey approach was employed. In this study both quantitative and qualitative research approaches were employed. But greater emphasis was given to the qualitative approach.

3.2 Sources of Data

The primary and secondary sources were consulted to obtain information about the subject understudy. The primary sources were teachers, students with and without disability and Administrators.

The secondary sources are reports of resource center, plans and different documents and other relevant documentations.

3.3 Sample and Sampling Techniques

The sampling technique employed to select the sample from the whole population was simple random sampling and purposive sampling, simple random sampling technique was conducted to get information from instructors and purposive sampling was conducted to get information from students.

From a total number of 150 students in special needs and inclusive education department 25 students were selected among them 13 students are with different types of disability totally 38 students were selected.

In Arbaminch College of teachers education there are 142 teachers, the researcher select sample from teachers, teachers were randomly selected on the proportionality of numbers on the base that the researcher assumes they are relevant source of data for the study 28 teachers were selected to handle study more manageable with in time.

3.4 Tools for Data Collection

In order to enhance the validity and trustworthiness of the study, various instruments of data collection were employed. This helped to triangulate data, generate by the variety of data collection tools In order to collect qualitative and quantitative data, from the primary sources, different instruments were employed for gathering information. To this end questionnaire, observation, interview and focus group discussion have been used as an instrument for data collection.

3.5 Method of Data Analysis

The collected data were analyzed both quantitatively and qualitatively. The analysis of the data was based on the responses that were collected through questionnaires, interviews and focused group discussion. The qualitative data collected from different sources were summarized, categorized and coded to suit for analysis. The data collected from teachers, students, administrators through questionnaire was processed and analyzed quantitatively.

4. DATA ANALYSIS AND INTERPRETATION

This section discusses with the presentation and data analysis gathered from Arbaminch College of Teachers education and discussion of major issues under basic research questions. The chapter classified in to two parts. The first part deals with the characteristics and background of the sample population involved in the study in terms of sex, age, education level year level of respondent. The second part presents the analysis concerning the implementation of inclusive education in Arbaminch College of teacher’s education.

The researcher deals with the presentation, analysis and interpretation of data gathered from selected population through questionnaire, interview and focus group discussion.

Most of the data gathered were analyzed by using tables followed by discussions. For the sake of convenience, related questions were treated together. Responses from the interviews conducted with the college principals at different level.

4.1 Back Ground of Participants

Table 1 deals with back ground information of participant teachers, it show us the following variable among participants (Sex, Age and educational qualification).

Table 1 dealt with the background information of teacher participants in the research area. Specifically it explores sex, age and educational qualification. Hence, respondents were asked at the first their sex in the first item of the table. All of them, 28(100) of the participants were male and There is no teacher in selected departments.

Concerning the age composition of participants, 1(3.5%) of the participants were at the age group of 25-30 years, 22(78.5%) of the participants were the age group of 31-40 and 5(12%) of the participants were the age group of 45 and above, Regarding to the level of educational qualification, majority of the teachers 26 (97%) were second degree holders and 1(3%) were first degree holder. This is the positive factor which facilitates the continuous assessment practice with necessary knowledge.

Table 1. Back ground of teachers

Variable	Category	Frequency	Percent
Sex	Male	28	100%

	Female	-	-
	Total	28	100%
Age	25-30	1	3.5%
	31-40	22	78.5%
	41-45	5	18%
Educational qualification	BA	2	7%
	MA	26	93%
	PHD	-	-

Table 2. Back ground of principals

Variable	Category	Frequency	Percent
Sex	Male	4	80%
	Female	1	20%
	Total	5	100%
Age	25-30	-	-
	31-40	4	80%
	41-55	1	20%
	Total	5	100%
Qualification	BA	1	20%
	MA	4	80%
	PHD	-	-
	Total	5	100%

Table 2 dealt with the background of principals in the college. It emphasizes on sex, age and educational qualification.

As we can see from the table 4(80%) male and 1(20%) female principals were participated as respondent of interview question. Regarding their age, similarly 4(80%) of students were in the age group of 31-40 and the rest 1(20%) of respondent principal were in the age group of 41-55.

Concerning their educational qualification 1(20%) among the principal were from first degree holder and the rest 4(80%) of respondent principal were from second degree holders. From the respondent no one has at PHD level.

Table 3 dealt with the background of student participants. It focus on sex, age and year level of students.

As we can observe from the table 20(52.7%) are male and 18(47.3%) of respondent students are female students were participated as respondent of questionnaires. Regarding their age 31(81.5%) of students were in the age group of 18-25 and the rest 7(19.5%) of students were in the age group of 25-30, No one of them are above the age of 30, This indicate that most students were young.

Concerning the year level of respondent students 15(39%) of students were from second year and the rest 23(61%) of students were from third year. This indicate that the researcher select sample from second and third year students because based on the

assumptions that first year students may not give adequate information about the chosen title.

4.2 Result and Discussion

In Table 4, in item-1, participants were asked about whether they get training about implementation of inclusive education, from the respondent teachers 10(35.7%) responded as "Yes" and The majority 18 (64.3%) of respondent teachers responded "NO". From this response it is possible to say that most teachers does not get training to implement inclusive education in the college.

Following these responses, the respondents were asked in item 2 and item 3 about the comfortable infrastructures (leisure places, toilet rooms, classroom gets, administrative buildings) that consider students with different types of disability in the college compound. From the respondents 5(17.8) responded as "Yes" and the rest majority 23(82.2) said that "No". This indicates that the college environment is not least restrictive for students with different types of disability and it need modification in areas.

In addition to the previous questions in item 4 they were asked about the positive attitude of teachers in the presence of students with disability in the class or college, concerning this questions all 28(100%) of respondents responded as "Yes". Based up on this response the researcher concluded that all teachers in Arbaminch College of teachers education has positive attitude about the diversity found in the college.

Similarly in question item 5 they were asked about appropriateness of way of assessment of teachers to students with disability (specially students with visual impairment), From respondent teachers 16(57.1) responded that "Yes" where as the rest 12(43.9) responded that "No", This show that students with visual impairment are not treated well in assessment and this in turn may affect the students' academic achievement. In item 8 they asked the question more

or less similar to the above question about whether they use different teaching strategies to students with disability in the class room during teaching. From the respondents 5(17.8%) of respondents responded as "Yes" and the rest majority 23(82.2%) responded as "No". From this figure the researcher generalize that the teaching environment is not responsive and their educational need is not appropriately meet and

Table 3. Back ground of students

Variable	Category	Frequency	Percent
Sex	Male	20	52.7%
	Female	18	47.3%
	Total	38	100%
Age	18-25	31	81.5%
	25-30	7	19.5%
	30-35	-	-
	Total		100%
Year level	1		
	2	15	39%
	3	23	61%
	Total		100%

Table 4. Discussion on teachers response

Item	Options				Total	%
	Yes	%	No	%		
1. Do you get training on implementation of inclusive education in the college	10	35.7	18	64.3	28	100
2. Is the school compound comfortable for students with disabilities?	5	17.8	23	82.2	28	100
3. Are the college leisure places, toilet rooms, classroom gets, and others accessible to those students with disabilities	5	17.8	23	82.2	28	100
4. Does the college community have positive attitude about students with disability.	28	100	-	-	28	100
5. Is the assessment methodology of teachers' comfortable for students with special needs?	16	57.1	12	42.9	28	100
6. Is there any attempt made by the college to mobilize the college community in inclusive education?	8	28.5	20	71.5	28	100
7. Do you teach learners with disability in your teaching experience?	22	78.5	6	21.5	28	100
8. Do you use different teaching strategies to meet the special need of students in the class room?	5	17.8	23	82.2	28	100
9. Are you courage and patience to support students with different types of problems?	28	100	-	-	28	100
10. There is a good understanding of the Inclusive Education policy and curriculum implementation at all level of college community	5	17.8	23	82.2	28	100
11. Support services are available for teachers who teach students with disability in inclusive class.	7	25	21	75	28	100

teachers have lack of awareness about teaching strategies specifically designed for each type of disability, so it need training for teachers concerning teaching strategies.

In item 9 respondents were asked about their willingness and courage to support students with different types of disability concerning this question all respondent teachers 28(100%) responded as "Yes", This show that all teachers in the college

are great need to support students with disability but what we understand from the above response is that they lack training about how to support and meet the educational need of this group of students. This response clearly answer item 10 questions.

Finally they are asked about support service for teachers and students concerning availability of technical, moral and material support provided by the college, From respondents 7(25%) responded as "Yes" and the rest respondents 21(75%) responded that "No". From this response the researcher understand that there is little amount of Technical, moral and resource support in the college so it need hard work to equip teachers and students to implement inclusive education in better way.

Generally from the above response the researcher concluded that there is beginning practice of inclusive education in Arbaminch college of teachers education, the great problem the researcher observe from the response is There is no awareness raising program in the college, the other observed limitations are emanate from lack of awareness training.

As we observe from Table 5 in item 1 respondent students were asked about whether they learn about inclusive education from the respondents all of them

38(100%) of responded "Yes", this indicate all respondents have understanding about inclusive education and the can responded other questions in relation to inclusive education.

In item 2 respondents were asked about the implementation of inclusive education in college, From the respondents 20(52.6%) responded as "Yes" and the rest 18(47.4) of respondents responded as "No", From this response the researcher understand that the college is on the way of implementing inclusive education.

In item 3 they were asked about the presence of students with different types of disability in the college, all of the respondents 38(100) responded as "Yes", from this response the researcher concluded that there are students with different types of disability that need special attention and support in the college.

Similarly in item 3 and 4 respondent students were asked about comfortableness of the school environment for students with different types of disability, concerning this question from the respondents 5(13.1) responded as "Yes" and the rest majority 23(86.9) responded as "No", From this

Table 5. Discussions on students response

Item	Options				Total	%
	Yes	%	No	%		
1. Do you learned about inclusive education?	38	100	-	-	38	100
2. Do you believe inclusive education is implementing in the college	20	52.6	18	47.6	38	100
3. Do you observe students with disability that need special attention in your college?	38	100	-	-	38	100
4. Is the school compound comfortable for students with disabilities?	5	13.1	33	86.9	38	100
5. Are the classrooms, Administrative buildings accessible for students with different types of disability	5	13.1	33	86.9	38	100
6. Do teachers use appropriate teaching strategies to meet the unique need of students with disability in the instruction?	4	10.5	34	89.5	38	100
7. Do assessment process used by teachers consider special needs learners?	9	23.6	29	76.4	38	100
8. Does students with disabilities face discrimination by those students without disabilities?	-	-	38	100	38	100
9. Do students with disability encouraged by teachers in teaching learning process?	35	92.1	3	7.9	38	100

response the researcher understand that the physical layout and buildings are not comfortable to students with disability and it need great attention to modify and create least restrictive learning environment for students.

In item 6 and 7 respondents were asked about the appropriateness of teaching strategies and way of assessment used by teachers, For this question majority of the respondents approximately 80% were responded as "No" this show that teaching strategies and method of assessment that were used by teachers

need revision to meet the educational need of students with disability.

In item 8 respondent students were asked about discrimination by students without disability on students with disability, For this question all of the respondents 38(100%) responded as "No", From this response the researcher concluded that college students have positive attitude for students with disability and also it is possible to say there is friendly and also supportive environment.

Finally the respondents were asked about whether students with disability were encouraged by teachers during instruction, concerning this question 35(92.1%) of respondents responded as "Yes" and the rest 3(7.9) responded as "No", from this response the researcher concluded that teachers encourage students with special need during teaching learning process. Generally from the above response the researcher conclude that the implementation of inclusive education in Arbaminch College of Teachers education has its own weakness and strength, in order to improve the weak side the college community should work and strive to meet the educational need of students.

4.3 Discussion on Teachers and Students Open Ended Question

In this section in question 1 respondent were asked about the strength and weak side of that the college face in implementing inclusive education, the respondents reflect the following points as weak and strong side in implementation of inclusive education in college. The following are among the weak sides:-

- Shortage of awareness raising problems
- Buildings and road not consider people with disability
- Shortage of trained man power in the area
- Shortage and inaccessibility of material for students with disability.

The following are strong sides in the implementation of inclusive education reflected by respondents:-

- Computer skill training for students with visual impairment
- Reconstruction of roads
- The opening of inclusive education department and counseling service to students with disability
- The establishment of resource center

In item 3 the respondents were asked about the possible solution to solve implementation problem in inclusive education, regarding this question most

respondents responded that mobilization about inclusive education, teaching strategies, fulfilling adapted educational materials is needed to overcome the limitations.

Based up on the above responses the researcher concluded that there are certain limitations and strengths in implementation of inclusive education and it is possible to improve these limitations by applying different strategies.

4.4 Discussion on Interview Questions

The interview was held with administrators at different level in the college, In question 1 they were asked about the current status of implementation of inclusive education, concerning this question they responded that there is certain limitation in applying inclusive education and also there are strong sides what we are working on, we devise different strategies to improve the limitations.

In interview question 2 they were asked about the future plan of college administrators in inclusive education, they responded that as it is the current educational issue to address the educational need of all people we planned to make least restrictive educational environment and to welcome all students, For example restructuring the roads, considering people with disability while constructing buildings and giving training on for college community.

From the above response the researcher concluded that administrators at different level has working on inclusion and also they are planed for activities that will perform in the future, so when administrators properly put plan in to action there will be change in implementing inclusive education and may this plan can solve the limitations in implementation process.

4.5 Discussion on Focused Group Discussion

The focused group discussion was conducted with students with different types of disabilities and focus on support provision and the current status of implementation of inclusive education.

In item 1 they were asked about different strategies and methods provided by teachers and the college community to enhance their academic performance and to meet their educational need.

For this question the respondents responded that there is support in the college by teachers and other administrative workers but it is not enough and there

are many limitations in providing support for example there is no reading materials written in Braille, Administrative building is not consider people with physical impairment and they face great challenge in using this buildings.

In item 2 they were asked about challenges they face in their education and strong sides of in implementation of inclusive education for this question they responded that there are many challenges they face some of the challenges and strong sides are listed by students with different types of disability are the following-:

- Students with hearing impairment learn without interpreter
- There is no consideration in teaching strategies for students with hearing and visual impairment
- There are no modules transcribed in Braille for students with visual impairment
- Roads are challenging to move freely from place to place...

Strong Sides

- Provision of computer training for students with visual impairment
- positive attitude of the college community
- Provision Braille materials

From the above response the researcher concluded that students with different types of disability in the college face challenges in their teaching learning process, to remove or minimize this challenges the college community should work together and also there are strong activities done by the college community, This strong sides should improved and students should also give comment and discuss in areas that need improvement.

5. SUMMARY, CONCLUSION AND RECOMENDATION

5.1 Summary

In this study a mixed type of research was carried out to assess the implementation of inclusive education in Arbaminch College of teachers' education. The relevant literature materials on the problem were reviewed under the second chapter of this research. In the literature different concepts, rational, policy documents, inclusive class room organization and management were reviewed.

By focusing on assessing the practice of inclusive education and causes of the implementation problems

of inclusive education, data were collected to answer the research questions set in chapter one. Accordingly, questionnaires, interviews, focus group discussions tools were employed to collect data.

Data were collected from key informants (college teachers and trainees) and documents. Using both purposive and random sampling techniques, Colleges and respondents within the college were chosen on the basis of the experience they acquired during the implementation of inclusive education.

For capturing information about practice of inclusive education, focus group discussions were conducted with students of disability in the college.

Analysis was made based on the nature of the tools employed to collect the data. For the data collected by the use of questionnaire, information has been grouped in to different categories. After making a thorough analysis, the following major findings of the study were discovered:

5.2 Findings

- There is shortage of awareness raising program about inclusive education in Arbaminch College of teachers education.
- The college community has positive attitude to students with disabilities.
- The educational approach is more of integration rather than inclusion
- The class room and other buildings are not comfortable to students with different types of disabilities.
- There is shortage of educational materials especially for students with visual impairment.
- Most teachers does not use appropriate teaching strategies for students with different types of disability.
- There is resource centre and counselling service established to support students with disability.
- The college has planned to improve the implementation of inclusive education and to give awareness raising program for the college community.
- There is basic computer training program for students with visual impairment training program

5.3 Conclusion

Based on the analysis and summary of the major findings, the following conclusions were made. It is clear that inclusive education is an education system welcome the diversity of all children without any difference and has the potential to reduce

discrimination and to build friendship respect and understanding among students.

As obtained from the data, the limitations such as awareness problems, shortage of adapted educational materials, problems in using appropriate teaching strategies, inaccessibility of buildings, assessment problems, integration approach are highly affecting the effective implementation of inclusive education.

To implement inclusive education the first and the most essential thing is awareness raising program for implementer, However the finding of the study verified that there is gap in providing awareness for the college community about inclusive education. The other basic thing is making the learning environment more accessible for all students, this include material and physical environment. However the finding of the study indicates that there are limitations that need hard work to implement inclusive education in better way.

As the finding of the study indicated, there are different activities done by the college to make the learning environment least restrictive and to implement inclusive approach of teaching among the activities the following are basic, establishment of resource center for students disability, establishment of counseling service, basic computer skill training and Braille training.

5.4 Recommendations

Based on the summary of the findings of the study, the following possible recommendations are forwarded:

- The college should provide awareness raising training on the concept of inclusive education and the strategies how to implement inclusive education.
- Different buildings (road, class room, administrative buildings) should take in to account different group of people in the college and also constructing ramp in the gate way of the class rooms and different buildings.
- The college should provide interpreter tutor for students with hearing impairment.

- The college community should strive to meet the educational need different group of students and work to change the educational approach of integration to inclusion.
- Providing material, moral and technical support for a group of people who are in need of support to meet their educational need.
- The college community should encourage them to participate in extracurricular activities.
- Teachers should used appropriate teaching strategies in the way that is responsive to their educational need.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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