UNIVERSITY OF EDUCATION, WINNEBA

ACCESS AND ENROLLMENT OF CHILDREN WITH DISABILITIES IN

SELECTED PILOT INCLUSIVE SCHOOLS IN BOLE DISTRICT IN THE

NORTHERN REGION OF GHANA

JACOB KUDJO ADJANKU

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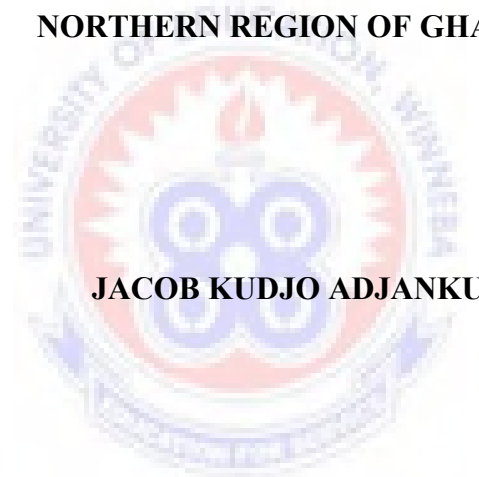
NORTHERN REGION OF GHANA

JACOB KUDJO ADJANKU

A Thesis in the Department of SPECIAL EDUCATION, Faculty of EDUCATIONAL STUDIES , Submitted to the School of Graduate Studies, University of Education, Winneba in partial fulfillment of the requirements for award of Degree of MASTER OF PHILOSOPHY IN SPECIAL EDUCATION, of the UNIVERSITY OF EDUCATION, WINNEBA.

2015

DECLARATION

Student's Declaration

I Jacob Kudjo Adjanku hereby declare that this thesis with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been presented, either in part or whole, for another degree in this university or elsewhere.

Candidate's Signature**:...**

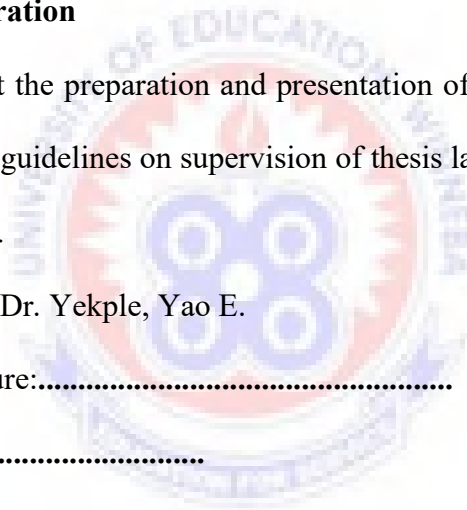Date:.**...**

Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines on supervision of thesis laid down by the University of Education, Winneba.

Supervisor's Name: Dr. Yekple, Yao E.

Supervisor's Signature:**...**

Date:**..**

DEDICATION

This study, first of all, is dedicated to God Almighty for giving me the grace and strength to successfully finish this of my thesis. I also dedicate this to my wife, Edith Mwankraun-Naa, my sister Jessey Adjanku, the kids, Joan Mawuse Adjanku, Josephine Seyram Adjanku, Dr. Awini Adam, Chief Baba Moshie, Peter N. Saaka, and my beloved mother Joan of blessed memory for the sacrifices

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ACRONYMS

FCUBE:	Free Compulsory Universal Basic Education
GES:	Ghana Education Service
SEN:	Special Educational Needs
CWDs:	Children with Disabilities
EFA:	Education for All
MoESS:	Ministry of Education Science and Sports
MoEYS:	Ministry of Education Youth and Sports
MoE:	Ministry of Education
PwDs:	Persons with Disabilities
UNESCO:	United Nations Education Scientific and Cultural Organization
UNICEF:	United Nations Children Emergency Fund
USAID:	United States Agency for International Development
WHO:	World Health Organization
UNICRPD:	United Nations International Convention on the Rights of Persons with Disabilities
ESP:	Education Strategic Plan
SpED:	Special Education
IE:	Inclusive Education
UN:	United Nation
PNDC:	Provisional National Defence Council
PTA:	Parent Teachers Association

ABSTRACT

This study focused on access and enrollment of children with disabilities in ten pilot inclusive schools in the Bole District in the Northern Region of Ghana. The population for the study consisted of all teachers teaching in the selected inclusive schools. The purposive sampling technique was used in selecting the ten schools practicing the inclusive education whose teachers were the target for the study. A Likert scale type questionnaire was used to collect data for the study. The data collected were analysed using descriptive statistical methods such as frequency counts and percentages. The results of the study revealed that majority of the respondents agreed that pilot inclusive school is a good educational practice, which helps children with disabilities to access education within the community, learn the culture and interact with the environment. It was also found that the schools have adapted instructional strategies for children with special needs to learn, teachers negative attitudes and practices toward children with disabilities affected their enrolment in school and some educational policies and reforms allows children with disabilities to enroll and complete education. It was proposed that regular education teachers need in-service training in special needs education so that they can be effective in inclusive schools.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

In Ghana, children with disabilities face several challenges in getting access and enrollment into public schools like those within the district of Bole. Children with disabilities experience marginalization within the educational system and also traditionally experience varying forms of discrimination from mainstream society. Children with disabilities have remained relatively invisible in most governments' efforts to achieve universal access to primary education (UNESCO, 2010). In line with the assertion of UNESCO (2010), many children with disabilities in Bole District seem not to fully benefit from the education in the inclusive schools.

In creating equal access to education for all children, the government of Ghana started inclusive education on pilot basis in 2003/2004 academic year. The Education Strategic Plan (ESP) in 2003-2015, with the Ministry of Education, Science and Sports (MOESS) also adopted inclusive education as the main principle which will inform the direction of Special Education provision in Ghana (MOESS 2003). The Education Strategic Plan (ESP) 2010-2020 also indicated inclusive as an approach where schools are to accommodate children with disabilities and other disadvantage children to enhance their right to equal education (MoE, 2011a). For example, Sub section 2 Article 38 of the Constitution of the Republic of Ghana 1992 which states that the Government shall within two years, implement within the following ten years a Free Compulsory Universal Basic Education (fCUBE)(Ministry of Education Youth & Sports 2004 p 2). In view of this Ministry of Education launched the Free Compulsory Universal Basic Education (fCUBE) a ten years programme in September 1995 with the goal of ensuring access to quality basic education in ten

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years (2005). The Constitution also offered similar opportunities to children with disabilities with respect to education.

Despite the importance attached to educating children with disabilities in the Bole District, there exist some challenges as far as educating children with disabilities in the inclusive schools is concern. It appears there is a shortage of teaching and learning materials to help those enrolled in the inclusive schools, particularly, teaching and learning materials in braille for the blind and sign language experts to assist children with hearing impairment among others.

The concept of access to education has moved from a mere privilege to a right for all children, and expectations have been raised in the district for children with disabilities. Therefore, the 1994 Special Needs Education conference in Salamanca, Spain led to a policy statement that proposed the development of schools with an inclusive orientation was the most effective means of preventing and eliminating discriminatory attitudes, providing education for majority of children and ultimately improving the cost effectiveness of the entire educational system (UNESCO, 1994).

This statement reaffirms the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and reinforced by article 24 of the Convention on the Rights of Persons with Disabilities in 2006. The UNCRPD states the right to inclusive education as one of the main elements of human rights for persons with disabilities. The Article 24 of the UNCRPD states that:

"States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to the full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights,

fundamental freedoms and human diversity, the development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential, enabling persons with disabilities to participate effectively in a free society."

This statement sets forth the challenge to provide public education to all children, regardless of their physical, intellectual, emotional, social, linguistic or other conditions. Thus the statement advocates and promotes access to mainstream schooling and a child friendly environment capable of accommodating children with special education needs and disabilities. Furthermore, it supported inclusive education practices as the most effective way of reducing or eliminating discriminatory practices and providing effective education to the majority of children. It assumes that human differences are normal and that learning must be adapted to the needs of the child, rather than the child fitted into the process. But the story is not the same as above in the Bole District because most of the schools environments are not child friendly to accommodate children with special education needs and disabilities and also teaching and learning has not been adapted to the needs of the child including children with special education needs.

The basic principle of inclusive schooling is that, all children should learn together, where possible, and that ordinary schools must recognize and respond to the diverse needs of their students, whiles also having a number of support services to match their needs. But it is not so in the Bole District because most of the heads are not willing to accept children with special needs in their schools but where children with special needs are accepted there are no support services for them.

Besides this, the current National Curriculum does not favour or support children with special needs to access education. The curriculum division unit has not

made any provision for children with special needs. This is because there is no guide to assist teachers to adapt the curriculum to suit or address the diverse needs of children with special needs during teaching and learning in the classroom (Hayford, 2013). This has affected enrolment, retention and completion for children with special needs in the Bole district. Teachers also do not take into consideration the presence of children with special needs in the classroom and take them through the same national curriculum at same pace which lead to poor performance or dropout from school in the Bole district.

In addition most of the schools are not disability friendly to children with special needs in Bole District. The designs of most of the schools buildings are not having rails and ramps to enable children with special needs to access. Other facilities such as toilets, urinals, portable water and playing fields are not disability friendly to children with special needs. This has affected children with special needs enrolment, retention and completion in the district. Also most of the schools compounds are not conducive or safe for both the physically challenge and visually impaired to walk through. Furthermore the social structures such as, school building, ramps and toilet facilities for physically disabled are not friendly accessible to them. Again classrooms are too small and poorly ventilated and no light in honeycomb classrooms which affect their retention in school.

The policy on inclusion of pupils with special educational needs has become a primary educational goal, since it is a means of creating suitable educational environment that takes into consideration pupils with special educational needs. The catalyst for the basis for inclusion of pupils with disabilities came with the 1994 World Conference on Special Needs Education in Salamanca, Spain. The democratic and human-rights base intent of inclusive education is also defined in the Salamanca

statement, and represented in the "recognition of the need to work towards 'schools for all' – institutions which include everybody, celebrate differences, support learning, and respond to individual needs" (UNICEF, 2005). A commitment to this approach is central to UNICEF's work in the Central Eastern Europe and Commonwealth of Independent States Region, which seeks to build inclusive education systems that promote schools based upon 'a child-centred pedagogy capable of successfully educating all children, including those who have serious disadvantages and disabilities. The merit of such schools is not only that they are capable of providing quality education to all children; their establishment is a crucial step in helping to change discriminatory attitudes, in creating welcoming communities and in developing an inclusive society. A change in social perspective is imperative' (UNICEF, 2005).

More so, children with disabilities have not benefited in accordance with objectives of inclusive education in the district. It was expected that children with disabilities can meaningfully gain access to education through inclusive practice. This has not been realized as planned as clearly manifested by school related challenges, namely; teaching styles, limited or lack of teacher preparedness to accommodate pupils in regular classroom activities, discriminatory attitudes from teachers and fellow peers, which prevent children with disabilities from obtaining an adequate education, and opportunities for full social life. Their participation rate in schools is negligible. Classroom and the general school environment are not disability friendly despite their diverse educational needs that children with special needs present, (Najjingo, 2009).

It must be acknowledge that, Ghana can learn from the western model of inclusive education for children with disabilities but inappropriate modeling cannot

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work for a developing country like Ghana including Bole District. For example, Ainscow (1998, pp.3) stated that "schooling is so closely tied into local conditions and cultures that the importation of practices from elsewhere is fraught with difficulties". As a result, a Ghanaian model of inclusive education practice should be developed to help these groups of children experience quality education. Therefore focus should be given to the challenges faced within the national and local context, some of which may include social aspect, material and human resources, teaching styles, limited or lack of teacher preparedness to accommodate pupils in regular classroom activities, discriminatory attitudes from teachers and fellow peers, classroom and the general school environment, curriculum, policies and many more to help practice successful inclusive education.

1.1 Statement of the Problem

With the passage of Person with Disability Law, Act 715 of (2006) policy in Ghana, it is expected that children with special needs would gain access to education. However, it appears children with special needs lack this opportunity in terms of success to education in Bole District in the Northern of Ghana.

The need for progress on inclusive education is crucial, especially given the context of international targets such as the Millennium Development Goal 2 (MDG, 2), promoting universal primary education and the goal of Education for All (EFA) by 2015. It appeared that, rights of children were seriously being considered by the governments and the international community' (UNESCO, 2001). Moreover, most national and international development goals refer to the rights of persons with disabilities to have equal educational opportunities with their peers. In reality, enrolment rates and educational attainment of disabled children remain far lower than those of their non-disabled peers. The school enrolment rate for children with

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disabilities is estimated to be just one to three percent in developing countries (UNESCO, 2000). A study conducted by USAID 2008 in the Northern Regions of Ghana it appears that the enrolment, retention and completion rates for children with special needs in schools were very

In spite of the efforts to make education accessible in Ghana, studies on children with special needs in Ghana suggest that a large proportion of out-of-school children falls into this category (CREATE, 2010a; Thurman, 2003; Annor, 2002 cited in MOE, 2008). That is access to education has become an increasingly important issue for children with disabilities.

Inaccessibility to inclusive schools for children with disabilities is as a result of lack of teachers' competencies and lack of instructional materials and equipment. For example a large body of literature in Ghana demonstrates how attitudes of teachers and peers as a major barrier to school enrolment, retention and completion, in particular, for girls, children with disabilities, orphans and other vulnerable children (UNESCO, 2010).

Also existing literature in Ghana reveals that negative perceptions, cultural patterns and practices at household and community level continue to prevent children from participating in school (Casely-Hayford, 2005). That is, society's negative attitude towards educating children with disabilities and their inability to see the value of education for a child with disabilities has impacted on inclusive education. Also, with socio-cultural values, a high degree of stigmatisation continues to be associated with disability in Ghanaian communities, often resulting in children being hidden in the home or prevented from attending school. These perceptions often limit the number of children with disabilities attending school and act as a barrier in schools where teachers and head teachers do not promote inclusive education.

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Also casual interaction with some general education teachers in some regular basic schools in the Bole District indicated that teachers had varied views about the practice of inclusion and the inclusion of children with special needs in their classrooms. While some teachers were willing to work with children with special needs, there was a certain amount of unwillingness on the part of others to receive children with special needs in their classes.

Studies in Ghana have found that teacher factors often play a major role in children's entry and retention in school both directly and indirectly (USAID, 2004). Studies by Associates for Change on inclusive education in Ghana suggest that, the presence of a trained and/or non-trained teacher, who is regular in attendance, is a key to parental commitment and interest in sending a child to school (Associate for Change, 2011).

Also in Ghana it seems that the teaching strategies and school environment at the Basic level continue to prevent children and including children with special needs from participating in school. Again, the teaching strategies seem not to promote access of the pilot inclusive schools for children with disabilities in the Bole District of the Northern Region of Ghana.

The environment seems to be disability unfriendly for children with disabilities to have full access to inclusive education and participate in other school related activities. It appears the pilot inclusive schools in Bole district do not have resources that could enhance access to education for children with disabilities thereby maximizing their potentials.

1.2 Purpose of the study

The purpose of the study was to find out how access and enrollment of the pilot inclusive schools in the Bole District in Northern Region of Ghana to Children with Disabilities.

1.3 Objectives

The objectives of the study were to:

- Find out how children with disabilities have access and enrollment in the pilot inclusive schools in the Bole District.

- Explore how the pilot inclusive schools system ensures access and enrollment for children with disabilities in the Bole District.

- Find out what inherent barriers are there to the success of inclusive education for children with disabilities in the Bole District.

- Find out how educational policies and reforms influence access and enrollment of children with disabilities in inclusive schools in the Bole District.

1.4 Research Questions

The following research questions were raised to guide the study:

1. How do children with special needs have access and enrollment in the pilot inclusive schools in the District?

2. How do the pilot inclusive schools systems ensure accessibility to children with special needs in the District?

3. What are inherent barriers to access and enrollment of children with special needs in pilot inclusive schools in the District?

4. How do educational policies and reforms influence access and enrollment of children with disabilities in inclusive schools in the Bole District?

1.5 Significance of the study

The results of the study would help in identifying the extent to which children with special needs have access and enrollment in pilot inclusive schools in the Bole District in the Northern Region of Ghana. This would enable the District Assembly, District Directorate of Education, heads teachers, teachers and parents to collaborate in ensuring that schools embrace the education of children with disabilities in the district.

In addition, the results of the study would help in finding out how the pilot inclusive schools system ensures access and enrollment to children with disabilities. This would help the district directorate and heads to find ways to adapt the school system to ensure accessibility to children with special needs in the inclusive schools in the district.

The results of study would also help in finding out the inherent barriers to the access and enrollment of children with disabilities in pilot inclusive schools in the district. This would enable the Government, Ghana Education Service, District Assembly, District Education Directorate, heads and Parent Teachers Association to find measures of addressing the barriers to access and enrolment ofl children with disabilities in schools in the district.

Furthermore, the results of the study would help to enforce and amend educational policies and reforms that ensure access to education for children with disabilities in the district. This would enable Government and the Ghana Education Service to educate the public on educational policies for children with disabilities.

Finally, the results of the study would add to the literature for other researchers interested in similar studies.

1.6 Operational Definition of terms

Accessibility: To have or opportunity of reaching, obtaining and using a service. For the purpose of this study accessibility means to go to school and make use of existing facilities.

Disability: Any malformation or distortion of part of the body.

Inclusive Education: Educating children with disabilities in a regular classroom

Children with a disability: Children who have any malformation of the body.

1.7 Delimitation

The study covered only Bole District pilot inclusive schools and children with disabilities.

1.8 Limitations

This study was conducted while working as a teacher due to study leave difficulties; it entailed a lot of traveling from Bole far in the Northern Region of Ghana to Winneba, which is quite a distance apart. This created some financial difficulties and particularly, many risks. However, these did not affect the results of the study.

1.9 Organization of the study

The thesis is made up of five parts. Chapter one covers the background to the study, the problem statement, objectives of the study, purpose of the study, research questions, significance of the study, definition of terminologies, delimitation, limitations and organization of the study. Chapter two deals with theoretical framework and literature review to related issues outline in the background to the study. Chapter three deals with the methodological approaches used such as research design, population, sample size, the sampling techniques, instrumentation, validity, reliability, procedure for data collection and data analysis. Chapter four presents the analysis and the discussion of findings based on the objectives of the study. Chapter

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five, which is the final stage, draws conclusions on the major findings, states recommendations and suggests further research

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature reviewed for the study. The following sub-headings were covered:

- The theoretical framework

- Access and enrollment for children with special needs in the pilot inclusive schools.

- Pilot inclusive schools system ensures access and enrollment to children with disabilities.

- Barriers to access and enrollment for children with disabilities in the pilot inclusive schools.

- Educational policies and reform programs on access to inclusive education for children with disabilities.

2.1 Theoretical framework

The theory adopted for this study is the theory of social model of disability by Oliver (1990a). This theory has been chosen to lay emphasis on the situation and its accompanied consequences should these children be denied access to education. Social model of disability was developed in the 1970s by activists in the Union of the Physically Impaired Against Segregation (UPIAS). It was given academic credibility through the works of Finkelstein (1980, 1981) and particularly Oliver (1990, 1996). The social model sees disability as the result of the interaction between people living with impairments and an environment filled with physical, attitudinal, communication and social barriers. It carries the implication that, the physical, attitudinal, communication and social environment must change to enable people with disabilities to participate in society on an equal basis with others.

The principle of inclusive education therefore, is based on the social model which perceives the current education system and schools as discriminatory and inadequate. It requires schools to adapt to meet the individual needs of all learners whose exclusion from mainstream education may have been the results of disability. The social model of disability has greatly influenced the area of disability as well as educational perspectives on inclusion. Inclusive education document requires all nations who signed up to the convention to adapt to meet the needs of all learners of diverse needs in mainstream education system. Hence inclusive education is a process for increasing participation and reducing exclusion in a way that effectively responds to the diverse needs of individual learners.

The Social model of disability sees the problems facing disabled people as a result of society's barriers rather than the person's medical conditions reference. It argues for the full inclusion of disabled people in educational institutions, the larger societal institutions and for their complete acceptance as citizens with equal rights, entitlements and responsibilities. The social model also regards disability as all the things that impose restrictions on disabled people ranging from individual prejudice to institutional discrimination, from inaccessible buildings to unusable transportation systems, from segregated education to exclusion from work and many more. The consequences of the failure to make the environment conducive for those with disabilities can affect inclusive education.

Oliver (1999) argued that people with disabilities are viewed as "unfortunate'', "useless'', different, oppressed and sick" just were perceived differently Thus people with disabilities encountered prejudices which expresses itself in discrimination and oppression. Thus, the social model explains the cycle of impairment and poverty seen around the world that, once an individual becomes

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impaired, he becomes socially excluded from society. Children with disabilities are often excluded from a country's education system because it lacks the ability to accommodate them or because they are actively discriminated against due to stigma attached to their disability. Again, he argued that the education system has failed disabled pupils/ students by not equipping them to exercise their rights and responsibilities as citizens. In a similar vein, the special education system has functioned to exclude them from both the education process and wider social life. Also to the social view, Ainscow (2004) recognizes that any child can experience difficulty in school, but that these difficulties can be a stimulus for improvement of the school learning environment.

Social model of disability on the other hand is disadvantaged in that it failed to recognised the importance of impairment. That is the model ignores or is unable to deal adequately with the subjective experiences of the pain of both of impairment and disability. According to Oliver (1996), this is based on a conceptual misunderstanding because the social model is not about the personal experience of impairment but the collective conceptual experience of disablement. The environment is portrayed as necessary cause, even if not sufficient, and as the predominant factor in all trait-related disadvantages. Thus it captured the social setting alone as sufficient cause of barrier to persons with disabilities.

Adopting the social model of disability for this study is that the success of inclusive education must be seen against the barriers society created for those with disabilities. The regular school system is noted for its segregational practices created through negative perceptions of people. The understanding and doing away with forms of discriminations is the first to be considered in inclusive practices. Pilot

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inclusive schools with research, can give evidence as to its success is effective or what other inherent factors are there.

2.2 Access and enrollment for children with special needs in the pilot inclusive schools

In ensuring that students are being educated to the best of their ability and that they are equal participants in the classroom or to limit the enrolment challenges, the idea of inclusive education emerged. Inclusive education gives opportunities to all categories of disabilities to have access and enrolled in regular schools. In Ghana, most of the schools for children with disabilities ensure that children with disabilities have access and enrollment. For instance students with intellectual disabilities that were fully included in general education classrooms made more progress in literacy skills when compared to students served in special schools (Dessemontet, Bless, & Morin, 2012). Fully integrated organizational structures allow all students who need additional supports to benefit from resources that otherwise would only available to segregated populations of students (Sailor, 2009a)

In Ghana, most of the schools for children with disabilities ensure that children with disabilities have access and enrollment. A study conducted by Dessemontet, Bless and Morin (2012) noted that an inclusive education system provides children with special needs with the opportunity to education and learn from peers. It appears that special needs students in regular classes do better academically and socially than comparable students in non-inclusive classes. Children with special needs have shown improvements in areas such as language and communication, social and play skills, cognitive and motor abilities, as well as in their independence and decision making skills (Killoran, Tymon,, & Frimpong, 2007; Oremland., Flynn, & Kieff ., 2002; Stahmer & Carter, 2005).

In Ghana, most children with low vision attend regular schools without any tangible support. The recent survey conducted by the Ghana Eye Care Programme of the Ministry of Health (1995) confirmed that Ghana has about 30,000 children of school going age who work with low vision for which they need special assistance and educational help to come to terms with their disability. Meeting the special educational needs of children and young people is still at an early stage of development in most countries including Ghana. UNESCO reports that only 1 to 2 percent of children with disabilities living in developing countries receive a basic primary education (DFID 2000) According to GES (2010) about 9457 children with disability are in school but 33 mobility impaired pupils were identified in the survey. Reason attributed to it is that GES conducted the survey on physical disability which comprised of the visually impaired, mobility impaired and hearing impaired; of this mobility impaired is the second highest.

Additionally, after the international year for the Person with Dishabilles in 1981, many organizations of and for persons with disability organized themselves and become vocal on the quality of education they were receiving. They argued that children with disabilities who went to regular schools got better education than those in special schools. They came to the conclusion that provision of education through inclusive approach was the best option (Rieser, 2002). Inclusion follows from integration but differs from it in that in inclusion it is the school that must make the adjustments to accommodate or include the child. Inclusion means participating in school life in all aspects (Smith & Polloway, 2001, Kirk, Gallagher & Anastasiow, 2003). It requires the educational system to meet the needs of the child as normally and inclusively as possible rather than the child with the special needs being made to adapt to suit the needs of the system (Kluth, Villa & Thousand, 2001). The key issue

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with inclusive education is to make the regular schools welcoming for all learners regardless of difficulties the learners might have.

In addition, Kluth, Villa and Thousand (2001) points out that in inclusion there is commitment to educate each child to the maximum extent appropriate in the school he/she would otherwise attend in his/her neighbourhood, if not identified as having disability. Inclusive education requires the educational system to meet the needs of the child as normally and inclusively as possible rather than the child with the special needs being made to adapt to suit the needs of the system. It involves changes and modifications in content approaches, structures and strategies with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular schools to educate all children (UNESCO, 1994). Also, Wormnaes (2005) argues that it is not our education system that has a right to certain type of children. Therefore, it is the school system of a country that must be adjusted to the needs of all its children.

Concerning growth of schools, there has been growth in the number of public mainstream basic schools but limited growth in the number of special education schools in the country. In 2003/2004 there was a total of 35 inclusive schools in ten districts, and in 2008, the number was 129 (Anthony, 2009; Anthony, 2011, & GES 2004). Again, Anthony (2009, 2011) further stated that in spite of the increasing commitment towards inclusive education, Ghana experiences ongoing excluded service provision for children with disabilities with an increased 51% enrollment rate of pupils to special schools from 2001 to 2007. He explained this as due to the fact that inclusive schools show a trend of mostly accommodating children with mild disabilities and children with moderate or severe disabilities are expected to attend

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special schools. By 2015, all mainstream schools in the country are to target Inclusive Education principles (MoE, 2011b).

The most important thing with inclusive education is to make the regular schools welcoming for all learners regardless of difficulties the learners might have. It is important that all schools be open to all the learners. MoE and S-Uganda (2003) advises that schools need to have an atmosphere that is friendly, caring and supportive. This calls for equal opportunities and accessibility to all resources, services and responsibilities. Also there is need to eliminate discrimination and exclusion at all levels in society (UNESCO, 2003; Ajiambo, 2005). Reducing this discrimination may best be done through education that not only values academic learning, but also encourages acceptance of diversity. Heijnen (2005) suggest that nations should embrace the inclusive approach which seeks to identify any barriers and develop ordinary schools which are capable of meeting the diverse needs of the learners. In an inclusive setting, various adaptations are done on the resources and the environment to suit various learners according to the needs.

Similarly, inclusive education also includes children who are "at risk" and those groups who have traditionally been excluded from educational opportunities (McCullough, 2005, UNESCO, 2001, Heijnen, 2005). In order to achieve the above, there is a need to make educational institutions all inclusive. The education should also transform their thinking regarding how support should be delivered to all learners despite their diverse needs. Including all children irrespective of their differences or diversity, implies that the children with disabilities are fully recognized by national and International legislation (Heijnen, 2002; 2005). The Salamanca statement clearly states that, regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive

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society and achieving education for all (The Salamanca statement Art. 2 UNESCO, 1994).

This means that schools should accommodate all children regardless of their physical, intellectual, social, or other conditions. This should include children with disabilities and gifted children, street and working children, ethnic or cultural minorities and from other disadvantaged or marginalized areas or groups. There is need to eliminate the barriers in schools in order to attract and retain children from marginalized and excluded groups, this means that education systems should respond flexibly to the needs of all learners (UNESCO, 2001). This study was meant to establish if such barriers have any relationship with either low or high enrolment of children with disabilities in regular schools.

In addition, in an inclusive classroom, children without special needs also demonstrate progress in cooperation and special skills, in addition to maintaining awareness and acceptance of children with disabilities (Killoran,, Tymon,, & Frimpong., 2007; , Oremland, Flynn, & Kieff, 2002; Stahmer & Carter, 2005). Again, Hestenes and Carroll (2000) noted that children without special needs rated hypothetical children with special needs at a very high level of acceptance if they participated in a full inclusive classroom. Also, Okagaki, Diamond, Kontos & Hestenes (1998) conducted a study to observed children with disabilities in inclusive classrooms during free play periods, and concluded that children without special needs independently chose to play with children with special needs. Therefore, children without special needs maintained optimal awareness and social acceptance of children with special needs while in an inclusive classroom. Children without special needs increase not only their awareness of disabilities, but also their knowledge of disabilities (Odom, 2000).

Similarly, Okagaki, Diamond, Kontos and Hestenes (1998) measured family expectations of children with and without special needs who attended the same inclusive child-care. Both groups of families believes that the leading benefit of having their child within an inclusive classroom would be to introduce them to the realities of the world, while also promoting greater acceptance of children with special needs. Teacher would also develop greater acceptance, awareness, and understanding of student with diverse needs, as well as gain a sense of intrinsic gratification for improving the quality of life for children with special needs (Oremland et al., 2002).

Additionally, Dessemontet, Bless and Morin (2012) conducted a study comparing the academic progress of students with intellectual disabilities who were served within an inclusion setting as opposed to a special school. The study of the results revealed that: students with intellectual disabilities that were fully included in general education classrooms made more progress in literacy skills when compared to students served in special schools. (Dessemontet, Bless, & Morin, 2012). Inclusive education provided opportunities for children with disabilities to access education within their communities. That is attending a regular school is believed to increase opportunities for contact with neighborhood children, promote skills in handling social situations, forming friendships and participating in the community. This has a lot of significant influence on others and how the society accepts them as a whole. Ainscow (2000) who noted that inclusion is concerned with fostering mutually sustaining relationships between schools and communities. In addition, inclusion in education is one aspect of inclusion in society. Ainscow also noted that inclusion in education involves the process of increasing the participation of students in, and

reducing their exclusion from, the cultures, curriculum and communities of local schools.

In Ghana, most of the parents were willing to enroll their children with disabilities in inclusive schools. That is parents believes that attending inclusive schools increases the probability that students with special education needs will continue to participate in a variety of integrated settings throughout their lives. This confirm Karten, (2010); Rea, McLaughlin and Walther-Thomas (2002) that, some educators believed that all children benefit from inclusion because it creates an authentic microcosm of the society in which students will be participating once they graduate (Karten, 2010; Rea, McLaughlin, & Walther- Thomas, 2002).

In another development children without disabilities are ready to accept and learn with children with disabilities in regular classroom. Researchers have shown that inclusive education results in improved social development and academic outcomes for all learners as it provides opportunity to get exposed to the real world which leads to the development of social skills and better social interactions. It also provides platform to the non-disabled peers to adopt positive attitudes, tolerance and actions towards learners with disabilities. Thus, inclusive education lays the foundation to an inclusive society and participatory society by accepting, respecting and celebrating diversity (Pijl, & Frostad, 2010).

In addition teachers are willing to accept children with disabilities in schools. A study by Oremland et al. (2002).noted that having a child within an inclusive classroom would introduce them to the realities of the world, while also promoting greater acceptance of children with special needs. Teacher may develop greater acceptance, awareness, and understanding of student with diverse needs, as well as gain a sense of intrinsic gratification for improving the quality of life for children with

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special needs. Society as a whole benefits from inclusive education as it promotes awareness of diversity and acceptance of those with special needs. A society with inclusive education represents practices and ideologies which maximize the possibilities and promises of all children (Oremland et al., 2002).

2.3. Pilot inclusive schools system ensures access and enrollment to children with disabilities

The physical environment such as classroom layout and appearance, classroom arrangement, furniture arrangement or physical appearance to schools facilities have contribute a lot to promote active-learning or allowed children with disabilities to have access to inclusive schools. According to Dilnesaw (2009), the physical environment in a classroom can challenge active-learning. According to him there should be adequate well-maintained and furnished classrooms to effectively conduct teaching-learning process. Therefore the place where the child is positioned in the class, the way the classroom materials are arranged, the effects of sound environment and the condition of a building play a vital role in enhancing or retarding the teaching-learning process of visually impaired children.

In addition, classroom management is one of the many challenges that many teachers face today. Classroom management should be designed to attend to the needs of all students. Students function at different levels of social skills just like they function at different levels of academic achievement. Having a consistent and structured classroom can facilitate the success of classroom management. For example, recognizing that some students with SLD may have working memory deficits is important for classroom management. Establishing routines, procedures and structure can reduce students' working memory overload. The use of visual clues, modeling and rehearsal of desired behaviors, breaking tasks into subtasks, and giving

short, simple and sequential directions can also address working memory capacity problems (Watson & Gable, 2010). They further explained that modifying the classroom environment by defining learning areas, having materials organized, accessible and available can avoid distractions and minimize interruptions which can lessen working memory overload.

Moreover, on a general level the amount of lighting within the classroom should be considered, ensuring that all areas are well lit. It is recommended also that the use of natural light should be maximized and available daylight supplemented by electric lighting (Mitchell, 2008). The amount of available light in a classroom is important as it enables students to see the information presented on the blackboard clearly and to attend to desk-based tasks. It is also worth noting that some students may prefer dimmer lights or brighter lights for learning. Some children with disorders such as ADHD, autism and those with photosensitive epilepsy may be disoriented by the flicker emitted by bright fluorescent lights (Epilepsy Action, 2007). Allowing a student to wear a baseball cap to provide shade is an example of a simple accommodation that can make all the difference.

In addition, it was established that accessible environment in regular primary schools could promote the access and enrolment for the children with disabilities. This showed that accessible environment was a key factor in the enrolment of children with disabilities. Most school environments were adapted to suit the needs of children with disabilities. However, most of those with various disabilities stated that the environment was suitable. UNESCO (2004a; 2001) points out that; learners have diverse needs and inaccessible environment within and even outside the school may contribute in excluding them from learning institutions. These views were supported

by Ogot (2005a), who said that accessible environment helped in keeping children with disabilities in school unlike where schools had inaccessible environment.

To alleviate this problem then the environment should be adapted to suit the diverse learners' needs. This involves organizing the classroom and the school compound. UNESCO (2004d) shows that this can be possible by building ramps to classroom and school buildings, construction of adapted latrines, enlargement of classroom windows, painting walls to improve the lighting, leveling of the play grounds to ease mobility. The class environment should consider the learners learning pace; hence it should be equipped with rich learning areas for learners to learn at their own pace. Conducive social environment is also encouraged. If regular schools environment is conducive, it becomes ideal for inclusion of learners with special needs.

Similarly, schools need to have an atmosphere that is friendly, caring, accommodative, and supportive and an atmosphere of freedom and guidance (MoE & S-Uganda, 2003; Otiato, 2002). This develops the child's sense of security, confidence and ability to cope with others. Although the ministry has directed all the regular schools to enroll all the learners despite their differences, it was uncertain if all the schools had adapted the environment to suit all the learners. According to Uslu (2008), the needs of the disabled are as important as the abled; therefore it is essential to incorporate their physical accessibility requirements in the planning and designing stages of construction. Physical accessibility implies making public places open to every individual, irrespective of their special need to give equal opportunities to all (Yarfi, 2011).

However, existing literature indicates that in order for pupils with disabilities to learn together with their peers in a meaningful and fruitful way, a support system

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must be in place. Randiki (2002) noted that, this requires a multi-sectoral responsibility if full participation of the children with disabilities is to be realized. Peer support is needed for they can help in peer tutoring, push wheelchairs, among other things. Learners with special needs also need support from speech therapists, physiotherapists, and occupational therapists according to their needs. Guidance and counseling is needed to help them appreciate one another despite their differences.

Moreover, it is also necessary to consider the classroom environment of students with visual impairment to help with successfully achieving positive learning outcomes (Allan, 2002). Students with vision impairment need preferential seating so they can have appropriate access to the blackboard, windows, and overhead screens when needed (Student Support Services, 2001). Adjusting lighting in order to help complete assigned work is an important consideration, which can be achieved by adding extra lighting or dimming the lights, depending on the needs of the students (Palmer, 2005). Indeed, modifying the classroom environment maximizes the opportunity for these students to learn alongside their classmates. Individuals with vision impairment must be taught specific skills that enable them to access learning and compete with their sighted peers on a level playing field (Bishop, 1997).

Furthermore, the study regarded the arrangement of furniture in the classroom, in that it prevented pupils from bumping into each other, whereas also deemed the furniture arrangement in the classrooms as very good. This finding is consistent with existing literature that indicates that a general education teacher with a visually impaired child in his or her class has to put in place the necessary facilities in order to make the environment more conducive for all the pupils in the class (Ocloo, 2011). However, existing literature indicates that in order for pupils with disabilities to learn together with their peers in a meaningful and fruitful way, a support system must be in

place. This support system makes sure that there is equal access for all students to all the learning resources available in the school (UNESCO, 2009).

In order for children with disabilities to access education, inclusive schools are well equipped with resource room for the pupils with visual impairment to access. These were in line with the studies of Scholl (1986) and Lowenfeld (1980) who stated in their studies that modifications for children with visual impairment should include learning strategies and instructional materials and equipment in order to enable children access information readily. The indication is that the school has adequate braille version of reading materials for the pupils with visual impairment. At the classroom level, teachers are encouraged to adopt child-centered pedagogies in teaching and learning processes. They are encouraged to adopt the National Literacy Accelerated Programme's (NALAP) approach to inclusive education. The NALAP teaching and learning philosophy is that effective teaching and comprehension of lessons take place if learners are taught in their mother tongue using inclusive teaching strategies such as group work, activity-based teaching, and participatory pedagogies (Casely-Hayford, Quansah, Tetteh, Adams & Adams, 2011; Kuyini, 2013).

Additionally, Gadagbui (2009) pointed out, inclusive education is a process which ensures that children with and without disabilities have equal access to participate in basic education using the same facilities within the school settings. Educational facilities include classroom, canteen, playground, washroom, libraries among others. It is critical to make these facilities accessible to pupils with disabilities to prevent their exclusion.

In addition, school provision in New South Wales (NSW) consists of access to special schools, classes within regular schools and funding to support students in

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regular classrooms (NSW Government, 2012). A recent report compiled by the NSW Legislative Council (2010) described supports to students with disability in mainstream schools as consisting of

"…the school learning support team, the Learning Assistance Program, the Integration Funding Support Program, the School Learning Support Coordinator, and the proposed School Learning Support Program" (p. 17). The role of each of these supports is to assist the classroom teacher to adapt and modify curriculum and environments to ensure they can be accessed appropriately by students with disability. A range of support services such as physiotherapy, speech therapy, occupational therapy and counseling are also provided to students through both government and private providers.

In order to achieve the goals of successful inclusive education in all countries, research has identified several key variables that could enhance the success of inclusion. Among the many factors shown to influence the success of providing effective inclusion for students with special needs has been the use of appropriate instructional adaptations. Furthermore, Friend and Bursuck (1996, 2002), Mastropieri & Scruggs (2000), OECD (1995), Salend (2001) and Tomlinson (1995) placed emphasis on the role of instructional adaptation in inclusive settings as an indispensable means for accommodating the needs of students with disabilities. Writers such as Dunlap, Kern-Dunlap, Clark and Robbins, 1991; Jolivette, Wehby, Canale, and Massey, 2001 agree with Friend & Bursuck (1996, 2002), Mastropieri & Scruggs (2000), OECD (1995), Salend (2001) and Tomlinson (1995) also explained that making instructional adaptations require teachers to implement alternative teaching strategies such as modifying instructional materials, assignments, testing

procedures, grading criteria, and varying presentation styles in order to enhance the success of students with disabilities in general classroom environment.

Similarly, the Saskatchewan Special Education Unit (2001) provides a list of instructional strategies that have been recognized as best practices in support to students with disabilities. These include; grade placement corresponds with the student's age, plus or minus two years, in the local neighbourhood school, social interaction is supported and encouraged through the use of circles of friends, peer buddies, peer tutors, cross age tutoring, and cooperative learning. Curricula is functional that is, it responds to a student's individual needs therefore a systematic instruction using a diverse range of teaching strategies (including prompting strategies and reinforcement), recognizing the presence of multiple intelligences and the utility of "heterogeneous grouping, acts to facilitate peer-mediated and cooperative learning structures.

Furthermore, a number of studies have shown that adaptive instruction requires not only some competence but also a sound reasoning to be able to use those actions during instruction. For instance, encouraging cooperation between students through peer-to-peer learning (also referred to as child-to-child approaches), has the potential to maximise participation as well as achieve high learning standards for all. A study in India found that: 'A common practice adopted by all teachers was to involve other children in helping the child with disabilities. This was done primarily through making changes to the classroom seating arrangement. Teachers made the child with disabilities sit with a 'good' student, who was then instructed to help her/his partner' (Singal, 2008: 1523).

Additionally the American Foundation for the Blind (2005a, 2005b) and Pagliano (2005, 1998) state that much of the learning that occurs in regular schools

relies on vision, putting students who are visually impaired at a disadvantage. In order to achieve learning outcomes in regular schools, the following must occur: adaptations to; instruction, resources, assignment formats and classroom environment (Palmer, 2005). Teaching strategies and lesson delivery need to be diversified to enable students who are visually impaired to participate in learning (Palmer, 2005a). Verbalizing all instructions in detailed form ensures that students comprehend the expectations of required assignments and projects. Breaking concepts into clear chunks is beneficial to facilitate learning for the visually impaired child (Palmer, 2005a).

Similarly, The American Foundation for the Blind (2005a) state that students who are visually impaired may require individual instruction in order to understand what is expected of them. Visually impaired students may also benefit from pre-lesson instruction for more difficult concepts. According to Pagliano (2005), students with vision impairment benefit from doing tasks on their own via "learning by doing" (p. 351); they are guided through the actions until they have gained expertise of the task and that they must be "explicitly taught how to make connections between parts and the whole". Pagliano (2005) again notes that students with vision impairment may also perform "kinesthetic re-enactments" (p. 352), where by placing their hands over the teachers, they observe and learn by touch.

More so, instructional adaptations have also been found to aid in the successful inclusion of students with developmental disabilities. For example, the provision of choice-making opportunities has been shown to increase engaged behavior and improve performance in children with disabilities (Dunlap., Kern-Dunlap, Clarkes & Robbins, 1994; Moes, 1998). As an example, Downing, Morrison, & Berecin-Rascon, (1996) found that the most common instructional adaptation for

three students with autism involved providing choices of activities, materials, groupings, and response methods. In one study (Moes, 1998), four children with autism demonstrated improved task accuracy, task productivity, and affect, as well as decreased disruptive behavior, when they were provided with opportunities to make choices regarding the order of task completion and the type of materials used. When students are provided with alternatives to traditional written tasks, such as oral presentations, role plays, murals, or other creative projects, they are enabled to use their learning strengths (e.g. visual, auditory, tactile, and kinesthetic) rather than their deficits (Hay, Courson, & Cipolla, 1997).

In addition, Downing, Morrison and Berecin-Rascon (1996) also found that opportunities to move around the room, use tactile and kinesthetic learning for hands-on activities, and have multiple response options increased the participation of all three students with autism in their study. The option to use technology as an instructional adaptation has also been shown to increase achievement (Langone, 1998; Wisniewski & Alper, 1994). It can be used as an alternative instructional medium (e.g., for auditory and visual presentations) or as an alternative for student responding, such as occurs when students use augmentative communication devices, type stories, or present computer or slide show projects to demonstrate their knowledge in place of written assignments.

Moreover, a study conducted in Ghana by Ocloo (2011) that showed that different levels of resource personnel are available in schools with children requiring special attention. Thus the integration of children with low vision in Ghana uses the itinerant teaching approach in the basic school system in only six districts out of the one hundred and seventy Metropolitan Municipal and District Assemblies (Ocloo, 2011). McKenzie and Zascavage (2012) published an article in a Montessori

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practitioner journal using case design to illuminate how Montessori teaching, materials, and methods could support the inclusion of students with disabilities. These case studies provide examples of students with disabilities successfully interacting with peers and learning materials in the Montessori classroom. The authors conclude that a truly inclusive Montessori class has special educators working in collaboration with Montessori teachers to help students with disabilities access the Montessori materials and activities

Thus, the resource teachers are attached to the schools to help the regular class teacher but some of these regular teachers saw them as problem at times. This is because they need to adjust the curriculum and syllabus to suit and help children with special education needs in the class. Even though resource teachers are attached to the various schools, only a few of the schools actually had resource teachers who came in to help special education needs children. Unfortunately, they are limited and their work load is huge since the few ones have to go round the various schools in the district or municipal to assist the regular class teachers. The limited resource teachers lead to denial of provision of special education needs to children with disabilities in the regular class; thus, the level of educational support is minimal. More so the impact can be non-progression of children with disabilities which makes teachers' expectations for them to be low compared with their non-disabled peers. In all, many heads of schools and teachers, nevertheless, favoured inclusive education since it is an educational policy but the teachers were concerned about the increase in workload as a result of inclusion of children with special needs in their classes.

Similarly, in Kenya, Uganda and Malawi specialist support is provided to children with visual impairments and their teachers in mainstream classrooms through the employment of 'itinerant' teachers. In Malawi, itinerant teachers work full-time in

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their role as specialist itinerant teachers, whereas in Kenya and Uganda they are employed as mainstream class teachers with permission to conduct itinerant teacher duties. Kenya has the most well-developed and successful system of itinerant teachers. Evidence of the progress of itinerant teacher programmes has been studied by researchers based at the Visual Impairment Centre for Teaching and Research (VICTAR), established in 2001 at Birmingham University, (see for example, Lynch, & Lund, 2011).

More so trained in inclusive or special education, itinerant teachers aim to ensure that assistive devices are working, provide advice, support and resources to children, families and teachers about the importance of education for children with disabilities (this includes attending church services and village elders' meetings to raise awareness in Uganda; Lynch and Lund (2011), and liaise with teachers to strengthen inclusive classroom learning and practice. Also Itinerant teachers are considered to have a key role to play in supporting participation and learning in the classroom. They may provide technical one-to-one support (e.g. teaching numeracy with an abacus, teaching sign language, and transcribing tests into Braille), support transitions from home to mainstream classrooms and enable girls and boys with disabilities to engage with the curriculum.

Similarly, Itinerant teachers may also provide regular advice and guidance to mainstream teachers on inclusion issues and challenges, such as best placement of pupils within the classroom, basic adaptations of learning materials and so on. Recognising the diversity of educationally significant impairments and providing assistive devices, where possible, is a critical component of support for inclusive learning. Ensuring the provision of the right assistive devices (spectacles, magnifying glasses, telescopes, hearing aids, mobility aids) and adapted materials (Braille

textbooks, large print materials) is an essential part of well-supported inclusive learning.

In addition, Lynch et al. (2011) found that itinerant teachers in Kenya were making effective use of local materials to support the learning of children with low vision. However, high pupil-to-textbook ratios were found to be problematic, when students had to share texts and those with visual impairments struggled to access the materials. As a result some itinerant teachers transcribed textbooks by hand into large print during the holidays, but this is clearly neither an efficient use of their time, nor a sustainable approach (Lynch et al., 2011). Girls and boys with severe visual impairments also need specialised assistance: brailling of textbooks is essential and these books must be made durable; video magnifiers (also known as closed circuit television systems, or CCTVs) have been made available in some Nairobi resource centres but are impractical in rural primary schools which do not have electricity supplies, and so are rare outside of urban contexts (Lynch et al., 2011).

Furthermore, a study conducted by Florian (2008) noted that, the choices teachers make when students experience difficulty are influenced and limited by factors such as the role of the professional training that they have received and how well it has prepared them to address the challenges of teaching diverse groups of students. It is argued that when teachers gain extensive professional knowledge needed to implement inclusive programmes, they may succumb to it (Avramidis, Bayliss, & Burden). Research by Burke and Sutherland (2004) revealed that teachers with the most intense training and in service dealing with special needs pupils and students are to be the most successful and least eager to complain about inclusive practices. Further, they noted this referent led researchers to believe that the provision of training for regular education teachers must be comprehensive and complete before

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the inclusion process can take place. Research has also shown that teachers with special education awareness tend to have positive attitudes towards and are willing to assist learners with disabilities (Kuyini & Mangope, 2011; Johnstone & Chapman, 2011).

Similarly, training in the field of special education appears to enhance understanding and improve attitudes regarding inclusion (Kuester, 2000; Powers, 2002). Introductory courses offered through teacher preparation programs may sometimes be inadequate in preparing the general educator for successful inclusion. A research conducted by Bradshaw and Mundia supports the notion that teacher-related variables are influences to inclusion identifying teacher efficacy, training, in-service, experience and teacher attitudes as important factors. Courses in Special Education, acquired pre- or in-service were associated with less resistance to inclusive practices. Teachers who completed at least one course in Special Education or inclusive classroom practice were reported to have a substantially more positive, open and accepting attitude toward people with disabilities (Bradshaw & Mundia, 2006). Avramidis, Bayliss and Burden (2000) confirm the essential role of training and education in developing positive attitudes towards inclusion. The authors reveal that teachers who had completed university based formal coursework appear to hold positive attitudes as well as they seem to be more confident in meeting the needs of students with special learning needs. The authors were in agreement that training of teachers in SNE is of great value since it equips them with skills and knowledge that enables them to teach effectively. The views were supported by Moodley (2002) where he noted that when teachers are trained and have skills to handle the children with special needs they normally gain courage in their work. When they gain skills and competence, they develop positive attitude which are critical for practice of

inclusive education (UNESCO 2004d). This therefore showed the need for training of teachers in special needs education.

Moreover, training of teachers is important as noted by UNESCO (2004) that training ensures that the methods used and the intervention strategies are valid, relevant and correctly applied. Training and experience helps teachers gain knowledge and acquire experience of using teaching methods and better approaches towards all children in all situations. Although it had been noted that majority of teachers were trained or were being trained, the head teachers needs to be encouraged to train in special needs education.

Furthermore training of teachers in special needs education enabled them to have confidence to handle learners with special needs. Teachers who are trained in special needs education had more confidence in handling learners with special needs. Moodley (2002) argued that it was as a result of training in special needs education that the teachers gained courage in their work. This shows that regular school teachers' confidence to teach learners with special needs could be boosted through training. Most of the authors were of the opinion that presence of trained teachers in special needs education in regular schools encourages learners with special needs to enroll in schools. However it appears that presence of trained teachers in special needs education enhanced enrolment of learners with special needs in those schools. Although contribution of the trained teachers to the enrolment of children with disabilities may not be initially seen directly, the authors believe that this plays a major role. This supports Ogots views that training of teachers is deemed very necessary as it is believed that teacher's attitude and pedagogical stances have a direct bearing on school attendance and enrolment (Ogot, 2005a).

Additionally, in an attempt to enhance the knowledge and skills of teachers for the inclusive education initiative, the Ministry of Education provided a series of training opportunities/workshops involving the use of The UNESCO Teachers' Resource Pack (RP) on Special Needs in the Classroom for principals, teachers and educational administrators. The Ministry of Education also adopted a 'train-the-trainer approach' whereby teachers who received the initial training were required to train other teachers in inclusive education approaches. This was followed by the implementations of The Pilot Action Research Project in November 1994, which led to the incorporation of the content of the special needs methodology advocated by the Resource Pack into the curriculum of teacher training, beginning in 1995 (.Ofori-Addo, Worgbeyi & Tay, 1999). In addition, a resource team of eight peripatetic teachers was also set up to provide subsequent training for peripatetic teachers and new teachers in the districts implementing inclusive education (Ofori-Addo, Worgbeyi & Tay, 1999).

Similarly, training in the field of special education appears to enhance understanding and improve the skills to handle the children with special needs. A study by Moodley (2002) says that, when teachers are trained and have the skills to handle the children with special needs, they normally gain courage in their work. Awareness on various disabilities makes them have positive attitudes towards the learners. Teachers can experience greater job satisfaction and a higher sense of accomplishment when ALL children are succeeding in school to the best of their abilities (UNESCO, 2004d). Teaching thus becomes a joy, not a chore.

Furthermore, a study by Njoroge (1991) found out that those teachers with special training favoured mainstreaming more than those without. There is need for training teachers in special needs education and in-servicing the others for them to be

able to handle learners with special needs professionally. Through pre-service training and in-service training, they would gain skills and competence and develop positive attitude which is critical for practice of inclusive education (UNESCO, 2004d; 2003, 2001).

In addition, training ensures that the intervention strategies are valid, relevant and correctly applied. Instead of previous haphazard intervention, the trained teachers are able to identify children with special needs and refer them for assessment. Appropriate intervention strategies are then drawn up to help the child. Training and experience helps them gain new knowledge, and acquire experience of using different teaching methods. While looking for ways to overcome challenges, they can develop more positive attitude, and approaches towards all children and situations. A Study by Council for Exceptional children (CEC) in 2003 (CEC, 2003d) in Eastern Europe indicated that most teachers agreed that one of the key areas in ensuring education for children with disabilities was catered for was to equip the teachers with the basic knowledge and skills on handling the children with special needs.

Additionally, Nacino-Brown, Oke and Brown (1985) identified teaching and learning materials, which could influence the participation and understanding of pupils in learning to include: objects, models, specimens, printed materials like textbooks, workbooks. Others are chalkboards, flannel of felt boards, felt pens, spectacles, handheld magnifiers, braille machines, hand frames and stylus, braille sheets and bulletin, still pictures like photographs and illustrations, charts, graphs, maps, large print books and globes, posters and diagrams, reading stand. These instructional materials are termed non-projected materials.

Similarly, teachers in inclusive settings need to augment their teaching with the use of such materials. It is only then that their teaching can be meaningful and

beneficial to children with special education needs. Teachers may use a variety of textures, models, shapes, foods, ingredients, to either replace visual material, or supplement it. Using a variety of sensory inputs such as words, pictures, and sounds enhances the understanding of students and sustain their interest in lesson. It is recommended that a combination of simple, self-made material and ready-made commercially produced teaching aids is utilized (Ajayi & Faremi, 2008).

More so, sorting tray is another instructional material which is used in teaching pupils with disabilities in schools. Sorting trays are made from plywood or aluminium plates in a rectangular form. As trays they have hollow in them to serve as a good receptacle for various materials. Usually teachers fill these trays with colourful beads, geometric shapes, counters, cowries, and pebbles among others. This tray enables pupils to sort out items in terms of similarity in texture, shape, weight, and colour (Ocloo, 2003).

In addition, the use of real and concrete objects in terms of resources also works towards furthering comprehension (Pagliano, 2005, 1998; Palmer, 2005). According to Bishop (1997), to ensure that learning outcomes are met, classroom teachers should access a myriad of resources to support students with vision impairment. Special materials and vision aids, such as tactile objects, tactile maps, tactile globes, Crammer abacus, and braille rulers help to ensure that these individuals are able to successfully access learning. Palmer (2005a) states that diagrams and maps must be adapted to suitable formats, such as braille or tactile. The use of modified games may also be used to foster achievement. Using adaptive materials can greatly increase students with vision impairments' ability to achieve learning outcomes (Pagliano, 2005; Palmer, 2005a).

Moreover, according to Scholl (1986) modifications for children with visual impairment should include learning strategies and instructional materials and equipment in order to enable children access information readily. Generally, teaching and learning materials for children with visual impairments must have some distinguishable characteristics which contain accurate information and must be appropriate to the lesson and the age of the children involved (Ocloo, 2011).

In addition, the availability of varied resources and other teaching and learning materials was a strong factor in inclusion. Moodley (2002) says that in order for the learners to be active participants in the learning and teaching process, institutions must ensure that teaching and learning materials were used as well as made available to all the learners with special needs according to their needs.

Furthermore, to ensure that students are being educated to the best of their ability and that they are equal participants in the classroom, teachers need to vary instructional methods and the educational strategies they use to meet the needs of the students with special education, as well as modify curriculum and employ accommodations to material and information (Hunt & Goetz, 1997). The way classroom assessments are done needs to change so that the students are measured against themselves and not each other (Peters, 2004). On the issue of the availability of support services, however, other studies that investigated teacher attitudes toward the inclusion of students with disabilities into regular settings found that the availability of support services including related service providers and resources such as teaching aids promotes positive attitudes among teachers to inclusive education (Prakash, 2012).

Similarly, on the issue of availability of resources, most of the school had adequate resources and other learning resources. It was noted that there were adequate

for CWDs, except the visually impaired learners most of whom stated that the resources were not available. UNESCO (2004c) points out that the learners must be provided with learning materials in formats that meet their individual needs. Noting that these devices are very expensive and others are not locally available, the schools had made use of the locally available resources and adapted them to suit the needs of the learners. This was as advised by Moodley (2002) who said that; in inclusion it was emphasized that teachers should use locally available resources to support learning. Randiki (2002) and Ogot (2004a) also supported that and advised that the available resources should be placed at a central place, where several schools could access them. Making use of local artisans to make and repair the devices could also help in reducing the problem (Moodley 2002).

Additionally the teachers in school play an important role in the lives of the children with disabilities. Acceptance by teachers provides a much greater relief for children with disabilities. Research has shown that teachers with special education awareness tend to have positive attitudes towards and are willing to assist learners with disabilities (Kuyini & Mangope, 2011; Johnstone & Chapman, 2011).

In agreeing to the statement made, Downing **(**2004) believes that many school districts and teachers are fearful of inclusion programmes given the nature of the behaviours or any other social deficit that special needs students may have. This is not always the issue as indicated by Kitner that for the presence of a child with disability in their class, most teachers become more positive once they have had the opportunity to work with these children. Professional knowledge, material and human resources are found to enhance teachers' attitudes and their willingness to embrace and make inclusion work (Avramidis, Bayliss & Burden, 2000: Loreman, Deppeler & Harvey, 2005).

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More so, Clongh and Lindsay (1991) found that younger teachers and those with fewer years of experience have been found to be more supportive of inclusion. The most experienced teachers with more than eleven years of teaching were the least accepting. Similar results were found by (Leyser & Tappendorf, 1994) and stated that those teachers with fourteen years or less teaching experience had a significantly higher positive score in their attitudes to inclusive education. Attitudes of teachers towards educating children with disability in the ordinary schools vary as a function of several variables. For example, teachers with more expertise teaching children with disabilities in their class hold more favourable attitudes towards inclusion (Forlin, Douglas, & Hattie, 1996).

. In addition, Bowers (2004), found that for some students with disabilities, the full inclusion model was able to meet their academic, social, and physical needs through various accommodations and supports. She also found that some students' needs may be better met in a partial inclusion model. An example of this would-be a sixth-grade student identified with a learning disability that participates in the regular language arts class, but is only reading at a third-grade level. This particular student may not be able to fully participate with peers and may benefit from more one-on-one instruction in the resource classroom. More severe students with disabilities may also have other needs which are best met in a one-on-one or small-group setting. An example of this may be a student with a severe cognitive delay or significantly lower than average intellectual functioning as needing to learn daily living skills rather than the general education curriculum. The majority of research indicates most educators are not completely in support of full inclusion, but would rather make placement decisions on an individual case-by-case basis (Bowers, 2004, Hammond & Ingalls,

2003, Jones, Thorn, Chow, Thompson, & Wilde, 2002, Simeonsson, Carlson, Huntington, McMillen, & Brent, 2001).

2.4 Barriers to access and enrollment for children with special needs in the pilot inclusive schools

There could be many barriers for educating children with disabilities in regular classrooms. These barriers could emanate from scarcity of resources, negative attitudes of teachers, non-disabled peers and lack of adequate facilities. These barriers prevent a lot of children, including children with disabilities to access education. In Ghana, a study carried out by Obeng (2005) examined the views of teachers on educating disabled children; the result shows that teachers had negative attitude to including children with disability, and although they show love and affection towards the children they teach, they are unwilling to include them in their mainstream classroom.

In addition, Agbenyega (2007) also studied teacher's perception to inclusive education. The responses from teachers indicate that children with sensory impairment should be educated in the special schools since placing them in the mainstream increase their (the teachers') workload which leads to their inability to complete syllables during the school term. Most significantly, it may affect the academic performance in their classroom. Agbenyega and Deku (2011) saw teachers` unwillingness to include students with disabilities as a factor of insufficient knowledge of inclusion and the inability to manage diverse needs, as well as the lack of ability to adapt curriculum and instructional strategies to facilitate learning outcomes

In addition, a barrier which the children perceived was the attitude of regular teachers towards children with disabilities in school. More recent studies, (Agbenyega

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& Deku, 2011, Gyimah, 2010, Kuyini & Desai, 2007) have echoed these earlier findings, including the fact that many children with disabilities do not always benefit from the inclusive education; there is lack of specialized teaching skills, negative teacher attitudes, and lack of knowledge of inclusion on the part of the school authorities.

More so, Hammond and Ingalls (2003) surveyed general education elementary school teachers' attitudes toward the inclusion of students with disabilities. Their study found that many teachers hold negative attitudes toward inclusion because of: (a) a lack of commitment of school personnel and administration, (b) disagreement with the benefits of inclusion, (c) inadequate levels of collaboration and support from fellow teachers, (d) insufficient training for providing accommodations and services to students with disabilities, and (e) teachers feeling unprepared to handle students with disabilities in their classrooms.

Additionally, teachers' attitudes are influenced by the level of disability they are asked to accommodate within their classroom. These results indicate that teacher support for inclusion varied with the severity of the disability, and this has been consistently reported in research studies in the United States according to (Rainforth, 2000). This may mean that teachers were only willing to accept the inclusion of students with mild physical disabilities. They were reluctant to include students with more severe physical disabilities, or students with intellectual challenges.

On the other hand, researchers noted that, teachers may resist inclusive practices on account of inadequate training (Heiman, 2000). It appear that teachers perceive themselves as unprepared for inclusive education because they lack appropriate training in this area (Daane, Beirne-Smith, & Latham, 2000; Malone, Gallagher, & Long, 2001). Inadequate training relating to inclusive education may

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result in lowered teacher confidence as they plan for inclusive education. Teachers who have not undertaken training regarding the inclusion of students with disabilities, may exhibit negative attitudes toward such inclusion (Van Reusen et al., 2001). The literature sheds some light on the source(s) of negative attitudes held by teachers regarding inclusive education. This includes a lack of training for inclusion, inadequate support from administrators, limited knowledge of inclusion procedures and policies and programmes for students with disabilities (Das, Kuyini, et al., 2013).

In addition, the negative attitudes towards disability are a great challenge to students with disabilities to access education. In a case study by Cain (2002) states that negative attitudes to disability are the biggest barrier to disabled children accessing and benefiting from regular education. Negative attitudes can be found at all levels: parents, community members, schools and teachers, government officials and even disabled children themselves (Cain, 2002).Many physical barriers prevent children with disabilities from participating in schools. According to Kenny, McNeela, Sevlin, & Daly (2000), these barriers may include small space desk, steps, heavy doors, slippery floors and inaccessible washrooms amongst others. McKevitt (2012) is also of the view that students with mobility disabilities have difficulties with steps, or heavy doors and may also need additional desk space if they use a wheelchair, or additional storage space for a walking frame or crutches.

More so, acceptance by peers provides a much greater challenge for children with disabilities. Children with disabilities are often an easy target for being teased and bullied by their non-disabled peers. Recent research findings suggest that vulnerability to bullying cuts across all types of disability (Smith & Tippett, 2006). The negative attitude to students with disabilities of both teachers and peers has affected the retention of students with disabilities in schools. Amongst the most

common attitudes are those of disabled people are incapable, aggressive, in need of charity, and of low intelligence. The use of offensive terminology and stereotypical views of disabled people such as "twisted bodies result into twisted minds" and representation of disability as monstrous and horrific, partly explains the low retention (Keynes, 1990).). There are a lot of factors that were identified as creating acceptance and educational difficulties for children with disabilities. Webb-Mitchell (2010) for instance, have noted that such individuals were perceived as non-educable and were apparently deemed 'not good' and unacceptable. This perception had negative effects for the educational development for children with disabilities. With little or no resources, poor families are notable to send their children with disabilities to school because of the negative perceptions they have towards them.

In addition, there is also lack of resources such as Teaching Learning Materials (TLMs) to help teach children with disabilities in the regular class. Teaching Learning Materials unavailability is one of the ways in which children with disabilities are excluded from having access to curriculum. As a result, education children with disabilities receive do not address their actual needs to meet the demands of society and to improve on their living standard. Schools are not given the requisite material or equipment they may need to help teach these groups of children. This mostly results in poor academic performance which is evidenced by the fact that children with disabilities are sent to school because the law allows it. Again, they are expected to compete with their non-disabled peers on merit who have access to the TLMs and few of these children with disabilities make it to the higher level of education in Ghana. Barriers to TLMs affect children with disabilities in learning and participating in education. Some of these children need assistive devices to help participate in learning in the mainstream school system. For example, the child with

visual impairment may need braille to assist him or her learn effectively and lack of it will prevent learning to take place.

However teachers in the class room should be supported with the appropriate Teaching Learning Materials to provide appropriate and quality teaching to children with disabilities. For instance, the teaching method and learning materials should attach due importance to the unique learning needs of all children including children with disabilities. Unfortunately, the curriculum content does not provide the goals of learning and education for children with disabilities is not able to develop individual capabilities due to lack of modification. In line with the later, it is suggested that an inclusive curriculum should also focus on the full development of the child: the cognitive, emotional, creative and social development (Mittler 2000, UNESCO 2009). TLMs play very significant role on pupils' performance; therefore, the unavailability of it leads to poor academic performance and achievements. Thus there will be significant learning outcome for children with disabilities if the teaching and learning materials are provided to meet their learning needs. Thus, these TLMs should be part of the teaching strategy to support teachers to enhance quality education.

Moreover, lack of competency on the part of teachers is also a common and an important barrier to access quality education for children with disabilities. Mainstream classroom teachers are one of the primary stakeholders for achieving successful goals of inclusive education. Implicitly the acquisition of knowledge and skills of teachers or educators is very important and needs to be developed and improved for practicing inclusive education. Employing competent and effective teachers is very crucial to practice inclusive education in Ghana. Regular teachers in Ghana receive insufficient information about inclusive needs during their training. The teacher training colleges do not equip teachers adequately to teach children with

special educational needs in regular schools. Also, Yalo, Indoshi and Agak (2012) conducted a study concerned with the challenges and strategies of working with learners with low vision. The results of the study suggested that the major challenges faced by teachers are lack of appropriate devices for learners and lack of adequate training for teachers. This would affect the performance of children with low vision leading to dropout from school.

In addition, the component of special education subject in the teacher training is not very detailed as compared to the special education program run for teachers undertaking specialised program in degree. Consequently, teachers feel inadequately trained and reluctant to support pupils with special education needs in school. For instance Ackah (2010) asserted that generally, mainstream classroom teachers do not support inclusive education as a result of teachers lacking the necessary equipment and training to handle disability issues they encounter in the classroom. Most special educational needs training are geared towards education in special schools. Therefore regular teachers are under trained in special education and under resourced to help special education needs pupils in their classes. As a result teachers in the regular schools may not have the required training or knowledge in handling and teaching children with disabilities. That is, they do not have the skills of diverse teaching strategies and support system in inclusive schools and this may be linked to some of them their attitudes about inclusive education. Consistent with Desai (2006), some Ghanaian principals and teachers' possessed limited knowledge of the requirements of inclusion and such educators were unlikely to have any reasonable capacity to provide appropriate instruction.

Furthermore, assistance from special educators is inadequate or at times not available to help pupils with special education learning needs. This is due to limited

number of special educators in the various districts. Lack of well-trained regular teachers has negative effect on the educational experience of these groups of children. Special education training for mainstream teachers will equip them to support children with disabilities in school. Also, lack of training and in service staff development with regards to professional training leads to incompetency of teachers in assisting pupils with special education needs. More so lack of training leads to deficiency in skills and knowledge acquisition by teachers to provide the needed education for children with disabilities. It presents a challenge to the entire practice of inclusive education in Ghana. The absence of in service training of educators may lead to low self-esteem and lack of innovation in teaching children with diverse learning needs and practicing inclusive education.

Additionally as indicated by the study lack of appropriate training leads to negative teacher's attitudes towards inclusive education. Human resource development contributes to appropriate and adequate provision of learning to children with disabilities. Therefore lack of training and skill acquisition contributes to most regular class room teachers' unpreparedness to meet the diverse needs of learners in their classrooms, becoming a barrier to learning.

In Ghana many schools buildings are not accessible for children with disabilities. A number of barriers within a person's environment can limit a child with physical disability and the use of assistive devices. Physical barriers can make it difficult or impossible to use assistive devices effectively (Wearmouth & Wielandt, 2009). For example, an individual will not be able to use a wheelchair of good quality in an inaccessible house, school or workplace

Similarly, in Ghana, most of the schools for children with disabilities are not disability friendly. The compound for the blind is sloppy and not safe for blind to

walk through (Gadagbui, 2013). She further explained that social structures such as, school building, ramps and toilet facilities for physically disabled are not friendly accessible to them. Also rooms are too small and poorly ventilated; no light in honeycomb classrooms. Again, there are no facilities (rails, ramps for wheelchair users; lack of brailed textbooks for other subjects and guide for the blind (Gadagbui, 2013).

Moreover, along with the attitudinal barriers which are faced by the learners on the daily basis, another important barrier is the physical barriers, which includes school buildings, playgrounds, washrooms, library etc. Apart from this, the majority of schools are physically inaccessible to many learners because of poor buildings, particularly rural areas. Since most schools are not equipped to respond to special needs, poses blockage for learners in physically getting into school. Pivik, McComas & Laflamme, (2002) for example, noted that many of the students require a personal assistant for such basic activities as taking lunch in recess, personal care, remedial education efforts. Many students in Ghana do not benefit from a quality education. Often, the school environment is not conducive to learning: classes are overcrowded, water and sanitation facilities are lacking and trained teachers and school books are in short supply (National Education Assessment, 2011).

More so, another strong barrier which the children perceived was the environmental barriers which include inaccessible washrooms, lockers with hooks placed too high or with combination locks, which were difficult for students with manual dexterity problems, water fountains which were too high for wheelchair access and inaccessible recreational facilities. For the youth in high school, the lack of accessibility for recreational activities was of paramount concern. One youth described his experiences during physical education as "helping to set up and keeping

score." Typically, the play areas were not accessible and often the gyms were difficult or impossible to access when not directly attached to the school building. If the gyms were accessible, the equipment (e.g., basketball hoops) was not adaptable for those who use wheelchairs. This lack of accessibility not only isolated the students and prevented the opportunity for physical activity, but it also impacted on social activities such as school dances (Pivik et al., 2002).

Furthermore, inaccessible physical environments, including toilet facilities prevent access and learning for children with physical disabilities. Environments with inadequate light or noisy environments prevent children with visual or hearing impairments from learning. Problems with transport prevent children with disabilities from accessing school (UNICEF and UIS, 2012a). This is further complicated by the inability of policy implementers to fully execute these policies. This is exemplified by the policy of increasing physical accessibility to public buildings were an overwhelming 63.7% of the study by Kimbugwe 2002 concurred that most Ugandan schools did not have ramps, rails and stare cases that made mobility impossible for (children with disabilities Okech, 1993). A similar situation is observed in India where most public buildings are neither friendly nor accessible to disabled people and serve to exclude them from participating in the public discourse.

Although presently primary education targets children with disabilities as one of the priority groups, to have access to quality education infrastructure and classrooms are not adaptive for the needs of the students. Therefore the schools are not equipped to respond to the educational needs of children with disabilities. This infringes on the rights of PwDs according to MOESS (2008); Agbenyega (2002); Avoke (2002); Casely-Hayford (2002); MOE (2002); Anson-Yevu (1988).These physical barriers pose challenge to learning and participation of children with

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disabilities and there is the need to improve on the physical environment in the schools.

Similarly, research indicates that most children with disabilities want to participate in education. However, a mere 11% of these children have so far gained access to education (CSID, 2002). The vast majority of children with disabilities do not attend school and a large percentage of children who do attend mainstream schools often drop out due to inaccessible school infrastructures and unpleasant school environments (CSID, 2002). In this context, the vast majority of children with disabilities never attend school and a large percentage of children who do attend mainstream schools often drop out due to inaccessible school infrastructures and unpleasant school environments (CSID, 2002a).

Furthermore, the concept of including children with special needs into mainstream education classrooms received official recognition in 2000 in Bangladesh. In the 1990s Bangladesh enacted the Compulsory Primary Education Act' to ensure primary schooling for all. However, most children with disabilities were excluded from taking up this option due to the poor state of the infrastructure of the schools. For example, physical access was limited (Ahsan & Burnip, 2007). Children with physical disabilities face significant obstacles to schooling. These children are significantly less likely to enroll in school, attend school, and complete. Many children with disability do not enroll in school. UNESCO (2010) also found that many schools, especially in rural and slum areas, are physically inaccessible to children with physical disabilities. Lack of funding relates to the lack of sufficient resources (Quist and Ntim, 2004). As a result, large class sizes (around 40 in elementary and junior high schools, around 64 in kindergarten as of 2011/12) hinder the provision of effective education for students with disabilities (MoE, 2012a, b; UIS, 2013).

Furthermore, GES (2004) stated that students with disabilities, especially those with physical disabilities, find it difficult to have access to school buildings.

In addition, class size and overcrowding can also pose barriers to creating a safe and inclusive environment that supports learning. Studies have shown that students in overcrowded schools score significantly lower in both larger classes have been of concern to many practitioners and researchers in education in Ghana. In their book, Principles and methods in special education, Avoke, Hayford & Ocloo (1999) noted that sharp increases in enrolment have led to overcrowding in both special and regular schools. Further, Tamakloe, Amedahe & Atta, (1996) cited by Asamoah-Gyimah (2002) have observed that Ghanaian schools generally have larger classes. Although the MoE (2003) has stated that the national ratio of teacher to pupils at the basic education level is 34:1 for the 2003/2004 academic year, the evidence is that the ratio is higher than the national figure in many parts of the country. For example, there are areas where the ratio is 80:1. In fact Gadagbui (1998, p. 124) has questioned how larger classes, such as '80 pupils in a class' can help transform the country's educational system.

Additionally, larger classes affect the quality of education that children receive (Gadagbui, 1998; MoE, 2000a). Also, UNESCO (2006) pointed out that larger classes show that, the teaching staffs have become overstretched. This make it difficult for teachers to managed including children with disabilities which may lead to bad performance in school and dropout. Larger classes may be viewed as an obstacle to the successful implementation of inclusive education (Agran, Alper & Wehmeyer, 2002; Van Reusen, Shoho & Barker, 2001). In a study conducted in the province of Ontario by Pivik, Mccomas & Laflamme (2002) on environmental barriers which

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includes the doors, passageways, elevators, washrooms, stairs and ramps, lockers, water fountains, and recreational areas.

Similarly, Cain (2012), large class sizes are also seen as a barrier to the inclusion of disabled children in all countries. In economically wealthy countries, class sizes of 30 are considered too large, yet in poorly resourced countries, class sizes of 60 to 100 are the norm. Large class sizes reduce the possibility of using wheelchairs. Inability of institutions to eliminate these barriers excludes children with disabilities from participating in schools. The UN Enable (2004) states that, eliminating physical barriers benefits not just the disabled, but the able bodied persons as well. It further encourages governments to be an example in removing structural barriers that the disabled encounter in public buildings.

In addition, a major problem identified by many of the students was physically getting into school. Often the only door having an access ramp was located at the rear of the building, requiring the student to go around the building in order to enter. If the ramp was not too steep or did not have a ledge that created obstacles, then often the doors were too heavy for the student to open unaided. Most often, the doors did not have automatic door buttons for easy access. Fire doors were of particular concern, and many youth expressed fear about being trapped in the school in the event of a fire. Within the school, doorways were often not wide enough for wheelchair to access or they had lips or ledges on the frame, impeding access (Pivik et al., 2002). Although this study was specific to school environments, many of the concerns of this sample were consistent with previous research examining inclusivity. In Kyrgyz Republic, for example, almost all school buildings and classrooms are not accessible to children with disabilities (UNICEF & UIS, 2012b).

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Furthermore, barriers such as unavailability of resources in terms of physical and material resources, teachers' incompetence (lack of training), limited policies and many more affect access and enrolment for children with special needs. For instance, Ocloo and Subbley (2008) noted that the concerns about lack of resources for supporting students with special educational needs were particularly common in resource poor countries such as Ghana. A lack of adapted teaching and assessment materials such as Braille is seen as a barrier to access the curriculum for those with visual impairments.

2.5 Educational policies and reforms on access to inclusive education for children with disabilities

In Ghana the passage of Persons with Disability Law, ACT 715 of (2006) which aimed at ensuring that persons with disability enjoy the rights enshrined in Article 29 of the 1992 constitution with a vision to improving quality of life of such people (Ghana Center for Democratic Development, CDD, 2006). The Act 715 guarantees persons with disabilities access to public places, free general and specialist medical care, education, employment and transportation among others. It also regulates other responsibilities of public and private service providers.

Concerning education of a child with disability Act 715 section 16 states that:

(1) A parent, guardian or custodian of a child with disability of school going age shall enroll the child in a school.

(2) A parent, guardian or custodian who contravenes subsection (1) commits an offence and is liable on summary conviction to a fine not exceeding ten penalty units, or to a term of imprisonment not exceeding fourteen days.

Section 17 states:

The Minister of Education shall by Legislative Instrument designate schools or institutions in each region which shall provide the necessary facilities and Equipment that will enable persons with disability to fully benefits from the school or institution.

Section 18 states:

(1) Provide free education for a person with disability, and

(2) Establish special schools for persons with disability who by reason of their disability cannot be enrolled in formal education.

Section 19 states:

Where a person with disability has completed basic education but is unable Pursue further education, the Ministry shall provide the person with appropriate training.

Section 20 states:

(1) A person responsible for admission into school or other institution of learning shall not refuse to give admission to a person with disability on account of the disability unless the person with disability has been assessed by the Ministry responsible for Education in collaboration with Ministries responsible for Health and Social Welfare to be a person who clearly requires to be in special school for children or person with disability.

(2) A person who contravenes subsection (1) commits an offence and is liable on summary conviction to a fine not exceeding fifty penalty units or imprisonment for a term not exceeding three months or to both.

Section 21 states:

The Ministry of Education shall by Legislative Instrument designate in each region Public technical. Vocational and teacher training institutions which shall include in

their curricula special education components, such as (1) Sign Language, and (2) Braille writing and reading

Another relevant policy comes from the Vision 2020 document, considered as Ghana's road map to achieving middle-income status by the year 2020. According to this document (Vision 2020) the priority for education is to ensure that all citizens, regardless of gender or social status, are functionally literate and productive, at the minimum the education system will have the primary responsibility for providing the means for the population to acquire the necessary skills to cope successfully in an increasingly competitive global economy (MoE, 2000f, p. 1- 2).Apart from concerns relating to national needs, education policies in Ghana were also influenced by developments at the international level; for example, the policy of quality education for all as outlined by UNESCO in the Dakar Declaration Framework for Action in 2000, adopted at World Education forums and the Millennium Development Goals ensure that all children have access to and complete free and compulsory primary education by 2015; the focus is placed on marginalized groups and girls (UNESCO, 2008).

A number of educational policies were implemented by successive governments before independence to the late eighties. Two of those policies were the Accelerated Development Plan of 1951 and the 1961 Education Act, which brought about free compulsory primary education in Ghana. In 1983, the then military Government enacted the PNDC Law 42 to modify and reinforce among others, the Education Act of 1961. The Government declared that: without the provision of basic education for as many of our children for the challenges of this environment, we would only be turning them into misfits and denying ourselves the most essential resources for national development (MoE, 2000b, p. 1)

In addition, the 1992 Constitution of the fourth Republic included specific clauses to consolidate the objectives of the educational reforms. Article 38 sub-sections 2 of the Constitution states that: The Government shall within two years after parliament first meets after coming into force of this constitution draw up a programme for the implementation within the following ten years for the provision of a free, compulsory universal basic education (MoEYS, 2004, p. 2). On assumption of office, the democratically elected Government launched the Free Compulsory Universal Basic Education Programme (FCUBE), a 10 year programme (1996-2005) designed to establish the policy framework, strategies and activities to achieve free compulsory universal basic education for all children of school going age (MoE, 2000c; MoEYS, 2004). Also, the passage of the Persons with Disability ACT, 2006 (Act 715) makes provision for periodic screening of children and establishment of assessment centres.

Section 34

The Ministry of Health in collaboration with the Ministries responsible for Education and Social Welfare shall provide for the periodic screening of children in order to detect, prevent and manage disability.

Section 35

The Ministry of Health in collaboration with District Assemblies and the Ministry responsible for Social Welfare shall establish and operate health assessment and resource centres in each district and provide early diagnostic medical attention to mothers and infants to determine the existence or onset of disability.

Similarly, United Nations International Convention on the Rights of Persons with Disabilities (2006). The International Convention on the Rights of Persons with Disabilities emphasizes the role of government in providing an inclusive education for

all learners, at all levels of the education system. The Convention also places the responsibility for education with the government so that:

• people with disabilities are not excluded from the mainstream of education as a result of their disability

• people with disabilities can access education on the same basis as their peers in their own community

• provision of reasonable accommodation support to facilitate this access

• support is available within the mainstream to facilitate effective teaching and learning

• effective individualized support is available to maximize social, emotional and academic progress that is consistent with the goals of inclusion (UNICRPD, 2006, Art. 24). In May 2003, the Council of Europe further endorsed the move towards inclusion by recommending that efforts should be made to give children with disabilities the opportunity to attend a mainstream school if it is in their best interests. In the Council of Europe's Disability Action Plan (2006), one of the main objectives is, "to ensure that disabled people have the opportunity to seek a place in mainstream education by encouraging relevant authorities to develop educational provision to meet the needs of their disabled populations" (p.16). The plan, education to children irrespective of ability is a right.

Furthermore, the Universal Declaration of Human Rights (1949), the United Nations General Assembly Charter (1959) and the United Nations Convention on the Rights of the Child (1989) all acknowledged education as a human right. The World Conference on Education for All (1990) and the United Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) re-stated that

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education is a basic right for all people and recognized that particular groups were excluded.

More so, the Dakar World Education Forum (2000) (Article 8) placed a great emphasis on promoting girl's access to schools. However there was no specific mention of disabled children although the term "inclusive" does appear in the framework for action in which governments and other agencies pledged to: "Create safe, healthy, inclusive and equitably resourced educational environments conducive to excellence in learning with clearly defined levels of achievement for all". (UNESCO, 2008).

In addition, the Millennium Development Goals endorsed at the UN Millennium Development Summit (September, 2000) targeted the eradication of extreme poverty and hunger and the achievement of universal primary education as its first two goals. Inclusive Education (IE) offers a strategy for reaching disabled children and adults and other marginalized or at risk groups, who normally constitute the poorest of the poor in developing countries. IE is about both getting children into and through school by developing schools that are responsive to the actual, diverse needs of children and communities. Inclusive Education is therefore about both access and quality and is a means for achieving these fundamental aspirations as highlighted in the EFA and MDG action frameworks (UNESCO, 2008).

Additionally, the policy regarding quality education for all was championed by UNESCO in the Dakar Declaration as Chinapah (1996) points out, UNESCO's current basic education policy is targeted towards programmes of expanding access and improving quality and relevant education. The main objectives are:

• To promote access to primary education for all children, with an emphasis on girls and those difficult to reach; and

• To contribute to the overall improvement of quality of basic education with aview to increasing pupils' level of learning achievement.

However, in terms of education of children with disabilities, while the international perspective as reflected in the Salamanca Statement and Framework for Action on SEN (1994) focused on integrated education and community based rehabilitation represent complementary mutually supportive approaches to serving those with special needs. In Ghana, the trend has remained segregation; the policy is that all school age children without disabilities should have access to quality education in ordinary schools and those with disabilities in special schools (MoE, 2000a; 2004a).

Moreover, in December, 13 2006, the General Assembly of United Nation adopted the conversation on Right of Persons with Disabilities, Article 24 was devoted to education (absence of discrimination; equality; inclusion in education at all levels:- primary education, educational opportunities throughout life) aimed at facilitating full development of their human potential, sense of dignity and self-worth; … effective participation in a free society with a view to their full integration.(UNESCO 2008; ICE 48th Session, 25th-28th November, p. 3).

In addition, the legislations culminated in drafting of Standard Rules on the Equalization of opportunities for Persons with Disabilities in 1993 by United Nations General Assembly Rule 6 of which maintains:

States should recognize the principle of equal primary, secondary and tertiary educational opportunities for their children, youth and adults with disabilities, in integrated settings. They should ensure that the education of persons with disabilities is an integral part of the education system (UNESCO, 2001: 30).

Similarly, the 1994 Salamanca Statement and Framework for Action on Special Needs Education stated that (paragraph 3): Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other condition. This should include disabled and gifted children, street and working children, children from remote or nomadic population, and children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups. (UNESCO 2005).

Additionally, the 1989 UN Conversation on the Right of the Child states that children with disabilities have the right to 'active participation in the community' and that their education should lead to the 'fullest possible social integration and the individual development' (Article 23). This is further strengthened by Article 29 which says that education should be directed at developing a child's personality, talents and mental as well as physical abilities 'to the fullest potential'. Rights in this context apply to all children without discrimination on any ground. Again the key issue is to provide education that will foster optimal opportunity for social integration rather than academic excellence (UN General Assembly, 2006).

Furthermore, the right of every child to education is proclaimed in the Universal Declaration of Human Rights (1948) and was strongly reaffirmed by the Jometien World Declaration of Education for All (1990). Furthermore, the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) was an important resolution to improve the educational conditions of persons with disabilities. This had major implications for the Indian situation in the form of three legislative Acts: The Rehabilitation Council of India Act, 1992 (RCI Act), the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act), and the National Trust for Welfare of Persons with Autism,

Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999. While the RCI Act was solely concerned with manpower development for the rehabilitation of persons with disabilities, the PWD Act comprises 14 chapters and is a significant endeavour to empower persons with disabilities and promote their equality and participation by eliminating discrimination of all kinds. It emphasises the need to prepare a comprehensive education scheme that will make various provisions for transport facilities, removal of architectural barriers, supply of books, uniforms, and other materials, the grant of scholarships, suitable modification of the examination system, restructuring of curriculum, providing devices to blind and low vision students, and setting up of appropriate for a for the redress of grievances.

In addition, these international treaties and others have been ratified by Ghana and have informed the Government's direction on special educational provision as entrenched in the country's 1992 Constitution and also declared in the Children's Act of 1998 which stipulates under Article 560, section 10 that "a disabled child has a right to special care, education and training wherever possible to develop his maximum potential and be self-reliant". (Peters, 2004 Dakar Framework for Action: quoted in Stubbs, 2002:13, Stubbs, 2002 Children's Act, 1998: quoted in Ghana Education Service: Special Education Division, 2005:4).

Additionally, the international trend towards inclusive education has informed Ghanaian special education policy of late. Currently, SpEd is piloting inclusive education in a number of districts with a proclaimed emphasis on identifying disabilities, increasing enrolment of students with SEN and providing adequate support and teacher training (TT). The stated goal of the MoESS is 100% enrolment of students with 'non-severe' SEN into mainstream schools by 2015 (Government of Ghana, 2003, MoESS, 2008). Ghana has ratified all international treaties on the rights

of persons with disabilities and has made domestic constitutional provisions for their education (GES, 2005). The following key documents have given direction to educational provisions for PWD in Ghana: Children with disabilities have the right to education or a career, and the development of a transition plan as part of their IEP. The Disability Standards for Education (2005) (Commonwealth of Australia, 2005) clearly state that students with disabilities must not only have physical access to regular schools, but must be able to access the curriculum as well. Although the majority of teachers were not prepared for inclusion during their pre-service training, they have taught or are teaching students with disabilities (Forlin, 2001; P).

The Convention on the Rights of the Child (1989)

Article 3 states that in all actions the child's best interests "shall be the primary consideration

Article 23 states the right of disabled children to enjoy a full and decent life, in conditions which ensures dignity, promotes self-reliance, and facilitates the child's active participation in the community. It also states the right of the disabled child to special care, education, health care, training, rehabilitation, and employment preparation and recreation opportunities.

Article 28 states the child's right to education on the basis of equal opportunity

Article 29 states that a child's education should be directed at developing the child's personality and talents and mental and physical abilities to their fullest potential (The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities, 1993).

Finally, in June 1994 representatives of 92 governments and 25 international organizations came together for the World Conference on Special Needs Education in Salamanca in Spain. They agreed on a statement and a framework for action on the

education of children with disabilities. The Salamanca Statement says: We believe and proclaim that:

➢ Every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning

➢ Every child has unique characteristics, interests, abilities and learning needs

➢ Education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs

➢ Those with special educational needs must have access to regular schools which should accommodate them within child centered pedagogy capable of meeting those needs.

Summary of the Literature

The literature was reviewed under the following sub-headings:

The theoretical framework adopted for this study is the theory of social model of disability by Oliver, (1990a),, access and enrollment for children with special needs in the pilot inclusive schools, pilot inclusive schools system ensures access and enrollment to children with disabilities, barriers to access and enrollment for children with disabilities in the pilot inclusive schools and educational policies and reform programs on access to inclusive education for children with disabilities.

Although the concept of inclusion was supported by much of the literature, there is evidence that much work needs to be done to overcome the barriers that exist for students with disabilities in regular schools. Furthermore, literature talks on how to improve classroom teacher training is essential to help with areas such as creating a welcoming environment, flexibility, collaboration and understanding the needs of the students. Solutions for the shortage of specialized teachers are necessary. Strategies on how to improve social inclusion must be researched to help with the successful

inclusion of these students. Funding needs for specialized materials, resources and technology must be addressed. Discovering methods to help successfully incorporate the expanded core curriculum into the inclusive education setting is imperative. Investigating the benefits and feasibility of utilizing schools for students with disabilities might help with addressing some of the students' needs in inclusive settings. If students with disabilities are to be successfully included, and have a positive educational experience, it is vital that these issues are researched and that solutions are provided. Students with disabilities deserve, as do all students, to attend schools where all their needs are met and they have a sense of belonging.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology for the study. The areas covered were: the research design, population, sample size, sampling technique, instrumentation, validity and reliability, procedure for data collection and data analysis.

3.1 Research Design

This study adopted a descriptive survey design. This is because the study aimed at giving an accurate description on the situation of the inclusion of learners with special needs in pilot inclusive schools. This design was appropriate since the researcher aimed at collecting data on conditions that already existed or ongoing. This involved collecting opinions held by different respondents on inclusion of children with disabilities as well as collecting data on the situation of other variables affecting inclusion. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of a phenomenon and wherever possible to draw a valid general conclusion from the facts discovered (Kombo & Tromp, 2006). It mainly seeks to obtain information that describes the existing phenomena by asking individuals about their perceptions, attitudes or values. It is therefore useful in describing the conditions or relation that exist between variables (Cohen, Manion, & Morrison, 2000).

3.2 Population

The population for this study included all the teachers in the ten (10) schools serving as pilot inclusive in the Bole district. The total population of the study comprises 130 professional teachers. Table 1 shows the pilot inclusive schools and the supplied of teachers for the study. Table 1 shows the population for the study.

Table 1: Population for the Study

S/N	Schools	No. of teachers
1	St Kizito's "A" Primary	13
2	Mankuma R/C Primary	13
3	Kurabaso D/ACluster of schools	22
4	Mandare E/A Primary	13
5	Dakuripe E/A Primary	6
6	Sumpoyiri R/C Cluster of schools	21
7	Tinga D/A Primary	6
8	Seripe R/C Cluster of schools	12
9	St Kizito's "A" R/C JHS	12
10	Bole Methodist Primary	12
	Total	130

(Source field survey 2015)

Table 1 shows the population for the study

3.3 Sample size

The sample size for the study included 80 professional teachers. These comprised 45 male teachers and 35 female teachers. Out of 45 male teachers 30 were first degree holders in Basic Education and 15 hold diploma in Basic Education. Also out of 35 female teachers 25 had first degrees in Basic Education and 10 teachers are holding diploma in the same area. Table 2 shows the sample size for the study.

Table 2: The Sample Size for the Study

S/N	Schools	No. of Teachers	No. of Teachers
1	St Kizito's "A" Primary	13	8
2	Mankuma R/C Primary	13	8
3	Kurabaso D/ACluster of schools	22	12
4	Mandare E/A Primary	13	8
5	Dakuripe E/A Primary	6	4
6	Sumpoyiri R/C Cluster of schools	21	12
7	Tinga D/A Primary	6	4
8	Seripe R/C Cluster of schools	12	8
9	St Kizito's "A" R/C JHS	12	8
10	Bole Methodist Primary	12	8
	Total	130	80

(Source field survey 2015)

Table 2 shows the number of participants that formed the sample size for the study.

3.4 Sampling Techniques

The simple random and purposive samplings techniques were used in selecting the participants for the study. Simple random sampling was used in selecting teachers so that each would stand an equal chance of being chosen. Thus the benefit of using simple random sampling helped to make population highly representative, simplified the data interpretation and analysis of the results. Purposive sampling technique was also used in selecting the schools. Because purposively there were only 10 schools that were practicing pilot inclusive education in the district because these schools were the focus of the study because their teachers were the key informants for the study. The purposive sampling was used to select the schools because the teachers were trained in special needs education through in-service training by USAID in 2008. Bryman (2008) noted that purposive sampling means that the sites and units of analysis are chosen purposively so that the researcher can interview people within the field of investigation and conduct observations of sites that are relevant for the field of investigation. All the schools chosen from the district were public, meaning they are state owned.

Using simple random sampling in selecting teachers, 'YES' or 'NO' was written on folded paper. The pieces of papers with the 'YES' or 'NO' written on them were put in a bowl and well shuffled, after which the pieces of papers were drawn one after the other. Before each draw the pieces of paper were well shuffled. This process was carried out until the total number of pieces of paper added up to the number of teachers needed. Teachers who picked YES form the sample for the study.

3.5 Questionnaire

The questionnaire was a closed-ended type in the form of a likert scale type which contained 24 statements designed for teachers and the items were built on four major variables forming the key themes raised in the research questions. These were involving Access and enrollment, pilot inclusive school system and access, inherent barriers to access and enrollment and educational policies and reforms.

Response level were anchored on a four point consecutive integers from Strongly Agreed (SA) =4, Agreed (A) = 3, Strongly Disagreed (SD) =2 and Disagreed (D) = 1.In total, 80 copies of questionnaire sent out to respondents, 74 were retrieved, which was 89.1%. According to Johnson and Christenson (2000), a high response rate of the identified population is important to the accuracy of the study, as well as proper representation of the group.

3.7 Validity

To ensure validity of the instrument, the items developed in the questionnaires were designed and covered each variable in the research questions raised. These items were given out for peer review. The necessary suggestions made were corrected and the items were further given for expects judgment which was done by the supervisor.

3.8 Reliability

To ensure reliability of the questionnaires a pilot testing was conducted in Bole E/A cluster of schools. After the pre-test, the instrument was further given for expects for judgment and comments on suitability. A pre-test of the items was done on the second group of teachers. The test rest-test method was finally done to determine and to compare the results of the first and second group and was used to improve on items format and reduce inadequacies and ambiguities in the items. The posttest reliability scores were also calculated at 0.84% using the Crombach's alpha

test. Tamakloe, Attah and Amedahe (2005) suggest that any useful and good measuring instrument should possess the characteristics of stability and relevance.

3.9 Procedure for Data Collection

An introduction letter was obtained from the Head of Department of Special Education, University of Education, Winneba stating the purpose of the study and the need for the participants to give their consent and collaboration. The letter was sent to the Education Directorate in Bole in order to gain access to school participants and other documents needed for the study. Copies of letters were given to the heads of the schools. Also meetings were held with teachers to determine the acceptability and willingness of the respondents to answer questions and collaborate with the study. The questionnaires were distributed by the help of circuit supervisors. The questionnaires were retrieved within two weeks with the help of circuit supervisors again.

3.10 Data Analysis

The descriptive approach was used for data analysis. This approach involved frequencies and percentages. The Statistical Package for Social Sciences (SPSS 20.0) computer package was used to facilitate analysis of data into frequency distribution tables and results further were converted into percentages for easy discussion.

The analysis of the data proceeded in the following phases. The phase involved a description of survey participants (demographic). The second phase was an analysis of the survey data by percent of responses and the comparison of the responses to determine how participants responded to the various items. Four options were available for respondents under each item (these are A. Strongly Agree, B. Agree, C. Strongly Disagree, D. Disagree). For easy analysis strongly agree and agree were combined for responses in favour of the statement and strongly disagree and disagree were also combined for responses against the statement. Best and Kahn

(1995) advised that "if a Likert scale is used, it may be possible to report percentage responses by combining the two outside categories, (p24)

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS OF FINDINGS

4.0 Introduction

This chapter presents the data analysis and discussions of findings. A questionnaire in the form of likert scale type was used to collect data. The questionnaire items were twenty four (24) in number and the items were based on a four points values of agreement ranging from Strongly Agree (SA) =4, Agree (A) =3, Strongly Disagree (SD) =2, to Disagree (D) =1.

The data collected were analyzed using descriptive statistical methods which allowed percentages to be generated and inferences to be made on opinions expressed on the key themes raised in the research questions.

Research Question 1. How do children with special needs have access and enrollment in the pilot inclusive schools in the district?

To answer this research question, respondent's responses to questionnaire items 1-5 were used. Table 1 shows responses from respondents to the questionnaire item 1-5.

Table 1: Frequency Distribution of Respondents' Responses to Item 1-5.

Item	SA %	SA %	SD %	D %	TOTAL%
1. Inclusive school's provides opportunities for children with disabilities to enroll into their schools	42(56.8)	29(39.1)	2(2.7)	1(1.4)	74(100)
2. Parents enroll their children with disabilities in inclusive schools	43(58.1)	24(32.4)	24(32.4)	2(2.7)	74(100)
3. Children without disabilities accept and learn with children with disabilities	30(40.5)	36(48.6)	3(4.1)	5(6.8)	74(100)
4. Teachers accept children with disabilities in schools	33(40.5)	30(44.6)	4(5.4)	7(9.5)	74(100)
5 There are many inclusive schools available for children with disabilities to access.	19(25.7)	38(51.3)	9(12.2)	8(10.8)	74(100)

(Source: Field survey 2015)

Table 1 shows the frequency distributions of teachers' responses regarding access and enrollment to inclusive education for children with disabilities.

Regarding item 1 in table 1 which focused on finding out whether schools provide opportunities for children with disabilities to access education within the community, 71(95.9%) of the teachers agreed with the statement while 3(4.1%) disagreed with the statement.

In relation to item 2, that was to explore whether parents enroll their children with disabilities in schools, 67 respondents representing (90.5%) agreed with the statement while 7 respondents representing (9.5%) disagreed with the statement.

As regards item 3, that was directed to explore whether children without disabilities accept and learn with children with disabilities, (89.1%) of the teachers agreed to the statement while 7 respondents representing (10.9%) disagreed with the statement.

Concerning item 4, that focused on finding out whether teachers accept children with disabilities in schools, 63(85.1%) agreed with the statement while 11 respondents representing (14.9%) disagreed with the statement.

In response to item 5, that was to explore whether there are many inclusive schools available for children with disabilities to access, 57 respondents representing (77%) of the teachers agreed with the statement while 17 respondents representing (23.0%) disagreed with the statement.

Discussions of findings on research question 1: How do children with special needs have access and enrollment in the pilot inclusive schools in the district?

The findings from the teachers revealed that inclusive education provide opportunities for children with disabilities to access education within the community. This indicates that when opportunity given to children with disabilities to attend a regular schools in their community they have access and enrollment to education. This in line with Nakken and Pijl (2002) noted that, attending a regular school is believed to increase opportunities for contact with neighborhood children, promote skills in handling social situations; forming friendships get access to education and participating in the community. This has a lot of significant influence on others and how the society accepts them as a whole. Ainscow (2000) who noted that inclusion is concerned with fostering mutually sustaining relationships between schools and communities. In addition, inclusion in education is one aspect of inclusion in society. Ainscow also noted that inclusion in education involves the process of increasing the participation of students in, and reducing their exclusion from, the cultures, curriculum and communities of local schools.

The findings from the teachers revealed that parents enroll their children with disabilities in inclusive schools. The indication is that teachers believes attending

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inclusive schools increases the probability that students with SEN will continue to participate in a variety of integrated settings throughout their lives. This confirm Karten, (2010); Rea, McLaughlin, and Walther- Thomas, (2002) that, some educators believed that all children benefit from inclusion because it creates an authentic microcosm of the society in which students will be participating once they graduate (Karten, 2010; Rea, McLaughlin, and Walther- Thomas, 2002).

The findings from the teachers revealed that children without disabilities accept and learn with children with disabilities. This suggests that children without special needs maintained optimal awareness and social acceptance of children with special needs while in an inclusive classroom. Research have also shown that inclusive education results in improved social development and academic outcomes for all learners as it provides opportunity to get exposed to the real world which leads to the development of social skills and better social interactions. It also provides platform to the non-disabled peers to adopt positive attitudes, tolerance and actions towards learners with disabilities. Thus, inclusive education lays the foundation to an inclusive society and participatory society by accepting, respecting and celebrating diversity (Pijl, & Frostad, 2010).

The findings from the teachers revealed that teachers accept children with disabilities in school and ensure that children with disabilities attend the same classes with their non-disabled. This suggests that teachers accept and maintained social acceptance of children with special needs while in an inclusive classroom. This confirmed research outcome of Oremland et al, (2002).noted that having a child within an inclusive classroom would introduce them to the realities of the world, while also promoting greater acceptance of children with special needs. Teacher may develop greater acceptance, awareness, and understanding of student with diverse

needs, as well as gain a sense of intrinsic gratification for improving the quality of life for children with special needs. Society as a whole benefits from inclusive education as it promotes asswareness of diversity and acceptance of those with special needs. A society with inclusive education represents practices and ideologies which maximize the possibilities and promises of all children (Oremland et al., 2002).

The findings from the teachers revealed that there are many inclusive schools available for children with disabilities to access. . This indicates that with the introduction of pilot inclusive education there are a lot of inclusive schools for children with disabilities to access and enrolled. This in line with Anthony (2009, 2011) and GES (2004) there has been increase in the number of public mainstream basic schools but limited growth in the number of special education schools in the country. In 2003/2004 there was a total of 35 inclusive schools in ten districts, and in 2008, the number was 129 (Anthony, 2009, Anthony, 2011, GES 2004).

Research Question 2: How do the pilot inclusive schools systems ensure accessibility to children with special needs in the district?

To answer this research question, respondent's responses to questionnaire items 13-17 were used. Table 3 shows responses from respondents to the questionnaire item 15-20

Table 2: Frequency Distributions of Respondents' Responses to Item 6-13 below.

Item	SA %	A %	SD %	D %	TOTAL%
6. Schools have adapted instructional strategies for children with Special Needs to learn.	22(29.7)	24(32.4)	17(23.0)	11(14.9)	74(100)
7. Schools adapt teaching and learning materials to meet the need of children with disabilities.	62(55.4)	21(28.3)	1(1.4)	11(14.9)	74(100)
8. There are teaching and learning materials for teaching children with disabilities.	19(25.7)	38(51.3)	9(12.2)	8(10.8)	74(100)
9. Teachers are trained to manage children with disabilities in the schools.	8(10.8)	32(43.2)	14(19.0)	20(27.0)	74(100)
10. There are resource teachers for the pilot inclusive schools.	23(31.0)	43(58.1)	5(6.8)	3(4.1)	74(100)
11. Classrooms facilities meet the needs of inclusive children.	19(25.7)	29(39.1)	12(16.2)	14(19.0)	74(100)
12. There are support services for children with disabilities in inclusive schools	40(54.1)	27(36.4)	2(2.7)	5(6.7)	74(100)
13. Schools facilities are physically accessible to children with disabilities	34(45.9)	32(48.2)	3(4.1)	5(6.8)	74(100)

(Source: Field survey, 2015)

Table 2 shows the frequency distributions responses of teachers' responses regarding influence of teaching strategies on education to children with disabilities in pilot inclusive schools.

Response to item number 6, which states that school have adapted instructional strategies for children with disabilities to learn 46 (62.1%) of the respondents agreed with the statement while 28(37.9%) disagreed with the statement.

Concerning item 7, that seek to find out whether that school adapt teaching and learning materials to meet the need of children with disabilities, 62(83.7%)

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representing majority of the respondents agreed with the statement while 12(17.3%) disagreed with the statement

In view of item number 8, that focused on whether there are teaching and learning materials for teaching children with disabilities,, 57 respondents representing (77.0%)of the respondents agreed with the statement while 17 respondents representing (23.0%) disagreed with the statement

Response to item 9, which says teachers are trained to manage children with disabilities in the school, 34(46.0%) of the respondents disagreed with the statement while 40(54.0%) agreed with the statement

Regarding item number 10, this sought to answer whether there are resource teachers for the pilot inclusive schools66 (89.1%) representing majority of the respondents agreed with the statement while 8(10.9%) respondents disagreed with the statement.

Concerning item 11, which sought to find out whether the Classrooms facilities meet the needs of inclusive children, 67(90.5%) of the respondents agreed with the statement while 7(9.5%) disagreed with the statement.

Concerning item 12, that focused on finding out whether there are support services for children with disabilities in inclusive schools. 67(90.5%) of the respondents agreed with the statement while 7(9.5%) disagreed with the statement

In relation to item 13, that was to explore whether schools facilities are physically accessible to all children with disabilities.63 respondents representing 85.1% of the respondents agreed with the statement while 11 respondents representing (14.9%) disagreed with the statement

Discussions of findings on research question 2: How does the pilot inclusive schools system ensure accessibility to children with special needs in the district?

The findings revealed that schools have adapted instructional strategies for children with disabilities to learn. The indication is that for children with disabilities to access inclusive education there must be adaptation of instruction to meet their diverse needs in the classroom. Adaptive instruction is a way and form of responding to different learning needs of learners during instruction. This in assertion with Tomlinson (2000) says, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever, a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (p. 1). More so, instructional adaptations have also been found to aid in the successful inclusion of students with developmental disabilities. For example, the provision of choice-making opportunities has been shown to increase engaged behavior and improve performance in children with disabilities (Dunlap et al., 1994; Moes, 1998). As an example, Downing, Morrison, and Berecin-Rascon **(**1996) found that the most common instructional adaptation for three students with autism involved providing choices of activities, materials, groupings, and response methods. In one study (Moes, 1998), four children with autism demonstrated improved task accuracy, task productivity, and affect, as well as decreased disruptive behavior, when they were provided with opportunities to make choices regarding the order of task completion and the type of materials used. When students are provided with alternatives to traditional written tasks, such as oral presentations, role plays, murals, or other creative projects, they are enabled to use their learning strengths (e.g. visual, auditory, tactile, and kinesthetic) rather than their deficits (Hay, Courson, & Cipolla, 1997).

The findings revealed that school adapt teaching and learning materials to meet the need of children with disabilities. The above results indicated that teachers in inclusive settings need to support their teaching with the use of adapted teaching and learning materials to meet the learning need of children with disabilities. Teachers may use a variety of textures, models, shapes, foods, ingredients, to either replace visual material, or supplement it. According Ocloo (2011), generally, teaching and learning materials for children with visual impairments must have some distinguishable characteristics which contain accurate information and must be appropriate to the lesson and the age of the children involved (Ocloo, 2011).Also sorting tray is another instructional material which is used in teaching pupils with disabilities in schools. Sorting trays are made from plywood or aluminium plates in a rectangular form. As trays they have hollow in them to serve as a good receptacle for various materials. Usually teachers fill these trays with colourful beads, geometric shapes, counters, cowries, and pebbles among others. This tray enables pupils to sort out items in terms of similarity in texture, shape, weight, and colour (Ocloo, 2003).

The findings revealed that there are teaching and learning materials for teaching children with disabilities to learn. The above results indicated that availability of varied resources and other teaching and learning materials was a strong factor in inclusion school. Also almost all the schools had adequate resources and other learning resources for children with disabilities to learn. This in line with Nacino-Brown, Oke and Brown (1985) identified teaching and learning materials, which could influence the participation and understanding of pupils in learning to include: objects, models, specimens, printed materials like textbooks, workbooks. Others are chalkboards, flannel of felt boards, felt pens, spectacles, handheld magnifiers, braille machines, hand frames and stylus, braille sheets and bulletin, still

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pictures like photographs and illustrations, charts, graphs, maps, large print books and globes, posters and diagrams, reading stand. These instructional materials are termed non-projected materials. Similarly, teachers in inclusive settings need to augment their teaching with the use of such materials.

The findings revealed that teachers are trained to manage children with disabilities in the schools. This indicates that teachers training on special needs education, methods of instruction and their attitude are among the teacher related factors that may influence inclusion of the learners with special needs in regular primary schools. A research conducted by Bradshaw and Mundia supports the notion that teacher-related variables are influences to inclusion identifying teacher efficacy, training, in-service, experience and teacher attitudes as important factors. Courses in Special Education, acquired pre- or in-service were associated with less resistance to inclusive practices. Teachers who completed at least one course in Special Education or inclusive classroom practice were reported to have a substantially more positive, open and accepting attitude toward people with disabilities (Bradshaw &Mundia, 2006).Research by Burke and Sutherland (2004) revealed that teachers with the most intense training and in service dealing with special needs pupils and students are to be the most successful and least eager to complain about inclusive practices.

The findings revealed that there are resource teachers for the pilot inclusive schools. The indication is that for children with disabilities to have successful education there must be a resource teacher to give them the necessary support in the inclusive classroom. A study conducted in Ghana by Ocloo (2011) that showed that different levels of resource personnel are available in schools with children requiring special attention. Thus the integration of children with low vision in Ghana uses the itinerant teaching approach in the basic school system in only six districts out of the

one hundred and seventy Metropolitan Municipal and District Assemblies (Ocloo, 2011).) Also McKenzie and Zascavage (2012) published an article in a Montessori practitioner journal using case design to illuminate how Montessori teaching, materials, and methods could support the inclusion of students with disabilities. These case studies provide examples of students with disabilities successfully interacting with peers and learning materials in the Montessori classroom. The authors conclude that a truly inclusive Montessori class has special educators working in collaboration with Montessori teachers to help students with disabilities access the Montessori materials and activities. .

The findings revealed that classrooms facilities meet the needs of inclusive children. The indications are that classrooms have been designed to meet the needs of all students. This is because students function at different levels of social skills just like they function at different levels of academic achievement. This finding is in line with .Ocloo, (2011) regarded the arrangement of furniture in the classroom, in that it prevented pupils from bumping into each other, whereas also deemed the furniture arrangement in the classrooms as very good. This finding is consistent with existing literature that indicates that a general education teacher with a visually impaired child in his or her class has to put in place the necessary facilities in order to make the environment more conducive for all the pupils in the class (Ocloo, 2011) Watson & Gable, (2010) having a consistent and structured classroom can facilitate the success of classroom management. For example, recognizing that some students with SLD may have working memory deficits is important for classroom management. Establishing routines, procedures and structure that can reduce students' working memory overload. The use of visual clues, modeling and rehearsal of desired behaviors, breaking tasks into subtasks, and giving short, simple and sequential

directions can also address working memory capacity problems (Watson & Gable, 2010). They further explained that modifying the classroom environment by defining learning areas, having materials organized, accessible and available can avoid distractions and minimize interruptions which can lessen working memory overload. Moreover, on a general level the amount of lighting within the classroom should be considered, ensuring that all areas are well lit. It is recommended also that the use of natural light should be maximized and available daylight supplemented by electric lighting (Mitchell, 2008). There also enough light in the classroom for children to access information on the chalkboard and classrooms are also well ventilated

The findings revealed that there are support services for children with disabilities in inclusive schools. The indication is that support services are an important aspect in inclusion. Apart from regular and other teachers who have training on special needs education, the successful education of children with disabilities requires the involvement of different professionals who assist in identification, referral, diagnosis, treatment and provision of appropriate educational and related services. This finding is in line with Randiki (2002) views that, this requires a multi-sectoral responsibility if full participation of the children with disabilities is to be realized. Peer support is needed for they can help in peer tutoring, push of wheelchairs, among other things. Learners with special needs also need support from speech therapists, physiotherapists, and occupational therapists according to their needs. Guidance and counseling is needed to help them appreciate one another despite their differences. Community could also help in adapting the environment, financial support, transport of the learners with special needs to and from school.

The findings revealed that schools facilities are physically accessible to all children with disabilities. The indication is that there was modifications to washrooms, stairs, ramps, lockers, water fountains, toilet facilities libraries and recreational areas including school buildings, for both wheelchair and children with visually impaired to access. This is because of the passage of disability Act 775 in 2007 which have made it mandatory for both government, public and private institutions to provide disability friendly facilities to persons with disabilities. This finding is in line with as Gadagbui (2009) pointed out, inclusive education is a process which ensures that children with and without disabilities have equal access to participate in basic education using the same facilities within the school settings. Educational facilities include classroom, canteen, playground, washroom, libraries among others. It is critical to make these facilities accessible to pupils with disabilities to prevent their exclusion. Physical environment (classroom layout and appearance, classroom arrangement, furniture arrangement etc) contribute a lot to promote active-learning method. According to Dilnesaw (2009), the physical environment in a classroom can challenge active-learning. According to him there should be adequate well-maintained and furnished classrooms to effectively conduct teaching-learning process. Therefore the place where the child is positioned in the class, the way the classroom materials are arranged, the effects of sound environment and the condition of a building play a vital role in enhancing or retarding the teaching-learning process of visually impaired children.

Research Question 3: What are barriers to access and enrollment of children with special needs in pilot inclusive schools in the district?

To answer this research question, respondent's responses to questionnaire items 18-22 were used. Table 4 shows responses from respondents to the questionnaire item 18-22

Table 4 Frequency Distribution of Respondents' Responses to Item 14-19

Item	SA %	A %	SD %	D %	TOTAL%
14. The school lack adequate resources.	11(14.9)	42(56.7)	8(10.8)	13(17.6)	74(100)
15. Teachers show negative attitudes towards children with disabilities.	12(16.2)	40(54.0)	9(12.2)	13(17.6)	74(100)
16. Teachers feel inadequate to teach all children with disabilities in inclusive classroom.	40(54.1)	27(36.4)	2(2.7)	5(6.8)	74(100)
17. Teachers are not trained towards teaching children with disabilities.	11(14.9)	42(56.7)	11(14.9)	10(13.5)	74(100)
18. Non-disabled children show negative attitudes towards children with disabilities	19(25.7)	29(39.1)	12(16.2)	14(19.0)	74(100)
19. Too large class size affect effective inclusive education	11(14.9)	42(56.7)	11(14.9)	10(13.5)	74(100)

(Source: Field survey 2015)

Table 4 shows the frequency distributions of respondents' responses regarding school environment and its effect on education of children with special needs in pilot inclusive schools.

In response to item 14, that focused on finding out whether the school lack adequate resources. 53 respondents representing (71.6%) of the respondents agreed with the statement while 21 representing (28.4%) disagreed with the statement.

In relation to item number 16, that was to explore whether teachers show negative attitudes towards children with disabilities, 62 respondents representing

(70.2%) of the respondents agreed with the statement while 22 respondents representing (29.8%) disagreed with the statement.

Concerning item 15, which was directed to explore whether teachers feel inadequate to teach all children with disabilities in inclusive classroom, 67 respondents representing (90.0%) agreed with the statement while 7 (24.4%) disagreed with the statement.

In response to item 17, that focused on finding out whether teachers are not trained towards teaching children with disabilities 53(71.6%) of the respondents agreed with the statement while 21(28.4%) disagreed with the statement.

Regarding item 18, that was directed to explore whether non-disabled children show negative attitudes towards children with disabilities, 48 respondents representing (64.8%) of the respondents agreed with the statement while 26 respondents representing (35.2%) disagreed with the statement.

In relation to item19, that was to explore whether too large class size affect effective inclusive education, 67 respondents representing (90.5%) agreed with the statement while 7 respondents representing (9.5%) disagreed with the statement.

Discussions of findings on research question 3: What are barriers to access and enrollment of children with special needs in pilot inclusive schools in the district?

The findings from teachers pointed out that school lack adequate resources. The indication is that schools facilities such as school buildings and classrooms are inadequate Also there is lack of rails, ramps for wheelchair users and lack of disability friendly toilet facilities for children with physically disabilities. Inadequate teaching and learning resources is another challenge in primary schools. The cost of buying teaching and learning materials is high. For example, braille machines and textbooks are costly; hence, it becomes a problem to implement inclusive education. This in line

with Mmbaga (2002: 175) that, *"schools are not making necessary purchases of teaching and learning materials, equipment for making teaching aids and materials for building and completing the required number of classrooms and furniture to avoid overcrowding and having pupils sit on the floor"*. Therefore this makes it difficult for the school to plan effectively for their development and hence, teachers face problems in implementing inclusion.

The findings pointed out that teacher's showed negative attitudes towards children with disabilities. The findings of this study indicated that teachers attitude towards including children with disabilities was completely negative as found by the respondents. The negative attitudes towards children with disabilities of teachers have affected the enrolment and retention of children with disabilities in schools. The indication is that teachers' attitudes are influenced by the level of disability they are asked to accommodate within their classroom. This may mean that teachers were only willing to accept the inclusion of students with mild physical disabilities. They were reluctant to include students with more severe physical disabilities, or students with intellectual challenges. This finding is in line with Obeng's (2005) assertion that examined the views of teachers on educating children with disabilities in Ghana. The result of his findings shows that teachers had completely negative attitude to including children with disabilities; although they show love and affection towards them, they are unwilling to include them in their mainstream classroom More so, Hammond and Ingalls (2003) surveyed general education elementary school teachers' attitudes toward the inclusion of students with disabilities. Their study found that many teachers hold negative attitudes toward inclusion because of: (a) a lack of commitment of school personnel and administration, (b) disagreement with the benefits of inclusion, (c) inadequate levels of collaboration and support from fellow

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teachers, (d) insufficient training for providing accommodations and services to students with disabilities, and (e) teachers feeling unprepared to handle students with disabilities in their classrooms.

The findings revealed that teachers feel inadequate to teach all children with disabilities in inclusive classroom. The indication is that teachers' attitudes are influenced by the level of disability they are asked to accommodate within their classroom. This may mean that teachers were only willing to accept the inclusion of students with mild physical disability. They were reluctant to include students with more severe physical disability, or students with intellectual challenges. This in line with Agbenyega (2007) also studied teacher's perception to inclusive education. The responses from teachers indicate that children with sensory impairment should be educated in the special schools since placing them in the mainstream increase their (the teachers') workload which leads to their inability to complete syllables during the school term. Most significantly, it may affect the academic performance in their classroom.

The findings revealed that teachers are not trained towards teaching children with disabilities. The indication is that teachers' are not trained on the level of disability they are asked to accommodate within their classroom. This may mean that teachers were lacking the knowledge and training on inclusion of students' disabilities in their classrooms. They were reluctant to include students with disabilities, or students with intellectual challenges in their class. This in line with a study conducted by Ackah (2010) to find out teachers' background characteristics and attitudes towards inclusive education. Findings from this study showed that generally mainstream classroom teachers do not support inclusive education as a result of teachers lacking the necessary equipment and training to handle disability issues they

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encounter in the classroom. Agbenyega and Deku (2011) saw teachers` unwillingness to include students with disabilities as a factor of insufficient knowledge of inclusion and the inability to manage diverse needs, as well as the lack of ability to adapt curriculum and instructional strategies to facilitate learning outcomes.

The findings revealed that Non-disabled children show negative attitudes towards children with disabilities. This may mean that the negative attitude to students with disabilities of peers has affected the retention of students with disabilities in schools. This finding is in line with Nabuzoka and Smith (1993); Dawkins (1996) that acceptance by peers provides a much greater challenge for children with disabilities. Children with disabilities are often an easy target for being teased and bullied by their non-disabled peers as reported by children interviewed in this study (Nabuzoka & Smith 1993; Dawkins 1996). Recent research findings suggest that vulnerability to bullying cuts across all types of disability (Mishna, 2003; Smith and Tippet, 2006). Amongst the most common attitudes are those of disabled people are incapable, aggressive, in need of charity, and of low intelligence. The use of offensive terminology and stereotypical views of disabled people such as "twisted bodies result into twisted minds" and representation of disability as monstrous and horrific, partly explains the low retention (Keynes, 1990).

The findings revealed that too large class size affect effective inclusive education. This indicates that, although presently primary education targets children with disabilities as one of the priority groups, there is no matching infrastructure necessary for the inclusion of children with disabilities in schools. Moreover, the class sizes are too big. Overcrowding can also pose barriers to creating a safe and inclusive environment that supports learning. This in line with Cain (2012), large class sizes are also seen as a barrier to the inclusion of disabled children in all countries. In

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economically wealthy countries, class sizes of 30 are considered too large, yet in poorly resourced countries, class sizes of 60 to 100 are the norm. Large class sizes reduce the possibility of using wheelchairs. Inability of institutions to eliminate these barriers excludes children with disabilities from participating in schools. Additionally, larger classes affect the quality of education that children receive (Gadagbui, 1998; MoE, 2000a). Also, UNESCO (2006) pointed out that larger classes show that, the teaching staff have become overstretched. This make it difficult for teachers to managed children with disabilities which may lead to bad performance in school and dropout.

Research Question 4: How do educational policies and reform programmes that influence access to inclusive education for children with disabilities?

To answer this research question, respondent's responses to questionnaire items 23-27 were used. Table 4 shows responses from respondents to the questionnaire item 23-27.

Table 4: Frequency Distribution of Respondents' Responses to Item 20-24 below.

Item	SA %	A %	SD %	D %	TOTAL%
20. In Ghana there are specific policies directed towards education for children with disabilities	20(27.0)	40(54.1)	6(8.1)	8(10.8)	74(100)
21. There are specific policies directed towards assessment of children with disabilities before admission	41(55.4)	28(37.8)	4(5.4)	1(1.4)	74(100)
22. Free Compulsory Universal Basic Education policy allows children to have access to free education.	34(46.0)	27(36.4)	9(12.2)	4(5.4)	74(100)
23. Some policies give equal opportunity, protection and full participation for children with disabilities to access education.	10(13.5)	46(62.1)	7(9.5)	11(14.9)	74(100)
24. Some educational policies and Reforms allow children with disabilities to enroll and complete education.	23(31.0)	43(58.1)	5(6.8)	3(4.1)	74(100)

(Source: Field survey 2015)

Table 5 shows the frequency distributions responses of teachers' responses regarding educational policies and reform programmes that influenced access to inclusive education for children with disabilities.

It was discovered in item 20, that in Ghana there were specific policies directed towards education for, children with disabilities 60(81.1%) of the teachers agreed with the statement 14(18.9%) disagreed with the statement.

In view of item 21, that want to find out whether there were specific policies directed towards assessment of children with disabilities before admission, 69 respondents representing (93.2%) of the teachers agreed to the statement while 5 respondents representing (6.8%) disagreed with the statement.

Concerning item 22, that focused on finding out whether Free Compulsory Universal Basic Education policy allow children to access education free, 61(82.4%) representing the majority of the teachers agreed with the statement, while 13(17.6%) of the respondents disagreed with the statement

With regard to item 23, that was to explored whether some policies give equal opportunities, protection and full participation for children with disabilities to access education, 56 respondents representing (75.6%) the majority of the teachers agreed with the statement while 18(24.4%) disagreed with the statement.

Finally concerning item 24, which sought to answer whether some educational policies and reforms allowed children with disabilities to enroll and complete education, 66 (89.1%) representing majority of the teachers agreed with the statement while 8(10.9%) respondents disagreed with the statement.

Discussions of findings on research question 4.

The findings revealed that in Ghana there are specific policies directed towards education for children with disabilities. They believe that these policies allowed these children to have access to education as their non-disabled peers. A number of educational policies were implemented by successive governments before independence to the late eighties for all categories of children to have access to

education. Two of those policies were the Accelerated Development Plan of 1951 and the 1961 Education Act, which brought about free compulsory primary education in Ghana. Another relevant policy comes from the Vision 2020 document. Also, Persons with Disabilities Act 715 section 16, 18 and 20 also allowed children with disabilities to have access to education. This is in line with the Vision 2020 document, considered as Ghana's road map to achieving middle-income status by the year 2020. According to this document (Vision 2020) the priority for education is: To ensure that all citizens, regardless of gender or social status, are functionally literate and productive, at the minimum the education system will have the primary responsibility for providing the means for the population to acquire the necessary skills to cope successfully in an increasingly competitive global economy (MoE, 2000f, p. 1- 2).

The findings revealed that, there is a policy which make provision for assessment centers to be established to screen for diagnose and proper placement of children. The establishment of these centers and screening has helped most of the parents to place their children in the appropriate schools that they supposed to be. This in line with the passage of the Persons with Disability ACT, 2006 (Act 715) section 34 and 35 which makes provision for periodic screening of children in order to detect, prevent and manage disability and establishment of assessment and resource centres in each district and provide early diagnostic medical attention to mothers and infants to determine the existence or onset of disability

Findings from the teachers' revealed that fCUBE has allowed all children to access education free. Because of this policy all parents are making effort to send their children to school including children with disabilities. This has a great significant influence on children with disabilities since parents are now willing to send them to school due to their disability which has led to their denial of education.

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With full implementation of fCUBE all the children would access education free of charge without any discrimination. This confirmed the MoE, (2000c) and MoEYS, (2004) that, the 1992 Constitution of the fourth Republic included specific clauses to consolidate the objectives of the educational reforms. Article 38 sub-section 2 of the Constitution states that: The Government shall within two years after parliament first meets after coming into force of this constitution draw up a programme for the implementation within the following ten years for the provision of a free, compulsory universal basic education. On assumption of office, the democratically elected Government launched the Free Compulsory Universal Basic Education Programme (FCUBE), a 10 year programme (1996-2005) designed to establish the policy framework, strategies and activities to achieve free compulsory universal basic education for all children of school going age (MoE, 2000c; MoEYS, 2004).

The findings pointed to the fact that some policies gave equal opportunities and full participation for children with disabilities to access education. There is a need to prepare a comprehensive education scheme that will make various provisions for transport facilities, removal of architectural barriers, supply of books, uniforms, and other materials, the grant of scholarships, suitable modification of the examination system, restructuring of curriculum, providing devices to blind and low vision students, hearing aids to hard of hearing children and setting up of appropriate fora for the redress of grievances. This confirmed UNESCO (2008) that, in December, 13 2006, the General Assembly of United Nation adopted the conversation on Right of Persons with Disabilities, Article 24 was devoted to education (absence of discrimination; equality; inclusion in education at all levels:- primary education, educational opportunities throughout life) aimed at facilitating full development of their human potential, sense of dignity and self-worth; …effective participation in a

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free society with a view to their full integration.(UNESCO 2008; ICE 48th Session, 25th-28th November, p. 3)

The findings revealed that majority of respondents agreed that there were some policies directed towards children with disabilities to enroll and complete education. The indication is that most of the teachers including parents had the knowledge that there are policies that allowed children with disabilities to enroll and complete education without any discrimination. This makes it possible for parents to enroll their children with disabilities in schools of their own choice, allowed to stay and complete. This is in line with the policy of quality education for all as outlined by UNESCO in the Dakar Declaration Framework for Action in 2000, adopted at World Education forums and the Millennium Development Goals ensure that all children have access to and complete free and compulsory primary education by 2015; the focus is placed on marginalized groups and girls (UNESCO, 2008).
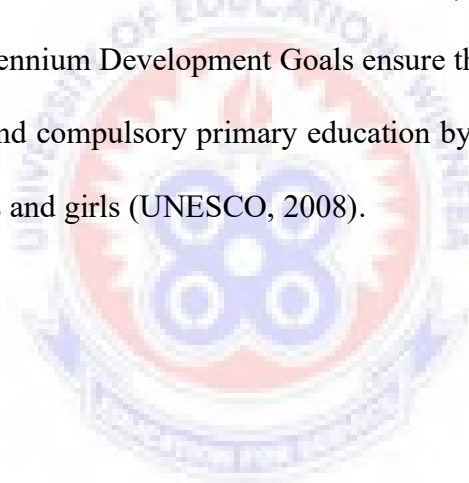
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the summary, conclusions as well as the recommendations based on the findings of the study are presented. The study evaluates Access and Enrollment of Children with Disabilities in Pilot Inclusive Schools: The case of Bole District in the Northern Region of Ghana.

5.1 Summary

The study involved eighty (80) professional teachers, ten (10) selected inclusive schools. A closed-ended questionnaire in the form of likert scale type was used in the collection of data from participants ranging from Strongly Agree (SA) =4, Agree (A) =3, Strongly Disagree (SD) =2, to Disagree (D) =1. A random sampling technique was used to select teachers. Data analysis was done by using statistical methods to generate percentages on frequency count. The findings of the study were presented based on the four research questions raised.

Research Question 1: How do children with special needs have access and enrollment in the pilot inclusive schools in the District?

The findings revealed that schools provided opportunities for children with disabilities to access education within the community, parents enrolled their children with disabilities in pilot inclusive schools and children without disabilities accepted and learned with children with disabilities. Also, teachers accepted children with disabilities in schools. Again there were many inclusive schools available for children with disabilities to access.

Research Question 2: How do the pilot inclusive schools systems ensure accessibility to children with special needs in the District?

The findings revealed that schools have adapted instructions for children with special needs to learn. The schools adapted teaching and learning materials to meet the need of children with disabilities. There were teaching and learning materials for children with disabilities. Teachers were trained to manage children with disabilities. It means that when the generally school system is adapted it will favour education of children with special needs; it will also enhance their access to inclusive education. Therefore education must help to develop children with special needs with the functional skills for their effective transition from school to community integration.

Research Question 3: What are inherent barriers to access and enrollment of children with special needs in pilot inclusive schools in the District?

The findings revealed that, the Mankuma R/C Primary and Kurabaso D/A Cluster of schools lacked adequate resources. Teachers showed negative attitudes towards children with disabilities. Teachers felt inadequate to teach all children with disabilities in inclusive classroom. Teachers were not trained towards teaching children with disabilities, Non-disabled children show negative attitudes towards children with disabilities, too large class size affect effective inclusive education. This is an indication that if these issues above are not critically looked at enrolment, retention and completion of education for children with special needs would be difficult.

Research Question 4. How do educational policies and reform programmes influence access to inclusive education for children with disabilities?

The findings revealed that, in Ghana there are specific policies directed towards education for children with disabilities, there are specific policies directed

toward assessment of children with disabilities before admission, Free Compulsory Universal Basic Education Policy allowed children to have access education free, some policies give equal opportunities, protection and full participation for children with disabilities to access education, and some educational policies and reforms allowed children with disabilities to enrol and complete education. This is an indication that for children with disabilities to access education there is the need for a separate policy for education for children with disabilities generally in Ghana. This lead to policy implementation becomes effective for children with disabilities and it calls for re-look of how the existing policies work better for all children with disabilities in Ghana.

5.2 Conclusion

Study concluded that inclusive education:

➢ Allows many children with disabilities to have access to education in their communities, children without disabilities accept children with disabilities, teachers accept children with disabilities parents also enroll their children with disabilities in inclusive schools.

➢ Ensure that instructional strategies play an important role in educating children with special needs. When instructional strategies are adapted for children with special needs to learn it improve upon their performance, enrolment, retention and completion of education. Also there are teaching and learning materials, schools adapt teaching and learning materials to meet the needs of children with disabilities and there are resource teachers to support pilot inclusive schools.

➢ Lack of disability friendly school environments and schools facilities that are not accessible affected children with special needs their enrolment, retention and completion of education. Also teachers feel inadequate to teach all children with disabilities in inclusive classroom, peers have negative attitudes towards children

with disabilities, inadequate infrastructure in inclusive schools and inappropriate ramps and rails for children with disabilities to access which may affect their enrolment, retention and completion of education.

➢ There are clear cut educational policies for children with disabilities to access education in general, there are specific policies directed towards education for CWD's, there are specific policies directed towards assessment of children with disabilities before admission, Free Compulsory Universal Basic Education Policy allows children to access education free.. However, due to lack of policy effective implementation of these policies heads are not willing to admit or accept children with disabilities into their schools.

The study finally concluded that the issue of inclusive education must be looked at critically and improved upon what is pertaining so far as access to inclusive education for children with disabilities is concerned.

5.3 Recommendations

✓ Government, Ministry of Education, District Assemblies and Ghana Education Service should see to it that more inclusive schools are open for children with disabilities to have access and enrolled.

✓ Ministry of Education, Ghana Education Service and school authorities should provide more instructional materials and equipment to the schools. Also teachers and school authorities should continue adapting instructional materials, teaching and learning strategies and classroom environment for effective inclusion. More trained teachers in special needs education should be posted to inclusive schools.

✓ School authorities, teachers and children without disabilities should be encouraged to institute and provide positive attitudes towards the children with disabilities. More importantly in-service training programs must be developed in line with the current situation of inclusion for teachers. Also, class size must be reduced and

existing structures should be modified by providing rails and ramps for effective inclusive education. School curriculum must be adapted to accommodate all children especially children with disabilities.

✓ Stakeholders should carry out more public education and sensitization on educational policies and reforms that allowed children with disabilities to have access to education.

✓ Lastly, given the findings of the research it is broadly recommended that there is the need for further study to improve on Ghana education system with regards to appropriate training of teachers, planning and above all evaluation of the inclusive education practice in the Ghanaian schools. This will finally lead to a paradigm shift in the practice and accessibility to inclusive education for children with disabilities

5.4 Suggestions for future research

So far, the arguments in support of inclusion do not appear to be cogent enough. Not many people are convinced that inclusion has the potential of improving the academic potentialities of special needs students. There is need to explore the in-depth relevancy of the curriculum subjected to children with disabilities under inclusive education, because this research was unable to investigate into this. Yet it appears what is being taught may not be so relevant to make them more effective and productive in whatever environment they are in.

The study focused only on Bole District in the Northern Region of Ghana with the target in basic school teachers. There is the need for a further research in other district in the Region with the focus on pre-schools with children with disabilities.

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APPENDIX A

DEPARTMENT OF SPECIAL EDUCATION

UNIVERSITY OF EDUCATION, WINNEBA (UEW)

March 3, 2015

……………………………
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……………………………
……………………………

Dear Sir/Madam,

LETTER OF INTRODUCTION

I write to introduce to you, Mr. Jacob Kudjo Adjanku an M.Phil student of Department of Special Education of the University of Education, Winneba, with registration number 8130150007.

He is currently working on his thesis on the topic: "Access and Enrollment of Children with Disabilities in Selected Pilot Inclusive Schools in Bole District in The Northern Region of Ghana".

I should be grateful if you could give him the needed assistance to enable him carry out his studies.

Thank you.

Yours faithfully,

SAMUEL HAYFORD (PHD

HEAD OF DEPARTMENT

COVER LETTER FOR QUESTIONNAIRE TO TEACHERS

Dear Respondent

My name is Jacob Kudjo Adjanku, a Post Graduate student of University of Education, Winneba, who is carrying out a research on access and enrollment of children with disabilities in pilot inclusive schools: the case of Bole District in the Northern Region of Ghana., as partial fulfillment for the award of a Master of Philosophy Degree in Special Education.

You have been purposively selected for this research and your response to this study will help to achieve the above objective. Kindly take a few minutes of your busy schedule to complete the questionnaire and deposit with your head teacher/ headmaster/headmistress within five days.

You are requested to answer these questions and assured that the answers will strictly be kept confidential.

If you have any questions or concerns about completing the survey or about being in this study, you may contact me on **0249113288** or **0208311176** for clarification.

Thank you, for your cooperation

Yours Faithfully

Jacob Adjanku

APPENDIX C

QUESTIONNAIRES FOR TEACHERS IN PILOT INCLUSIVE SCHOOLS IN THE BOLE DISTRICT

ACCESS AND ENROLLMENT OF CHILDREN WITH DISABILITIES IN PILOT INCLUSIVE SCHOOLS: THE CASE OF BOLE DISTRICT IN THE NORTHERN REGION OF GHANA.

Background information

School:……………………………………………………………………………

Gender:…………Qualification**:**............................**Rank:**……………………………

Teaching/Working Experiences: 1-5 years [ ] 6-10years [ ] 11years and above [ ]

DIRECTIONS: Please indicate your response to each item by ticking the most appropriate response for the following: **Strong Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D)**

Research Question One:

1. **To what extent do children with special needs have access and enrollment in the pilot inclusive schools in the district?**

Table 1: Response to access and enrollment

Item	SA	A	SD	D
1. Inclusive schools provide opportunities for children with disabilities to access education within the community.				
2. Parents enroll their children with disabilities in inclusive schools,				
3 Children without disabilities accept and learn with children with disabilities				
4. Teachers accept children with disabilities in schools,				
5. There are many inclusive schools for children with disabilities to access.				

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Research Question Two

2. How does the pilot inclusive schools system ensure accessibility to children with special needs in the district?

Table2: Response to pilot inclusive school schools system

Item	SA	A	SD	D
6. School have adapted instructional strategies for children with Special Needs to learn.				
7. School adapt teaching and learning materials to meet the need of children with disabilities.				
8. There are teaching and learning materials for teaching children with disabilities..				
9. Teachers are trained to manage children with disabilities in the schools.				
10.There are resource teachers for the pilot inclusive schools				
11. Classrooms facilities meet the needs of inclusive children				
12. There are support services for children with disabilities in inclusive schools				
13. School facilities are physically accessible to children with disabilities				

Research Question Three

3. What are barriers to the access and enrollment of children with special needs in pilot inclusive schools in the district?

Table 3: Response to barriers to access and enrollment

Item	SA	A	SD	D
14. The school lack adequate resources.				
15. Teachers show negative attitudes towards children with				

disabilities,				
16. Teachers feel inadequate to teach all children with disabilities in inclusive classroom,				
17. Teachers are not trained towards teaching children with disabilities				
18. Non-disabled children show negative attitudes towards children with disabilities,				
19. Too large class size affect effective inclusive education ,				

Research Question Four.

4. How do educational policies and reforms influence access to pilot inclusive schools for children with disabilities?

Table 5: Response to educational policies and reform programs.

Item	SA	A	SD	D
20. In Ghana there are specific policies directed towards education for children with disabilities				
21. There are specific policies directed towards assessment of children with disabilities before admission				
22. Free Compulsory Universal Basic Education Policy allows children to have access to free education.				
23. Some policies give equal opportunities, protection and full participation for children with disabilities to access education				
24 Some educational policies and reforms allows children with disabilities to enroll and complete education				

Thank you for your time and participation in this study!

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