

Practice in Implementing Inclusive Education at MisrakPoly Technic College

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Abstract

Promoting opportunities for people with disability requires free access to basic education and welcome all disabled youth to Misrak Polytechnic Collage without discrimination. This study begins with an overview of Ethiopian government strategies and new legislation aiming to support such inclusive education to disabled children in realizing their right to inclusive education. Then; related literatures on international policies and concepts of inclusive education has been reviewed. The study conducted critical factors challenging the opportunities to implement inclusive education in Misrak Polytechnic Collage in Addis Ababa administrative region. To address all challenges at the collage by purposive sampling. The assessment indicates, many critical challenges continue to affect and regulate the development of inclusive education system to remain elusive in the collage. Impacts due to limited understanding of the concept disability, and other institutional and socio-economic barriers on students with disabilities are then discussed; the study reveals also that facilities are inadequate in providing physical access to people with mobility impairments in the college. Poor government oversight, lack of commitment, and invisibility of trainees with disabilities on the college is the probable reasons for the lack of accessible facilities followed by suggested recommendations such as; Where toilet facilities are required in any building, as adequate number of such facilities shall be made suitable for use by physically impaired persons and shall be accessible to them will improve the implementation of inclusive education, Collage building shall have a means of access appropriate for use by physically disabled persons, including those who are appreciative to use wheelchairs and those who are able to walk but unable to steps properly and They should have to develop curriculum and individualized education program for inclusive education in the Misrak as well as agency bureau.

Keywords: Inclusive education, Trainer, Disabled trainees, Socio-economic, mobility impairments, physical accessibility.

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1.1 Introduction

Education is a process by which man transmits his experiences, new findings, and values accumulated over the years, in his struggle for survival and development, through generations. Education enables individuals and society to make all-rounded participation in the development process by acquiring knowledge, ability, skills and attitudes. Education is the key to sustaining economic growth and reducing poverty (Abebe Yehualwork, 2018).

The Ethiopian Constitution accepts the international declarations and convention, and states education as human right. In line with the international declarations, conventions and policies, it establishes the universal right to education, the constitution emphasizes the need to allocate resources and provide assistance to disadvantaged groups. With this commitment Ethiopia has come a long way in the Education for All process.

Ethiopia ratified the Convention for the Rights of Persons with Disabilities in 2007, an overall lack of inclusion and accessibility and persistent stigmas attached to disability life make very challenging for people who are

differently abled. However, there is still a gap in providing access to all children and actualizing inclusive education. To reduce these gaps, promote inclusive education and actualize Education for all, the Ministry of Education has recently developed a strategy for special needs education with the final goal to ensure access and quality education for all.

Based on the World Report on Disability jointly issued by the World Bank and World Health Organization, there are an estimated 15 million children, adults and elderly persons with disabilities in Ethiopia, representing 17.6 per cent of the population.

Constitution of the Federal Democratic Republic of Ethiopia, adopted in 1995. Article 41(5) of the Constitution sets out the State's responsibility for the provision of necessary rehabilitation and support services for people with disabilities. There is also Proclamation concerning the Rights to Employment for Persons with Disabilities, No. 568/2008, makes null and void any law, practice, custom, attitude and other discriminatory situations that limit equal opportunities for persons with disabilities. It also requires employers to provide appropriate working and training conditions; take all reasonable accommodation measures and affirm active actions, particularly when employing women with disabilities; and assign an assistant to enable a person with disability to perform their work or follow training Labor Proclamation, No. 377/2003, amended by Labor Proclamation No. 494/2006, makes it unlawful for an employer to discriminate against workers on the basis of nationality, sex, religion, political outlook or on any other conditions.

However, It is estimated that more than a billion people, or about 15% of the world's population, are living with a disability, and 80% of them reside in low-income countries of the total population of Ethiopia, 17.6% are estimated to live with some sort of impairment (WHO & World Bank, 2011, p. 29,272)

1.2 Statement of the problem

Education programs have been implemented to take into account the diversity of learners with special needs. Efforts have been made to integrate them into regular TVET. Despite these efforts, implementation of inclusive education has not been successful. Many challenges including limited human and infrastructural resources may be hindering this noble effort. Thus, this study contributes to the literature by filling the existing research gap in the developing countries. The present study, therefore, attempts to assess the Practice in Implementing Inclusive Education at Misrak Poly Technic College.

This is study objective to promote opportunities for people with disability for free access to TVET and welcome all disabled youth to collage without discrimination. Also, to identify the practice of facing implementation of inclusive education in TVET in MPTC.

1.3 Basic Research Questions

This study has the following basic Research Questions in order to guide the investigation

1. What are critical factors practice the opportunities to implement inclusive education in TVET in MPTC?
2. What are institutional and socio-economic barriers on trainee with disabilities?
3. Do you think there is discrimination difference between disable trainee and not disable trainees learning together?
4. What resources are available for implementation of inclusive education in TVET in MPTC?

1.4 General Objective

Promoting opportunities for people with disability requires free access to technical education and welcome all disabled children to TVET without discrimination.

1.4.1 Specific Objectives

- Aiming to support such inclusive education to disabled youth and in realizing their right to inclusive TVET.

- Impacts due to limited understanding of the concept disability, and other institutional and socio-economic barriers on trainees with disabilities
- Conducted critical factors practicing the opportunities to implement inclusive education in Misrak Polytechnic collage.
- Identify the available resources for implementation of inclusive education in TVET in MPTC?

1.5 Significance of the Study

Beliefs about disability, ethnicity, attitude and concerns of trainers can influence the practice of inclusive education, the quality of educational materials and instruction students receive (Leyser & Tappendorf, 2001; Nieto, 1997; Sharma & Desai, 2002; Wilczenski, 1992). Many regular education teachers who feel unprepared and fearful to work with learners with disabilities in regular classes display frustration, anger and negative attitude toward inclusive education

because they believe it could lead to lower academic standards (Gary, 1997; Tiegerman-Farber & Radziewicz, 1998). Additionally, access to resources and specialist support affects teacher confidence and attitudes toward inclusive education (Bennett, DeLuca, & Bruns, 1997; Wolery, Anthony, Snyder, Werts, & Katzenmeyer, 1997).

It is argued that when teachers gain extensive professional knowledge needed to implement inclusive programmes they may succumb to it (Avramidis, Buylis, & Burden, 2000). Similarly, LeyRoy and Simpson (1996) reported that as teachers experience with students, particularly those with special needs intensify, their confidence to teach them is likely to grow which invariably alter their negative attitudes. By conducting a research in this area have the following significance.

- The finding clearly indicate the practice, challenges and opportunities for the provision of inclusive education in Misrak PTC Addis Ababa.
- It alarm the administrators to think about what could be constructed in TVET to accommodate people with different disabilities.
- The study serve as something pushing to realize inclusive education by identifying the existing practice, challenges and opportunities.
- Finally, this research used as reference for further study in the existing practice, challenges and opportunities.

2. Review of Related Literature

2.1 Theoretical Frame Work on the Inclusive Education

According to Abebe Yehualwork presentation on The Concept of Disability and the Principle of Inclusion: Relevant International & National Policy Frameworks & Practices, some rapid assessments revealed that nearly 98% of working age of Persons with disabilities are unemployed in the context of Ethiopia. It is frequently assumed that people with disabilities cannot or do not want to work. But, disabled persons want and need to work: To earn a livelihood; To enjoy social contacts; To gain self-esteem. However, in Ethiopia Regardless of the desire of persons with disabilities to work, working age persons with disabilities are excluded in employment due to the reasons related to: Lack of access to education and vocational training; Environmental inaccessibility including work place; Limited awareness of employers about the potential and capacity of persons with disabilities; Unfair terms of labor market etc. according to the 2013/14 annual abstract of the Federal Ministry of Education of Ethiopia, only less than 5% of school aged children with disabilities could get access to education. It has been confirmed that the main challenge for people with disabilities is related not necessarily to their specific impairment but rather to their lack of equal access to various rehabilitation services such as health care, education, employment or social and legal support systems (UN, 2011).

2.2 Attitude on Disability

Children with disabilities also were not allowed to participate in public schools until 1970s. The only alternative for education of children with disabilities was to send them to private or special schools for children with disabilities. Parents who had better economic status were able to admit their children with disabilities to these schools: but children with disabilities of poor families stayed at home.

In 1960s and 1970s integration/ mainstreaming of students with disabilities in regular schools was started. At this stage, children with disabilities were required to attend their education in special class: but, they were facilitated to be integrated with their peers without disabilities in socialization.

During the inclusion phase, starting in the mid-1980s, emphasis was placed on students with disabilities being included in all school programs and activities. Although students with disabilities were in general classroom under both integration and inclusion, in the inclusion phase. It was assumed that these students belonged in general classrooms, whereas in the integration phase they were considered to be special education students who were simply placed in general classroom part of the time, primarily for socialization.

Vague understanding of the purpose and the benefits of inclusion of exceptional children on the part of the parents can be a main reason for holding negative attitudes towards inclusion (Green and Shinn, 1995). According to Westwood (1997), peers tend to accept of children with disabilities more when they better understand the nature of the disability. With regard to the initiation and implementation of inclusive education/special needs education in Ethiopia, some historical evidences confirmed that special education program in its modern type was started in Ethiopia in 1925 in Dembi dolo town. Special needs education was considered at policy level in the 1994 Education and Training Policy.

Currently, nearly 18 teachers training colleges and 12 universities opened special needs education departments aimed at producing professionals trained in special needs/inclusive education and adaptive skills in Ethiopia. Successful implementation of inclusive education /special needs education requires positive attitude among parents, pupils, and teachers and to the Whole society.

2.3 Factors/Barriers

Research evidence seems to suggest that there are many problems which inhibit the successful implementation of inclusive education. Previous studies have identified inappropriate curriculum, poor stakeholder's attitude, lack of or inadequate resources, poor teachers training, stress and lack of parent and community involvement as key challenges in implementation of inclusive education.

Roles, Challenges and Achievements

Inclusive education is intended to be applied based on principles. Presence, Participation and Achievement. However, there is misunderstanding among implementing professionals and Practitioners assuming that: Inclusion is costly; Inclusion is a positive theoretical concept, but is not practical; Inclusion requires special skills and capacities that are difficult to develop; Inclusion is a disability-specific issue. Inclusion means that all people are entitled to full membership of the human family. Fundamentally, inclusion is the principle: That we are all entitled to participate fully in all aspects of society; that we all have the same rights and responsibilities; that we all have something to contribute. It is the principle which demands valued recognition of all people and the entitlement of all meaningful interaction, involvement and engagement in every part of the complex and multifaceted societies in which we live.

Inclusion is the right of the individual and the responsibility of society as a whole. Inclusion requires the removal of barriers and social structures which impede participation. Regardless of the progress made at policy level, there are still a number of barriers for the genuine implementation of inclusive education at grass root level that requires a practical system change

in the education sector. These include: Low intolerance to exclusion of persons with disabilities; Discrimination continuous even after children get access to regular schools; Children are poorly included in the general education classes; There is a gap between the policy provisions and the practices; Attitudes remain central problem; Involvement of parents in the education of their children's education is generally low. In conclusion practicing inclusive education has continued to be a challenge due to: Organizational/Institutional (Policy, Legislation, Directives, Strategies and Action Plan).

3. Methods

3.1 Research Design and Methods

3.1.1 Introduction

This research design and methods covers research approach and design, data source, sample design, data collection method and method of data analysis and presentation.

3.1.2 Research Approach

The research approach employed in this study mixed approach. The specific purpose of this study is to provide specific facts of the practice in implementing inclusive education at Misrak PTC. Therefore, the quantitative and qualitative research approach will be used to collect, analyze and interpret the data.

3.1.3 Research Design

The research design for this study was a descriptive survey method which is appropriate to investigate the current status of the practice in implementing inclusive education at Misrak PTC.

The research questions that represent problems linked to answering specified questions concerning what and how about the practice in implementing inclusive education at Misrak PTC.

Finally, the overall research objectives are to provide data that allow for identifying meaningful relationships and verifying the validity of relationships between variables then the researchers considered using a descriptive survey study research design to collect the needed primary data.

3.1.4 Sources of Data

The study used both primary and secondary data sources. Primary source of questionnaires and interview, secondary sources like research articles, international organizations reports, textbooks and internet sources.

3.1.5 Sample Design

The Practice in implementing inclusive education at Misrak Poly Technic College broadly categorized into three categories mainly: - professional trainers, Collage's dean, and trainees with disability. Therefore, the populations of this study focused on the formal Collage's dean, professional trainers, and trainees with disability of Misrak Polytechnic College.

The target population focuses on professional trainers, Collage's dean, and trainees with disability. These target populations will select due to their relevance to TVET training practice to be assess by this study.

The sampling techniques stratified available sampling involved because three strata are found for professional trainers, Collage's dean, and trainees with disability. As a specific sampling technique, the study used one of the sub groups of purposive sampling which is expects sampling for the dean and professional trainers because their response as a data is more reliable and valid, since they are expect in the area. For the rest of participants/ visually challenged, physically challenged and deaf trainees and trainees with intellectual impairment/ I selected all of them by available sampling method because the number of these trainees are small in each strata or category.

The required data for the research collected from the participants of practice in implementing inclusive education at Misrak Poly Technic College. Therefore 68/Sixty eight/ participants selected from 3/Three/ categories of the collage that are professional trainers, trainees with different disabilities, and collage dean. Therefore, the sampling size was the Following: 65/sixty five/ professional trainers and vocational councilor; 2/Two/trainees with different disabilities, and 2/Two/ collage dean

3.1.6 Data Collection Method

The primary data used both Closed and open ended survey questionnaires and interview used to collect primary data. Furthermore, it has ability to accommodate large sample size. It also used to collect needed data from selected respondents of different categories in the collage because of its richness and accuracy to measure the

intentions of collage dean, trainers and trainees. To build literature of review and other theoretical analysis is about the topic the researchers collected secondary data from different research articles, international organizations reports, textbooks and internet sources.

3.1.7 Method of Data Analysis

As the first step of data management and analysis, the data collected through questionnaires was

encoded and organized by category, entered in to computer through the use of computer software SPSS version 25, and analyzed by using descriptive method of data analysis. The descriptive statistics was employed to reveal the main features of the gathered data in the study. Thus, the data was presented in the form of frequency tables, graphs for analysis.

4.Results

4.1 Introduction

The description and analysis of data collected from respondents of collage society are analyzed as data designed. From the total distributed 67 questionnaires to collect the data from the sample respondents, 67 questionnaires (100%) were returned. Thus, the analysis was conducted on these 67 responses.

4.1.2 Participants Respondents results

1. Training every youth in the same classroom is the act of equity?

Table 1: Training every youth in the same classroom

Training every youth in the same classroom is the act of equity?		
Alternatives	Frequency	Percent (%)
Strongly disagree	3	5.3
Disagree	12	21.1
Undecided	12	21.1
Agree	21	36.8
Strongly agree	9	15.8
Total	57	100

The above table 1 shows Strongly Disagree 3 (5.3%), Dis Agree 12 (21.1%), Undecided 12 (21.1%), Agree 21 (36.8%), and Strongly Agree 9 (15.8%) this indicate that the respondents are agree 21 (36.8%), and Strongly Agree 9 (15.8%) to the equity of every youth in the same classroom or shop

2. Do you think there is discrimination between trainee's with disabilities learning in collaboration with others?

Chi-Square (chi-x²) - Analysis

Table 2: Discrimination between trainees with disabilities learning

Do you think there is discrimination between trainees' with disabilities learning in collaboration with others?						
alternative	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Yes	14	30	-16	17.067a	1	0.00
No	46	30	16			
Total	60	60				

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 30.0.

The Chi-Square test (17.067) result with p-value of 0.001(p<0.05 alpha level) is significant. Indicates that there is no statistically significant difference between the responses of the two groups of respondents (yes 14 and No 46 observed frequency)

3. In your views is there difference due to limited understanding of the concept disability and inclusive education in Misrak College?

Table 3: The difference in understanding of the concept disability and inclusive education

In your views is there difference due to limited understanding of the concept disability and inclusive education in Misrak College?		
Alternatives	frequency	percent(%)
Yes	29	48.3
No	31	51.7
Total	60	100

As it is indicted on table 3: as the views respondents Yes 3 (5.3%) and No 3(5.3%) this indicates that the majority believes that there no difference due to limited understanding of the concept disability and inclusive education in Misrakpolytechnic College.

4. Issues related facilities and resources are available for implementation of inclusive education in college.

Table 4: Issues related facilities and resources are available for implementation of inclusive education in college.

No	items	Responses		
		Alternatives	frequency	Percent (%)
1	Do trainees with disabilities participate in different activities of the TVET?	Yes	27	42.9
		No	36	57.1
		Total	63	100
2	Does trainee's with disabilities stigmatized by those trainee's without disabilities?	Yes	12	20.3
		No	47	79.7
		total	59	100
3	My classroom/Shop/ is narrow and not convenient	Yes	34	57.6
		No	25	42.4
		Total	59	100
4	I have a transportation availability to come my school	Yes	20	33.9
		No	39	66.1
		Total	59	100

5	Toilet, library, laboratory and play field suitable and accessible for trainee's with disability, visually impaired and physically impaired trainee's.	Yes	7	11.1
		No	56	88.9
		Total	63	100
6	There is Accessibility for trainees with physical disabilities. Like ramp, wheelchair to go upstairs to attend class.	Yes	8	12.7
		No	55	87.3
		Total	63	100
7	Does the college community give special service for students with disabilities?	Yes	17	12.7
		No	45	72.6
		Total	62	100
8	Is the sport field of the school comfortable to those trainee's with disabilities?	Yes	18	27.4
		No	45	72.6
		Total	63	100
9	Is there adapted curriculum for trainees with special needs?	Yes	15	28.6
		No	45	71.4
		Total	60	100
10	Do students with disabilities interact with those students without during break and entry time?	Yes	21	25
		No	39	75
		Total	60	100

The above table 4 shows the questionnaire conducted in Misrak Polytechnic Collage shows many results. The above mentioned table shows that many respondents of collage dean, trainers and trainees agree that the compound of collage is not comfortable for trainers with disabilities and the collage does not give transportation service for disable trainees. Toilet, library, laboratory and play field suitable and not accessible for trainees with disability visually impaired and physically impaired trainees. There is no Accessibility for trainees with physical disabilities.

Like ramp, wheel chair to go upstairs to attend class. These are institutional and socio-economic barriers on students with disabilities.

5. Issues related the effectiveness of trainer in practices the training and learning process

Table 5: Issues related the effectiveness of trainer in practices the training and learning process with disability trainees.

No	items	Responses		
		Alternatives	frequency	Percent (%)
1	Do trainers use lesson plan and curriculum effectively?	Yes	38	62.3
		No	23	37.7
		Total	61	100
2	Do trainers use teaching aid for trainees with disability?	Yes	21	33.3
		No	42	66.7
		Total	63	100
3	Does a trainer help a trainee's with disabilities enrolling in their classroom, shape their Practices.	Yes	32	50.8
		No	31	49.2
		Total	63	100
4	Do trainers manage a classroom with diversified student needs equally?	Yes	34	54
		No	29	46
		Total	63	100
5	Is the teaching methodology of trainers' comfort for trainees with special needs?	Yes	20	31.7
		No	43	69.3
		Total	63	100
6	Is the assessment methodology of trainers' comfortable for trainee's with special needs?	Yes	18	28.6
		No	45	71.4
		Total	63	100

Table 5 shows clearly the items and corresponding frequency in percentage. In summarizing this, when we come to the practices of training and learning process of trainers with inclusive, they have not adapted curriculum and individualized education program, the training methodology is not comfortable and generally the assessment methodology is not also comfortable for those trainees with inclusive. This is evidenced with that almost all respondents in the above table confirmed that there are no adapted curriculums for students with inclusive education.

5. Discussion & conclusions

5.1 Discussion

In this section we will connect our finding to the theoretical based on basic research objectives and the related literatures.

a. accessible for trainees with disability

As the study results shows, concerning to the toilet, library, and laboratory and play field suitable and accessible for trainees with disability visually impaired and physically impaired students; there is no Accessibility for trainees with physical disabilities. Like ramp, wheelchair to go upstairs to attend class in Misrakpolytechnic College.

The present study investigated the physical accessibility on campuses of three universities in China support this finding. Findings show a lack of physically accessible facilities on the four university campuses. Similar to the findings of some U.S. studies (Aamlid & Brownfield, 2019; Fleming et al., 2017; Stumbo et al., 2010/2011), a number of accessible facilities found on campus were in poor condition and lacked regular maintenance (e.g., spelling and cracking on the curb ramp; weeds and other vegetation growing in curb sections). Some had not been used or used for other purposes (e.g., wheelchair accessible toilets were locked or used as storage rooms). None of the four campuses meet all the standards set by the Codes (e.g., no elevator displaying an accessible sign; no voice prompt or handrails inside each elevator).

Also, our findings are similar to the results of some studies that were conducted in the United States and Canada in the 1990s which reported that accessibility was a serious problem at both small and large universities and at both public and private universities (Hill, 1992; Low, 1996; Singh, 2003). Its 170 Tam et al.; Examining Physical Accessibility should be noted that these U.S. and Canadian studies were conducted over 20 years ago.

b. disability Students and others with collaboration

There is lack of awareness of about the understanding of the concept disability and inclusive education, the community understands being a disabled youth is a curse there is significance difference on difference due to limited understanding of the concept disability and inclusive education.

In reality, teachers at all levels lack proper knowledge and understanding of differences that exist among trainees. They often lack positive attitudes towards trainees with disabilities. No universal teaching method/strategy is available. However, UNCRPD makes inclusion mandatory. In these circumstances, do you think inclusion can be practiced in schools/colleges?

Some recent studies reported that inclusive education compliant implementations are uneven across individual campuses (Simonson et al., 2013; Stumbo et al., 2010/2011). There are still places, especially older buildings, where physical accessibility is limited for students with disabilities. however, At Misrak Polytechnic Collage learning in one class with disability Students and others with collaboration is good opportunity to implement inclusive education.

c. Teaching Aid

Trainers not use teaching aid and not help students with diversified needs equally while managing the class room enrolling. There is also Attitudinal and Social (Negative reaction of people towards disability);Environmental (Infrastructure inaccessibility and; Knowledge barriers (Lack of professionals trained in disability studies, lack of materials, less paper valued police on equality of disability) are challenging points in implementing inclusive education in Misrak Polytechnic Collage. This find agree with the study conducted by Tesfaye Basha(2020), The finding revealed that there are inadequate infrastructures and education facilities, sanitation facilities, lack of ramps, dirty and dusty classrooms and acoustically non-treated classrooms, equipment and services; moreover, negative attitudes of teachers, lack of budget, limited professionals, lack of responsible personnel in district, zone and region education offices.

d. Adapted curriculum

As the result show that Practice in Implementing Inclusive Education at Misrak Poly Technic College, they have not adapted curriculum and individualized education program, the training methodology is not comfortable and the assessment methodology is not also comfortable for those trainees with inclusive. From literature reviews point the way out to this problem, all the steps needed to develop the training plan, select and prepare trainers, and develop the materials used for training including curricula and lesson plans. Training is a process in which a learner masters a set of skills and practices that enable him or her to apply them get ready before start the training. The program may have an overall curriculum that describes the main issues to be covered and areas for learning. These would be further detailed in individual learning modules: sets of interrelated elements focused on a learning objective. A learning module is defined through a syllabus that describes in detail what will be taught and by what methods.

5.2 Conclusions

Based on the major findings, the following conclusions were drawn:

Attitudinal, Social and economically the disabled trainers are marginalized not equally benefiting the right of education for all in Misrak Polytechnic Collage. Also, School buildings and materials is not suitable for disabled students.

Inclusive education implementation is infancy level in Misrak Polytechnic Collage and facing various challenges. There is lack of skill full educators on the field of inclusive education practices.

5.3 Recommendations

Based on the findings and conclusion reached, the following recommendations are forwarded.

➤ Where toilet facilities are required in any building, as adequate number of such facilities shall be made suitable for use by physically impaired persons and shall be accessible to them will improve the implementation of inclusive education.

➤ Collage building shall have a means of access appropriate for use by physically disabled

persons, including those who are appreciative to use wheelchairs and those who are able to walk but unable to steps properly.

➤ They should have to develop curriculum and individualized education program for inclusive education in the Misrak as well as agency bureau.

➤ The training methodology should be comfortable and the assessment methodology comfortable for trainees with inclusive.

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