

## **Impact of Advocacy in the Implementation of the Inclusive Education Policy in the Tamale Metropolis**

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### **ABSTRACT**

The purpose of this study was to assess the impact of advocacy in the implementation of the inclusive education policy in the Tamale metropolis. The study employed a descriptive research design. The study used a questionnaire to gather data. The researchers relied on the Statistical Package for Social Sciences to analyze the data in this study. The data were presented in means and standard deviations. The study revealed that advocacy positively impacts the implementation of the inclusive education policy. The study further revealed that the lack of clear guidelines on implementing the inclusive education policy negatively influenced the implementation of the policy. The study recommends that the Ghana Education Service and Civil Society Organizations should endeavour to organize more inclusive education activities to help create public awareness of the significance of inclusive education.

**Keywords:** *Disability, Discrimination, Education, Advocacy, Learners.*

## 1.0 INTRODUCTION

A key component of education is the adoption of inclusive education policies, which seek to integrate all students into regular classes with peers of the same age from the community while providing support that ensures fair opportunities for each learner to engage in learning and participate in all facets of school life. Educational institutions require the support of other stakeholders in education to implement inclusive education effectively. It is widely believed that advocacy is critical for advancing inclusive education. International institutions like the United Nations International Children's Emergency Fund push for inclusive education through engagement with relevant education stakeholders. Thus, over the years, advocacy-based organizations have pushed for the implementation of inclusive education policies by countries that have prioritized inclusive education. When a country adopts the concept of inclusion in education, it is crucial to revise national laws and policies to promote inclusive education (Hardy & Woodcock, 2015).

With respect to how advocacy influences the implementation of the inclusive education policy Corbett and Slee (2016), argued that inclusive education policies and advocacy significantly influence the learning environment, and it is vital to support policies that create equal learning opportunities and provide a means of entry to high-quality education for all. Advocacy in education is a powerful tool that promotes learners' rights and needs to ensure equal opportunities and produce good results for all learners (McConkey, 2014). Individuals, groups, and communities employ several advocacy techniques to influence the policies, practices, and initiatives that shape the educational environment in their communities. One of the primary goals of educational advocacy is to ensure that every learner has equal access to high-quality educational opportunities in a safe learning environment (Rieser, 2012). Aron and Loprest (2012), argued that advocacy actions seek to level the playing field by closing gaps in resources, facilities, and educational opportunities so that every learner has a chance to succeed in pursuing their educational dreams.

International policies are so critical in furthering inclusive education, which aims to provide every child, including those with disabilities, with equitable access to high-quality education (Lebona, 2015). Several important frameworks and policies have been developed to promote and strengthen inclusive education worldwide. The United Nations Convention on the Rights of Persons with Disabilities recognizes the universal right to education, including individuals with disabilities. It emphasizes the importance of inclusive educational methods (Nations, 2007).

Governments that have ratified the Convention on the Rights of Persons with Disabilities are expected to provide inclusive education at all levels and to protect the rights of disabled learners to free primary and secondary education without bias. The United Nations Convention on the Rights of Persons with Disabilities seeks to ensure that every individual with a disability has equal and full access to fundamental freedoms and all human rights, including the right to an education (Nations, 2007). Similarly, Goal 4 of the Sustainable Development Goals (SDGs) pledges to ensure every learner obtains an inclusive, high-quality education (Adipat & Chotikapanich, 2022).

The Ghanaian government has reaffirmed its commitment to inclusive education and the Education for All, focusing on marginalized groups (Anwar, 2017). However, there appears to be a disagreement between what constitutes disability and ability among scholars. It is critical to

understand that diverse interpretations of disability have political implications for enacting and implementing educational programmes and services (Anlimachie, 2015). The conceptualizations of disability as firmly ingrained in Ghanaian cultural beliefs, norms, and culture are critical in formulating and implementing national educational policies for learners with intellectual disabilities.

Again, the African continent now has 38% of all out-of-school children worldwide, up from 24% in 2000 (Bashir, Lockheed, Ninan & Tan, 2018). Bashir et al. (2018), noted that seven out of ten children complete primary school in Africa. To achieve inclusive education in Sub-Saharan Africa, the basic concept of universal and equitable access to education must be applied (Asongu, Orim & Nting, 2019). African countries have committed to achieving inclusive education in various ways, including enforcing existing legislation and providing teachers with professional development opportunities. In addition, the United Nations Schools' Global Policy on Inclusive Education and the Education for All project both play important roles in furthering inclusive education by satisfying everyone's basic learning needs and ensuring equitable access to high-quality education (Poed, 2020).

Following Ghana's independence in 1957, successive governments over the years have prioritized all-inclusive education through several initiatives and regulations (Ametepee & Anastasiou, 2015). Education in Ghana has evolved since the 1800s to cover all educational levels. The fundamental objectives of the Inclusive Education policies are to rethink and reframe educational service management and delivery arranged to meet the diverse learning needs of every learner while adhering to the concepts of Child-Friendly Schools and the Universal Design for Learning. Adopted in 2016, the Inclusive Education Policy seeks to provide equitable access to education for every student, including those with learning difficulties. The policy is founded on a value framework that acknowledges the diverse learning needs of every learner and incorporates a wide range of stakeholders, including parents, students, teachers, civil society organizations, faith-based groups, and policymakers (Ametepee & Anastasiou, 2015).

Regarding the challenges in implementing the inclusive education policy, Boyle et al. (2020) asserted that many learners are unable to fully participate in the educational process due to various barriers that hinder their effective learning. One such obstacle is societal attitudes, which can foster discriminatory beliefs and prejudices about learners with disabilities. In the Northern Region of Ghana, inclusive education remains a concern for stakeholders in education. Like the rest of the country, the Northern Region has been working to develop strategies for implementing inclusive education to ensure that all learners are given equal opportunities to learn. With a population of over 750,000 people, the Tamale Metropolis can only boast two special schools for learners with disabilities (Komabu-Pomeyie, 2020). Gaining access to educational institutions within the metropolis over the years has been a major concern for parents of children with disabilities. Furthermore, Onyebuchi (2018), argued that language barriers have the potential to impede academic development and social integration for learners from linguistically diverse households. In addition, financial constraints also impede the provision of inclusive practices, particularly for specialized services, assistive technology, and support staff (Boot et al., 2018).

Although numerous studies have been conducted in various regions and districts across the country, it appears that no such study has been carried out in the Tamale metropolis of the Northern Region of Ghana. For instance, in her study on the topic “Accessibility to Inclusive Education for Children with Disabilities: A Case of Two Selected Areas, in the Ga East and New Juaben municipalities, Mantey (2014), found that several factors accounted for the inability of disabled children to access education facilities. These factors included stigmatization, discrimination against children with disabilities, cultural beliefs, teachers’ competence and attitudes to handle learners with learning difficulties, inadequate policies to protect and safeguard the interests of learners with learning difficulties, and the lack of resources. The study recommended addressing the factors identified as barriers to the education of children with disabilities to ensure all children have equal opportunities and access to educational facilities. The study, however, did not delve into how advocacy-based organizations can leverage the strength of their advocacy works to campaign for the implementation of inclusive education policies in the country.

Similarly, in their study on the topic of Challenges of Inclusive Education Policy Implementation in Ghana, Stakeholders’ Perspectives, Komabu-Pomeyie (2020), found that people living with disabilities (PWDs) are disproportionately disadvantaged in school enrolment, educational accomplishment, and learning. The study recommended the full implementation of the inclusive education policy in Ghana to support people living with disabilities in fully accessing educational opportunities and realizing their dreams of attending school just like their abled counterparts. The study, however, did not emphasize the need for advocacy in successfully implementing the inclusive education policy in Ghana.

## **1.2 PURPOSE OF THE STUDY**

This study aimed to assess the impact of advocacy in the implementation of the inclusive education policy in the Tamale metropolis of the Northern Region, Ghana.

## **1.3 RESEARCH QUESTIONS**

The following research questions guided the study:

1. How does advocacy impact the implementation of the inclusive education policy in the Tamale Metropolis of the Northern Region?
2. What are the challenges in the implementation of the inclusive education policy in the Tamale Metropolis of the Northern Region?

## **3.0 RESEARCH METHODS**

### **3.1 Research Design**

The design for the study was a descriptive research design. Descriptive research is an important component of scientific exploration because it allows researchers to understand and describe the environment in which we live. This research design provides insightful information on the features of behaviours, trends, and occurrences through rigorous observation and data collection that does not employ variables. One of the main characteristics of descriptive research designs is their adaptability to data collection procedures. The researchers employed a descriptive research design,

as they anticipated it would facilitate an analysis of how advocacy contributes to the implementation of the inclusive education policy in the Tamale metropolis.

### **3.2 POPULATION OF THE STUDY**

The study's population comprised all special schools in the Tamale metropolis, learners with learning difficulties, frontline officers at the Tamale metro education directorate, and civil society organizations that work in the education sector in the Tamale Metropolis. The total population of the study was made up of 280 participants. It included 75 special needs students, 25 teachers in special educational institutions within the Tamale metropolis, 170 civil society organizations working in the education sector, and 10 staff of the Tamale Metropolitan Education Directorate.

### **3.3 SAMPLING AND SAMPLE SIZE SELECTION TECHNIQUE**

#### **Sampling technique**

As a quantitative study, the researchers adopted a stratified sampling technique to sample the participants. The researchers divided the participants into 4 strata. Stratum 1 comprised learners with disabilities, stratum 2 included teachers in special schools within the Tamale metropolis, stratum 3 consisted of officers at the Tamale metropolitan directorate of education, and stratum 4 consisted of civil society organizations working in the education sector in the Tamale metropolis. The researchers then adopted a simple random sampling technique to select participants from the various strata. The researchers numbered pieces of paper with either "Yes" or "No" and guided participants to pick from an enclosed box. All participants who selected "Yes" took part in the study, while participants who selected "No" were not considered.

#### **Sample size selection**

Following the determination of the study's participants, the sample size was determined using the study's rationale and assumptions as a reference. The researchers relied on Krejcie and Morgan's (1970), sample size determination formula to select the sample size for the study. Krejcie and Morgan (1970), opined that when the total population in a study is 280, the sample size for the study must be 162 participants. The researchers, therefore, chose a sample size of 162 for the study. This included 62 learners with disabilities, 18 teachers, 7 officers at the Tamale metropolitan education directorate, and 75 civil society organizations' staff.

### **3.4 DATA COLLECTION INSTRUMENT**

The instrument for this study was a questionnaire. The questionnaire consisted of 30 test items divided into 3 sections. Section I centred on the demographic characteristics of participants. The demographic characteristics of participants included sex, age, name of institution, and designation of participants. Section II also collected data on the impact of advocacy in implementing the inclusive education policy. Section III gathered data on the challenges in implementing the inclusive education policy. A questionnaire is a type of research instrument used to collect data

from a specific population (Krosnick, 2018). Typically, questionnaires consist of a series of questions designed to acquire information on a research topic (Fife-Schaw, 2020).

Participants were asked to rate their level of agreement or disagreement with a statement using a four-point Likert scale. Using the 4-point Likert-scale type, four groups were formed, with each group receiving a “Strongly Agree” score of 4, “Agree” score of 3, “Disagree” score of 2, and “Strongly Disagree” score of 1. A Likert scale is a type of rating scale that is commonly used in questionnaires and surveys to assess participants’ attitudes, beliefs, and perceptions about a research topic (Jebb, Vincent, & Jay, 2021). It consists of a statement or question followed by a list of possible replies depending on a specified scale.

To validate the data collection instruments for the study, the researchers conducted a pre-test to test the questionnaire before the main study was undertaken, with a duration of two weeks. It should be noted that participants used in the pre-testing stage were excluded from the main research to avoid biasing the results due to their advanced exposure to the questionnaire and the interview guide. The instrument for the study was pre-tested by the researchers to determine whether or not the instrument was appropriate for the study. Pre-testing in research is the technique of conducting a preliminary evaluation of research tools or procedures before the main study (Williams-McBean, 2019).

The pre-test was conducted with 10 participants aged between 25 and 40 years. The participants were selected based on their experience with the topic of interest. The pre-test findings showed that some questions in the questionnaire were ambiguous and did not elicit the desired responses.

### **3.5 DATA COLLECTION PROCEDURE**

The researchers obtained an introduction letter from the University for Development Studies' Education Department to facilitate data collection in the field for the study. The introductory letter was delivered to the Tamale Metropolitan Directorate of Education and directors of civil society organizations that work in the education sector within the Tamale metropolis. The researchers also took an introductory letter from the Metropolitan Directorate of Education to head teachers of special schools in the Tamale metropolis to seek permission to engage participants in the study. The researchers pre-tested the data collection instruments with ten participants selected from various civil society organizations and special schools within the directorate. After the pre-test, there was a two-week interval before the post-test was conducted. This ensured that participants did not replicate the same responses for the main data collection phase. The same instrument was re-administered to the same participants for the post-test.

### **3.6 DATA ANALYSIS PROCEDURE**

The researchers relied on the Statistical Product and Service Solution (SPSS) Version 27, to analyze the data collected. The two research questions were analyzed using the mean and standard deviations. To produce the necessary results, variables were coded in the variable view, and the data from the completed questionnaires were also entered in the data view. Each closed-ended question and its response, which were coded and entered into the SPSS programme, resulted in a subsequent production of descriptive analysis (frequency tables and percentages).



#### 4.0 RESULTS OF THE STUDY

**Research Question 1:** What is the impact of advocacy on the implementation of the inclusive education policy in the Tamale Metropolis of the Northern Region?

**Table 1: How does Advocacy Impact the Implementation of the Inclusive Education Policy?**

| Statement  | SA<br>(%) | A<br>(%) | D<br>(%) | SD<br>(%) | Mean | Std<br>Dev. |
|--|-----------|----------|----------|-----------|------|-------------|
| 1. I am aware of advocacy efforts for inclusive education in the Tamale metropolis   | 42.1      | 46.1     | 7.1      | 4.6       | 3.26 | 0.78        |
| 2. Civil Society Organizations have positively impacted the implementation of the inclusive education policy through their advocacy activities.                                    | 64.6      | 35.4     | 0        | 0         | 3.65 | 0.48        |
| 3. Civil society organizations have increased awareness about inclusive education in the Tamale metropolis.  | 45.4      | 38.6     | 16.1     | 0         | 3.29 | 0.73        |
| 4. Advocacy efforts by CSOs have led to increased budgetary allocations for inclusive education in the Tamale metropolis.  | 16.8      | 51.8     | 26.8     | 4.6       | 2.81 | 0.77        |
| 5. Civil society organizations or advocacy groups have held educational authorities accountable for the implementation of the inclusive education policy in the Tamale metropolis. | 21.1      | 50.0     | 17.1     | 11.8      | 2.80 | 0.90        |
| Mean of means  |           |          |          |           | 3.16 | 0.73        |

**Source: Field Data, 2024.**

The data analysis on the impact of advocacy in the implementation of the inclusive education policy, as shown in Table 1, indicates that the majority of the participants appeared to strongly agree that they were aware of advocacy efforts for inclusive education in the Tamale metropolis, as evidenced by a mean score of 3.26 and a standard deviation of 0.78. This suggests a broad awareness among participants. Also, participants felt that civil Society Organizations have positively impacted the implementation of the inclusive education policy through their advocacy activities, with the highest mean score of 3.65 and the lowest standard deviation of 0.48. This indicates a strong and consistent agreement among participants on the effectiveness of civil society organizations' advocacy activities. They agreed that civil society organizations in the Tamale metropolis have increased awareness activities and engagements about inclusive education, with a

mean score of 3.29 and a standard deviation of 0.73. Although there is some variability in response, the overall sentiment is positive.

However, the effectiveness of advocacy efforts by civil society organizations in leading to increased budgetary allocations for inclusive education is less pronounced, with a mean score of 2.81 and a standard deviation of 0.77. This suggests that while there is some agreement, it is not as strong as in other areas. Similarly, the perception that civil society organizations have held educational authorities accountable for the implementation of the inclusive education policy has the lowest mean score of 2.80 and the highest standard deviation of 0.90. This indicates more mixed opinions and less consensus among participants.

Overall, the mean of means is 3.26 with a standard deviation of 0.73, reflecting a general agreement with the positive impact of advocacy efforts by civil society organizations, though with some variability in specific areas. The data suggests that while civil society organizations are recognized and appreciated for their advocacy efforts and positive impact in implementing the inclusive education policy, there are areas, such as budgetary influence and accountability, where their impact is perceived as less assertive.

**Research Question 2:** What are the challenges in the implementation of the inclusive education policy in the Tamale Metropolis of the Northern Region?

**Table 2: Challenges in the Implementation of the Inclusive Education Policy**

| Statement   | SA (%) | A (%) | D (%) | SD (%) | Mean | Std Dev. |
|---|--------|-------|-------|--------|------|----------|
| 1. The curriculum is not well-adapted for learners with diverse learning needs.                           | 37.1   | 42.5  | 20.4  | 0      | 3.17 | 0.74     |
| 2. There is a lack of clear guidelines for the implementation of the inclusive education policy.          | 26.4   | 48.9  | 17.1  | 7.5    | 2.94 | 0.85     |
| 3. Classroom size hinders the implementation of the inclusive education policy                            | 43.6   | 41.1  | 10.7  | 4.6    | 3.24 | 0.82     |
| 4. The current assessment system does not adequately evaluate the progress of learners with disabilities. | 51.4   | 28.6  | 15.4  | 4.6    | 3.27 | 0.88     |
| 5. Students with disabilities are not adequately included in co-curricular activities.                    | 54.6   | 25.4  | 12.5  | 7.5    | 3.27 | 0.94     |
| 6. The physical layout of schools in the Tamale metropolis creates barriers to inclusion.                 | 44.6   | 40.7  | 7.1   | 7.5    | 3.23 | 0.88     |
| Mean of means   |        |       |       |        | 3.19 | 0.85     |

**Source: Field Data (2024).**

As illustrated in Table 2, the data collected from participants on the challenges in the implementation of the inclusive education policy in the Tamale metropolis presents a comprehensive view of the existing barriers to inclusive education. The statements and their corresponding mean scores reflect the participants' perceptions of the critical issues that hinder the successful implementation of the inclusive education policy. The study's data highlights several



significant challenges in implementing inclusive education in the Tamale metropolis. Participants expressed strong concerns about the adaptability of the curriculum for learners with diverse learning needs, reflected by a mean score of 3.17 and a standard deviation of 0.74. This suggests a notable awareness of the inadequacy of curriculum inclusivity.

Similarly, the data also revealed that there was a perception of a lack of clear guidelines for implementing the inclusive education policy, with a mean score of 2.94 and a standard deviation of 0.85. This indicates an urgent need for more structured and explicit implementation strategies to guide teachers and school administrators in successfully implementing the inclusive education policy in the Tamale metropolis. Classroom size was identified as a significant barrier, with a mean score of 3.24 and a standard deviation of 0.82, indicating that overcrowded classrooms significantly hinder the effective implementation of the inclusive education policy. Similarly, the current assessment system used by the Ghana Education Service is deemed inadequate by participants for evaluating the progress of learners with disabilities, evidenced by a mean score of 3.27 and a standard deviation of 0.88. This highlights the necessity for more inclusive assessment methods that cater to learners' diverse learning needs in the teaching and learning process.

Furthermore, participants strongly believed that learners with disabilities are not adequately included in co-curricular activities, as shown by a mean score of 3.27 and a standard deviation of 0.94. This points to a gap in the holistic inclusion of students with learning difficulties in all school activities. The physical layout of schools is also seen as a barrier to inclusion, with a mean score of 3.23 and a standard deviation of 0.88, indicating that infrastructure improvements are needed to support inclusive education effectively.

Overall, the mean of means is 3.19, with a standard deviation of 0.85, reflecting a consensus on the challenges faced, although the degree of agreement varies. The data highlights the critical need for improvements in curriculum adaptation, classroom size, assessment systems, co-curricular inclusion, and school infrastructure, as well as more explicit implementation guidelines to enhance the effectiveness of the inclusive education policy in the Tamale metropolis.

## **4.2 RESULTS AND DISCUSSION**

How does Advocacy impact the implementation of the Inclusive Education Policy in the Tamale Metropolis of the Northern Region?

The study's findings revealed that participants are aware of the advocacy efforts by civil society organizations in the education sector towards the implementation of the inclusive education policy. Furthermore, participants emphasized how advocacy has positively impacted the implementation of the inclusive education policy in the Tamale metropolis. Participants also shared the influence of advocacy by civil society organizations in the metropolis in the quest to implement the inclusive education policy successfully. This finding supports the findings of Amponteng et al. (2019), who found that advocacy efforts are usually directed toward influencing educational policy at the local, state, and national levels to address systemic challenges and promote positive change. This finding

implies that civil society organizations working in the education sector should be strengthened to broaden their scope and advocacy for the implementation of the inclusive education policy.

Participants in the study also shared the advocacy efforts, activities, and engagements that civil society organizations are engaged in within the metropolis. Participants also shared how advocacy has helped change some parents' mindsets on the need to enrol their disabled children in mainstream educational facilities. Furthermore, the study revealed that through the advocacy efforts by some organizations working in the education sector, parents have begun to appreciate the diverse abilities of children with disabilities and have now started to enroll in school. This finding corroborates the findings of McConkey (2014), who found that advocacy initiatives seek to enhance parental and community participation in education, highlighting the importance of partnerships between schools, families, and communities in promoting student accomplishment. This finding implies that advocates should endeavour to sensitize more community members to appreciate the need to get themselves involved in the education of their wards, especially children with learning disabilities.

Again, the findings of the study revealed that there was an increased awareness creation by civil society organizations in the metropolis for the implementation of the inclusive education policy. This finding supports the findings of (McLeskey et al., 2017; Burke et al., 2019), who found that advocacy is critical for raising awareness about the benefits of inclusive education and dispelling misunderstandings. This finding suggests that civil society organizations in education should partner with other sector organizations to present a unified front and a stronger voice, thereby positively influencing the implementation of the inclusive education policy through advocacy and community engagement.

#### **4.3 What are the challenges in the implementation of the inclusive education policy in the Tamale Metropolis of the Northern Region?**

The study's findings revealed that large classroom size was a major challenge in implementing the inclusive education policy. The study further revealed that the curriculum is well-structured and adaptable to the diverse learning needs of learners with learning difficulties. This finding supports the findings of (Gouedard et al., 2020), who found that curriculum flexibility, allowing teachers to adjust the curriculum to address the specific needs of learners successfully, is critical for implementing the inclusive education policy in schools. This finding implies that curriculum developers should endeavour to make the curriculum for schools flexible so that teachers and schools can contextualize the curriculum to suit their learners.

The study also found that the absence of clear guidelines for implementing the inclusive education policy posed a significant challenge to its successful implementation. This finding supports the findings of (Agyare-Kwabi, 2013), who found that creating policies that ensure that all learners, regardless of ability and background, have access to high-quality education necessitates developing a strategic framework for inclusive education.

The study also revealed that the Ghana Education Service's inadequate assessment system, which fails to consider the diverse learning needs of all learners, posed another challenge in implementing the inclusive education policy in the Tamale metropolis. This finding corroborates the findings of

Huang and Chen (2022), who found that flexible approaches to assessment, learning schedules, pedagogies, and content allow for personalized learning experiences tailored to the needs of individual learners. This finding implies that the Ghana Education Service should endeavour to develop assessments for learners in schools to suit the diverse nature of learners.

The findings of the study further revealed that learners with disabilities are not usually included in co-curricular activities in schools. This finding is supported by the findings of Shaeffer (2019), who found that a flexible curriculum promotes equity, equality, and inclusion by modifying the curriculum to ensure that no learner is left behind, particularly vulnerable students. This finding implies that schools should contextualize the curriculum to ensure that learners with disabilities are considered for co-curricular activities in the school.

## **5.0 CONCLUSION AND RECOMMENDATIONS**

### **5.1 Conclusion**

In conclusion, the study on the impact of advocacy in the implementation of the inclusive education policy in the Tamale metropolis revealed that advocacy is critical to the effective implementation of the inclusive education policy. The study also revealed that large classroom sizes, an unstructured curriculum, a lack of clear guidelines to help implement the inclusive education policy, and poor school infrastructure were the major challenges militating against the successful implementation of the inclusive education policy in the Tamale metropolis.

### **5.2 Recommendations**

The study also underscored the impact of advocacy in the implementation of the inclusive education policy in the country. The findings emphasized the need for interventions to support the effective implementation of the inclusive education policy to harness the unique potential of all learners, irrespective of their gender, ability, and economic background. Taking note of the findings of this study, the Ghana Education Service should endeavour to resource schools to accommodate all categories of learners by creating learning environments that are conducive, inclusive, and promote diversity. The Ghana Education Service should endeavour to build the capacities of teachers through continuous professional development programmes, equipping them with the necessary skills to handle all categories of learners professionally.

Approaches such as resourcing educational institutions to create an inclusive learning environment for learners, offering continuous professional development programmes for teachers and managers of educational institutions, and formulating clear guidelines will help in successfully implementing the inclusive education policy in the Tamale metropolis. The study emphasized the importance of understanding the intersectionality of discrimination based on physical and emotional abilities. Efforts to ease prejudices and discrimination in educational settings are vital for fostering a more equitable and inclusive environment for learners with learning difficulties.

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