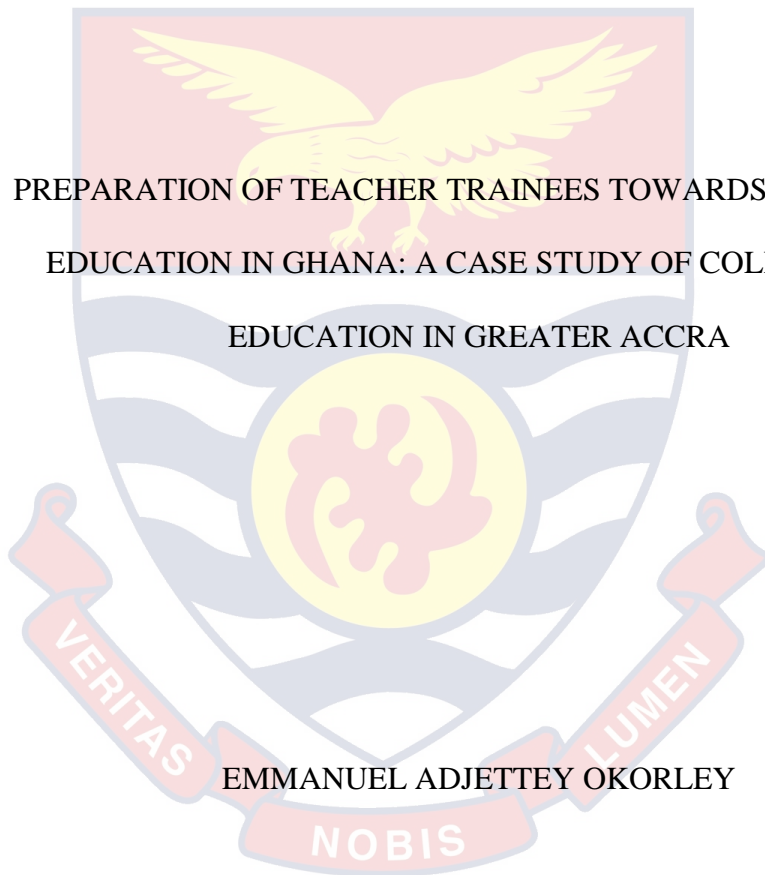


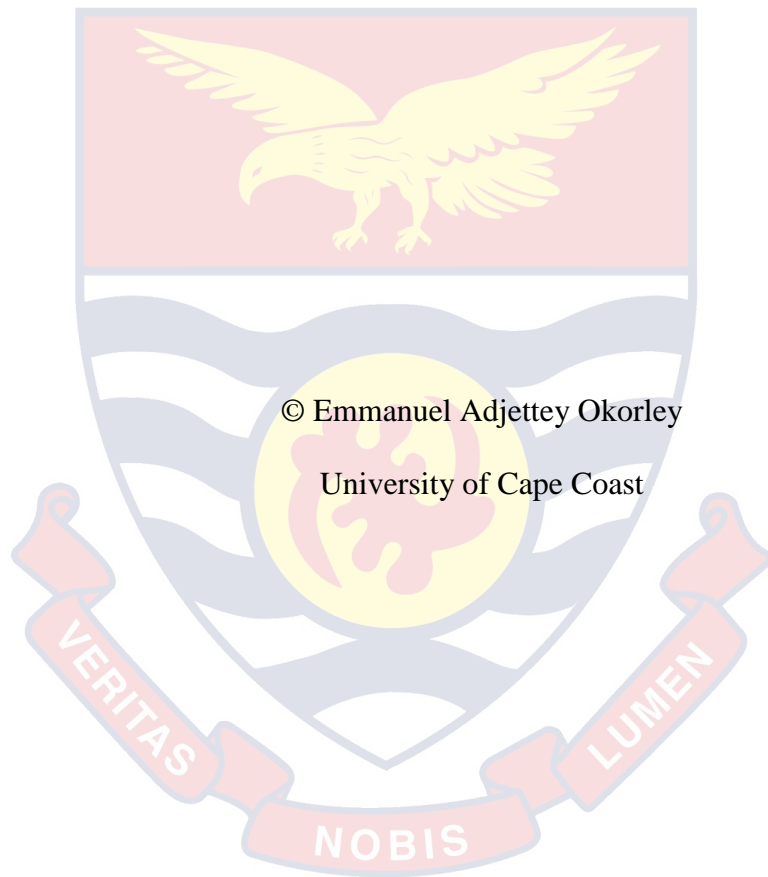
UNIVERSITY OF CAPE COAST



PREPARATION OF TEACHER TRAINEES TOWARDS INCLUSIVE
EDUCATION IN GHANA: A CASE STUDY OF COLLEGES OF
EDUCATION IN GREATER ACCRA

EMMANUEL ADJETTEY OKORLEY

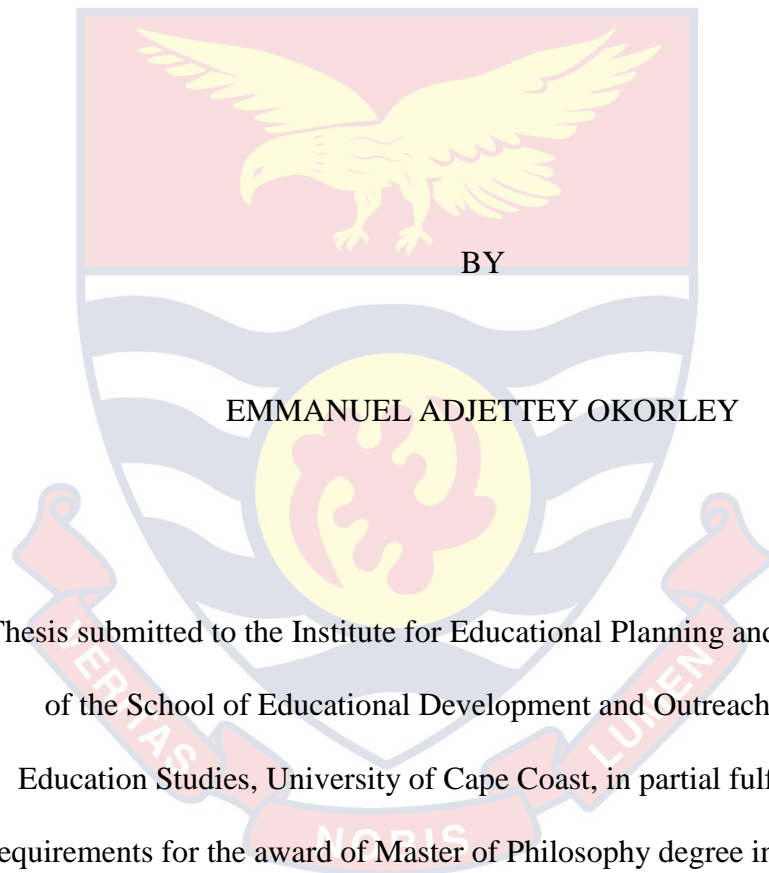
2020



© Emmanuel Adjetey Okorley
University of Cape Coast

UNIVERSITY OF CAPE COAST

CONTRIBUTIONS OF COLLEGES OF EDUCATION IN GREATER
ACCRA REGION IN PREPARING TEACHER TRAINEES TOWARDS
INCLUSIVE EDUCATION



This thesis submitted to the Institute for Educational Planning and Administration
of the School of Educational Development and Outreach, College of
Education Studies, University of Cape Coast, in partial fulfillment of the
requirements for the award of Master of Philosophy degree in Administration
in Higher Education

JULY 2020

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature Date

Name: Emmanuel Adjetey Okorley

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature Date

Name: Dr. Dora Baaba Aidoo

Co-Supervisor's Signature Date

Name: Dr. Michael Boakye-Yiadom

ABSTRACT

The focus of this study was to find out about the role of Colleges of Education in preparing teacher trainees towards inclusive education at the Colleges of Education in Greater Accra Region. The exploratory case study technique was used to investigate what colleges of education are doing to prepare teacher trainees to teach differently abled children in mainstream classrooms. Six (6) student leaders, four (4) tutors, and two (2) principals of colleges of education in the Greater Accra Region provided qualitative data for the study. The study discovered that trainee teachers were not effectively prepared to teach differently abled children in mainstream classrooms, and that school-based programs and courses failed to capture key important and sensitive aspects of the inclusive education curriculum. In addition, the study discovered that colleges of education face a number of obstacles that have hampered their growth and development. Regardless, the institutions have made a significant contribution to enhancing Ghana's inclusive education. According to the participants of the study, teacher preparation in colleges of education is insufficient, and insufficient money, infrastructure, assistive equipment, and governance issues are few of the difficulties inhibiting the performance of these colleges. The report suggests that Colleges of Education's curricula be redesigned to incorporate additional courses on inclusive education as a matter of priority. It was also suggested that the government and other non-governmental organizations invest funds in improving the Inclusive Education Policy.

KEYWORDS

Inclusive education

Differently abled

Mainstream classroom

Teacher trainee

Colleges of Education

Students



ACKNOWLEDGEMENT

I would like to express my profound appreciation to my supervisors, late Dr. Dora Baaba Aidoo and Dr. Michael Boakye-Yiadom, both of the Institute of Educational Planning and Administration (IEPA), for their professional guidance, advice, encouragement and the goodwill with which they guided this work.

I am grateful to Bishop Benjamin Ohene Aboagye, Apostle Benjamin Adjei Duncan and Rev. William Foli Garr, for their prayers, support, advice and inspiration in my life over the years. I am again grateful to Madam Kate Bannaman for her time, support and encouragement during my course. I want to also express my heartfelt gratitude to Prof. Ernest Okorley for his input and encouragement in undertaking this study.

Finally, I wish to thank my family, friends and leaders of Doxa Destiny Chapel International for their prayers, support, especially, my dear wife, Mrs. Irene Addoley Okorley, my friend Mr. Thomas Mensah and my children, Osborn, Wildred, Cameron and Brielle.

DEDICATION

To my wife, children and the entire membership of Doxa Destiny Chapel

International



TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
KEYWORDS	iv
ACKNOWLEDGEMENT	v
DEDICATION	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ACRONYMS	xiii
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	9
Purpose of the Study	10
Research Questions	10
Significance of the Study	11
Delimitation of the Study	11
Limitation of the Study	12
Definition of Terms	13
Organization of the Study	13
CHAPTER TWO: LITERATURE REVIEW	
Introduction	15
Theoretical Review	15
Conceptual Review	16

The Concept of Inclusive Education	16
History of Inclusive Education in Ghana	20
Development of Inclusive Education	21
Inclusive Education Programmes	24
Three Levels of Inclusive Education	28
National Adoption and Implementation of Inclusive Education	28
Knowledge and Skills of Inclusive Education	30
Current trends and Implementation of Curriculum to Benefit Children with Different Abilities	34
The Concept of Teacher Preparedness	39
Preparedness of Teacher Trainees towards Inclusive Education	44
Attitudes of Students and Teachers towards Inclusive Education	49
Challenges of Inclusive Education	54
Empirical Review	58
Summary of Reviewed Literature	60
CHAPTER THREE: RESEARCH METHODS	
Introduction	62
Research Design	62
Study Area	64
Population	65
Sampling Procedure	65
Data Collection Instrument	66
Validity	67
Reliability	67
Data Collection Procedure	68

Ethical Issues	68
Data Processing and Analysis	69
Chapter Summary	71
CHAPTER FOUR: RESULTS AND DISCUSSION	
Introduction	72
Demographic Data	72
Source: Researcher's Field Survey (2019)	73
Findings of the study	73
Main Themes of the Study	73
Theme 1: Teacher Trainee Preparation and Programmes	74
Theme 2. Course Contents	81
Theme 3. Contributions of Colleges of Education to Inclusive Education in Ghana	83
Theme 4. Challenges of Inclusive Education in Colleges of Education	86
Discussion	91
Chapter Summary	101
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Introduction	102
Summary of Research Process	102
Summary of Key Findings	103
Conclusion	105
Recommendations	106
Suggestions for Further Studies	107
REFERENCES	109

APPENDICES	129
APPENDIX A: Interview Guide for Principals and Tutors	129
APPENDIX B: Interview Guide for Teacher Trainee	132
APPENDIX C: Maps	135



LIST OF TABLES

Table		Page
1	Sampling of Population	66
2	Six Basic Steps of Thematic Data Analysis	70
3	Demographic Characteristics of Study Participants	73



LIST OF FIGURES

Figure		Page
1	Development of inclusive education and their interaction with each other	23
2	International development towards inclusive education	26
3	Levels of inclusive education	29



LIST OF ACRONYMS

CoE	–	College of Education
CFS	–	Child Friendly Schools
EFA	–	Education for All
EBD	–	Emotional and Behavioural Disorder
FCUBE	–	Free Compulsory Universal Basic Education
MoE	–	Ministry of Education
IEPA	–	Institute for Educational Planning and Administration
IIEP	–	Individualised Education Program
GSGDA	–	Ghana Shared Growth and Development Agenda
UDL	–	Universal Design for Learning
SED	–	Severely Emotional Disorder
TIE	–	Tanzania Institute of Education
UCC	–	University of Cape Coast
TTC	–	Teacher Trainee Colleges
UNESCO	–	United Nations Educational, Scientific and Cultural Organization
VSO	–	Voluntary Services Overseas
KATH	–	Komfo Anokye Teaching Hospital

CHAPTER ONE

INTRODUCTION

Chapter one of this study discussed the background to the study, purpose of the study, research questions, significance of the study, delimitations, limitations and how the entire work was organised.

Background to 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 lot of problems in most schools globally. 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. (Tungaraza, 2010). Again Tungaraza (2010) projected that, many countries do not have enough teachers, let alone enough teachers who have received sufficiently high quality pre-and in-service training and access to continuing professional development. To him the inadequate of well-prepared and motivated teachers impacts on the enrolment, participation and achievement of all children but can be particularly detrimental to the education of children from marginalised groups, who may need some extra encouragement or assistance to reach their educational potential (Tungaraza, 2010).

The provision of education for children with disabilities in every form should receive equal examination as mainstream education as Ghana now shifts focus from access issues to quality issues in education provision. (Aidoo, 2012). Msuya (2005) suggests that, necessary factors like facilitators (teachers), teaching and learning materials, equipment and some environmental settings such as colleges and school that are important for

training of teachers and children with special needs should be considered in an inclusive context. According to Getruda (2014), there are many challenges teachers face in implementing inclusive education in schools and these are poor quality training, teacher's attitude, poor inclusive knowledge, lack of teaching aids and equipment, parents not involved, poor teachers collaboration, loss of teachers commitment, loss of sensitive policy and rigid methods and curriculum. Teachers are key resources and major stakeholders in education and, as a result, their role in the implementation of inclusive educational reforms is very essential. For this reason, teacher training is considered crucial and a fundamental element in the process of implementing new educational policies.

Mprah, Ababio, Opoku, Owusu & Ampratwum (2006) in their study revealed that all the classroom teachers did not have any idea on inclusive education prior to the introduction of the policy in the Municipality. Their lack of knowledge on the policy is attributed to the fact that although inclusive education was not part of their pre-service training, they were not given any in-service training on inclusive education. Ingrid and Sunit (2013) opined that teachers were often simply not trained or supported to teach all class of children including those with disabilities; As a result, these children were mostly marginalised in terms of educational opportunity and attainment in life. They estimated that 15% of the world's population was differently abled. This was in line with the global estimation that, 93 (ninety three) million children living with moderate or severe disabilities found themselves out of school, that means, they were not empowered as individuals to support themselves and

their communities in general. (World Health Organisation & World Bank 2011).

According to United Nations Educational, Scientific and Cultural Organization (UNESCO) report in 2010, attention needs to be paid to preparing teachers who are capable of including children with disabilities in the educational process. They also projected that ‘approximately 200 million children were currently in school but were learning very little, because of inefficient and inadequate education, and between 25% and 75% children in poor countries cannot read, even after several years in school, because the quality of education given to these children in schools did not take into accounts their differences or needs to be able to benefit from their main stream classroom activities. These among others ignited the need for inclusive education, where all children, regardless their background, race, abilities and disabilities and gender were given the same opportunities and privileges to access and learn equally in the main stream classroom in every community (UNESCO, 2010).

Inclusive education therefore focuses on supporting all learners, educators and the systems to address the full range of learning needs to increase the learning and participation of learners to minimise the effects of barriers to learning and participation through a radical restructuring of the schools in terms of curriculum, assessment and pedagogy to help all learners achieve their full potential. The Government of Ghana Inclusive Education Policy (2015) realizing that education was important in national development introduced policies that will foster inclusive education. As a result, the Education Act of 1961, which made primary and middle school free and

compulsory for all children aided the enforcement of free education by 2015 in the 1992 constitution of Ghana (Government of Ghana Inclusive Education Policy, 2015)

In light of this, the Ghana Government's education strategic plan 2010-2020 was set to provide education for those differently abled children ranging from the physical and mental impaired, orphans, those who are slow learners or fast learners, the marginalised among others, the opportunity to be educated by including them wherever possible, within the mainstream formal system. This means that over the years there had been emphasis on inclusive education using various policies by ensuring quality delivery through appropriate curricula, organizational arrangements, teaching strategies, human resource and school culture that will present opportunities for promoting inclusive education. Strategically the policy is tuned to promote the availability and training of relevant professionals or teachers (Ghana Education Strategic Plan, 2010 – 2020)

Singh (2016) was also of the view that the preparation of teachers for special educational programs should be planned differently, with the needed skills and practical activities in Colleges of Educations, rather than the conventional programs, since the aim of inclusive education was to integrate differently abled persons in the environment and community, to make them relate well with others for better coexistence and development. In view of this he opined that teachers' attitudes toward inclusive education, could be formed and developed in the context of an educational system which can provide some specific conditions and knowledge, in order to have a good

understanding with practical orientation about inclusive education to be able to handle confronted cases in the field.

In line with this, Vygotsky (1978) emphasised that, students have different Zone of Proximal Development (ZPD) and through interaction with their teachers or peers, underachievers get to understand the new concepts or whatever they are taught better. He also stressed on cooperative dialogues between children and knowledgeable members of their society in challenging activities. To him, children learn to think and behave in ways that reflect their community's culture. This means that, there should be a good and positive interaction between learners and teachers. As learners learn from their teachers and also take them as their role models. Hence training of quality teachers to serve as role models to the children should be the core of duty of Colleges of Education toward the achievement of inclusive education policy.

Again, there was identifiable challenges which had militated against the implementation of inclusive education in schools. According to Getruda (2014) and Bricker (2000) these challenges include poor quality training, teacher's attitude, poor knowledge of inclusive education, inadequate teaching aids and equipment, parents not involved, poor teachers collaboration, loss of teachers commitment, loss of sensitive policy and rigid methods and curriculum, among others were great barriers of smooth running of the policy. According to Ingrid and Sunit. (2013), to ensure that every child has a teacher who is trained in inclusive education and acknowledges their responsibility to be Inclusive then:

1. attention must be given to address inclusive education in pre-service and in-service teacher training through continuing professional development

activities. Though NGOs often intervened to provide in-service training programmes, these may reach only a small percentage of serving teachers. Countries need their governments to support the scale-up of such in-service training and development for teachers and to develop Inclusive pre-service training (Education).

2. a mixture of specific courses that focus on inclusive education and a concerted effort to add inclusive education principles into all teacher training courses and activities.

3. a review and revision of teacher training courses, curricula and materials; with the review process involving training institutions and ministry of education personnel, as well as trainers, teachers and other education stakeholders from diverse sections of the community.

4. advocacy to encourage teacher training institutions and ministries to undertake such changes; and to build the capacity of teachers and other education stakeholders to demand comprehensive improvements in teacher training and continuing professional development opportunities at all levels.

In short of the above points raised they argued that, teachers were often simply not trained or supported to teach children with disabilities and this makes the children to be more marginalised in terms of educational opportunities and attainment.

The responsibilities enlisted above suggests that teachers are key resources and major stakeholders in education and, as a result, their role in the implementation of inclusive educational reforms is very essential. For this reason, teacher training is considered crucial and a fundamental element in the process of implementing new educational policies. Adequate teacher training

and preparation ensures that teachers acquire the desired knowledge and aptitudes that will shape their attitudes towards new educational policies, such as inclusive education. This would go a long way to affect how teachers teach in schools where children or students with different abilities, (abled and disabled) would be in a main stream classroom.

Mprah (2006) indicated that some of the classroom teachers expressed their frustration about inadequate preparation to handle children with special needs. The teachers indicated that inadequate knowledge on the policy (inclusive education) is attributed to the fact that inclusive education was not part of their training, they were not given any in-service training on Inclusive Education. From the above assertion, the success of any educational reforms therefore hinges on the availability of teachers possessing the requisite knowledge and competencies. Therefore, with the current shift towards inclusive education, teacher training and preparation has particularly become more essential. Inclusive education requires that teachers are well prepared to handle the new challenges involved in handling children with diverse learning needs in the general classroom setting without discrimination. Equipping teachers with the right training enables them to understand the philosophy of Inclusive Education, develop positive attitudes, and build up the needed skills relevant to handle pupils with diverse needs in a main stream classroom settings (Mprah, 2006).

The activities of Colleges of Education were considered crucial and a fundamental element in the process of implementing new educational policies. (Eileen, 1999 & Campos, 2005). It is therefore prudent as it was incumbent on colleges of education in Ghana to pay rapt attention to how they can train,

support and prepare teachers towards handling learners with different abilities in a main stream classroom. It must be a conscious effort deliberately and intentionally geared towards preparing and equipping teachers with the necessary knowledge, skills and competencies for teaching children with different abilities in their classrooms. Thus, for teachers to be receptive to inclusion, their training should go beyond preparing them to address the demand for academic excellence; it should also include providing them with skills that will enable them to meet the needs of diverse groups of pupils in their classrooms (Whitwoth 2001 & Gerent & Hotz 2003).

The importance of teachers in the implementation of inclusive education demands that general educational teachers in Ghana are adequately prepared to assume the responsibility of educating children with different abilities or needs. However, studies (Yekple & Avoke, 2006) in Ghana identified negative attitudes among teachers towards children with disabilities and those with different abilities, suggesting inadequate teacher preparation towards inclusive education. They identified that teachers expressed uneasiness and doubts about their ability to handle children with different needs. In affirmation, Agbenyega (2003) cited the use of derogatory names and maltreatment by teachers as some of the factors impeding enrolment and retention of children with disabilities in the general classroom.

Avoke and Avoke (2006) projected that, attitudes of teachers were largely due to the fact that teacher training and preparation in Ghana, especially at the traditional training colleges or (colleges of education), did not include core courses on inclusive education. As a result, some teaching methodologies in these Colleges of Education were directed towards normal

practices for general courses in schools. Consequently, teachers were not trained to teach towards differential learning outcomes, and their teaching methods tended to be examination driven. Teaching and assessment practices have, therefore, tended to alienate children with different needs. It is for the above reasons that a three hour introductory course in special needs education was introduced in the curriculum of all Colleges of Education in Ghana.

This introductory course is meant to provide teachers with an introductory or basic knowledge on how to segregate children with disabilities into the mainstream class. However, it was observed that such introductory programmes do not offer enough course work on Inclusive Education to adequately prepare teachers to work, and fully embraced policy in a main stream classroom settings. As a result, newly trained teachers were not well prepared to teach in Inclusive classroom setting. (Pugach & Johnson, 2002; Obi & Mensah, 2005.). It is against this backdrop that the researcher decided to know the contributions of Colleges of Education in preparing their teacher trainees effectively towards inclusive education, to be able to handle children with different abilities in a main stream classrooms settings in Ghana.

Statement of the Problem

Although teachers in the conventional educational schools have encountered students with different abilities in main stream classrooms, they have limited knowledge of Inclusive Education making it difficult for them to accept and handle children with different abilities in a general classroom settings. (Hayford, 2007. Avoke and Ocloo, 2004; Mamah, 2006. Obi and Mensah (2005). Several studies have revealed the lack of professional training in inclusive teaching and practices for general education teachers (Agbenyega,

Deppler & Deppler, 2005). In Ghana, for example, it has been observed that teacher training programmes in colleges and universities are not offering enough coursework on inclusive education to prepare teachers to work in inclusive classrooms (Avoke & Ocloo, 2004; Mamah, 2006). Obi & Mensah (2005) observed that although teacher trainees in teacher training colleges and institutions in Ghana offer special education as part of their educational foundation courses, the course content is not adequate to prepare teachers for inclusive education.

However, since the introduction of the policy it is still unknown what the Colleges of Education were doing to adequately and professionally prepare teacher trainees in the Colleges of Education with regard to course content, pedagogy and programmes that will equip teacher-trainees to embrace children with different abilities in the main classroom. The researcher therefore wanted to find out the state of activities, practices, and strategies Colleges of Education in the Greater Accra Region adopt in preparing teacher trainees towards inclusive education in Ghana.

Purpose of the Study

The purpose of this study was to find out about the role of Colleges of Education in preparing teacher trainees towards inclusive education at the Colleges of Education in Greater Accra Region.

Research Questions

1. How are teacher trainees of the College of Education prepared to handle differently abled children in the main stream classroom?
2. What strategies were adopted at the Colleges of Education in Greater Accra Region to enhance inclusive education?

3. What are the roles of Colleges of Education towards the training of teachers to improve inclusive education in the Greater Accra region?
4. What challenges do the Colleges of Education in Greater Accra face in developing teacher trainees with requisite knowledge of inclusive education to handle differently abled children?

Significance of the Study

The study will be significant to the field of education in that it will build upon the available knowledge relating to preparation of teacher trainees for educating children who are differently abled in the main stream classroom. The study will equally benefit participants in Colleges of Education to have a good understanding and practical orientation to handle confronted cases in the field as experienced tutors. The outcome of the study will help stakeholders such as Parents, Principals, and Ministry of Education officials among others, understand what it takes to educate learners who are differently abled in the main stream classroom settings, to help them integrate effectively into our societies. Again the study will help policy makers dwell on good policy plan to help check on the Colleges of Education to fully implement the policy to enhance inclusive education. Finally it will help reduce if not eradicate completely, the kind of attitude and perceptions held by teacher-trainees in the main stream classrooms in the Greater Accra Region about differently abled children.

Delimitation of the Study

The focus of the research was delimited to teacher trainees' preparation towards inclusive education at the colleges of education in the Greater Accra. This was to find out the state of activities, practices and strategies the colleges

adopt to prepare teacher trainee's to be able to handle differently abled children in the main stream classroom. Geographically the research was delimited to greater Accra Region to capture the two government colleges of education, that was, Accra College of Education right in the center of the Region, and Ada College of Education, located at the Eastern end of the region because they were close to the policy makers and the researcher believed that they would at least be one of the first Colleges of Education to implement inclusive education in the country. Again, the study was delimited to the Principals, senior lecturers (Heads of Departments) (HOD's) and leaders of final year teacher trainees, because the Rectors and lecturers (HOD's) were the implementers of policies and programmes of the Colleges of Education. The teacher trainees were the direct benefactors of these programmes and policies of the colleges; hence their involvement and contributions would help the researcher acquire in-depth information for the study.

Limitation of the Study

One limitation of the study was that the findings and results of the study cannot be generalised since the study was only delimited to Colleges of Education in the Greater Accra. However, the researcher cannot conclude that whatever is happening in the Colleges of Education in Accra is happening at other Colleges in different regions. The conclusion of the study cannot apply to all Colleges of Education in Ghana. Also it was difficult to book an appointment with the Principals and Tutors of the two Colleges of Education. This affected the validity of the study as one of the Principals had to delegate a rep to be interviewed.

Definition of Terms

For readers not familiar with the educational setting, these terms were frequently used in the special education realm.

Inclusion: For the purpose of this study, Inclusion would involve keeping both special education students and abled students in a main stream classrooms to be educated and bringing support services, if needed, to them rather than segregation.

Differently abled students or children: a student who is eligible for special education services. It involves students who were able and disabled, the marginalised group, the extreme poor and the out case, who need interventions to overcome their differences put into a main stream

Attitude: Attitude refers to —affective, cognitive, and behavioral components that correspond, respectively, to one's evaluations of, knowledge of, and predisposition to act toward the object of the attitude.

Teacher –trainees: These were students under training in order to gain the status of professional teachers after completion from Colleges of Education.

Special needs individual: Any person who needs exclusive attention to maximize his or her potentials

Zone of Proximal development: It furnishes psychologists and educators with a tool through which the internal course of development can be understood

Organization of the Study

The study comprised of five chapters. Chapter one, presented the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations, limitations and

organization of the study. Chapter two, comprised of the literature on the preparedness of teacher trainees for inclusive education, theoretical framework, conceptual framework and empirical review. Chapter three dealt with the research methodology covering research design, sample size and sampling procedures, research instruments and their validity procedures of data collection and data analysis techniques. Chapter four comprised of data analysis, interpretation and discussion of findings. Chapter five presented the summary of the study, conclusions and recommendations.



CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter provided the review of related literature on contributions of Colleges of Education towards teacher preparation in inclusive education from different countries. The literature was reviewed under the following sub-headings: Theoretical framework, the concept of inclusive education, expertise teachers need to handle inclusive classrooms, student and teachers' attitudes towards inclusive education, adaptations in inclusive classrooms, alternative assessment, empirical studies and summary of the relevant literature of the study.

Theoretical Review

The theoretical framework used for this research was the theory of social development of Vygotsky, which emphasized the basic role of social interaction in the growth of adjusted education for students (Vygotsky, 1978). It is therefore obviously essential to know how children learn and grow in a social environment that would allow them to develop their potentials irrespective of their distinct skills. Given the important role of the social environment in the growth of children, it was a natural decision for the investigator to use Vygotsky's theory as the theoretical framework to comprehend the complicated universe of the primary stream school in the growth of Inclusive Education. This tradition is often referred to as the socio-cultural strategy, thus emphasizing how social and cultural variables influence the learning and development of children to obtain greater mental functions and social skills through early childhood and life-long involvement in social

interactions. The researcher therefore believes that, inclusive education dwells on providing positive socio-cultural attitudes and skills into teacher trainees to accept all children, including the differently abled one's in a socio-cultural environment such as the main stream classroom settings conducive for better interactions. Again Vygotsky was especially interested in language as an instrument for the development of higher mental functions. He stressed on the relationship between language and human development, as fundamental views. It was prudent for the researcher to adapt this theory since the medium of interactive relationship or instrument between teacher trainees and their student was language.

Conceptual Review

The Concept of Inclusive Education

Globally, there has been a decisive move towards inclusive practice in education and any acceptable agreement on the key principles which was encompassed in the Salamanca Statement (UNESCO, 1994). Since 1994, the principles agreed on in Salamanca have been reinforced by many conventions. The declarations and recommendations in Europe which covers United Nation's Convention on the Rights of Persons with Disabilities (2006) had made it an explicit reference to the importance of ensuring inclusive systems of education. It was obvious that the Rights of Persons with Disabilities has gone beyond the narrow idea of inclusion as a means of understanding and overcoming a deficit in understanding the issue on Inclusive Education. It is now widely accepted that concerns on the issues of gender, ethnicity, class, social conditions, health and human rights encompassed universal involvement, access, participation and achievement (Ouane, 2008).

The UNESCO International Conference in Geneva in 2008 raised the importance of inclusive education as a means of addressing increasing inequality, spatial segmentation and cultural fragmentation. Garcia-Huidobro (2005) has also pointed out that equity must be at the centre of general policy decisions and not limited to peripheral policies oriented to correct the effects of general policies that are not in tune with logic of justice or prevention. Education for all and remove barriers to participation and learning are essential links which made the reform of education system and other policies such as poverty alleviation, improved maternal and child health, promote gender equality and ensure environmental sustainability and global partnership.

In Ghana, the early provision of special education was heavily influenced by the British (Avoke 2001). The first special school was reported established in 1936 by missionaries. And in the 1970's and 1980's the county experienced a rapid growth in the provision of special schools. These special schools gave education to the visually impaired, the hearing impaired and the mentally disabled (Anthony 2011). Since then, special education is mainly linked to these three categories of disabilities. Traditionally, this has led to the exclusion of other categories of disabilities and disadvantages. It has even led to, as Anthony (2011) mentions, an over-representation of children with mental disabilities. However, the latter is often the case, since mental disabilities in Ghana often function as a catch-all category (Anthony 2011). The first Teacher Training College (TTC) to specialise within special education in Ghana was established in 1965. At the time of establishment, the college gave teacher students training in the education of the deaf. In 1975

another college was established; the Presbyterian Training College in Akropong-Akwapim, where training for the education of the blind was given.

However, by 1985 these two colleges were integrated and expanded their field of education to include special training for the education of the mentally disabled. This specialist college, under the name College of Special Education, consisted of a two year program of intensive preparation within the specific subject areas or disciplines. These two years were to be taken in addition to normal teacher training at certificate level. In 1992, the College was upgraded to university level, and the specialist certificate was replaced with degree programs and diplomas at the University of Education, Winneba (Avoke 2001). Inclusive education, on the other hand, was first introduced to Ghanaian teacher training in the 1990's through the governments' commitment to meet the goals enshrined in the Salamanca statement. Training and courses in special and inclusive education were given at the universities in Winneba and Cape Coast through undergraduate and postgraduate programs, and at several TTCs now Colleges of Education (CoE) through diplomas (Avoke 2001, Kuyini & Mangope 2011).

Additionally, in-service teacher training was given for teachers to improve their teaching and learning skills for teaching in basic schools (GES 2004, UNESCO 2011). Many trained teachers in Ghana have had their training from a TTC. At these colleges, inclusive education and the teaching of children with learning difficulties is given special attention under the topics pupil-centered methods of teaching, categories of special needs children and children with learning disabilities. Within these topics, teacher students are taught what methods of teaching and supportive materials should be used in

class, how to characterize and identify a learning disability, what categories of impairments or disabilities underline a child's learning difficulty, and the use of inclusive education in teaching (Institute of Education, UCC 2005). Since the education reforms from the late 1980's and the Free Compulsory Universal Basic Education (FCUBE) program from 1996, there has been a steady improvement in the access to basic education, with a gross enrollment rate in primary schools increasing from 87% in 2003 to 94% in 2006. However, completion rates remain lower, with 85% in 2009 (Akyeampong 2009, 2010, USAID, 2009). Different factors were identified to account for why some children never enter or complete primary school levels. Among these factors were poverty, child labor, school location, disabilities, health issues, and school organization (UNESCO 2010).

Apart from the factors mentioned above, children with learning difficulties in Ghana were mostly often referred to as children having a visual, hearing or mental disability, while children falling out of this categorisation of learning disabilities are most likely to be included in the category of 'normal' children (Hayford 2007). However, in later years the focus seem to have expanded to include street children, children with health issues, children with dyslexia, talented children, children with behavior or communication problems etc. (Institute of Education, UCC 2005). Comparatively, these categories of children are at greater risk of being marginalized from access to education. This can imply that children who are disadvantaged in any aspect of life were children under risk of having or developing a learning difficulty. According to UNESCO, children who are marginalized from access to

education are often also marginalized from quality education (UNESCO 2010).

According to Hayford (2007), children with learning difficulties who fall under the category of ‘normal’ children are in Ghana most likely not to receive any attention in terms of pedagogical interventions. These children may thus not only be at risk of being marginalized from access to education, once in school they may also be at risk of being marginalized from learning. This can be emphasized by using the example of language of instruction; learning is evidenced to be more efficient and successful when the language of instruction is fully understood by the child. If the language of instruction is not the one spoken or even understood at home, the child may thus experience difficulties learning. Further, they may not have the chance of being supported with homework, since their parents may also have difficulties understanding the language of instruction (UNESCO 2010). Many non-child characteristics can thus be identified as crucial for children’s learning opportunities. It is therefore important for schools to accommodate all pupils in accordance with the circumstances of their lives; their interests, needs and (learning) abilities.

History of Inclusive Education in Ghana

The inclusion of children with different ability into the mainstream classroom started as a pilot project started from 2003/04 with three Regions: Central Region, Eastern Region, and the Greater Accra Region with Ten (10) Districts but now Northern Region and Volta Region were added and four more districts were created making the number increased to 14. Initially, Special Education Division and the Health Sector were part of the pilot implementation of the project in collaboration with the Voluntary Services

Overseas (VSO), but the VSO withdrew very early in 2005 due to lack of funds (Gadagbui, 2008). The Inclusive Education Policy is the result of series of consultations and workshops among key stakeholders in the delivery of education in Ghana. The Policy document takes its source from national legal documents including the 1992 Constitution of the republic of Ghana; the Ghana shared Growth and Development Agenda (GSGDA), the Education Strategic Plan (2010-2020), the disability Act, the Education Act Among others. (Opoku-Agyemang, 2013).

The document on education strategic plan was founded on the premise that every child has the right and can learn. Hence, the Universal Design for Learning (UDL) model became the super structure upon which the policy was expected depend to deliver quality equitable education to all. The UDL was complemented by the Child Friendly Schools (CFS) model. Under the UDL and the CFS model, the strategic focus of the policy had the overarching goal to redefine the delivery and management of education services to respond to the diverse needs of all pupils/students within the framework of Universal design for learning. The strategic focus includes improving equitable access to quality education for all children of diverse educational needs; provision of requisite teaching and learning materials; capacity development for professional and specialised teachers and managers as well as improvements in education service delivery (Opoku-Agyemang, 2013).

Development of Inclusive Education

UNESCO (2008) definition of inclusive education states that “an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning

expectations of the students and communities, eliminating all forms of discrimination” Operti Brady and Duncombe (2009) discussed some of the challenges associated with the broad definition of inclusive education by UNESCO (2008) as:

- a. achieving a balance between universal and targeted social policies.
- b. positively discriminate towards certain social groups; such targeted policies may be seen as „second class“ or may increase fragmentation and segregation;
- c. supporting childhood care and education as the foundation for positive outcomes;
- d. the expansion of basic education to a minimum of nine or ten years, with a smooth transition between primary and lower secondary education;

Though students with Emotional and Behavioural Disorders (EBD) or Severely Emotional Disorders (SED) have behaviours that inhibit these children academically as well as socially, the EBD student oftentimes does not know how to control these “acting out” behaviours. Due to this, they seem to be frequently too disruptive in the general education classroom so they must be separated from their peers. However, the convention now is, students with disabilities must be educated in the same classrooms as their non-disabled peers. The underlying key to teacher success is preparation. Learning and teaching in a mainstream classroom with the least disruptions possible is essential. (Oliver & Reschly, 2010).

Inclusive education is a never ending process and not a single event or a status quo (Ainscow 2005); it is under continuing development. For

successful develop of inclusive education, sufficient assessment of issues and achievements at all three levels is therefore of high importance. Through such assessment, weaknesses and gaps between the levels can be identified for necessary future adjustments. For example, if inclusive education is not successfully implemented at school and classroom levels, one may have to assess levels one and two to find out whether there may be weaknesses at these levels or gaps between them making implementation difficult. On the other hand, inclusive education may be successfully implemented despite limited national policies and guidelines. In such cases, reported school practices may lead to new and adopted focus at government and teacher training levels. All levels therefore mutually influence one another, as presented in figure 3 below.

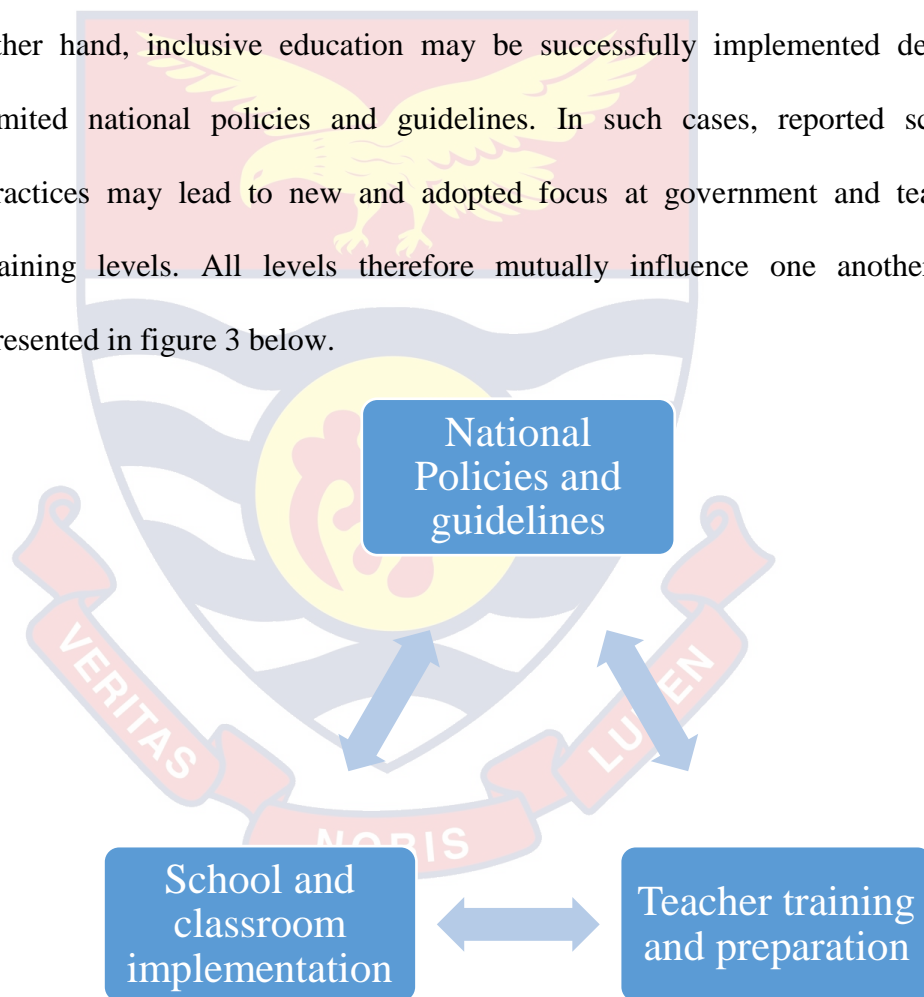


Figure 1: Development of inclusive education and their interaction with each other

For the assessment of inclusive education itself, two different notions can be used; Tomasevski's 4-A's scheme and the notions of educational input,

process, output and outcomes. ‘Accessibility, Availability, Acceptability and Adaptability ‘

These four A’s adopted by Tomasevski concern an assessment of four obligations put on national governments through international laws on the rights to education. These are the obligations to make education accessible, available, acceptable and adaptable to all. In relation to inclusive education these obligations concern education and schools to be, among other, fee-free; physically and socially available; socially, physically and emotionally acceptable; and adaptable to the individual child’s abilities, needs and interests (Tomasevski 2003). According to Tomasevski (2003), these were government obligations. However, for inclusive education to reach the children themselves, schools and teachers are also obliged to meet these goals. Assessment of inclusive education in terms of the 4-A’s scheme must therefore be done at both government and school levels.

Inclusive Education Programmes

Traditionally, special education teachers have been extensively trained to meet the needs of students with disabilities and provided instruction for content courses. Special education teachers are no longer qualified to teach core academic areas in which they have not proven competency due to the passage of the Individuals with Disabilities Education Improvement Act of 2004 in United States (Doe, 2008). Teachers who had training outside of school were more confident in meeting Individualized Education Plan requirements more than teachers with school based training or no training at all (Avramidis, Bayless & Burden, 2000). In relation to Inclusive Education, student achievement can be compromised unless teacher training programmes

that embraces a new wave of pedagogical practice that will value all learners are used for the training of teacher trainees by the Colleges of Education (Carrington, Deppeler & Moss, 2010).

Learning to teach in an inclusive setting is a highly complex and dynamic activity, with context that uses a “whole school approach. “A whole school approach in Inclusive Education involves using multiple strategies that have a unifying purpose and reflect a common set of values. It requires that policy makers, teacher educators, teachers, parents, students, and the community working together to create educational environment that promotes equal opportunity for learning and well-being on social and emotional levels for all manner of persons in one classroom settings. (Ekins & Grimes, 2009; Fullan, 2007). While we cannot claim a definitive form of inclusive pedagogy, an attempt can be made to stir up a rich and diverse knowledge base that informs the preparation of teachers for Inclusive Education. Professional development is important in the creation of successful inclusive environments.

Many teachers are apprehensive about teaching special education students because they feel that they lacked training necessary to meet the needs of student with different needs or abilities, because they had not learned appropriate skills in their career or at professional development workshops as a teacher to handle these children in a main classroom settings. (Lohrmann & Bambara, 2006; Desimone & Parmar, 2006). In Idol’s (2006) study, teachers wanted professional development in the areas of instructional and curriculum modifications, methods of supporting teachers in inclusive classrooms, professional development for instructional assistants, visiting schools practicing inclusion, disciplinary practices, and using reading tutor programs.

The roles of general and special education teachers have been redefined to meet the requirements of inclusion (Carpenter & Dyal, 2007).

Above all, the realization of an inclusive education system requires a paradigm shift towards more learner-centred and inclusive methodologies and pedagogies based on human rights principles of non-discrimination, equality and the best interests of the child. Teachers as the key change agents in the process towards inclusion and non-discrimination must be empowered to be able to actively remove barriers to and within learning.

The international development of inclusive education can be identified through three phases of educational provision for disadvantaged children; educational segregation, educational integration and educational inclusion (see Fig. 2). Ferguson 2008, UNESCO & MoES Spain 1994).

Educational segregation	Educational Integration	Educational Inclusion
<ul style="list-style-type: none"> • Placement in special schools. This implies absorption into the system, but with full physical, mental and social separation from the mainstream education institutions 	<ul style="list-style-type: none"> • Placement in either special units within the mainstream school or, whenever possible, in mainstream classrooms. Often expects the child to adapt to already existing structures when integrated in mainstream classes 	<ul style="list-style-type: none"> • Physical, mental and social inclusion of all children in mainstream classrooms at all times. This implies the structure of mainstream classrooms to adapt to the individual child

Figure 2: International development towards inclusive education

With regards to national development of inclusive education, the Salamanca statement

The first phase – educational segregation – is linked to the early attempts to provide education for children with specific disabilities or disadvantages. This educational provision is characterized by children receiving education in special schools based on their specific disability. Such schools are fully separated from mainstream education (Ferguson 2008).

The second phase - educational integration – refers to an approach that attempts at providing education for disabled and disadvantaged children within mainstream institutions. This attempt was driven by growing international obligations to meet human rights on social justice and equal opportunities. Accordingly, through integration children were placed in mainstream classrooms or in special units within mainstream institutions. However, the children received education in mainstream classes only when they were expected to benefit from it. Special arrangements were therefore often not provided. As a result, it was often expected of the children to be able to learn through the provision of normal classroom instruction once integrated in mainstream classrooms (Ferguson 2008).

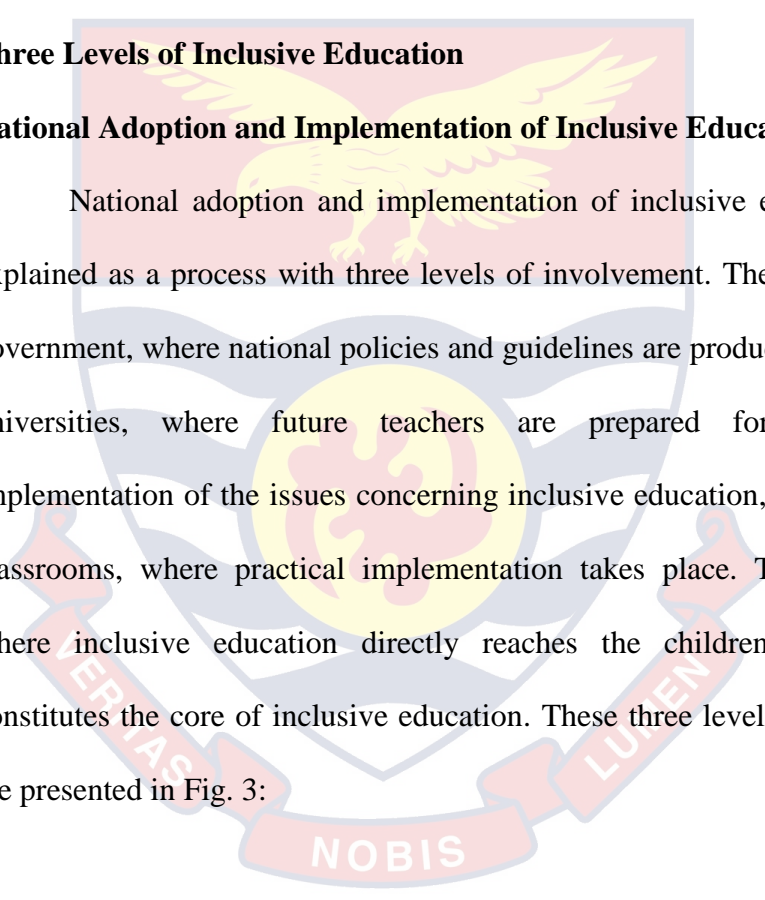
As a response to the criticisms towards educational integration for being yet another way of segregating disabled and disadvantages children, came the third phase - educational inclusion. The third phase – educational inclusion. This refers to an approach that aims at disadvantaged children’s opportunities to receive and benefit from education through mainstream classrooms at all times. This implies classroom instructions to make provision for their individual needs. Such educational inclusion is expected to ensure social justice and equal opportunities (UNESCO & MoES, Spain 1994) emphasizes that well established special schools for children with specific

impairments or disabilities may serve as a valuable starting point for the development of inclusive education. This is because the expertise on these children's learning abilities and possibilities are already established and therefore easily transferable from special to mainstream schools. One may therefore expect the focus established in special schools to be transferred to inclusive schools. In the next section I will take a closer look at national development and implementation of inclusive education.

Three Levels of Inclusive Education

National Adoption and Implementation of Inclusive Education

National adoption and implementation of inclusive education can be explained as a process with three levels of involvement. These levels are the government, where national policies and guidelines are produced, colleges and universities, where future teachers are prepared for the practical implementation of the issues concerning inclusive education, and schools and classrooms, where practical implementation takes place. This is the level where inclusive education directly reaches the children themselves; it constitutes the core of inclusive education. These three levels of involvement are presented in Fig. 3:



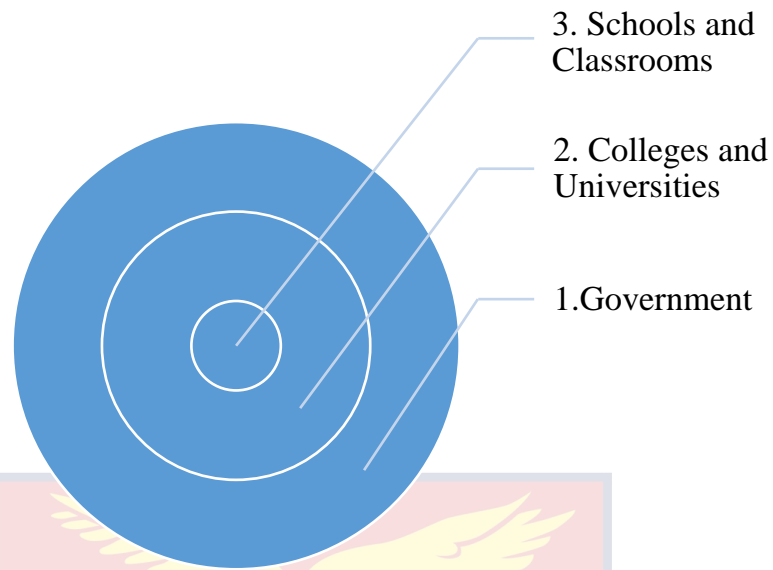


Figure 3: Levels of inclusive education

At the government level, national education policies state national goals and purposes for inclusive education. These goals and purposes may be presented through national education plans, other written documents either published by the government itself or international organizations, or presented at international conferences concerning education. Also basic school syllabuses state important goals for education, and may give suggestions of practical implementation strategies. At the level of colleges and universities, future teachers are prepared for actual implementation of inclusive education.

This preparation is based on the aims of teacher education as presented in the curriculums used at colleges and universities. At the school and classroom level, inclusive education reaches the children themselves. This is the core level of inclusive education; the level where inclusive education benefit the children. In other words, for inclusive education not to appear in linguistic terms only, school and classroom implementation should be at the heart of the agenda. With the principles of inclusive education, this level should not only concern the access provided to the children, it should also

concern pedagogical practices used in classroom teaching. Applying constructivist and socio-constructivist theories on teaching and learning, these practices should be directed towards every child's individual exploration towards new knowledge and skills.

These require child-centered teaching and learning activities, such as group work, field trips and projects, where children can use their own experiences based on their own life circumstances (Larochelle & Bednarz and Terhart 2003). The road towards inclusion continues to be a major challenge for most schools across many parts of the world. One reason is that the current classroom teachers were trained to either work in general education classroom or in special educational settings. Few general education teachers have had any course work in special education and few special educators have had any training in teaching in large group settings or have expertise in content areas normally taught by general educators (Bursetein & Sears, 1998).

Knowledge and Skills of Inclusive Education

Oliver and Reshly (2010) argued that, excesses exhibited by students with EBD, teacher skills in classroom organization and behaviour management are necessary to address these challenging behaviours, attenuate academic deficits, and support successful inclusion efforts. Teachers must make sure that classrooms are structured and conducive to learning with minimal disruptions. Teachers must have concise rules for the classroom and ensure that students know and understand the rules that are set. The results from the study of Oliver and Reschly (2010) found that special education teachers may not be adequately prepared to meet the behavioural needs of diverse learners. Moreover, equally important was a study conducted by

Fallon, Zhang, Kim (2011), which focused on training teachers to manage the behaviours of students with disabilities in the inclusive classroom.

Many general education teachers lack the skills and knowledge necessary to effectively manage these challenging behaviours. The study focused on novice teachers that are certified in the general curriculum who want additional certification in special education. Each participant in the study was a volunteer in a graduate class in managing and accessing behaviours of students with disabilities using functional behaviour assessments as well as behaviour intervention plans. The need to train teachers to manage students with behaviour disorders is imperative since these students are now educated in the same classrooms as their non-disabled peers. Educating, training, and cultural diversity should be considered when recruiting teachers to teach students with behavioural and emotional disorders.

It is essential that teachers are trained in the skills and strategies to support behaviour management in the classroom as well as the ability to differentiate instruction for students with special needs. Frequent classroom distractions take something away from the learning experience of all students. The teacher is the manager of the classroom and he or she must have rules in place to impede negative behaviours as much as possible. Teachers also need incentives to work in remote or difficult geographical areas, and they benefit from national efforts to improve their status, including awards for innovative work. Much remains to be done, but the training of teachers for a more inclusive education system is gradually being incorporated as part of the educational policy agenda in Latin America (UNESCO, 2011).

In Latin America, large proportions of primary school teachers, up to one third in some countries, lack the necessary training to adequately fulfil their teaching responsibilities (Da Silva, 2010). For example, in Guatemala and Peru, only 64% of primary school teachers are adequately trained for their positions. The typical primary school teacher tends to be female, urban, non-indigenous, and minimally trained (Hunt, 2008). The demographic makeup of the teaching force in Latin America poses several challenges to school access and quality education for all children. Savolainen (2009) noted how teachers play essential role in quality education and quoted McKinsey and Company who said the quality of an education system cannot exceed the quality of its teachers. Studies suggested that the quality of the teacher contributes more to learner achievement than any other factor, including class size, class composition, or background (Bailleul, Bataille, Langlois, Lanoe & Mazereau, 2008).

The need for high quality teachers equipped to meet the needs of all learners become evident to provide not only equal opportunities for all, but also education for an inclusive society. Reynolds (2001) has identified knowledge, beliefs and values of the teacher which brought to bear in creating an effective learning environment for pupils, making the teacher a critical influence in education for inclusion and the development of the inclusive school. Cardona (2009) noted that concentration on initial teacher education would seem to provide the best means to create a new generation of teachers who will ensure the successful implementation of inclusive policies and practices. He added that, teacher training programmes in Colleges and Universities were not offering enough course work to train new teachers to

work in inclusive classrooms, so new teachers were unprepared to function in inclusive settings.

To add to this, Pugach, Johnson, 2002, and Whitworth, 2001, pointed out that, in order to prepare teachers effectively to teach in a mainstream classroom settings, the inclusive needs of all students with different models of teacher preparation and training. Although knowledge is very important in inclusive education, competency and skill cannot be down played when it comes to inclusive education. The teacher has to be ready for the “normal” pupils and the “special needs” pupils as well. Teacher preparation and training has attracted considerable attention due to the fact that it is considered an important factor in improving teacher attitudes towards the implementation of an inclusive policy (Gyimah, Sugden & Pearson, 2009)

It is also clear that one of the objectives of the policy on inclusive education which was developed by the Government of Ghana through the ministry of education and was supported by UNICEF, STAR Ghana and blind union indicated the need to prepare and develop well-informed and trained human resource cadre for the quality delivery of inclusive education throughout Ghana strategically the policy aimed at ensuring that all pre-service teacher training courses include training on inclusive education to enable teachers to deal with the diversity in their classroom and be equipped with relevant teaching and learning competencies and strategies to meet the needs of all learners. Where possible encourage and establish mechanisms and policies to support candidates who are differently abled children to undertake teaching training. (Gyimah, Sugden & Pearson, 2009)

Current trends and Implementation of Curriculum to Benefit Children with Different Abilities

A declaration following the ninth meeting of the High-Level Group on Education for all (EFA) held in Addis Ababa, Ethiopia in February 2010, confirmed the key role played by education in building equitable and peaceful societies and in sustainable social and economic development (United Nations, Educational, Scientific and Cultural Organization, 2010). The recommendations from the meeting were evidence-based, inclusive education policies are indispensable for reaching the marginalized and meeting the educational needs of all children, youth and adults, regardless of age, nationality, race, gender, ethnicity, disability, religion, low social status and other markers of disadvantage. The recommendations from the meeting also highlighted the importance of documenting and disseminating best practices in addressing key elements of quality education. For instance, adequately-qualified teachers, appropriate pedagogy, relevant curricula and materials, language of instruction, promotion of tolerance and peace, appropriate use of technologies and open education resources were proposed (UNESCO, 2010)

Rouse (2010) has indicated the fact that problems with quality and availability of educational opportunities are not confined to the developing world. Traces of such issues are also evident in the developed nations. According to Rouse (2010), “well-schooled” countries where compulsory education has a long history, such concerns may seem irrelevant, however, not all children have positive experiences of education, nor do many have much to show for their time in school when they leave. Inclusive education can, therefore, be understood as the presence (access to education and school

attendance), participation (quality of the learning experience from the students' perspective) and achievement (learning processes and outcomes across the curriculum) of all learners.

The curriculum is a way of organizing and sequencing learning experiences with the aim of achieving specified learning outcomes. It guides what will be learned, and why, and how, this learning is facilitated. The curriculum reflects connections between society, politics and schools/teachers, so the development of inclusive curricula reflects a desire to develop an equitable, non-discriminatory society (UNESCO, 2008).

The advocacy guide on curriculum was discussed in relation to inclusive teacher education in relation to the curriculum. According to Braslavsky (1999), curriculum advocacy look at:

1. Inclusive curriculum – ensuring that the content and methods used in teacher education courses convey clear messages about inclusive education, use inclusive learner-centred approaches, and are flexible and responsive to learners' needs and experiences.
2. Inclusive approaches to curriculum development – ensuring that the process of developing teacher education curricula is inclusive and participatory and takes account of diverse stakeholder perspectives (e.g. teachers, students, teacher educators, parents and carers who are male and female, with and without disabilities, from majority and minority language groups, from rural and urban locations, and so on).

The curriculum used in teacher education; especially during pre-service programmes – shapes teachers' attitudes, knowledge and competencies, and influences their subsequent work with their own students

(UNESCO, 2013). In many countries, investments are made in in-service teacher education programmes to upgrade teachers' competencies and knowledge, and influence their attitudes towards inclusive education (UNESCO, 2013). Such ongoing professional development will always be needed, both to support teachers who have not accessed inclusive pre-service teacher education, and to facilitate commitment to continuous improvement towards inclusive education among all teachers. However, there needs to be a balance between pre-service and in-service teacher education, so that there is an effective mix of initial learning via a core teacher education curriculum, and further learning through supplementary (in-service) curricula. Advocating for inclusive education to be incorporated into the pre-service teacher education curriculum in your country or teacher education institution is, therefore, an essential part of moving forward with inclusive education.

A special needs curriculum design can never be universal in content, process and ends as it deals with varied ranges of disabilities as well as extents of each of those disabilities and disability situations and needs. A special needs curriculum therefore is not a universal document but more of a strategic approach to meeting special educational needs. The various kinds of disabilities handled as suggested by the Warnock Report (1978) included primarily the following general learning disabilities: emotional and behavioural disturbance, language and communication difficulties and disorders, physical and sensory disabilities. The areas of focus in the curriculum also differs with the different institutional approaches to the provision of special needs education and these include inclusion approach, integrative approach, mainstreaming, exclusion as well as institutionalisation.

UNESCO (1994) has identified and proposed that basic training curriculum for teachers might include advice about how to:

- translate relevant research findings (including brain research) into effective teaching practices;
 - assess the progress of all students through the curriculum, including
 - how to assess learners whose attainments are low and whose progress is slow;
 - use assessments as a planning tool for the class as a whole, as well as in drawing up individual plans for students;
 - observe students in learning situations, including the use of simple checklists and observation schedules;
5. relate the behaviour of particular learners to normal patterns of development (particularly important for teachers of young children);
 6. involve parents and pupils in the assessment process;
 7. work with other professionals and know when to call on their specialised advice and how to use their assessments for educational purposes.

The implementation of these guidelines in the various countries could be very good to serve as a catalyst to development of inclusive education worldwide. A study seeking to find the views of teachers on how best to implement inclusive education curriculum in Zambia has revealed that teachers have a clear idea of how they want to work in making the curriculum beneficial to the target groups. However, few resources to implement a meaningful curriculum are lacking. Teachers consider gaining independence as the most important aim for their pupils, while simultaneously many teachers

are concerned with further educational opportunities of their pupils as well as their placement in society (Ojala, 2004). Teaching of practical skills is considered important but schools are equipped with few resources for it. Apart from the curriculum and resources needed positive attitudes towards disability at schools and in the communities seem to be essential for providing meaningful special education in Zambia.

In Tanzania also, The Tanzania Institute of Education (TIE) was given the responsibility of developing curriculum for primary school, secondary school and teacher training education. In principle, Tanzania has national curriculum which has to be followed by every learner including those with disabilities. Tanzania recognises that the quality of education is strengthened by availability of relevant curricula guidelines and quality of teaching and learning materials (United Republic of Tanzania, 2006). In order to meet the needs of all learners, the ministry has planned to review the existing curriculum to meet current and future needs and orient the teachers on the same and to strengthen the production and provision of relevant teaching and learning materials (United Republic of Tanzania, 2006). This is the case for the Ghanaian educational system where we do not have a national curriculum for teachers to use in preparing teachers for teaching in the mainstream classroom and with students having disabilities simultaneously.

Danso (2009) identified in a study, how the use of curriculum in inclusive education in schools being flexible and how it would be adapted to suite a child. To him, adaption of curriculum may largely depend on the child and the environment in which the child is located. He further explained that, in adaptation of curriculum in schools calls for creativity of the teacher under

whom the child is entrusted for tuition. In observing 21 pre-teachers teach for a total of 42 hours in Ghana, Agbenyega and Deku (2011) found that, current pedagogical practices are prescriptive, mechanistic, and do not value student diversity and different learning styles. The teachers would do what they think is prescribed by the general curriculum meant for the children who are perceived to be “normal” hence would not be ready to implement the curriculum to the benefit of the children.

The Concept of Teacher Preparedness

The success of provision of inclusive education depends on the quality of teaching in an inclusive school. Students with special needs education face a lot of problems in most schools globally. 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. (Tungaraza, 2010). Again Tungaraza (2010) projected that, many countries do not have enough teachers, let alone enough teachers who have received sufficiently high quality pre-and in-service training and access to continuing professional development. To him the inadequate of well-prepared and motivated teachers impacts on the enrolment, participation and achievement of all children but can be particularly detrimental to the education of children from marginalised groups, who may need some extra encouragement or assistance to reach their educational potential.

The effects of not giving quality education to children with disabilities are later felt as they grow up to begin to find ways and means to meet their basic needs. In the long run, some of these disabled children who were not given quality education will grow to become a burden to the society.

According to Singal, (2007), the international community has committed itself to achieving universal basic education through the Millennium Development Goals (MDGs) and Education for All goals. Yet these frameworks pay insufficient attention to marginalised groups such as children with disabilities hence they continue to miss out on quality education. Education goals, targets and indicators in the post-2015 development framework must be based on human rights principles and focused on eliminating inequalities faced by persons with disabilities. Moreover, the education aspects of the new framework need to sensitize states to build and strengthen inclusive systems of education.

Msuya (2005) suggests that, necessary factors like facilitators (teachers), teaching and learning materials, equipment and some environmental settings such as colleges and school that are important for training of teachers and children with special needs should be considered in an inclusive context. Bricker (2000) found that the biggest barrier to obtaining the objectives of inclusion revolve around poorly trained staff members and not enough resources. Bricker believes there are three main points to successful implementation of inclusion which include attitudes, professional skills and knowledge, and support systems. It is important to note that Bricker affirms that all of these aspects are intertwined. One aspect alone will not be successful unless the other two parts are present.

Bricker (2000) states that the attitudes of all the parties involved play an important role in how the inclusion process works. Parents, teachers, students, administration, and the community all play a part in interactions with each other. Positive attitudes tend to lead to more successful inclusion

outcomes. To him teachers need to be informed and knowledgeable about the inclusion process and must have the necessary skills (training) to work with students from a variety of backgrounds. Bricker also noted that the staff must also be able to work together and collaborate to be effective and knowledgeable. He blames the failure of the system on the inadequate preparedness and quantity of teachers from the colleges of education. Indeed, the importance of colleges of education programs focusing on developing positive attitudes of their teacher candidates has been noted because initial attitudes of pre-service teachers are critical to the success of inclusion with pre-service teacher education being viewed as the principle vehicle to ensuring that teachers acquire the appropriate attitudes and skills for successful inclusion (Sharma, Forlin, Loreman, & Earle, 2006).

Sightsavers' research in Uganda on behalf of the International Disability and Development Consortium's Ingrid, Sunit, Lucia, Karen, Corps, Heijnen-Maathuis, Kräuter, Guy Le Fanu, Lynch, Palmer, Fortner, Rieser, Rowe, Tesni, Marlies and Waliuya (2013) has demonstrated that itinerant teachers are not able to visit all children in their caseload as often as they would like. In part this is because they have various responsibilities (as noted above), and must divide their time between community-focused work (e.g. identifying new cases) and child-focused work (e.g. teaching a child Braille). In addition, itinerant teachers experience other challenges, for example time-consuming travel and obtaining permission to be released from their regular teaching commitments. All of this suggests that there is a need for greater investment to increase the 'pool' of itinerant teachers.

A fundamental reason for poor quality education is the severe lack of well-trained teachers who are adequately supported and managed throughout their careers. In Niger, for instance, there are just 1,059 trained teachers at lower secondary level for 1.4 million children' that is 1,322 children for every trained teacher. Compare this with a pupil to (trained) teacher ratio in the UK of approximately 16:1 in secondary education, and the massive shortage of trained teachers in developing countries like Niger very obvious. (Drive for quality in global education post-2015). The Global Campaign for Education argues that high quality education requires sufficient recruitment of teachers who are trained, supported, paid and managed as professionals'. Global Campaign for Education and Education International (2012).

An estimated 1.7 million more primary teaching positions need to be created in the period 2010–2015. Policy-makers also need to better understand teacher attrition (the number of teachers leaving the profession) and work to reduce it. However, improving recruitment levels and reducing attrition must not lead to countries employing less qualified teachers or lowering national standards. Of 100 countries with data on primary education, 33 have less than 75% of teachers trained to the national standard. (UNESCO, 2012).

According to Mprah, Ababio, Opoku, Owusu and Ampratwum (2006) in their study on the knowledge, attitude and preparedness of teachers towards Inclusive Education in Ejisu – Juaben Municipality in Ashanti Region of Ghana revealed that all the classroom teachers did not have any idea on inclusive education prior to the introduction the of the policy in the Municipality. Their lack of knowledge on the policy is attributed to the fact

that although inclusive education was not part of their pre-services training, they were not given any in-service training on inclusive education.

Thus, for teachers to be receptive to inclusion, their training should go beyond preparing them to address the demand for academic excellence; it should also include providing them with skills that will enable them to meet the needs of diverse groups of pupils in their classrooms. (Whitwoth 2001 & Gerent & Hotz 2003). In spite of the importance of teacher preparation towards inclusive education, studies have indicated that many teachers are not conversant with the basic practices governing inclusion because of inadequate preparation and training (Yekple & Avoke 2006). As a result, some teachers have expressed concern about their ability to handle children with special needs, while others exhibited negative attitudes towards students with disabilities and their inclusion in general classrooms (D'Alonzo & Giordano *et al.* 1997). This concern is borne out of the perception that teaching students with disabilities can be difficult, stressful, and also, their inclusion can impact negatively on the achievements of other students (Milsom, 2006).

Even when teachers expressed positive attitude towards inclusion, their degree of willingness wanes when the concept of inclusion is personalized, for example, when they are asked if they would be willing to teach students with disabilities (Houk & Rogers 1994). National standards for teacher training in colleges of education can vary considerably between countries, and are often inadequate. Teacher training for regular teachers also rarely prepares teachers for working in diverse classrooms, and in particular does not equip them with the confidence, knowledge and skills to effectively support learners with disabilities (Milsom, 2006).

Ingrid et al (2013) recommended among others that, there is a global shortage of teachers, particularly teachers who are sufficiently trained and motivated to include children with disabilities (and children from other marginalised groups) in regular schools. Such inclusion is vital for achieving the Education for All goals and bringing the millions of currently excluded children into education. They projected that in order to develop the skills, experience and confidence to be inclusive for all children, teachers need to learn about the practice of inclusive education during pre-service and in-service training, and they need to be given opportunities for continuing professional development (which extends beyond simply attending training courses) throughout their careers.

Preparedness of Teacher Trainees towards Inclusive Education

Teachers are at the heart of implementing inclusive education, and they should be supported and trained to adopt different teaching strategies to support diverse students within in a classroom context (Ashman, 2015). According to Dinh & Le (2010), there are three essential components for capacity building in Inclusive Education. This includes increase awareness and attitudinal change through advocacy, create a future of trained professionals where pre-service training will be a requirement and building on existing human resources by providing in-service training and professional development courses and training. When developing human resources to support an inclusive education system three areas must be considered: the attitudes of teachers and education staff, pre-service training programs to help ensure that future generations of teachers enter the profession with the skills and knowledge to work in an inclusive environment, and in-service training to

improve the capacity of teachers already working in the field. (Dinh & Le, 2010).

- **Attitudinal Changes and Awareness Raising:** For inclusive education to succeed, it is vitally important that teachers, principals and other education stakeholders maintain a positive attitude towards inclusion. They must be firmly convinced of the benefits that inclusive practices bring to all children. Even if inclusive education is mandated by law, it will never succeed without the enthusiastic support of its practitioners. Obtaining such support involves behavior and attitudinal change which is not a quick or easy process. There are a number of ways to accomplish such change, and the following are examples of activities and strategies that have been used successfully. Organize training workshops for educators and key community members on general inclusive education techniques, especially those which highlight how such techniques can benefit all children by improving overall quality of teaching. Integrate awareness about inclusive education into schools' regular professional development activities. Integrate knowledge about the benefits of inclusive education into initial training programs for student teachers in colleges and universities. Develop mass media activities and materials that emphasize the value of inclusive education (Dinh & Le, 2010).
- **Pre-Service Training Programs:** In order to build human resources in the field of education, training must be done both at the pre-service and in-service levels. Pre-service training refers to training individuals before they become teachers. This includes training at teacher training

colleges and universities at both the national and provincial levels. Ideally, inclusive education should be a compulsory subject for all teacher candidates and an integral part of teacher training curricula. Fundamental knowledge and skills of inclusive education, such as understanding needs and abilities of children with special needs and pedagogic skills such as instructional accommodation and activity differentiation, should be provided widely to teacher candidates.

Countries with strong track records of implementing inclusive education, such as the United States and Australia, have adopted this model for a long-time. As a long term goal, countries should work towards promoting inclusive education as a compulsory subject in pre-service training programs. In countries where such courses are not yet compulsory, developing a teaching module or unit in inclusive education in lieu of changing the entire curriculum can be an effective first step (Dinh & Le, 2010).

- **Pre-service approaches:** Focusing on the Preschool and Primary School Levels. While pre-service teacher training in inclusive education should be available for all levels of education (preschool, primary and secondary), in developing countries where that is not possible it is important to prioritize preschool and primary school levels. The earlier in life that children with special needs receive educational support, the more successful their schooling will be in later years, and the higher their quality of life as adults. Early intervention for children, including linkages to early childhood health programs and preschool inclusive education programs, should be a priority in any

country context. In reality, however, in many countries these programs are underfunded and poorly staffed, especially where compulsory education in state schools generally begins at the primary level. If possible, inclusive strategies should begin at the preschool level (age 3 to 6) in order to assist children earlier in life. In countries where intervention at the preschool level is not possible, primary schools may offer a more accessible alternative for systemic change towards inclusion (Dinh & Le, 2010).

In addition to the clear benefits of early intervention, preschool and primary school are logical starting points due to feasibility of application and implementation in the field. Usually, preschool and primary school teachers receive general training in the key subjects of language, mathematics, and natural and social sciences, while training for teachers requires more in-depth specialized knowledge of a variety of specific academic disciplines. Preschool and primary school children are usually taught by a single teacher or a small group of teachers and teaching assistants. Students therefore spend more time with their teacher and have a greater number of interactions with that one instructor. Children at junior and senior secondary levels receive instruction from a much greater variety of teachers. Therefore, in order to have a wider reach, pre-service teacher training programs for inclusive education should target preschool and primary school teachers first before expanding to higher educational levels (Dinh & Le, 2010).

- **Targeting Local Needs:** When creating teacher training programs or developing curriculum adaptations it is very important to find out about existing national educational guidelines. This allows for the creation of inclusive education modules that complement and integrate into the pre-service curriculum. This can be done by understanding the local context and considering the following questions. With this information, development practitioners, educators and policy makers can work together to decide on appropriate ways to prepare teachers to teach children with special needs. Different steps can be taken based on the local context and the situation of the national educational legislation (Dinh & Le, 2010).

- **In-Service Training Programs:** In-service training includes professional development for teachers who are already working in the classroom. In addition to developing the skills of professionals before entering the workforce, it is essential that teachers already teaching be provided skills and techniques for inclusive education. Teachers in many countries are required to upgrade their professional skills on an annual or regular basis to enhance their teaching performance. In-service training programs offer a particularly effective strategy to improve the quality of an entire educational system for all children regardless of their needs. Inclusive education methods are child-centered, employing active and participative learning techniques that improve teachers' capacity to teach children both with and without disabilities. Collaborative and participative techniques not only enhance learning outcomes, but also reduce prejudice and

discrimination among children. Regardless of whether countries have adopted inclusive education as a national mandate or are still in the pilot stages, this type of training will have a positive impact on all teachers and children in participating schools (Dinh & Le, 2010).

- **In-service training approaches – School based teacher training:**

developing a network of key teachers for inclusive education requires that teachers have additional skills support to be able to design inclusive lessons with a variety teachers in order to of activities that cater to diverse student needs. In some countries, classroom teachers are supported fully participate in class by a network of inclusive education coordinators, or specialist teachers, whose only job is to provide special support to both classroom teachers and students with disabilities. They collaborate with regular school staff to provide technical counseling in lesson planning and provide direct support to students and teachers as well. However, in many developing countries, this support model is not in place due to lack of funding and appropriately trained personnel. Therefore, it is necessary to explore local adaptations and devise more feasible ways of providing support to classroom teachers and students with disabilities (Dinh & Le, 2010).

Attitudes of Students and Teachers towards Inclusive Education

According to Avramidis et al. (2000), professional development increased teachers' positive attitudes towards inclusion. When 81 primary and secondary teachers were questioned about inclusion, it was revealed that teachers with first-hand experience in inclusion were more positive than teachers who had little experience with inclusion. Teachers who had the

proper training were confident in their ability felt they could meet the needs of students with disabilities. Teachers are overwhelmed when they are faced with challenges they do not feel they are equipped to handle. Monahan and Marino (1996) stated that many general education teachers do not have the instructional skills or background to teach special education students. (Monahan & Marino, 1996).

As stated earlier, history suggests that attitudes matter; people with disabilities have been prey to society's misconceptions, stereotypes, stigma, and prejudices in many different ways. Such perceptions have led to exclusion, mistreatment, and deprivation of their rights to equal opportunities for education, jobs, and essential services (Al Thani, 2006). However, recent years have witnessed a shift in attitudes and improvements to the nature of provision for those with disabilities with more acceptances into society. For instance, Hornby and Stakes (1997) point out that development in the provision for children with special needs shows attitudinal changes towards the disabled within society as a whole.

Teachers, as part of the wider society, reflect the perspectives of society at large as well as of their own professional cultures (Ellins, 2004). Thus, teachers are widely considered one of the most influential factors in school effectiveness. In other words, the mechanisms by which teachers interact with children and how children perceive teachers' attitudes influences their motivation and attitudes toward school and learning. If teachers' attitudes are positive, it makes it easier for the implementation of policies that promote the child's right to be educated in ordinary classrooms (Alghazo and Gaad, 2004). In contrast, when teachers adopt a negative attitude towards inclusive

education, it can be very difficult to achieve a sound inclusive practice (Ferrante, 2012). Several studies (e.g. Ellins and Porter, 2005; and Wolstenholme's, 2010) established that negative attitudes of teachers towards children with SEN and disabilities are a major barrier to children.

Ellins and Porter's (2005) study, for instance, shows that negative attitudes towards children with SEN and disability will have discouraged a sense of urgency in this area and will therefore, badly affecting the nature and quality of provision for these people. It is therefore, agreed that the success of inclusive education depends strongly on teachers' attitudes, because they play a central role in developing an effective inclusive environment. On the basis of this view, Alghazo and Gaad (2004) maintain that for inclusion to be practical, efforts should be made to promote positive attitudes to inclusion. But the question is asked about the way to achieve this? It may be reasonable to assume that increasing teachers' knowledge and skills in this field could be one the effective tool to overcome negative attitudes. When teachers learn about SEN, as research seems to suggest, the outcomes become positive. It is implied by this that if teachers have a direct contact with children with SEN and disabilities, for example, teaching them and learning about the value of differences, they are likely to form attitudes that may favour the child with SEN.

Teachers, school managers and mentors are the single most important components in the process of making an education system more inclusive. They have sometimes overwhelming task of translating framework, policies and directives into practice while safeguarding the best interests of the child (Hargreaves, 1994). The initial and continuous training and support of teachers

are key strategies for the realization of an inclusive and right-based education system. Teachers are both duty bearers and rights holders within the framework for the right to education, and their empowerment to be able to assist the process of promotion and protection of the right to quality education for all is therefore very important. According to Hargreaves (1994) an inclusive education system is not only child-friendly in its nature but must also be teacher friendly.

According to Hay (2003), educators' knowledge, skills and competencies have direct impact on their preparedness to implement inclusive education effectively. Studies on teacher formation have identified teaching as a complex process of socialization (Carrington, Deppeler, & Moss, 2010; Murrell, 2001; Proweller & Mitchener, 2004). With this complexity is the tension between philosophy of teaching underpinned by the teacher's values, beliefs, behaviours, which influences what is taught, the policy and curriculum, and the structural constraints of school ethos. Teacher training, development and change is shaped by the interrelationship between personal and experience, and professional knowledge linked to the teaching environment, students, curriculum and culture of the school (Proweller & Mitchener, 2004).

Several studies showed that teachers' and student-teachers' attitudes contribute to the success of inclusion and that positive attitudes are linked to a range of factors including training in special/ inclusive education and experience working with students with disabilities. An international study of four countries has identified factors such as close contact with a person with a disability, teaching experience, knowledge of policy and law, and confidence

levels had significant impact on student teachers' attitudes (Loreman, Forlin & Sharma, 2007). Attitude of society continues to create significant barriers to inclusion (Forlin, Loreman, Sharma, & Earle, 2009; Sharma, Forlin, & Loreman; 2011, Sharma, Forlin & Loreman, 2008). Australia is a nation of diverse cultures and ethnic groups with diverse understandings of disability that may inform attitudes towards inclusion. So far, inclusion has been presented through a disability lens.

Many other studies (Bones & Lambe, 2007; Forlin, Loreman, Sharma, & Earle, 2009) have reported that training in special/inclusive education and experience teaching or relating to students with disabilities have positive impact on attitudes. In addition, such positive attitudes support the potential for more successful inclusive programmes or experiences for students. In light of the above, the special/inclusive education training initiatives in Ghana and Botswana were essential, given that apart from local contextual factors, both student teachers and regular classroom teachers have been found to have less positive attitudes towards inclusive education (Avramidis, Baylis, & Burden, 2000; Kuyini, 2004) Such less positive attitudes and strong concerns can impact upon the quality of teacher-student interaction and instructional provisions for students with special needs in inclusive classrooms (Kuyini; 2004; Kuyini & Desai, 2008).

Over a decade ago Gary (1997) argued on the basis of a literature reviewed that many regular education teachers who Scruggs and Mastropieri (1996) analysed 28 studies conducted from 1958 to 1995 and found that, overwhelmingly, teachers endorse the general concept of providing support to students with disabilities. In spite of that, only one third of the teachers felt

that they had the time, preparation, resources and skills needed. More recently, similar findings have been reported by Loreman (2002), Sharma and Desai (2003), Lambe and Bones (2006) concerning standard rules on the equalization of opportunities for persons with disabilities were compelling institutions to open their doors for students having special needs to be educated together in the same class with their non-disabled counterparts.

Challenges of Inclusive Education

Cardona (2009) noted that concentration on initial teacher education would seem to provide the best means to create a new generation of teachers who will ensure the successful implementation of inclusive policies and practices. The road towards inclusion continues to be a major challenge for most schools across many parts of the world. One reason is that the current classroom teachers were trained to either work in general education classroom or in special educational settings. Teacher training programmes in colleges and universities are not offering enough course work to train new teachers to work in inclusive classrooms, so new teachers are unprepared to function in inclusive settings (Pugach & Johnson, 2002). In order to prepare teachers effectively to teach in inclusive settings, the inclusive needs of all students entail different model of teacher preparation and training (Whitworth, 2001). Although knowledge is very important in inclusive education, competency and skill cannot be down played when it comes to inclusive education. The teacher has to be ready for the “normal” pupils and the “special needs” pupils as well. Teacher preparation and training has attracted considerable attention due to the fact that it is considered an important factor in improving teacher attitudes

towards the implementation of an inclusive policy (Gyimah, Sugden & Pearson, 2009).

Ballhysa and Flagler (2011) in their research found that teachers believed in the message of inclusive education and have embraced it. The challenges identified are related to;

- (a) lack of adequate professional preparation to work with students with special needs in general and in inclusive settings, in particular;
- (b) lack of administrative support such as reduced class size and teaching load;
- (c) lack of support by other professionals and special education teachers;
- (d) lack of any supportive resources such as special equipment and modified didactic materials.

The willingness to embrace inclusive education not backing it with practice amount to virtually nothing in the sense that children with disability in various communities are in ignorance and looking up to someone to “deliver” them from such a situation (Ballhysa & Flagler, 2011). Authorities behind inclusive education ought to be on their toes to train teachers with the willingness and readiness to practice inclusive education. The Government of Ghana (2002) states that the objective of teacher education in Ghana is to train and develop the right type of teacher who is competent, committed and dedicated and such a teacher should be capable of; applying, extending and synthesizing various forms of 48 knowledge, developing attitudes, values and dispositions that create a conducive environment for quality teaching and learning in schools, facilitating learning and motivating individual learners to

fully realize their potential and adequately preparing the learner to participate fully in the national development effort (Government of Ghana, 2002). Prior to their elevation and re-designation as tertiary institutions, the then Teacher Training Institutions (TTIs) now Colleges of Education were under the Ghana Education Service (GES), the agency responsible for managing pre-tertiary education.

The TTIs now Colleges of Education were directly supervised by the Teacher Education Division, one of the divisions of the Ghana Education Service. Thus, funding, appointment of staff and the determination of requirements to enroll in the institutions were the responsibilities of GES. However, the assessment and certification of the products of Colleges of Education has been the responsibility of the Institute of Education of the UCC. The Institute of Education of the UCC has, over the years, collaborated with the Teacher Education Division to develop and constantly evaluate the curriculum of teacher education in Ghana (Opare, 2008).

The role conflict among these key institutions becomes more worrying since the Colleges are still in the transition period. The elevation of the Colleges and their subsequent addition to the list on the National Council for Tertiary Education (NCTE) requires special monitoring, not only because they are new, but also with a mandate of training the nation's teachers. The institution's mandate to undertake such responsibility must be well prepared in discharging their mandate. However, since the Council has never regulated or supervised institutions devoted to initial teacher education, will they be able to manage it? Is the National Council for Tertiary Education (NCTE) prepared to take over the functions of the Teacher Education Division which includes the

facilitation of curricula review in collaboration with the Institute of Education of the UCC and supervision of special teacher education programs such as distance education and “Untrained Teachers Diploma in Basic Education (UTDBE)”?

Issues bordering on governance and autonomy of Colleges of Education are further complicated by Section 19 of the Colleges of Education Act, 2012, which provides that statutes enacted by the Colleges of Education are subject to the approval of the Minister. This implies that apart from the National Council for Tertiary Education (NCTE) and the National Accreditation Board (NAB), the Colleges are further subject to the oversight of the Minister of Education. This could pave the way for political interference in the management and governance of the institutions. Does this give not much power to politicians instead of technocrats to manipulate the colleges in whatever way that will suit them? Will this not threaten the freedom and independence, the elevation grants the colleges?

Aside autonomy and accountability, the issue of institutional capacity is equally an important factor to be considered in as far as educational decentralization especially across Africa is concerned. In the same way the setting up of accountability mechanisms in a decentralized education system is a herculean task, the same is true about the objective of building institutional capacities for better implementation of educational policies. However, the rationale for strengthening institutional capacity, whether at the regional, district or institutional level, equally requires resources and clearly stated responsibilities. This then raises the questions as to whether the central governments have the administrative capacity to provide technical and

financial assistance where and when it is needed? Do regions, districts and education institutions have the capacity to deliver expected services in an efficient and effective manner? There seems to be scanty answer on these questions.

Empirical Review

A Disability Survey Report of the Government of the United Republic of Tanzania conducted by the National Bureau of Statistics in 2008 found disability prevalence to be 7.8% (about 2.4 million people) (URT, 2008). The survey also reported that, the illiteracy rate for persons with disability in Tanzania was 47.6% compared to 25.3% of the persons without disability. That means almost half of the persons with disability are not educated. The survey also revealed that 15.5% of children with disabilities aged between 3-14 years were refused entry to schools because of their disabilities (Kapinga, 2014). The finding is a pointer to the fact that teachers were not ready for these children because they do not have the requisite knowledge and skill to handle the children with disabilities.

Arrah and Swain (2014) carried a study on teachers' perceptions of students with special education needs in Cameroon secondary schools. The study had revealed that teachers' perceptions of students with special education needs were favourable. However, specific areas of concern were noted that included insufficient resources for special education, lack of training to work with students with special education needs, additional stress and anxiety when teaching students with special education needs, and preventing the learning of other students. The difficulty in assessing some of the needed equipment may prevent the teachers in doing their best to solve the

challenges that affect people and could bring their morale down as the years draw by. Scruggs and Mastropieri (1996) analysed 28 studies conducted from 1958 to 1995 and found that, overwhelmingly, teachers endorse the general concept of providing support to students with disabilities. In spite of that, only one third of the teachers felt that they had the time, preparation, resources and skills needed. More recently, similar findings have been reported by Forlin (2001), Loreman (2002), Jobling and Moni (2004), Sharma and Desai (2003). Shippen et al. (2005) and Lambe and Bones (2006).

Again a survey in Ghana to evaluate inclusive education practice revealed that 94.0% of the teachers were adequately prepared for inclusive schools and most teachers held positive perception about inclusive education (Danso, 2009). Research pointed to the direction that the Ghanaian learning spaces (from preschool to the university level) depicted a hegemonic colonial rationalist way of organizing educational practice (Agbenyega, 2006; Deppeler, Moss & Agbenyega, 2008). Researchers of inclusive education practices in Ghana consistently found that despite the majority of teachers' support for inclusive education, they had limited knowledge of inclusive practices and their approaches to pedagogy remain punitive (Agbenyega, 2006; Deppeler, Moss, & Agbenyega, 2008; Kuyini & Desai, 2007, 2009). The teachers and other stakeholders seemed not to see the need for inclusive education let alone the parents whose wards needed attention, so reading literature to know new trend of development in inclusive education seemed not be there.

In a related study, Ocloo and Dogbe (2005) noted that Special Education Services in Ghana are largely provided in urban areas and district

capitals whereas the greater number of persons who need these services are found in the rural areas. Service providers are mainly professionals who teach in the special segregated schools with only a few in mainstream regular classrooms. This revelation shows that children in the deprived areas would be denied of their right to education and the stigma of having disability would continue to last for a long time. Special Attention Project (SAP) explored the situation of children with learning difficulties in public basic schools in the Greater Accra Region of Ghana. Findings were that teachers and other stakeholders do identify children who have specific learning difficulties, but knowledge levels on Specific Learning Disabilities and relevant legislation and policies is low (Special Attention Project, 2011). This calls for a lot more attention to this effect to update the knowledge of the teachers as a whole.

Summary of Reviewed Literature

Inclusive education is tailored to give the maximum assistance to special needs children in society so that they become useful to themselves and society. Education was designed for the 'normal' children in mind and as education and knowledge abounds, special schools were created for children with varied forms of disabilities. New development and research proved that inclusive education would be the best as compared to special schools. The Salamanca statement (1994) and the United Nations (1993) standard rules on the equalization of opportunities for persons with disabilities were compelling institutions to open their doors for students having special needs to be educated together in the same class with their non-disabled counterparts.

The study reviewed literature using Vygotsky's social development theory which stressed the fundamental role of social interaction in the

development (Vygotsky, 1978). The study further reviewed literature on the development of colleges of education in Ghana, teacher preparation, attitudes of students and teachers towards inclusion and challenges facing stakeholders in dealing with inclusive education.



CHAPTER THREE

RESEARCH METHODS

Introduction

The purpose of this study was to find out about the role of Colleges of Education in preparing teacher trainees towards inclusive education at the Colleges of Education in Greater Accra Region. This chapter described the techniques and procedures that was used in the process of gathering data. It described the research design, population, sample and sampling technique, data collection instruments, data collection procedure, pilot-testing of instruments, and data collection and analysis procedures.

Research Design

The design for the study was the explorative case study in which participants were interviewed. Considering the purpose and the intent of this research, which was to ascertain what the Colleges of Education in the Greater Accra region are doing to equip teacher trainees with the confidence, knowledge and skills to effectively embrace and support inclusive education where able learners with learners with disabilities would be trained in the main classroom settings in Ghana, an exploratory case study design was therefore deemed appropriate.

An exploratory case study is a research methodology, typically seen in social and life sciences. There is no one definition of exploratory case study research, however, very simply, a n exploratory case study can be defined as an intensive study about a person, a group of people or unit, which is aimed to generalize over several units (Heale, 2018). It is described as an intensive systematic investigation of a single individual, group, community or some

other unit in which the researcher examines in-depth data or complex phenomena relating to several variables, in the natural settings to increase understanding of the problem (Heale & Twycross, 2018).

The study presented here was an exploratory case study in nature because it was limited to specific colleges of education that was the Ada College of Education and Accra College of Education. Also, the exploratory case study was used because it allowed the researcher to gain and establish in-depth knowledge about preparation of teacher trainees towards inclusive education in their school settings. Another aim of using an exploratory case study approach was to gain a rich, detailed understanding of the case by examining aspects of it in detail by dwelling on persons (principals and tutors) and groups of peoples that is the student body. Although a rich, thick description and analysis is desired, the researcher may not always have the time and money to engage in such an undertaking.

This study was an exploratory case study in nature and adopted the interpretivist paradigm. An exploratory case study allows the researcher to get close to the data thereby developing the analytical, conceptual and categorical components of explanations from the data itself rather than from preconceived rigidly structured and highly quantify techniques (Avoke, 2005). This research took recognition of Kanna's (2004) assertion that the primary strength of qualitative methods are that they permit adaptation to changing conditions and/or new insights that is in- depth inquiry and open to all aspects of the situation under investigation.

Yin (1994) is of the opinion that "qualitative inquiry is the type of methodology in which the description of observation is not ordinarily

expressed in quantitative terms”. Qualitative studies takes into consideration the holistic description of whatever is been observed, rather than comparing the effects of a particular treatment as quantitative research does. Qualitative study also seeks insight into issues rather than statistical analysis. It studies phenomena in its natural settings. The researcher used the qualitative method because it helped to have an in-depth understanding of the issue being investigated. Qualitative case studies are also limited by the sensitivity and integrity of the researcher (Merriam, 2009). As a result, subjective bias is a constant threat to objective data gathering and analysis (Best & Kahn, 2006). Further limitations involve the issues of reliability, validity and generalizability. Qualitative case studies are often perceived as producing ‘soft’ data and lacking the degree of rigor expected of social science research (Descombe, 2007).

Study Area

The study area for this research was limited to the Greater Accra region which is the administrative seat of the policy makers with regards to education and monitoring. In this region were two (2) main government assisted Colleges of Education, which were, Accra College of Education and Ada College of Education. The Accra College of Education can be located at Legon – Madina in Accra typically in a Ga community but due to the concentration of tertiary institutions in the area, the people living in the area were heterogeneous, the college had both male and female students whereas the Ada College of Education is located at Ada Foah in the Ada East district. The people living in the area were predominantly farmers and fishermen however the catchment area had few administrative offices located in this area.

The researcher used these schools because they were Ghana's premier Colleges of Education and were very resourceful than the other Colleges of Education in the country.

Population

Population refers to the aggregate of cases about which a researcher would like to make generalizations. Nitko (2004) defined a population as the entire aggregation of cases that meet a designated set of criteria. The target population include all tutors, final year students and principals in the two Colleges of Education in the Greater Accra Region. The population comprises Principals, tutors (Heads of Departments (HOD)) and final year students' leaders in the two colleges of education in the greater Accra Region. The estimated population was 58 (2 Principals, 24 Tutors (HOD's), and 32 student leaders). That is, one Principal from each College of Education, twelve (12) tutors from each College of Education and sixteen (16) student leaders from each College of Education. This was because they have in-depth knowledge about the phenomenon the researcher was studying.

Sampling Procedure

Sampling is a process of selecting just a small group of people as representatives from a large group called the population (Nicholas, 2006). In this study, purposive sampling was used to select the respondents for the study. Thus according to Patton (1990), purposive sampling refers to a procedure in qualitative study whereby informants are selected because some of them were directly involved in the existing phenomena under study. In this regard, the Principals, tutors in the Department of Education (those teaching Special Education) and the student leaders were the key respondents thus

leaving out the regular teachers and other students. This was because they have adequate knowledge and understanding in handling students with disabilities. For the student leaders, had handled pupils with special needs and know the characteristics of the pupils they had taught and so can provide the researcher with adequate information for the study.

The sample size is the selected respondents who were directly contacted as informants for the study. Out of the 58 population from the colleges of education in the greater Accra region only 12 were purposively selected for the study. In total, 12 participants were selected as a sample for the study, this include, 2 principals (one from each College), 4 tutors (2 from each College) and 6 (3 from each College) student leaders from both colleges.

Table 1: *Sampling of Population*

Population	Principal	Tutors	Student leaders
Accra College of Education	1	2	3
Ada College of Education	1	2	3
Total	2	4	6
GRAND TOTAL	12		

Field survey: Researcher's Field Survey, 2018

Data Collection Instrument

The instrument used for the collection of data during the study was semi-structured interview guide. According to Bryman (2008) a semi-structured interview is where the researcher have more flexibility and fluid structures and with an interview guide designed in a sequential manner. The reason for the use of the semi-structure interview guide was to create more flexibility as to what is been asked during the interview section. He further

mentioned that interview goes beyond simple conversation, rather being pseudo-conversation in nature. He added that in order for it to be fruitful there should be warmth and personality, an exchange of ideas, bearing clarity and the various guidelines of scientific research code and ethics in mind. The total number of items on the interview guide for the principals and tutors were twelve (12) whereas that of the student leaders was seven (7) totaling nineteen (19) in all.

Validity

Validity, according to Fraenkel and Wallen (2000), revolves around the defensibility of the inferences researchers make from data collection through the use of an instrument. The issue about validity, therefore, has to do with the instruments used to collect data and whether the instruments permit the researchers to draw valid conclusions about the characteristics of the individuals about whom they collected the data. To ensure validity of the findings, the researcher used member checking. The respondents' views, which was recorded manually, was read to them. This gave the respondents the opportunity to determine if their views were accurately recorded.

Reliability

Fraenkel and Wallen (2000) defined reliability as the consistency of scores obtained from one administration of an instrument to another. The pilot test helped to see the reliability of the instrument as it enabled the researcher to identify and correct few ambiguities like clarity of expression and overloaded questions, that is after the member checking was done. It also enabled the researcher to identify and correct some research questions that were wrongly formulated and could have given some unintended results.

Data Collection Procedure

Before going to the field to collect the data, an introductory letter was requested from the Institute for Educational Planning and Administration (IEPA), University of Cape Coast to introduce the researcher to the Principal, tutors and the final year students within the two Colleges of Education. A discussion was held with them with respect to the appropriate time to come for the interview. The researcher expected them to give dates subsequently for the conduct of the interviews and data was collected over a two-week period.

Ethical Issues

Firstly, the researcher sought consent from the respondents before engaging them in the data collection process and soliciting for information from them. Some of the respondents showed apathy but some willingly expressed their interest in participating in the research without coercion or deception. The respondents were made aware of the theme of the study and time was scheduled with them for the data collection. The respondents were also made aware of the purpose of this study and that they also got to know that the data collection was strictly for academic purposes.

Secondly, respondents were assured of confidentiality of their responses. To ensure that the participants cannot be pinned to the responses, pseudonyms were used other than using the participants' names. Also to ensure that their privacy was not violated, the researcher asked the respondents to make known to them the time they would be available for the interviews. The researcher also conducted the interviews at enclosed areas where the responses of the participants will not be heard by passers-by. The researcher also made sure that participants' desires were adhered to.

Data Processing and Analysis

Data analysis is the practice of extracting useful information from raw data. Data analysis was the process of organizing the data collected for example into categories (Kothari, 2008). Data analysis was important for interpreting raw data in order to obtain the meaning and pattern from the data (Bell, 2005). Data analysis in qualitative studies should begin immediately after the first data collection process to discover if there is any information that is necessary or missing. In this study the preliminary data analysis was done after every interview to check if there will be any information necessary for the study but was missing somewhere along the line. When the process of data collection was over, the raw data was transcribed. Johnson and Christiansen in 2012 defined transcription as the process of transforming interview notes and audio recording into texts. (Johnson and Christiansen, 2012) The transcribed data was organized to thematic areas. Sub-themes were further deduced from the main themes and discussed simultaneously.

According to Braum & Clarke (2006), thematic analysis follows six basic steps. These steps are summarized in Table 2.

Table 2: *Six Basic Steps of Thematic Data Analysis (Braun & Clarke, 2006)*

Step	Description
1. Familiarizing with the data	This helps the researcher to have in mind what exactly is in the data through thoroughly reading the transcriptions.
2. Generation of initial codes	Putting labels or descriptions on a list of ideas developed from the transcription as already read by the researcher
3. Searching for themes	Related codes are organized under different themes.
4. Reviewing the themes	The themes developed are reviewed for their relevance and legitimacy of being called themes
5. Defining and naming themes	Defining the overall content of the themes and message it carries in it before producing a report.
6. Producing a report	Researcher is already satisfied with the themes developed.

The interview of each participant was checked and presented in relation to the research questions. In reporting the information to be collected, some direct quotations was used. Reporting some direct quotations from research participant is important because it helps to maintain the originality of the data collected (Cohen, Manion and Morrison, 2007). Also the researcher's view based on the informant's answers was given back up by the literatures to be reviewed.

Chapter Summary

This chapter dealt with the research design and the methods for gathering data. It specifically addresses the sample selection procedure as well as the data collection tools and methods. It has also shed light on the methods that were used in order to ensure validity and reliability of the study. Method of analyzing the data was also presented. The next chapter will focus on presentation and analysis of the research finding.



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presented results and discussion of the contributions of Colleges of education towards equipping teacher trainee to effectively embrace inclusion of learners with disabilities in the main classroom education in Ghana. The chapter first presented the biographical information of the participants who are part of the study. The chapter described the processes of analyzing participants' data using thematic analysis. The chapter also rendered a qualitative account of the contributions of Colleges of Education towards inclusive education in Ghana by using themes. Each theme had sub-themes that discussed issues as presented by participants of the study after which each sub-theme was discussed. This chapter also discussed the findings based on the three research questions that the study employed. This chapter relied on participants' quotes, which helped to know individual participants understanding of the study. After each quote is a bracket containing the participants' pseudonym and status.

Demographic Data

This study gathered data from participants who have knowledge about the phenomena being discussed. The participants willingly opted to be a part of the study. The study participants ($n=12$) comprised of the Principals of the two colleges, four (4) tutors from the Education Department and six (6) student leaders of the two colleges. The participants consisted of seven (7) males and five (5) females. The participants' biographic data captured their

pseudonyms, age group, gender, status, level of education. Table 3 presents the biographical description of the participants in order of the interviews.

Table 3: *Demographic Characteristics of Study Participants*

Pseudonyms	Age group (years)	Gender	Status
Kwame	45-50	Male	Principal 1
Abena	45-50	Female	Principal 2
Solo	40-44	Male	Tutor 1
Mina	40-44	Female	Tutor 2
Douglas	45-50	Male	Tutor 3
Dennis	40-45	Male	Tutor 4
David	20-24	Male	Student leader 1
Rachel	20-24	Female	Student leader 2
Samuel	25-30	Male	Student leader 3
Philomina	20-24	Female	Student leader 4
Rebecca	20-24	Female	Student leader 5
Roland	25-30	Male	Student leader 6

Source: Researcher's Field Survey (2019)

Findings of the study

Main Themes of the Study

1. Teacher trainee preparation and programmes
2. Strategies for inclusive education courses for Colleges of Education
3. Contributions of Colleges of Education to inclusive education
4. Challenges of Colleges of Education in Accra towards inclusion

Theme 1: Teacher Trainee Preparation and Programmes

Sub-Themes: This theme came about as the researcher sought to find out about how teachers were prepared and the programmes they study.

1. Teacher training programmes
2. Teacher trainees' preparation

These sub-themes developed from the study was to find out the specific programmes, ways of preparing teacher trainees, methods of teaching, attitudes of trainee teachers and the inclusive education courses that Colleges of Education employ in equipping teacher trainees to support inclusion of learners with disabilities in the mainstream classroom. From the textual data, there are no programmes and courses included in the curriculum to adequately prepare teacher trainees for inclusive education except for it to be found as a fragment of the HIV Course. Also, the participants stated that there are no stipulated ways either in the course or programme that Colleges of Education in Accra are implementing to enrich the knowledge of teacher trainees towards inclusive education.

Sub-theme 1.1: Teacher trainees' preparation. This sub-theme was developed to identify the pedagogies as well as equipment available in the two Colleges of Education that helps to adequately equip teacher trainees to effectively teach and integrate children into the mainstream classroom. The participants of the study indicated that they lacked books, materials, equipment and the necessary teaching and learning materials needed for teaching inclusive education courses so found it difficult in preparing teacher trainees. They mentioned that even though they have heard about some of the equipment and learning materials, they do not have access to them and making

their academic work ineffective. The student leaders lamented greatly about the unavailability and inadequacy of equipment, teaching and learning equipment and infrastructure to aid their learning.

The following quotes from participants' transcribed interviews depict this sub-theme:

An example is that, I had a boy I taught who had a problem with one ear so I gave him a seat in the front row and started involving him in much exercises for me to make sure he is really paying attention or he is really involved in whatever is being done in the classroom. He was supposed to get a hearing aid but the parent could not afford it and the school too do not have it there even I know there is something like that but I cannot handle it so I have to let go because the school and our institution had not done anything about. (Student leader 3)

From the responses, the participants mentioned that the teacher trainees are not adequately prepared to teach children with some form of disability because the environment is not user friendly and equipment to be used are not readily available. As part of the training requirement in colleges of teacher education, teacher trainees learn various theories related to child psychology and special education as some of the courses could position the teachers to meet the needs of children in schools according to literature. Hitherto, special needs children have dedicated schools to handle any difficulty in learning and schooling which was certain to have resulted from disabilities. These children are then segregated from the "normal" child. This was found to be affecting children with special needs.

Hence, the new concept of inclusive education allows children with disabilities to sit in the same classroom so as to reduce, if not eliminate totally, any form of stigma that society or their colleagues may have tagged them with. Those out of college before the inclusion of special needs children in the mainstream are being re-oriented and given further training to have the requisite knowledge and skill which can meet the demand of children with disabilities.

Sub-theme 1.2: Training programmes. This sub-theme dealt with the training programmes of Colleges of Education in equipping teacher trainees for inclusive education. The sub-theme further went on to deal with whether there are some other training activities like seminars, workshops and the likes that help teacher trainees to better understand the concept of inclusive education and how to educate children with disabilities in the mainstream classroom. The participants of the study stated emphatically that there are no programmes in the Colleges of Education to admit students to study in inclusive education areas. The quotes below further explain the inadequacy of training programs in the colleges of education:

One participant noted that *“Yes, that’s very true. We do not have any programme of study for prospective students to study inclusive education”*. (Principal 2)

Another participant mentioned that *“Apart from the fact that we have it in some courses like HIV, I don’t think we have a programme related to inclusive education that students can apply for. The school finds it difficult to teach our teacher trainees on how to educate*

children with disabilities and so we cannot mount a programme like that in our school. (Student leader 3)

However one of the participants added that they had some elements of inclusive education in some programme.

One participant indicated that *“But with the second and the final years, they studied child development, so in a case study of that like physical development, deformities and so on and how to handle these children in the class room but to take inclusive education as a course and to study that no. They did not have that but we organized a workshop like for the licensial exams there is the need to learn cross cutting issues so we organized a workshop for them so that is what they had. And even for the second years they do not have that in their course outline but we will have to include that because there is the need for them to know it. So they don’t have that as a real programme of study”.* (Principal 1)

From the responses, it can be deduced that even though there is not a major programme of study for students in Accra and Ada Colleges of Education to teach in the inclusive classroom, teacher trainees have ideas of what inclusive education entails due to the HIV course which gives a shallow description of inclusive education.

Sub-theme 1.3: Methods of teaching: This sub-theme describe methods used by lecturers of colleges of education in Accra to train their teacher trainees.

Since the teachers were not given adequate training, they used teaching strategies that were not beneficial to children with special needs. For example,

responses from the participants indicated that most of the teachers do not plan their classroom activities to be friendly to the individual needs of the children. Some of the teachers even thought that children with special needs should be sent to special schools. The following responses from some of the teachers illustrate the above assertions

I do not prepare separately for the handicapped pupils and non-handicapped pupils. I don't know how I can do that. What are the special schools doing? That is their best place for their educational placement and development if we really aimed at making these children responsible citizens. (Tutor 2)

To be frank with you, I don't really include them in my planning. You see, it is not part of my training at college, the programme has just been introduced and imposed on us so it will be difficult to work in such situation but I hope with time I will get used to it and things will be better. (Student leader 2)

Respondents indicated that due to lack of adequate preparation of teacher trainees, teaching in schools with less abled students was difficult and they lag behind in the teaching and learning process. In all, teacher trainees were not prepared enough to handle the needs of children with special needs. This has caused some of them to adopt negative attitude towards the inclusive policy.

The importance of a teacher is to assist learners to learn with less difficulty. The teachers having this in their mind try to explore all available means to implement the curriculum they teach to be relevant to the pupils. In exploring how best to teach the curriculum, perhaps the teachers introduce

varied means and approaches to make their students see how to teach children with disabilities but this was woefully inadequate.

Sub-theme 1.4: Attitudes of teachers towards students with disabilities

This sub-theme sought to find out the attitudes of teacher trainees towards students with disabilities. Participants discussed attitudes towards children with special needs in their respective schools. Responses indicated that trainee teachers were against the inclusion of special needs children in their respective classrooms. According to a student leader teacher trainee who had returned from off-campus, some of the teachers had negative attitude towards special needs children and use derogatory names on them causing their mates to mock them.

Hmm, the truth is that whilst some of us are trying to prevent isolation, others are creating barriers by making negative utterances such as “apakyenyansanii”(a wise cripple)“anikoro” (a one-eyed person) which are seriously influencing the “normal” ones to disassociate themselves from their own mates who are disabled.
(Student leader 1)

One student leader who also returned from off-campus opined that, *the teachers dislike having children with disabilities in their classrooms. They keep giving excuses as to why the children should be moved to different classrooms. I have urged them to accommodate them but they have not done much to help these children* (Student leader 2)

Some of the trainee teachers expressed their frustration in teaching special needs children since they had no formal training to do handle them. With such

negative attitudes of teachers who are the main implementers of the policy, it will be difficult for the implementation of inclusive education to be successful.

Sub-theme 1.5: Inclusion in extracurricular activities

This sub-theme sought find out whether colleges of education included extra-curricular activities in training teacher trainees to educate children with disability. While some of the trainee teachers excluded children with special needs in extra-curricular activities, others claimed they would actively involve them. Some participants of the study opined that it is good to allow the less-abled students to engage in extracurricular activities. The comments below depict the deferring views of participants concerning the inclusion of children with special needs in extra-curricular activities.

I will never involve a special need child in outdoor games. What good do they have to offer than injuries that will worsen their condition and compound the teacher's problems? I have been stopping them from engaging their abled peers in vigorous activities. (Student leader 1)

I don't have any problem interacting with them both in-and-outside the classroom activities. One thing we should understand is that these children are human beings just like anyone of us and it is morally wrong to shank their company. (Principal 1)

The total development of all children is important and extra-curricular activities are used to identify pupil's hidden talents which I believe special needs children also possess. As such, it is the responsibility of the headmaster to make sure they (special needs children) are involved to develop their talent. (Tutor 1)

I join the class during other activities outside the classroom I do interact with them especially when I see a disabled child is lonely during break time I normally receive their complaints and settle problems between them and their non-disabled friends. I do that to strengthen their relationship including myself (Principal 2).

The participants had varying views about including the less abled students in extra-curricular activities during school hours. Some participants mentioned that including them in extra-curricular activities will endanger their health so it is best not to engage them in these activities. Other participants were of the view that these extra-curricular activities will help in the development of these less-abled students.

Theme 2. Course Contents

This theme came about as the researcher sought to find out the component of courses in the Special Education Unit of the colleges of education of the study that lecturers use in teaching the students in the school.

Sub-theme 2.1: Inclusive education courses. The participants of the study mentioned some courses that colleges of education have to teach students in the school but stated that they were not enough to equip teacher trainees for inclusive education in basic schools.

The sub-theme is gleaned from the following participants' quotes:

There was a course for that. Special Needs Education. We learnt them but I still could not help some students who had disabilities. It seems the materials and course contents were not detailed. (Student leader 1)

No we do not have it but there is a bit of information that has to be touched on in HIV/ AIDS. We have child and adolescent development and it equip teacher trainees with adequate knowledge and understanding of learners with varying characteristics and do come from diverse background. So child and adolescent education was engrafted in this education. (Student leader 2)

Sub-theme 2.2: Teaching and learning environment. This sub-theme sought to find out the kind of environment that is available to teacher trainees in their various colleges of education to aid lecturers in teaching. This theme sought to identify the characteristics of the teaching and learning environment employed in teaching trainee teachers to acquire the needed skills for handling children with disabilities. The following quotes described the kind of teaching and learning environment for teaching trainee teachers in the Colleges of Education in Accra.

Yes, we don't have washrooms but it is part of our project. We want to construct that and build some washrooms for the disabled. We haven't been able to do that but we have been soliciting for funds and so on. So we have some structures which satisfy those needs but we still need to do some more work. (Tutor 1)

We don't have enough facilities for our school. (Student leader 3)

It is also noteworthy that the physical environment must be stimulating and attractive to allow for effective interactions of both teachers and students. Looking at the results, a good number of teachers observed that the physical environment was not conducive for inclusive education.

Theme 3. Contributions of Colleges of Education to Inclusive Education in Ghana

The contributions of colleges of education towards inclusive education are numerous and this theme sought to enumerate some of these contributions from the participants of the study. The participants enumerated some contributions of colleges of education towards inclusive education in Ghana especially as it relates to development in Accra.

Sub-theme 3.1. Organizing workshops: This sub-theme delve into one of the major contributions of colleges of education in Ghana towards the development of inclusive education. Leadership of colleges of education organize inclusive education workshops and seminars for institutions and organizations which have affiliations with groups and individuals who have one disability or the other. The purpose of these workshops is to educate stakeholders in these organizations and institutions on educating people to handle students with disabilities. Participants of the study stated some contributions of colleges of education as it relates to organizing seminars and workshops. The following responses were gleaned from the participants:

We have organize a workshop for KATH on inclusive education and we intern organizing another one teachers and head teachers who have influence in some schools. (Principal 1)

We have been making the awareness and supporting some students with disabilities but because of the workshop they've drawn my attention to the fact that we need to focus more on it to give them more support even with screening. (Principal 2)

We normally have medical screening for our students and refer them to places and give them the required support but now with the workshop we now know this is a very important part of the teacher training programme and we need to really focus on it. (Principal 2)

The colleges of education have been making some significant contributions apart from preparing and training individuals to teach in the various basic schools all over the country. The participants identified that organizing workshops for stakeholders in colleges of education especially teachers and principals is a major addition to what is been done already.

Sub-theme 3.2: Infrastructure

From the textual data, participants enumerated some contributions in the area of building infrastructure for their various schools. This is the most prevalent contribution that participants mentioned that is provided for their schools. They mentioned that even though the government provides such facilities they are inadequate to cater for the kind of needs they have so leadership improvise by building some infrastructure from internally generated funds. The following quotes describe the contribution of the Colleges of Education:

With our classrooms we have ramps. We worked on this when we started working on the project. We constructed ramps to the administrative block and all the classrooms, they were without it, to all the classrooms, to the auditorium and all the places, we've done that with ramps but the walkway there should have been a guide. So that those who have problems with their sight will not fall down. Yes, we

don't have that, we don't have washrooms but it's part of our project.

(Principal 2)

In my college, they are now putting up a new classroom block with offices and actually the design and everything will be done to satisfy the needs of the children with the disabilities. (Principal 1)

The sub-theme collected views from respondents on the contributions of their colleges of education towards building infrastructure for their schools. It is evident that Principals and teachers are doing their very best to put up some buildings that houses some materials that would benefit students with disabilities.

Sub-theme 3.3: Orientation

This sub-theme was aimed at seeking information from participants concerning what the two colleges of education in Greater Accra are doing towards orienting teacher trainees in dealing with inclusion. Participants lauded the colleges of education for their efforts in organizing orientations for parents, teachers, advocacy groups, administrators, technocrats, media outlets and the general public who are actively interested in inclusive education. They sometimes invite the Ministry of Education and Ghana Education Service for their orientations. This is to help stakeholders familiarize with issues and concerns of children with disabilities and find ways to solve them. The orientation deals with exposing stakeholders to the inclusive education policy, what inclusion entails, how to live with the less abled children and many others. The quotes below describes the views of participants with regards to the orientation done by the two Colleges of Education in Accra.

We organise orientation for the trainee teachers, NGOs, teachers, educationists and the community in general on matters concerning inclusive education. (Principal 2)

One other participant of the study further stated what Colleges of Education are doing with respect to orientation.

Our school authorities organises orientation for us at least once a year on the expectations of teacher trainees in handling students with disabilities. (Student leader 2)

Orientation is very important in human existence and therefore it is prominent that we are oriented in every new field. The researcher probed into how orientation is done in the Colleges of Education and the responses above indicated how orientation is being done.

Theme 4. Challenges of Inclusive Education in Colleges of Education

This forth theme of the study dealt with the challenges facing the two colleges of education in Accra in inclusive education. These challenges have impeded the implementation of inclusive education policies and practices in the schools.

Sub-theme 4.1: Inadequate funding. This sub-theme evolved from the study as the researcher sought to identify the challenges facing colleges of education in providing quality services to their students. Colleges of education are faced with inadequate finances in that they are not able to procure all the needed teaching and learning materials and other equipment for their schools. This leads to deficiencies in the quality of teaching and learning delivered in the colleges of education. These quotes were gleaned from the participants to

explain the challenges faced by the colleges of education in the Greater Accra region:

The challenge I might have is that we do not get enough money for running the school. (Tutor 1)

The problem is with the funding. Honestly, we have all the ideas, what I've talked about, assisted equipment, the rams, and the rails and so on. A facility for example a washroom for the disabled so that they can sit in their hostel and go to this places inexpensive, comfortable and all that. We have all these ideas but no money to fund them. (Tutor 2)

There is not enough funds to support the activities that we do in our school. This is quite unfortunate as I can say that our sister schools are also faced with this same funding problem. We need corporate institutions to support us in our activities. We are struggling too much to raise money to fund our activities. (Principal 1)

The participants of the study lamented brutally about the inadequate funding in their institutions. They mentioned that even though various governments have made promises to remain committed to the implementation of the inclusive educative policy, little is being done to make these promises come into reality.

Sub-theme 4.2: Inadequate preparation for teaching disability students. Preparation is an important factor if trainee teachers would make significant impact in their field of teaching. This sub-theme explained the participant's concern for the inadequacy of preparation for teacher trainees when it comes to content, pedagogy, curriculum and knowledge of logistics.

Participants of the study bemoaned the scarcity and paucity of teaching and learning materials in their respective college of education and they also mentioned the effects that comes with this challenge. The quotes below indicates responses from participants concerning challenges facing colleges of education in Accra:

The course on inclusive education does not really prepare us enough to handle this children the classroom. We learnt it as part of the special needs education. We have the inclusive, we have the segregation, and we have the main classroom, special resource persons and others. But we didn't learn inclusive on its own. (Student leader 2)

The materials like books, syllabus, and curriculum are lacking in our school. Lecturers are not able to teach students how to teach students with disabilities because of materials we do not have. (Principal 2)

This sub-theme elaborated the challenges with respect to the teaching and learning process involved in inclusive education. The respondents of the study bemoaned the inadequacy of the nature of training given to trainee teachers to prepare them for the mainstream classroom.

Sub-theme 4.3: Inadequate personnel and assistive devices.

Another challenge the participants mentioned is the lack of assistive devices to aid the practical sessions of the teaching process. The participants lamented about the absence of the tools such as mobility aids, hearing aids, cognitive aids and the rest which helps teacher trainees to better understand the phenomenon of students' disability. Lack of wheelchairs, braille and the rest

have impeded the smooth teaching of teacher trainees on how to help their students when they face the realities during off campus and after their training. The responses below depicts what participants said in reference with inadequate assistive devices for colleges of education:

My concern is that, this is what we are saying, we're training them, they go out but whether they can handle them, I still cannot say for sure that majority of them can handle. As for knowing, they know that education has special needs but they will find it difficult. (Principal 2)

A major challenge we face is the inadequate preparation of our trainees to find ways and means of teaching less abled children in the mainstream classroom. (Tutor 2)

The classroom arrangement was not good. There were forty pupils in a class. And the way the arrangement of the chairs were, he finds difficulty to move around the class. He finds it difficult to participate in some co-curricular activities. (Student leader 1)

The environment is not friendly at all. All the buildings have no rails but with steep stair cases. The structures are design for the normal persons so the disable student cannot cope with the environment. (Student Leader 2)

Adequate equipment and infrastructure as well as updated human resources are necessary tools for the provision of quality tertiary education. However, some stakeholders in the education sector have raised concerns in regards to the capacity building of the personnel of the Colleges of Education

to manage tertiary education institutions as well as inadequate infrastructure for the smooth running of the institutions.

There is huge infrastructure gap in the area of offices, residential accommodation, classrooms, libraries, laboratories, as well as tools and equipment. There is the urgent need for the refurbishment of old structures and development of new ones to match the current status of the colleges as tertiary institutions. These should be provided to ensure that the colleges are able to perform their functions as expected of them.

Sub-theme 4.4: Governance challenges. Another issue the study sought to find out was the development of instruments to foster effective governance and management of the colleges. The responses when asked if the colleges have clearly defined statutes after the elevation of their status painted a disturbing picture. From the responses, it was indicated that there are yet to be clearly defined statutes for the colleges. This according to the respondents makes decision taking difficult.

You can't just wake up and decide to do one thing or the other. There must be something legally backing every action you take. But unfortunately, we are yet to get well defined statutes assigning roles and responsibilities to officers of the college. This makes decision taking and running of the institution more challenging (Principal 1)

We are neither firmly entrenched as tertiary institutions nor are we still regarded as post-secondary non-tertiary institutions. We are between the two. Even though we have been placed under the National Council for Tertiary Education for about four years, the payroll of the

staff of the Colleges and promotions are still being supervised by the Ghana Education Service. (Principal 2)

This sub-theme delved into issues bordering on governance and autonomy of colleges of education. As newly promoted institutions, it is expected that, some challenges in relation to governance may be unavoidable. As a result, the study sought from respondents the challenges being faced in the area of governance. The issues covered under challenges of governance included the programs and assessment schedule designers of the colleges, whether the colleges have clearly defined statutes and who issue appointment letters and determine promotion of colleges' staff.

Discussion

This section discussed the findings that emanated from the study as seen in the themes and sub-themes. The discussion was in reference to literature to see the differences and similarities of the study and what other authors have said.

Literature confirms the assertion by participants of the study that trainee teachers were inadequately prepared for inclusion. Milsom (2006) mentions that teacher training for regular teachers rarely prepares teachers for working in diverse classrooms, and in particular does not equip them with the confidence, knowledge and skills to effectively support learners with disabilities. Avoke and Avoke (2004) noted that teacher preparation in Ghana especially in the universities were focused on methodologies and assessment practices that were not tailored to the needs of children with disabilities in inclusive schools. According to them, the methodologies at the initial training

programmes continue to be directed towards the practice of regular schools and not inclusive schools.

Moreover, inclusive education is also concerned with issues of human rights and social justice. It is a key strategy to ensure that the rights of all children to quality education are realized. These have been some of the main arguments propelling the inclusive education agenda (UNESCO, 2009). However, a closer examination of the content of the courses and study findings indicated that issues that are extremely critical to the implementation of inclusive education were not highlighted in the curriculum and were least covered in disability courses and other courses in the colleges of education. A discussion of issues of disability from other discourses, such as the right to an equitable education for all as well as social factors that affect children's learning, must be addressed in inclusive teacher education courses to enhance trainee teachers' understanding that every child has the right to quality education. Such a conceptualization of inclusive education has been found to influence teacher support for inclusive education (Lalvani, 2013).

For the inclusive education courses, Caseley-Hayford (2002) and Vanderpuye, Gyimah and Deku, (2009) noted that the course content in the colleges of education in Ghana were not adequate to prepare teachers for the task of inclusive education. Furthermore, Vanderpuye et al., (2009) found that, in-service training programmes were almost available but areas covered were inadequate, leaving teacher trainees not fully equipped in teaching children with disabilities in inclusive classrooms. For this reason, teachers do not see themselves as adequately prepared for the implementation of inclusive education. Quality in-service and teacher training is critical for the successful

implementation of inclusive education. To develop quality teachers to foster successful inclusive education, the content of teacher training programmes for inclusion must include locally proven workable approaches and practices (Forlin, 2013)

The assertion of the participants that teachers are not adequately prepared supports what Opare (2008) found out in his study. He stated that managerial support systems in the institutions were woefully inadequate to say the least. Furthermore he mentioned that colleges of education in Ghana do not have the necessary equipment and the teaching and learning materials essential for equipping teacher trainees. For teacher trainees to acquire knowledge and skills in the area of inclusive education, they need materials especially in the area of equipment in the Special Education unit of the colleges of education.

Also, the perception of teacher trainees on the curriculum did not support what UNESCO (2003) indicated, that the curriculum for inclusive schools must be flexible enough to meet the needs of all students. The participants indicated that majority viewed the curriculum as not appropriate. Any curriculum for students with disabilities should include social skills and should be based on carefully and individually targeted behaviours (MacFarlane, 2007; Wood, 2006). Vanderpuye, Gyimah and Deku (2009) identified the lack of social skills training in the preparation of teachers in Ghana. Thus the teachers themselves lacked training on how to promote social skills training among children and therefore would not be able to adapt the curriculum in this direction. Adapting the curriculum is critical for the success of many students in the regular classroom as they will be required to employ

positive social skills in various settings with different people in changing circumstances (MacFarlane, 2007).

The finding on environment space is consistent with the observation made by Deku and Vanderpuye (2008). They observed that the physical environments are not contributing enough to enable classroom teachers to facilitate the education of children in general and the education of children with disabilities, in particular. In Ghana, one cannot deny the fact that the general physical environments of many schools, especially those in the rural areas, leave much to be desired. The implication is that the promotion of good teaching and learning in such unattractive environments would be negated. Inclusive education is likely to succeed in welcoming and attractive environments. Researchers have argued that the physical conditions of the environment including teaching spaces, seating, furnishings, spatial density, privacy, noise and acoustics, climate and thermal control, air quality and windowless classrooms impinge on students' attitude to school, engagement, achievement and general wellbeing (Higgins, Hall, Wall, Woolner, & Mccaughey, 2005). Being in a good physical environment is important for children with disabilities as well as all other children, as good school environments enhance positive identity formation (Agbenyega, 2008).

Organizing workshops by management of colleges of education correlates with what Terhart (2003) said that training and workshops is very vital for building capacities of teachers and helping them to be abreast with current pedagogies and methodologies available to them in the teaching and learning process. Terhart (2003) noted that teachers are also expected to arrange classrooms to facilitate mobility and to accommodate mobility and

accessibility equipment such as braces, wheel chairs, crutches, ramps, and cooperative learning strategies for those with physical disabilities. According to Terhart (2003), these materials will help teachers to get the best out their students when they are accessible.

Inadequate funding impedes the progress of academic work and delays progress of institutional development. Ametepee and Anastasiou (2015) conducted a study and concluded that one contributory factor to the widening gap between inclusive policies and their implementation has been due to the lack of funds (i.e., economic hardships and lack of political will) (Ametepee & Anastasiou, 2015).

Higher education reforms in most African countries occurred mostly in response to a decline in the public financing of higher education. Many of the reforms centre on the idea of cost-recovery measures. Examples of cost-recovery measures initiated and implemented in several African HEIs include; reductions in or cancellation of student subsidies, the admission of private students (fee paying) to higher Education Institutions, and parallel courses and programs of study. At the system level, due to the economic crisis, many countries have made efforts to improve efficiency in education investment. (IIEP, 2014).

Inadequate professional training for trainee teachers is a challenge that confirms the study conducted by Idol (2006) that, teachers wanted professional development in the areas of instructional and curriculum modifications, methods of supporting teachers in inclusive classrooms, professional development for instructional assistants, visiting schools practicing inclusion, disciplinary practices, and using reading tutor programs.

According to Avramidis (2000), professional development increased teachers' positive attitudes towards inclusion. Teachers are overwhelmed when they are faced with challenges they do not feel they are equipped to handle. Monahan and Marino (1996) stated that many general education teachers do not have the instructional skills or background to teach special education students (1996). According to Hay (2003), educators' knowledge, skills and competencies have direct impact on their preparedness to implement inclusive education effectively.

Other relevant factors that might have contributed to the lack of emphasis of inclusive pedagogical approaches in the colleges of education and consequently hindered the development of inclusive practices among trainee teachers were found to include; the teacher educators' insufficient hands-on previous teaching experience in inclusive settings, resulting in a lack of knowledge and modelling. Another contributory factor is the lack of direct teaching experience in inclusive settings for pre-service teachers. Experience has been found to be very effective in transforming teachers' attitudes from that of ignorance, fear, prejudice, and lack of confidence toward the development of relationships, confidence, skills, and coping strategies (Dart, 2006).

Restructuring trainee teachers' school-based experience to enable them to have direct and systematic interaction with people with disabilities and teaching in an inclusive setting have been found to promote positive attitudes and self-efficacy toward inclusive education (Sharma, Forlin & Loreman, 2008). The inevitable consequence of all these major interrelated factors to the lack of emphasis on inclusive pedagogical approaches in the colleges of

education is the insufficient levels of inclusive knowledge, skills, and practices and the strong feeling of unpreparedness among final-year trainee teachers to teach students with disabilities in the regular education classroom.

In addition, studies have shown that the local school contexts and structures, such as school policy and the availability of teaching and learning materials and resources, influence the way teachers interpret, adapt, and implement instructional approaches (Davis & Florian, 2004). Along with the trainee teachers' limited knowledge and adoption of the inclusive and child-centered approaches, other school contextual or environment-related factors might have hindered the adoption of inclusive pedagogical approaches by final year trainee teachers.

The researcher sought to assess the infrastructure situation in the colleges after their elevation. From the responses not much has changed. The situation as described earlier still persists as the two principals of the colleges, agreed and in strong terms that, though there have been some upgrade, the current infrastructure in the colleges are inadequate and needs an upgrade to match its current status as tertiary institutions. Even though Article 38(1) talks about the intentions of government to make available the necessary school infrastructures, little is being done on the grounds according to the study participants upon improving the infrastructure in their schools. (Colleges of Education Act, 2012)

The Section 19 of the Colleges of Education Act, 2012, which provides that statutes enacted by the colleges of education are subject to the approval of the Minister. This implies that apart from the National Council for Tertiary Education (NCTE) and the National Accreditation Board (NAB), the Colleges

are further subject to the oversight of the Minister of Education. This could pave the way for political interference in the management and governance of the institutions. This does not allow management and leadership of Colleges of Education to take decisions on their own for governing the schools. Even though the colleges of education have autonomy on paper that is not the case in practice (Colleges of Education Act, 2012).

From the above, it is always important to ensure that both human and material resources needed for educational policy implementation are capacitated and available respectively. However, some stakeholders in the educational sector in Ghana have raised concerns regarding the capacity of the personnel of the colleges of education to manage tertiary education institutions. This poses a great threat to the colleges' ability to transition to their newly elevated status. For instance, Opare (2008) stated that managerial support systems in the institutions were woefully inadequate to say the least.

Avoke (2004) and Agbenyega (2005) have expressed concern about the adequacy of training given to teacher trainees in the colleges of education in Ghana. Since special education is not a major component of their course content, teacher trainees do not acquire adequate knowledge in special needs education during their pre-service training. These trainees would therefore require a lot of in-service training to enable them to handle children with special needs in their classrooms. Without in-service training, teacher trainees encounter difficulty to effectively teach children with disabilities in inclusive schools and this will pose serious challenges to the implementation of inclusive education policy (Friends & Bursuck, 2011).

Hostile attitude of teachers towards inclusion of children with disabilities in general education has been cited by Agbenyega (2005) as a situation that occurs in classroom in various schools. He also identified the use of derogatory names on children with special needs by teachers. Teaching special needs children in both special and inclusive settings requires special and appropriate teaching strategies and materials to enable them cope with classroom situation. The findings of the study indicated that trainee teachers did not develop differential teaching methods. The reasons may not be far-fetched. In most schools, there is limited time for trainee teachers to completed their lessons and syllabus, compelling many of them to adopt teaching strategies that may not benefit children with special needs. Also, the need to maintain academic standards, which are often the case in many schools, would likely forces trainee teachers to ignore the children with special needs children in their class.

Several studies from both the Global North and South have shown that teachers' (Gilmore & Cuskelly, 2003; & Dart, 2006) and teacher educators' (Pinnock & Nicholls, 2012) attitudes are extremely critical in the process of inclusive education. Largely, the findings of the study indicated that the teacher trainees had a positive view of inclusive education. The majority of the participants was in favour of inclusive education and believed that inclusive education is the best educational practice to benefit pupils with disabilities. These findings were in line with previous studies (Pinnock & Nicholls, 2012; Tungaraza, 2013). However, consistent with a previous study from Ghana (Kuyini & Mangope, 2011), the overall attitude of a cross-section of trainee teachers in the study was found to be barely positive.

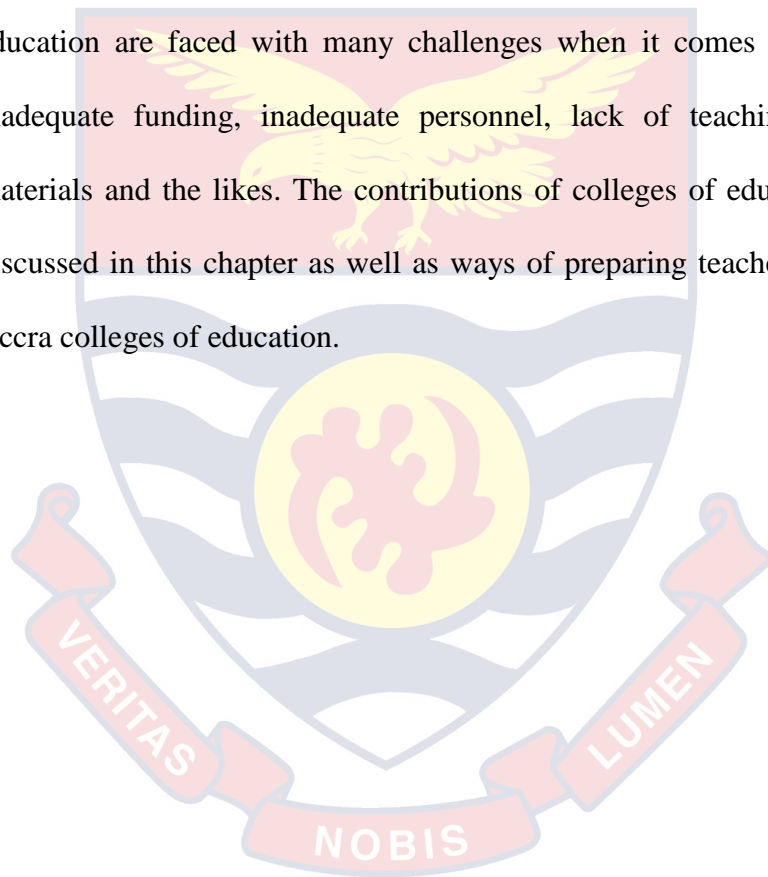
The likely consequence is that some children with special needs in the general classrooms may find it difficult to cope with classroom activities and may be forced to drop out of school as attested by Kibria (2005), Hossain (2004) and Lewis and Doorlag (2003). These studies mentioned that if proper attention is not given to children with special needs, it will be difficult for them to participate in general schools, thereby causing in many of them abandon schooling.

Governance of higher education refers to the policies and processes by which tertiary education institutions are regulated and managed. Balderston, (1995) states that governance is the distribution of authority and functions among the units within a larger entity, the modes of communication and control among them, and the conduct of relationships between the entity and the surrounding environment.

Before the upgrading of colleges of education, the teacher education division of the Ministry of Education and the Institute of Education were responsible for designing academic programs for the institutions. Thus, the development of curricula, course outlines and assessment schedules were the responsibilities of the two bodies. The study sought to find out if the arrangement has changed after the elevation. The study revealed that the practice is still in place. This revelation is supported by what the Colleges of Education Act, (Act 847) proffers. It indicates that after the elevation, the National Council for Tertiary Education will assume the responsibilities of the Teacher Education Division and thus, collaborate with the Institute of Education to facilitate the development of curricula, design programs and assessment schedule for the colleges (Newman, 2013).

Chapter Summary

This chapter discussed the emerging issues by relating findings of the study to what other authors have found using themes and sub-themes. The study found out that teachers were not adequately prepared to teach children with disabilities even though some teacher trainees have the right attitude towards them. Furthermore, the study also found out that the environment was not user friendly to accommodate students with disabilities. Also, colleges of education are faced with many challenges when it comes to inclusion like inadequate funding, inadequate personnel, lack of teaching and learning materials and the likes. The contributions of colleges of education were also discussed in this chapter as well as ways of preparing teacher trainees in the Accra colleges of education.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

In this final chapter, the summary, conclusions and recommendations of the study are herein presented. The chapter places emphasis on the overview of the research process, the key results, conclusions drawn, recommendation made and the suggestions put forward for further studies.

Summary of Research Process

The purpose of this study was to find out about the role of Colleges of Education in preparing teacher trainees towards inclusive education at the Colleges of Education in Greater Accra Region.

To achieve this purpose these questions were asked

1. How are teacher trainees of the College of Education prepared to handle differently abled children in the main stream classroom?
2. What strategies were adopted at the Colleges of Education in Greater Accra Region to enhance inclusive education?
3. What are the roles of Colleges of Education towards the training of teachers to improve inclusive education in the Greater Accra region?
4. What challenges do the Colleges of Education in Greater Accra face in developing teacher trainees with requisite knowledge of inclusive education to handle differently abled children?

In answering these research questions, this research employed the case study approach to research. Ethical conduct of the study and trustworthiness of results were a core of the study. Data was gathered from twelve (12) participants who were purposively selected. Semi-structured interviews were

used and transcription was done manually. Thematic analysis was used to analyze the textual data from the interview.

Summary of Key Findings

An overarching theme was developed from four main themes to unravel what colleges of education were doing to equip teacher trainees for teaching students who are less abled. The underlying theme for the study was equipping teacher trainees for teaching less abled students in the colleges of education in Accra. The following are the key results of the study

1. There is not a major programme of study in the two colleges of education for training their students for inclusive apart from some courses like introduction to HIV. Also, participants noted that teacher trainees are not adequately prepared to teach children who are less abled in the mainstream classroom because they lack the teaching and learning materials to teach such courses in the school. The study sought to find out about the methods used to teach trainees, their attitudes towards children with and how they engage these students in extra-curricular activities. The study found out that teacher trainees had not been exposed to any methodologies in teaching students with disabilities. Also, participants were of different views that attitudes towards children with disabilities were both positive and negative with the majority saying they had negative attitudes towards these children. Furthermore, even though some participants mentioned that they will engage the less abled students in extra-curricular activities, most of the responded otherwise indicating that it might endanger the lives of these children. Therefore, they will not engage children with disabilities in

any extra-curricular activities with their friends to cause any harm to their health.

2. Another key finding was in relation to the number of courses that are mounted up in the department of education of the two colleges of education that can help equip teacher trainees for inclusive education. Participants mentioned that the curriculum available lacked courses in equipping teacher trainees with the requisite pedagogy, methodology, skills and knowledge to teach students with disabilities. The study also found out that the environment was not user friendly to accommodate students with disabilities.
3. Again, the study came up with many findings in relation to the contributions of the two colleges of education in the development of inclusive education in Ghana over the past few years. It was found that colleges of education organizes workshops for the major stakeholders of inclusive education. Also, the colleges of education are building some infrastructure for example building ramps to augment what the government is doing for them in terms infrastructural development. It was also found that the colleges of education organizes orientation for key policy makers and implementation of the inclusive education policy.
4. The study further sought to find out some challenges of colleges of education in Accra. It was found that they do not have adequate funding to purchase the needed teaching and learning materials, inadequate personnel, inadequate assistive devices and other relevant equipment for teaching inclusion. And because there is inadequate

funding, it affects the quality of teaching and learning in the schools. Aside these challenges, the study found out that there were other governmental challenges that affected the implementation of the inclusive education policy.

Conclusion

From the findings, a number of conclusions can be drawn.

First of all it can be concluded that teacher trainees in the Colleges of Education in the Greater Accra have not been adequately prepared to teach students who differently abled. This is because there is an introductory course that introduces trainee teachers to inclusive education but there is a dire need for a detailed programme which will cover all areas of children with disabilities.

Secondly, the courses in the curriculum for colleges of education were inadequate as compared to the needs of children with disabilities. The courses did not cover every aspect of inclusive education and thus teacher trainees were not adequately prepared to teach in schools where there are children with disabilities.

Furthermore, it can be concluded that the colleges of education have made significant contributions to augment what the government is doing. They have made several contributions in the area of building infrastructure, providing orientation and engaging stakeholders of inclusive education to improve upon practices of inclusive education.

Also, the study can be concluded that there are several challenges that impedes the effectiveness and efficiency of the colleges of education in the greater Accra region. Some of them includes inadequate infrastructure,

inadequate funding and lack of personnel to be engaged in teaching students with disabilities.

Recommendations

Based on the results, the following recommendations are made:

1. It is recommended that the Special Education Division (SPED) engage the Colleges of Education to help upgrade the knowledge and skills of teacher trainees by organizing workshops, seminars and training sessions for stakeholders to properly orient them for the implementation of inclusive education. Also, the curriculum should be updated to cover the various aspects that are lacking in the special education program.
2. Also, the curricula of teacher training institutions and colleges of education should, as matter of importance, be redesigned to include more courses on inclusive education. Teacher trainees should be offered the opportunities to acquire practical experiences in inclusion through practice. Such strategies are likely to widen teachers' knowledge on inclusive education and also bring teacher trainees and special needs children closer from the onset.
3. The National Council of Tertiary Education (NCTE) should organize workshops and seminars on inclusive education and related issues in order for stakeholders of inclusive education to be well informed. It is also suggested that regular in-service training should be organized for all stakeholders in schools practicing inclusion to enable them manage pupils with special needs in and outside of the classroom. Periodic in-service training will refresh teachers' knowledge and equip them with

best inclusive practices to effectively handle special need children in the inclusive classroom

4. It is further recommended that the government and other Non-Governmental Organisations should invest money into the implementation of the inclusive education policy. Monies should be released to train more personnel and to purchase the needed teaching and learning materials, build infrastructure and but the needed tools and equipment to provide a conducive environment for including the less abled students in the mainstream classrooms. The NCTE should make inclusive education one of their topmost priorities and restructure their budgetary allocations to include more resources for the provision of teaching and learning materials.

Suggestions for Further Studies

1. The study focused on only the Greater Accra Colleges of Education and it is suggested that a similar study should be conducted in other parts of the region especially in the newly created regions to know teacher trainee preparation in other colleges of education as well. The study should be conducted in the new regions because they are yet to start implementing the inclusive education policy.
2. The study did not involve government officials such as policy makers, curriculum developers and so on. Therefore it is suggested that since officials of government are key stakeholders in the implementation of inclusive education, they should be part of the study in future.

3. Furthermore it is suggested that a study should be conducted to know the deficiencies in the implementation of the inclusive education policy and improve upon it.



REFERENCES

- Akyeampong, K. (2009). Revisiting free compulsory universal basic education (FCUBE) in Ghana. *Comparative Education*, 45(2), 175-195.
- Akyeampong, A. K. (2010). Reducing school dropout through inclusive approaches to education in Ghana. *Comparative Education*, 2(1), 3- 15
- Agbenyega, J. (2003). Decade of inclusive education in Ghana: Perspectives of special educators. *Journal of Social Inclusion*, 8(1), 4-20.
- Agbenyega, J. S. (2008). Developing the understanding of the influence of school place on students' identity, pedagogy and learning visually. *International Journal of Whole Schooling*, 4(2), 52-66.
- Agbenyega, J., & Deku, P. (2011). Building new identities in teacher preparation for inclusive education in Ghana. *Current Issues in Education*, 14(1), 1–32.
- Agbenyega, J. S., Deppeler J. & Harvey D. (2005). Developing an instrument to measure teachers' attitudes toward inclusive education for students with disabilities. *Journal of Research and Development in Education*, 5, 1-10.
- Aidoo, D. (2012). *Management of special schools in Ghana: An analysis of management of state-maintained special schools for children with hearing impairment in Ghana*. Accra: Ghana, Lambert Academic Publishing
- Ainscow, M. (2005). Developing inclusive education systems: What are the levers for change? *Journal of educational change*, 6(2), 109-124.

- Akalin, S., Sazak-Pinar, E., & Sucuoglu, B. (2010). The effects of classroom management of the behaviors of students with disabilities in inclusive classrooms in Turkey. *The Journal of Emotional International Association of Special Education*, 9 (1), 64-74.
- Alexander, J. (2001). *Concerns of middle and high school teachers towards inclusion of students with exceptional educational education needs*. Unpublished master's thesis, Graduate College-University of Wisconsin-Stout Menomonie, Wisconsin.
- Alghazo, E. M., & Gaad, H. (2004). Attitudes of pre-service teachers' persons with disabilities: Predictions for success of inclusion. *College Student Journal*, 37(4), 515 - 521.
- Al-Thani, H. (2006). Disability in the Arab region: Current situation and prospects. *Journal for Disability and International Development*, (3), 4-9.
- Ametepee, L. K., & Anastasiou, D. (2015). Special and inclusive education in Ghana: Status and progress, challenges and implication. *International Journal of Educational Development*, 41, 143–152.
- Anthony, J. (2011). Conceptualizing disability in Ghana: Implications for EFA and inclusive education. *International Journal of Inclusive Education*. 15(19), 1073-1086.
- Arrah, R. O., & Swain, K. D. (2014). Teachers' perceptions of students with special education needs in Cameroon secondary schools. *International Journal of Special Education*, 29(3), 1-10.
- Ashman, A. (2015). *Education for inclusion and diversity*. Melbourne, Vic. Pearson Education.

- Avoke, M. (2001). *Introduction to special education for Universities and Colleges*. Accra: City Publishers.
- Avoke, M. K., & Ocloo, S. K. (2004). *Inclusion, rehabilitation and transition services in special education*. Winneba: Department of Special Education.
- Avoke, M., & Avoke, Y. (2006). Low vision children in regular classrooms in Winneba. *Ghana. Journal of Research and Development in Education, UEW, Winneba, 6*, 58.
- Avramidis, E., Bayliss, P., & Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. *Educational Psychology, 20*(2), 191-121.
- Balderston, F. E. (1995). *Managing today's university: Strategies for viability, change, and excellence, Jossey-Bass Higher and Adult Education Series*. Jossey-Bass Inc., Sansome St., San Francisco.
- Bailleul, P., Bataille, S., Langlois, H. Lanee, F. & Mazereau, H. (2008). *The community teacher: A new framework for effective urban teaching*. New York: Teachers College Press.
- Ballhysa, N., & Flagler, M. (2011). A teachers' perspective of inclusive education for students with special needs. *Academicus - International Scientific Journal, 1*, 121-132.
- Bell, J (2005). *Doing your research project: A guide for first time researchers in education, health and social science*. (4th ed.). UK: Maidenhead.
- Best, J.W. & Kahn, J. (2006). *Research in education*: New Delhi: Prentice Hall of India Pvt. Ltd.

- Bones, R., & Lambe, J. (2007). The effect of school-based practice on student teachers' attitudes towards inclusive education in Northern Ireland. *Journal of Education for Teaching: International Research and Pedagogy*, 33(1), 99 – 113.
- Braslavsky, C. (1999). *Interregional discussions around inclusive curriculum and teachers in light of the 48th International Conference on Education*. Geneva, UNESCO-IBE.
- Braun, V & Clarke, V. (2006). *Qualitative research in psychology: Using thematic analysis in psychology*. London: Routledge.
- Bricker, D. (2000). Inclusion: How the scene has changed. *Topics in Early Childhood Special Education*, 20(1), 14- 19.
- Bryman, A. (2008). *Social Research Methods*. New York: Oxford University Press, Inc.
- Bunch, G., & Finnegan, K. (2005). *Finding a way through the maze: Crucial terms used in education provision for Canadians with disabilities*. Retrieved 18th March, 2018 from <http://www2.gnb.ca/content/dam/gnb/Departments>.
- Burstein, N. D., & Sears, S. (1998). Preparing on-the job teachers for urban schools: Implications for teaching. *Teacher Education and Special Education*, 21(1), 47-62.
- Campos M R. (2005). *Passive bystanders or active participants: The dilemmas and social responsibilities of teachers*. Retrieved 20th August 20, 2018 from <http://unesdoc.unesco.org/images>.

- Cardona, C. M. (2009). Teacher education students' beliefs of inclusion and perceived competence to teach students with disabilities in Spain. *Journal of the International Association of Special Education*, 10(1), 33-41.
- Carpenter, L., & Dyal, A. (2007). Secondary inclusion: Strategies for implementing the consultative teacher model. *Education*, 127(3), 344 - 350.
- Carrington, S., Deppeler, J., & Moss, J. (2010). Cultivating teachers' beliefs, knowledge and skills for leading change in schools. *Australian Journal of Teacher Education*, 35(1), 1-13.
- Caseley-Hayford, L. (2002). *A situational analysis of special needs education in Ghana*. Accra: Ministry of Education.
- Chang, G-C. (2008). *Strategic planning in education: Some concepts and methods*. Retrieved on 28th September, 2018 http://www.iiep.unesco.org/fileadmin/user_upload/Research_Challenges_and_Trends/pdf/symposium/ChangGwangChol.pdf.
- Cobbold, C. (2006). Attracting and retaining rural teachers in Ghana: The premise and promise of a district sponsorship scheme. *Journal of Education for Teaching*, 32(4), 453 - 469.
- Cohen, C., Manion, L., & Morrison, K. (2007). *Research methods in education* (6thed.). London: Routledge Falmer.
- D'Alonzo, B. J., & Giordano G. (1997). Perceptions of teachers about the benefits and liabilities of inclusion. *Preventing School Failure*. 42(1), 4-12.

- Da Silva, S. (2010). *Inclusive education: A global agenda*. London: Routledge.
- Danso, J. B. (2009). *Evaluation of inclusive education practice in Ghana: Survey of inclusive pilot schools*. Unpublished thesis, University of Cape Coast.
- Dart, G. (2006). My eyes went wide open: An evaluation of the special needs education awareness course at Molepolole College of Education, Botswana. *British Journal of Special Education*, 33(3), 130–138.
- Davis, P., & Florian, L. (2004). *Teaching strategies and approaches for pupils with special educational needs: A scoping study*. Colegate, Norwich: Department for Education and Skills.
- Deku, P., & Vanderpuye, I. (2008). Assessing instructional strategies: A case study of selected regular schools in Ghana. Implication for Inclusive education. *African Journal of Special Educational Needs*, 5(4), 67-78.
- Descombe, M. (2007). Communities of practice a research paradigm for the mixed methods approach. *Journal of Mixed Methods Research*, 2(3), 270-283.
- Desimone, G. & Palmer, T. (2006). Universal Design for Learning (UDL) and learners with severe support needs. *International Journal of Whole Schooling*, 11(1), 54–67.
- Dinh, N. T. & Le Thu Ha (2010) *Preparing teachers for inclusive education* Baltimore: Catholic Relief Services.
- Doe, C. Q. (2008). Neural stem cells: Balancing self-renewal with differentiation. *Development*, 135(9), 175-187.

- Eileen W. (1999). *Preparing new teachers for inclusive schools and classrooms*. Retrieved July 20th, 2018 from <http://www3.interscience.wiley.com>.
- Ellins, J. (2004). *Departmental differences in attitudes to special educational needs and their impact on practice in the secondary school*. Thesis (PhD) University of Birmingham.
- Ellins, J., & Porter, J. (2005). Departmental differences in attitudes to special educational needs in the secondary school. *British Journal of Special Education*, 32(4), 188-195.
- Ekins, A., & Grimes, E. A. P. (2009). *Inclusion: Developing an effective whole school approach*. United Kingdom: McGraw-Hill Education
- Fallon, D., Zhang, T., & Kim, A. (2007). *Deconstructing special education and constructing inclusion*. England: Open Press University.
- Fallon, M., Zhang, J., & Kim, E. J. (2011). Using course assessments to train teachers in functional behavior assessment and behavioral intervention plan techniques. *The Journal of International Association of Special Education*, 3(2), 23 - 34
- Ferguson D. L. (2008). International trends in inclusive education: The continuing challenge to teach one and everyone. *European Journal of Special Needs Education*, 23, 109-120.
- Ferrante, C, G. (2012). *A case study of inclusion and diversity: a whole school approach using the social model of disability*. Thesis (PhD), University of North Umbria at Newcastle upon Tyne.

- Forlin, C. (2013). Changing paradigms: Future directions for implementing inclusive education in developing countries. *Asia Pacific Journal of Inclusive Education*, 2(2), 19-31.
- Forlin, C., Sharma, U., & Loreman, T. (2007). An international comparison of pre-service teacher attitudes towards inclusive education. *Disability Studies Quarterly*, 27(4), 34 – 43.
- Fraenkel, J. R., & Wallen, W. E. (2000). *How to design and evaluate educational research*. New York, NY: McGraw Hill
- Friend, M., & Bursuck, W.D. (2012). *Including students with special needs: A practical guide for classroom teachers* (6th ed.). Upper Saddle River, NJ: Pearson Education Inc.
- Fullan, M. (2007). *Leading in a culture of change*. United Kingdom: John Wiley & Sons.
- Gadagbui, G. Y. (2008). *Inclusive education in Ghana: Practices, challenges and the future implications for all stakeholders*. Faculty of Educational Studies: University of Education, Winneba.
- Garcia-Huidobro, J. (2005). Inclusive education in developing countries in the sub-Saharan Africa: From theory to practice. *International Journal of Special Education*, 25(1), 87–93.
- Gary, J. (1997). *The culture of education*. Massachusetts: Harvard University Press.
- Gerent, C. M., & Hotz, J. Z (2003). Preparing teachers to teach in inclusive schools. *Academic Exchange Quarterly*, 7(3), 2-10.
- Getruda, E. C. (2014). Preparing new teachers for inclusive schools and classrooms. *Support for Learning*, 21(2), 85–91.

Ghana Colleges of Education Act, Act 847 (2012). Accra.

Ghana Education Service (2004). *The development of education: National report of Ghana*. Retrieved on 17th April, 2019 from <http://www.ibe.unesco.org/International/ICE47/English/Natreps/reports/ghana.pdf>.

Gilmore, L., & Cuskelly, M. (2003). Developmental expectations, personality stereotypes, and attitudes towards inclusive education: Community and teacher views of Down syndrome. *International Journal of Disability, Development and Education*, 50(1), 65-76.

Global Campaign for Education and Education International (2012). *Closing the trained teacher gap*. www.campaignforeducation.org/docs/reports

Government of Ghana (2002). Meeting the challenges of education in the twenty first century: *Report of the President's Committee on review of education reforms in Ghana*. Accra: Government of Ghana.

Government of Ghana Inclusive Education Policy (2015). Accra.

Gyimah, E. K., Sugden, D., & Pearson, S. (2009). Inclusion of children with special educational needs in mainstream schools in Ghana: Influence of teachers' and children's characteristics. *International Journal of Inclusive Education*, 13(8), 787-804.

Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York: Teachers College Press.

Hay, J. F. (2003). Implementation of the inclusive education paradigm shift in South African education support services. *South African Journal of Education*, 23(2), 135-138.

- Hayford, S. (2007). *Continuous assessment and lower attaining pupils in primary and junior secondary schools in Ghana*. (Ph. D. dissertation). United Kingdom, University of Birmingham.
- Heale, R., & Twycross, A. (2018). *What is a case study?* United Kingdom: Wiley Publication
- Higgins, S., Hall, E., Wall, K., Woolmer, P., & McCaughey, P. (2005). *The impact of school environments: A literature review*. The Centre for learning and teaching, school of education, communication and language science, University of Newcastle. Retrieved from <http://www.cfbt.com/PDF/91085.pdf>.
- Hornby, G., & Stakes, R. (1997). *Change in special education provision: What brings it about special needs in ordinary schools series?* New York: Continuum International Publishing Group Ltd.
- Hossain, D. (2004). Inclusive education: Context Bangladesh. *Journal of the Faculty of Arts*, 6(1), 22-31.
- Houk, K. & Rogers, C.K. (1994). The special/general education integration initiative for students with specific learning disabilities: A snapshot of program change. *Journal of Learning Disabilities*, 27(2), 435 - 453.
- Hunt, N. (2008). *Exceptional children and youth* (3rd ed.). Boston: Houston Mifflin Company.
- Idol, K. A. (2006). Developing an inclusive curriculum: Every teacher matters. *International Journal of Whole Schooling*, 5(2), 43–54.
- Ingrid, L. & Sunit, H. (2013) *Conceptualising disability and education in the South: Challenges for research*, RECOUP Working Paper 10, <http://recoup.educ.cam.ac.uk/publications/combinedWP10-NS.pdf>.

- Institute of Education, University of Cape Coast (2005). *Syllabus for diploma in basic education for teacher training colleges*. Cape Coast: University of Cape Coast.
- Jobling, A., & Moni, K. B. (2004). I never imagined I'd have to teach these children: Providing authentic learning experiences for secondary pre-service teachers in teaching students with special needs. *Asia-Pacific Journal of Teacher Education*, 32(1), 5-22.
- Johnson, B., & Christiansen, B. (2012). *Educational research: Quantitative, qualitative & mixed approaches*. Los Angeles: Sage Publications.
- Kannae, L. (2004). Research skills, capacity building for national teachers organisations training manual home: *Pan African Teachers Center*, 66-125.
- Kapinga, O. S. (2014). The predicament of inclusive education and the realities of practice in Tanzania after two decades of education for all. *International Journal of Education*, 6(4), 146.
- Kibria, G. (2005). Inclusion education and the developing countries: The case of Bangladesh. *Journal of the International Association of Special Education*, 6(1), 29 - 34
- Kothari, C. R. (2008). *Research methodology: Methods and techniques*. New Delhi: Age International (P) Ltd Publishers.
- Kuyini, A. B. (2004). *Principals' and teachers' attitudes and knowledge of inclusive education as predictors of effective teaching practices in Ghana*. Unpublished doctoral dissertation, University of Melbourne, Australia.

- Kuyini, B. A. & Desai, I. (2008). Providing instruction to students with special needs in inclusive classrooms in Ghana: Issues and challenges. *International Journal of Whole Schooling*, 4(1), 22-38.
- Kuyini, A. B., & Mangope, B. (2011). Student teachers' attitudes and concerns about inclusive education in Ghana and Botswana. *International Journal of whole schooling*, 7(1), 20-37.
- Lambe, J., & Bones, R. (2006). Student teachers' perceptions about inclusive classroom teaching in Northern Ireland prior to teaching practice experience. *European Journal of Special Needs Education*, 21(2), 167-186.
- Larochelle, P., Bednarz, G., & Terhart, B. (2003). *The practice and implementation of inclusive education in the two selected schools in Sogndal County*. Tennessee: Kingdom Publishing
- Lalvani, P. (2013). Privilege, compromise, or social justice: teachers' conceptualisations of inclusive education. *Disability & Society*, 28(1), 14-27.
- Lewis, R. B., & Doorlag, D. H. (2003). *Teaching special education students in general education*. Upper Saddle River, NJ: Prentice
- Lohrmann, S., & Bambara, L. (2006). Elementary education teachers' beliefs about essential supports needed to successfully include students with developmental disabilities who engage in challenging behaviours. *Research & Practice for Persons with Severe Disabilities*, 31(2), 157-173.
- Loreman, T. (2002). Seven Pillars of Support for Inclusive Education: Moving from. *International Journal of Whole Schooling*, 3(2), 22-38.

- Loreman, T., Earle, C., Sharma, U., & Forlin, C. (2009). The development of an instrument for measuring pre-service teachers' sentiments, attitudes, and concerns about inclusive education. *International Journal of Special Education*, 22(1), 150-159.
- MacFarlane, A. H. (2007). *Motivation and behaviour difficulties: Methods and strategies for educators*. Hamilton: University of Waikato.
- Mamah, V. (2006). Making inclusion a reality in Ghana. The role of the University of Education, Winneba. *African Journal of Special Education Needs*, 4(2), 299-305.
- Mangope, B. (2002). *The attitudes of rural primary and secondary school teachers toward the inclusion of students with disabilities in their classrooms in Botswana*. Unpublished master's thesis, University of Melbourne.
- Mastropieri, M. A., & Scruggs, T. E. (2001). Promoting inclusion in secondary classrooms. *Learning Disability Quarterly*, 24(4), 265-274.
- Merriam, S. B. (2009). *Qualitative research. A guide to design and implementation*. San Francisco, CA Jossey-Bass.
- Milson, J. G. (2006). An investigation of provision of quality basic education in Ghana: A case study of selected schools in the central region. *Journal of International Cooperation in Education*, 11(3), 19-37.
- Monahan, R. G. & Marino, S. B. (1996). Teacher attitudes toward inclusion: Implications for teacher education in schools 2000. *Education*, 117(2), 316-321.

- Mprah, E., Ababio, F., Opoku, D. Owusu, J., & Ampratwum, M. (2006). Knowledge, attitude and preparedness of teachers towards inclusive education in Ejisu – Juaben Municipality in Ashanti Region of Ghana. *Kwame Nkrumah University of Science and Technology, Centre for Disability and Rehabilitation Studies*.
- Msuya, M. L. (2005). *An Assessment of PEDP Implementation, A case of Mara Region, of Dar es Salaam*. Jaiden Publishing Ltd: UAE
- Murrell, S. A. (2001). Contribution of education to health and life satisfaction in older adults mediated by negative affect. *Journal of Aging and Health, 13*(1), 92-119.
- Naidoo, J. P. (2002). *Educational decentralization in Sub Saharan Africa. Espoused theories and theories in use*. Paper presented at the CIES Annual Conference. Retrieved 5th October, 2018, from <http://eric.ed.gov/PDFS/ED472263.pdf>.
- National Accreditation Board (2007). *Report on the assessment of teacher training colleges in Ghana conducted between May and June 2007*. Ghana: National Accreditation Board.
- Neuman, W. L. (2013), *Social research methods; Qualitative and quantitative approaches*. New York: Pearson Education, Inc.
- Nicholas, W. (2006). *Social research methods*. London: Sage Publications, Inc.
- Nitko, A. J. (2004). *Educational assessment of students*. Englewood Cliffs, NJ: Prentice Hall.

- Norwich, B. (2002). Education, inclusion and individual differences: Recognising and resolving dilemmas. *British Journal of Educational Studies*, 50(4), 482-502.
- Obi, F. B., & Mensah, T. (2005). Inclusive education: The challenges of the 21st century, Nigerian- Ghanaian Teacher. *African Journal of Special Educational Needs* 4(1), 19-27.
- Ocloo, S., & Dogbe, D. S. (2015). *Preparing students with disabilities to transition from secondary school to post-school settings in Ghana: Perceptions of teachers and administrators*. Ball State University Printing Press: Ball State University.
- Ojala, P. (2004). *Aims of education and curriculum planning in special education units and schools in Lusaka, Zambia: A qualitative study of special education teachers' views and classroom practice*. Unpublished thesis. University of Zambia.
- Oliver, R. M., & Reschly, D. J. (2010). Special education teacher preparation in classroom management: Implications for students with emotional and behavioural disorders. *Behavioural Disorders*, 35, 188 – 199.
- Opare, J.A. (2008). *The transition of Ghanaian training colleges to tertiary level: Prospects, challenges and the way forward*. Ghana: Kumasi.
- Operti, R., Brady, J., & Duncombe, L. (2009). Moving forward: Inclusive education as the core of education for all. *Prospects*, 39(3), 205–214.
- Opoku-Agyemang, J. N. (2013). *Draft inclusive education policy: Republic of Ghana*. Retrieved from org/dataoecd/17/51/43023606.pdf.

- Ouane, A. (2008). *Creating education systems which offer opportunities for lifelong learning*. Paper presented at UNESCO International Conference on Education, inclusive education: The way of the future, 48th session, Geneva.
- Patton, M.Q. (1990). *Qualitative evaluation and research methods*. (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Peters, S. (2003). *Inclusive education: Achieving education for all by including those with disabilities and special education needs*. Washington, DC: Disability Group, World Bank.
- Pinnock, H., & Nicholls, H. (2012). *Global teacher training and inclusion Survey: Report for UNICEF Rights, Education and Protection Project (REAP)*. Geneva: Australian Government and UNICEF Education.
- Proweller, A., & Mitchener, C. P. (2004). Building teacher identity with urban youth: Voices of beginning middle school science teachers in an alternative certification program. *Journal of Research in Science Teaching*, 41(10), 144 – 162.
- Pugach, M. C. & Johnson, L. J (2002). *Collaborative practitioners, collaborative schools*. Denver: Love.
- Reynolds, G. (2001). Inclusive education and social inequality: An update of the question and some geographical considerations. *Prospects*, 145(1), 65 –76.
- Rouse, M. (2010). *Inclusive practice project: Final report*. Aberdeen, England: University of Aberdeen.
- Sarantakos, S. (2005). *Social research*. New York: Macmillan
- Sarolainen, T. (2005). *Towards inclusive schools*. London: David Fulton.

- Savolainen, H., (2009). Understanding teachers' attitudes and self-efficacy in inclusive education: Implications for pre-service and in-service teacher education. *European Journal of Special Needs Education*, 27(1), 51-68.
- Sebba, J., Ainscow, M. (1996). International developments in inclusive schooling: Mapping the issues. *Cambridge Journal of Education*, 26, 5-18.
- Sharma, U. & Desai, I. (2003). *A comparison of Australian and Singaporean pre-service teachers' attitudes and concerns about inclusive education*. New York: Macmillan
- Sharma, U., Forlin, C., & Loreman, T., (2011). Pre-service teachers' attitudes, concerns and sentiments about inclusive education: An international comparison of novice pre-service teachers. *International journal of special education*, 21(2), 80-93.
- Shippen, M. E., Crites, S. A., Houchins, D. E., Ramsey, M. L., & Simon, M. (2005). Pre-service teachers' perceptions of including students with disabilities. *Teacher Education and Special Education*, 28(2), 92-99.
- Singal, N (2007). *Conceptualizing disability and education in the South: Challenges for research*. Retrieved on 12th March, 2019 <http://recoup.educ.cam.ac.uk/publications>
- Singh, J. D. (2016). *Inclusive education in India: Concept, need and challenges*. College of Education, Sangaria: Rajasthan.

Special Attention Project (2011). Special needs require special attention: A pilot project implementing the pediatric pain profile for children with profound neurological impairment in an in-patient setting following surgery. *Journal of Child Health Care*, 15(3), 210-220.

Sustainable Development Goals for Ghana (2019).

Terhart, E. (2003). Teacher education in Germany: Current state and new perspectives. *Institutional approaches to teacher education within higher education in Europe: Current models and new developments*, 135-156.

Tomasevski, K (2003). *Education denied: Costs and remedies*. London: Zed Books.

Tungaraza, F. (2010). Climbing up the challenging hill from exclusion to inclusion: Teachers and administrators' attitudes towards integration in Tanzanian primary schools. *A Journal of Contemporary Research*, 7(1), 102-120.

Tungaraza, F. D. (2013). College tutors' attitudes towards inclusive education in Tanzania. *Annals of Modern Education*, 5(1), 24-39.

United Nations (1994). Inclusive education in Malaysia: Policy and practice. *International Journal of Inclusive Education*, 18(10), 91-103.

UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris: UNECSO.

UNESCO (2008). *Every learner counts: 10 questions on inclusive quality education*. Retrieved 6th May, 2014 from www.unesco.org/education.

UNESCO (2010). Reaching the marginalized, EFA Global Monitoring Report 2010 retrieved from <http://unesdoc.unesco.org/p.184>.

- UNESCO (2011). Preparing teachers for inclusive education in Latin America. Prospects. *Quarterly Review of Comparative Education*, 20(30), 12 – 30
- UNESCO (2003). *Overcoming exclusion through inclusive approaches in education. A challenge and vision. Conceptual paper*. Paris: UNESCO.
- UNESCO (2005). *Educational policies and strategies. Decentralization in education: National policies and practices*. Paris: Place De Fontenot.
- UNESCO (2012). *Shaping the education of tomorrow: 2012 full-length report on the UN decade of education for sustainable development*. Paris: UNESCO.
- UNESCO (2013). *Education for all: Exploring the principle and process of inclusive education*. Paris: UNESCO
- United Republic of Tanzania. (2006). *National policy on disability: A policy analysis*. Tanzania: State Publishing
- Vanderpuye, I., Gyimah, E. K., & Deku, P. (2009). Preparation for inclusive education in Ghana. *Ghana Journal of Education*, 2(1), 11-21.
- Vygotsky, L. S. (1978). *Mind in the society: The development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Warnock Report (1978). *Special educational needs report of the committee of enquiry into the education of handicapped children and young people*. London: Her Majesty's Stationery Office 1978 from <http://www.educationengland.org.uk/documents/warnock/>.
- Whitwoth, J. (2001). A model for inclusive teacher preparation. Abilene, Texas: Department of Education, Abilene Christian Education.

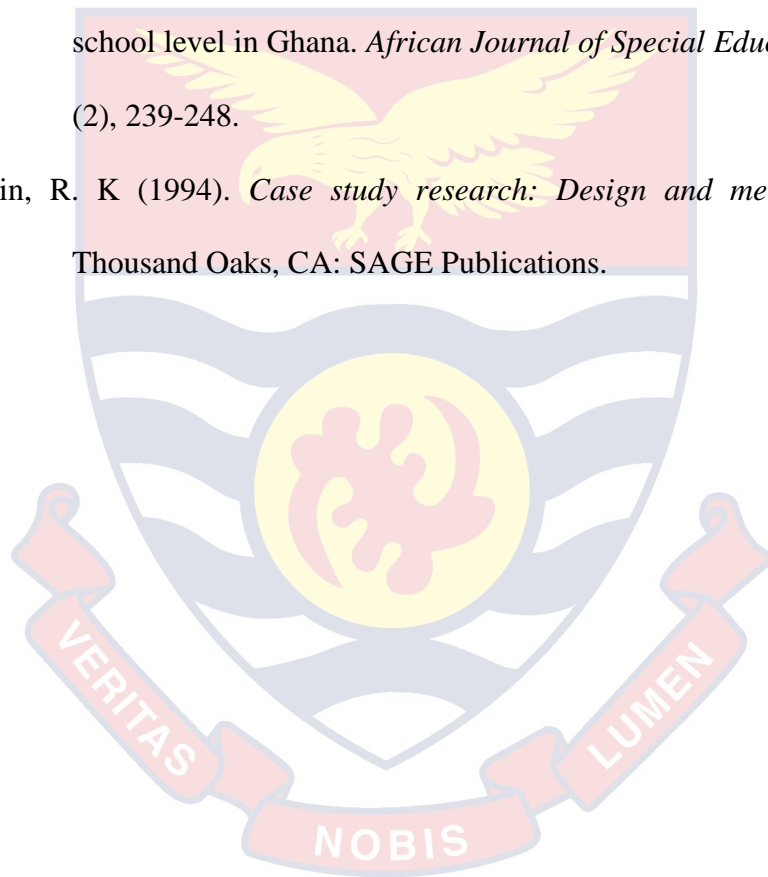
WHO and World Bank (2011). *World report on disability*. Retrieved from www.who.int/disabilities/world_report.

Wolstenholme's, D. (2010). *Using popular culture to enable health service co-design with young people*. United Kingdom: EAD Publishing

Wood, J. W. (2006). *Teaching students in inclusive setting: Adapting and accommodating instruction* (5th ed.). USA: Pearson Prentice Hall.

Yekple, Y. E., & Avoke, M. (2006). Improving inclusive education at basic school level in Ghana. *African Journal of Special Educational Needs*. 4 (2), 239-248.

Yin, R. K (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: SAGE Publications.



APPENDICES

APPENDIX A

INSTITUTE FOR EDUCATIONAL PLANNING AND

ADMINISTRATION

UNIVERSITY OF CAPE COAST

Interview Guide for Principals and Tutors

Research protocols/points to touch on before conducting the interview:

Introduction

This study is a one-year research study that is a partial requirement in UCC for the award of a Master's Degree and therefore this interview is purely for academic purposes. The goal of the study is to elicit responses from some Principals, Tutors and students from Colleges of Education to find out how teacher trainees are prepared for inclusive education and the contributions of Colleges of Education towards inclusive education in Ghana.

Purpose of Study

The purpose of the study is to contribute towards a better understanding of contributions of Colleges of Education towards preparing teacher trainees for inclusive education in Ghana. The study will also provide a historical perspective of the nature of inclusive education, challenges of inclusive education as well as recommendations that can help improve upon inclusive education in Ghana.

Confidentiality

- You do not have to talk about sensitive topics/issues if you are not comfortable. You can ask to stop this interview at any point and we will not be offended.

- The researcher can assure you that all information that we collect during this interview will be confidential and will not be shared with any of your colleagues, employees and/or other organizations.
- In case anything you say is quoted in the research report, your name or organization will not be identified – you will remain completely anonymous.
- This interview will be recorded and transcribed. However, all of the information you provide will be kept in a secure place and only members of our research team will be able to have access to them.
- The researcher has a consent form that states everything that have been explained and it will ensure your confidentiality.
- Although the researcher requires you to sign your signature, this form will be kept in a secure place and not be used to identify you.
- Please do let me know if you have any questions and concerns regarding this interview or your rights as a research respondent.

INTERVIEW GUIDE

1. What are the training programmes that equip teacher trainees to support the inclusion of learners with disability?
2. In what ways are teacher trainees prepared to handle children with disabilities in the mainstream classroom?
3. What are some of the courses in your curriculum that specifically equips teacher trainees to handle pupils with disabilities? (Probe for some contents in the curriculum that makes it different from other courses and helps to teach pupils in the mainstream classroom)

4. Please mention some contributions of your institution towards improving inclusive education in the Ghanaian educational system?
5. In your opinion, how much attention is being given in preparing teachers to teach children with disabilities in the regular school?
6. How many credit hours in a week do teacher trainees get on inclusive education course?
7. Do you think the number of hours allocated for teaching courses on inclusive education is enough to cater for all the necessary knowledge required by teacher trainees? (Probe for elaboration)
8. What values do you think are needed by teacher trainees to effectively teach students with special needs?
9. Who are the major stakeholders of education who are responsible for inclusive education? (Probe for further questions concerning roles these stakeholders play to help enhance inclusive education in Ghana?)
10. What are the challenges that your school is facing when it comes to inclusive education?
11. What are some of the attitudes trainee teachers exhibit when dealing with students with disabilities?

We have come to the end of the interview. Thank you once again for your time and valuable insights. But before I take leave of you, I humbly ask you to say if there are other issues, comments and suggestions worth mentioning and/or discussing regarding this research, but which have not been explored in this interview

APPENDIX B
INSTITUTE FOR EDUCATIONAL PLANNING AND
ADMINISTRATION
UNIVERSITY OF CAPE COAST

Interview Guide for Teacher Trainee

Research protocols/points to touch on before conducting the interview:

Introduction

This study is a one-year research study that is a partial requirement in UCC for the award of a Master's Degree and therefore this interview is purely for academic purposes. The goal of the study is to elicit responses from some Principals, Tutors and students from Colleges of Education to find out how teacher trainees are prepared for inclusive education and the contributions of Colleges of Education towards inclusive education in Ghana.

Purpose of Study

The purpose of the study is to contribute towards a better understanding of contributions of Colleges of Education towards preparing teacher trainees for inclusive education in Ghana. The study will also provide a historical perspective of the nature of inclusive education, challenges of inclusive education as well as recommendations that can help improve upon inclusive education in Ghana.

Confidentiality

- You do not have to talk about sensitive topics/issues if you are not comfortable. You can ask to stop this interview at any point and we will not be offended.

- The researcher can assure you that all information that we collect during this interview will be confidential and will not be shared with any of your colleagues, employees and/or other organizations.
- In case anything you say is quoted in the research report, your name or organization will not be identified – you will remain completely anonymous.
- This interview will be recorded and transcribed. However, all of the information you provide will be kept in a secure place and only members of our research team will be able to have access to them.
- The researcher has a consent form that states everything that have been explained and it will ensure your confidentiality.
- Although the researcher requires you to sign your signature, this form will be kept in a secure place and not be used to identify you.
- Please do let me know if you have any questions and concerns regarding this interview or your rights as a research respondent.

INTERVIEW GUIDE

1. What are the teaching and learning materials that help equips you (teacher trainees) for inclusive education? (Probe for further questions into specific examples of teaching and learning materials as well as some methodologies used to explain concepts to these pupils)
2. What are the lived experiences of teacher trainee in handling students with disabilities during the off campus teaching practice? (Probe to investigate typical examples of students with dyslexia, physically challenged, etc.)

3. What are the challenges you (teacher trainee) encountered during the off campus practice in teaching pupils who have been marginalized in inclusive education? (Probe for examples)
4. How friendly is the school environment where you (teacher trainee) did the off campus teaching practice to accommodate the physically challenged and less abled pupils as they are integrated into the mainstream classroom?
5. What are some of the contributions of your school to inclusive education that you are aware of?
6. Can you please tell about some attitudes you exhibit when it comes to matters concerning disabled students?
7. In your opinion what are the recommendations you will give to improve upon inclusive education in Ghana?

We have come to the end of the interview. Thank you once again for your time and valuable insights. But before I take leave of you, I humbly ask you to say if there are other issues, comments and suggestions worth mentioning and/or discussing regarding this research, but which have not been explored in this interview?

APPENDIX C

MAPS

