Tutors' Perceptions and Classroom Practices of Inclusive Education as Cross-Cutting Issues within the Competence-Based Curriculum: A Qualitative Case Study of Gatsibo and Nyamata Teacher Training Colleges in Rwanda

Mr. Theoneste Nkurunziza[1], Mr. Pascal Ndayisaba[2], Mr. Ignace Habakwizera[3], Mr. Jean Habonimana[4], Ms. Marie Chantal Umumararungu[5]

School of Education, Northeast Normal University

Northeast Normal University, Changchun, China

Abstract: **The paper aims to understand the teacher perception and implementation of an inclusive approach by the teacher as a cross-cutting factor in Competence-Based Curriculum (CBC) in Gatsibo and Nyamata Teacher Training Colleges in Rwanda. In this study, the researcher adopted a qualitative approach, which involved carrying out a case study and interviewing two principals and eight tutors, who were sampled using the purposive method. Thematic analysis of the data is employed in the study. The results indicated that the principals and tutors have favorable views of inclusive education and acknowledge it to be a shared responsibility inherent to CBC. The learner diversity has been addressed with the aid of strategies that were addressed as tutor-centered strategies (group work, differentiated instructions, and continuous assessment). However, factors like class size, lack of facilities, and lack of special training form major barriers to implementing these strategies fully. The research concludes that even though the commitment to the concept of inclusive education exists, it is vital to reinforce teacher development to ensure the sustainability of this practice in teacher training colleges.**

Keywords: **Inclusive education, perception and classroom practice of Tutors; competence-based curriculum; teacher training colleges; cross-cutting issues.**

I.   INTRODUCTION

Inclusive education has been identified as an essential concept in education policies across the globe today, considering the fact that every learner needs to have access to quality education without any kind of discrimination. Various documents from around the world, such as the Salamanca Statement (UNESCO, 1994), the Education 2030 Agenda, clearly stream forth the importance of inclusive and equitable education, which caters to the needs of diverse learners and also incorporates concepts of social justice. Inclusive education encompasses areas beyond the literal access and provisions of the program; it also involves modifications according to the needs of diverse learners. (UNESCO, 2017; Ainscow, Booth & Dyson, 2006)

Inclusive education is primarily underpinned by national development aspirations of equity, unity, and development of human capital within Rwanda. Introduction of Competence-Based Curriculum (CBC) is a significant change in the approach of content-based teaching to learner-centered teaching, where skills, values, and practicality of knowledge play a significant role. In the CBC framework, the cross-cutting issue is inclusive education that needs to be incorporated in all subjects and teaching practices, where Tutors must be aware of the diversity of learners and adjust the instruction to their needs (Rwanda Education Board [REB], 2019). This practice makes a big burden on the Tutors to adopt the principles of inclusiveness in daily classroom work.

Teacher Training Colleges (TTCs) are very instrumental in ensuring the actualization of inclusive education because they train future Tutors who would apply the CBC at the primary and lower secondary schools. The views, beliefs, and classroom practices of Tutors have a significant role in the perception and implementation of inclusive education at schools. It has been found that teachers' positive perceptions help to develop effective inclusive practices, whereas the lack of knowledge and proper training usually prevents the implementation (Avramidis and Norwich, 2002; Florian, 2015). Research in sub-Saharan Africa has shown difficulties in the deployment of inclusive education in the form of large classes, limited resources, and lack of professional training, even when the teacher attitudes are usually favorable (Charema, 2010; Miles and Singal, 2010).

Inclusive education in primary and secondary schools has been the primary focus of the existing studies in the Rwandan context, with gaps between the intentions and the classroom reality (Mukumurera and Jang, 2019; Uwizeyimana and Mukamurera, 2020). Nonetheless, empirical research is scarce concerning the perceptions and practices of inclusive education in Teacher Training Colleges, and this is especially so as a cross-cutting issue in CBC. The current qualitative research thus aims at understanding the perception and classroom practices of inclusive education in TTCs in Rwanda by Tutors. Through exploring the understanding of inclusive education and the ways teacher trainers implement inclusive education in teaching, the study adds to the comprehension of the role of inclusive education in teacher-training programs and offers insights into enhancing the professional development, curriculum support, and institutional commitment to inclusive and equitable education.

Research Objectives

The overall purpose of the study is to explore Tutors' perceptions and practices of inclusive education as a cross-cutting theme in the Competence-Based Curriculum in Teacher Training Colleges in Rwanda.

The specific objectives of the study are to:

1. Examine teacher perceptions and understanding of inclusive education within the context of the Competence-Based Curriculum of Teacher Training Colleges.

2. Explore the ways Tutors implement the concept of inclusive education while carrying out their teaching duties.

3. What are the challenges and factors affecting the implementation of inclusive education as a cross-cutting issue in Teacher Training Colleges?

4. Examine what Tutors think about the role Teacher Training Colleges play in preparing Student-Teachers to effectively impart Inclusive Education about the competence-based curriculum.

Research Questions

The research questions that will guide the research are as follows:

1. How is Inclusive education perceived and understood by the Tutors in Teacher Training Colleges within the Competence-Based Curriculum?

2. How do Tutors integrate inclusive education in their classroom practices as a cross-cutting issue?

3. What challenges and contextual factors are likely to affect the implementation of inclusive education in Teacher Training Colleges?

4. How do Tutors feel about the role of TTCs in preparing future Teachers for inclusive education within the Competence-Based Curriculum?

II.   LITERATURE REVIEW

Inclusive education continues to gain traction in the discourse of education as it seeks to promote equality, participation, and quality learning among learners

This research review is based on academic literature concerning inclusive education in the framework of curriculum, and especially focusing on the perceptions and classroom practices of the Tutors. Based on the research conducted all over the world, in the regions, and on the local level, the review examines the way the curriculum supports inclusive education, how the Tutors perceive and implement inclusive practice, the obstacles that occur during the implementation, and the theoretical

underpinnings of inclusive education. The review also points out gaps in the current studies that explain the interest in Teacher Training Colleges (TTCs) issues in the context of Competence-Based Curriculum (CBC) in Rwanda (Ainscow, Booth, and Dyson, 2006; UNESCO, 2017).

Inclusive Education Curriculum and Promotion.

Curriculum is an important tool in ensuring individuals are afforded inclusive education because it provides education objectives, methods of pedagogy, and evaluation. An inclusive curriculum is created to react to the diversity of learners and decrease the obstacles to participation and success (UNESCO, 2017). The move towards competence-based and learner-centered curricula instead of content-based ones has been connected worldwide with the prospects of inclusive teaching and learning (OECD, 2018).

Competence-Based Curriculum focuses on skill, values, and attitudes development, which focuses on active involvement of the learner, constant evaluation, and practical use of knowledge. They are very much similar to inclusive education since these principles support flexibility, differentiation, and attentiveness to the needs of individual learners (Florian, 2015). Competence-based curricula do not focus on including education as an independent topic, instead of addressing it as a cross-cutting matter in all learning fields. The issue of inclusive education has been recognized as a cross-cutting issue in the CBC framework in Rwanda, but it is the duty of Tutors to think about the diversity of learners in different subjects and activities (REB, 2019). The curriculum promotes learner-centered methods, collaborative learning, formative assessment, and differentiation, which are important factors in inclusive education. However, it has to be seen that the level of effectiveness of this curriculum, concerning inclusivity, greatly depends upon the Tutors.

Perception and Practice of Inclusive Education by Tutors.

The perception of Tutors is known to be one of the decisive factors of the success of inclusive education. Research indicates that Tutors who have positive attitudes to inclusive tend to be more prepared to modify instruction and to provide inclusive learning classrooms to diverse students (Avramidis and Norwich, 2002). On the other hand, Tutors who have little knowledge or a pessimistic perception towards inclusive practices can be resistant, anxious, or lack confidence in using the inclusive practices (Florian and Black-Hawkins, 2011).

It has been determined that inclusive classroom practices are those that involve learner-centered teaching, collaborative learning, peer support, differentiated tasks and ongoing assessment (Ainscow et al., 2006). The choice of Tutors to embrace such practices is greatly affected by their training as professionals and continuous assistance. It is important to note that Tutors trained in inclusive pedagogy will be more confident and effective when working with diversity among learners (Forlin, 2010).

The perception of Tutors is especially significant in the case of teacher education because in this case, teacher trainers can influence the future beliefs and practices of Tutors. Inclusive education, when well modelled during teacher training institutions, is more likely to be practiced by the Student -Teachers in their future teaching classrooms. Nevertheless, the fact that inclusive pedagogy is not given much attention in teacher education programs can be detrimental to inclusive education implementation at the school level.

International and domestic Opinions.

Inclusive education has gained popularity as a governing principle of education systems in the world, especially in high-income nations. The studies conducted in Europe and North America attest that institutional support, professional development, and reflective practice contribute to reinforcing inclusive education. There are still issues like workload, assessment pressures, and a shortage of specialist support that adversely impact the classroom implementation despite policy improvement.

In sub-Saharan Africa, there is a lack of consistency in the implementation of inclusive education. According to regional studies, despite the positive attitude of Tutors to the inclusive, the latter are highly constrained due to issues of high classroom size, insufficient teaching resources, inappropriate infrastructure, and inadequate training (Charema, 2010; Miles and Singal, 2010). Inclusive education policy in East Africa tends to be ambitious and not well supported at institutional and classroom levels, which creates policy to practice gaps (Mugambi, 2017).

Studies on inclusive education have mostly been conducted in primary and secondary schools in Rwanda. The results show that most Tutors are positive about the general idea of inclusive education, but they cannot apply it in practice because of the lack of resources and professional training (Mukamurera & Jang, 2019; Uwizeyimana and Mukamurera, 2020). Nevertheless, there is little empirical research done on Teacher Training Colleges and the incorporation of inclusive education as a cross-cutting issue into the CBC.

Research Gap

Although the policy at the international and national levels is deeply committed, there are a number of challenges that undermine the successful introduction of inclusive education. The problems that are commonly seen are insufficient training of the Tutors, the existence of limited teaching resources, big classes, and a lack of time to assist the students individually, as well as the imperfect institutional support structure (Forlin, 2010; UNESCO, 2017). Tutors in competence-based systems might also have problems in meeting the requirements of the curriculum with the inclusive pedagogical practice.

The research gap is a big one given the low emphasis on inclusive education in institutions of teacher education and especially in TTCs in Rwanda. Although the available literature focuses on the idea of inclusion in schools, there is very little information on teacher trainers, their perception of inclusive education with CBC, and their implementation. Since TTCs are core in training future Tutors, this weakness restricts the sustainability of inclusive education reforms. This research fills this gap by looking at the view of Tutors and their practices of inclusive education in the classroom as a cross-cutting issue in Teacher Training Colleges.

Theoretical Foundations

The theory that informs this study is the Constructivist Learning Theory and Inclusive Pedagogy Theory. Constructivist Learning Theory is based on the study of Vygotsky (1978) and is perceived as a social process where the learning results are formed by the interaction and cooperation of the learners in constructing the knowledge. This view is in favor of inclusive education by focusing on the participation of the learner, scaffolding and social interaction.

The Inclusive Pedagogy Theory is based on pedagogical strategies that do not exclude some learners and provide them with a learning opportunity, but instead focus on a particular group of learners and subject them to singular interventions (Florian and Black-Hawkins, 2011). To a great extent, this theory coincides with the CBC and its focus on the learner-centered approach to pedagogy and inclusive education as a cross-cutting focus. These theories combined have given a powerful conceptual basis to the analysis of the perceptions and practices of inclusive education among the Tutors in Teacher Training Colleges.

III. METHODOLOGY

Research Design

Through a qualitative research design, I was able to assess the perceptions of Tutors and practices of inclusive education as a cross-cutting theme of the Competence-Based Curriculum of Teacher Training Colleges in Rwanda. A qualitative approach was more suitable since it helped me get a deeper understanding of the participants' experiences and meanings of inclusive education (Creswell & Poth, 2018). I used a case study approach to enable a comprehensive investigation of the practices of inclusive education in selected Teacher Training Colleges.

Research Setting and Participants

In order to carry out the research, the researcher decided to choose two different public Teachers Training Colleges in Rwanda; they include Gatsibo and Nyamata Teachers Training Colleges that are found in the eastern province of Rwanda and implement the CBC. This research study focuses on these two Teachers Training Colleges as they are essential for supporting future tutors in the effective and inclusive ways to impart learning. In all, the study had two college principals and eight tutors as participants. A purposive sampling strategy was applied in selecting the participants in the study, who were all directly involved in the implementation and teaching of the CBC. The principals were selected because of their position of leadership in promoting inclusive education. On the other hand, the tutors were selected because of their experience in teaching the Student -Teachers. This ensured the inclusion of all the study participants who were considered essential for the research goal (Patton, 2015).

Method of Data Collection

The specific data collection method, which was employed to carry out the current study, is semi-structured interviews. For the current study, semi-structured interviews were conducted with the participants. Additionally, all the interviews were conducted by myself. Each interview session was conducted for 10-15 minutes. For conducting the interview session, convenient and quiet environments were identified by each participant. This facilitated ensuring privacy and comfort during the interview session. For conducting the interview session, an interview guide was developed to incorporate questions in an open-ended mannerThis allowed each participant to freely express themselves about the perceptions, teaching methods, and difficulties faced by them about inclusive education in the context of CBC. Furthermore, the interviews were audio-recorded after obtaining the permission of the participants. Also, notes were recorded to obtain supplementary information.

Data Analysis

The process for thematic analysis for the data analysis part was followed. To start with, the interview sessions conducted by me were transcribed as they were because it would be accurate for all aspects.. Second, I have read and re-read the transcripts to gain a sense of participants' responses. Initial coding was done by identifying those meaningful units of text that concern inclusive education perceptions, classroom practices, and implementation challenges. Then the similar codes were grouped under categories, later refined into broader themes which correspond directly to the research questions. The process of transcription, coding, and theme development outlined above ensured a rigorous and transparent qualitative data analysis (Braun & Clarke, 2006).

Ethical Considerations

Ethical considerations were adhered to during the study. I sought consent from the appropriate education authorities as well as the authorities of the selected Teacher Training Colleges before the start of the research. Informed consent was sought before commencing the interview. The goal of the research and the right to withdraw from the study at any given point was acknowledged by the participants. The participants were assigned pseudonyms to guarantee anonymity. Furthermore, any identifying information omitted in the report. Thus, the obtained data had only academic use (Creswell & Poth, 2018)

IV. FINDINGS

This section presents the results of the study based on the data collected from semi-structured interviews conducted with two principals (P1, P2) and eight tutors (T1-T8) from Teacher Training Colleges in Rwanda, focusing on four aspects as identified by the research questions.

Tutors' Perceptions and Understanding of Inclusive Education within the CBC

Findings indicated that while both the principals and the tutors had a fundamental perception of inclusive education in relation to the CBC, they viewed it in a rather positive manner. Inclusive education was defined by the school principals as an approach that ensures "all are supported regardless of their capabilities or background." *As P1 further opined, inclusive education "means considering every learner during planning and teaching, not only those who learn fas*t." P2 further elucidated, *"It's a responsibility of every teacher, not a separate program.*" The tutors, however, saw inclusive education as an education that considers learner diversity. Although T1 and T2 saw inclusive education as *preparing learners who use different teaching approaches that consider learners' differences*, T3 and T4 saw equal *participation and learners' engagements as essential aspects of inclusive education*. However, T6 and T7 noted that though *they had grasped the basic idea of inclusive education, they were not sure how to respond to some learners' difficulties due to inadequate training.* Despite their varied understanding, the participants saw inclusive education as an essential part of the CBC.

Practices in the Classroom Used in the Implementation of Inclusive Education

Participants reported implementing a variety of inclusive strategies that were consistent with the principles of learner-centered pedagogy supported by the CBC. Additionally, the respondents pointed out that tutors were encouraged to be inclusive when it came to their mode of delivery. For example, it was pointed out by P2 that *the tutors were encouraged to include group work, participation, and interaction between learners*: Tutors were seen to be *implementing inclusive strategies such as group discussions, support among learners, questioning techniques, and differentiation of task*s For instance, T1 and T5 stated that *they practice mixed-ability group strategies so that learners can support one anothe*r. T2 and T8 stated that continuous assessments are used to identify learners who need support. T3 stated that they adjust the pace at which they teach to enable learners who are slow to keep up. T4 stated that *they encourage all learners to be involved during class*. However, there were some challenges facing tutors despite their applications to promote inclusive education, as asserted by T6 and T7, that *large class sizes hindered their ability to provide personalized attention to learners.*

Challenges Affecting the Implementation of Inclusive Education

Both principals and tutors identified several challenges that impede the effective realization of inclusive education in TTCs. Principals identified institutional and systemic challenges. P1 mentioned a *lack of teaching and learning materials*, while P2 identified *inadequate professional development on inclusive education*. Tutors identified practical classroom-related challenges. T1, T3, and T6 reported *that large numbers in classes constrained the possibilities of supporting learners with diverse learning needs*. T2 and T4 showed *that limited time constrained the extent to which they could employ inclusive strategie*s. Furthermore, T7 and T8 cited poor training in special needs education, which affected their levels of confidence when faced with learners who have learning difficulties. Overall, the study has demonstrated that while support for inclusive education is expressed, several barriers make it difficult to achieve this.

The Role of TTCs in Preparing Future Teachers for Inclusive Education

The participants recognized the vital position of Teacher Training Colleges in preparing future Tutors for inclusive education under the CBC. The principals recognized the role of Teacher Training Colleges in modeling inclusive education. P2 asserted that "*what tutors do in class influences how student Tutors will teach in schools,*" while P1 underscored *the need to enhance inclusive education content in teacher training institutions*. The *tutors were also aware of the need to be role models to student* -Teachers. T1, T5, and T8 asserted *that they try to model the students on inclusive approaches to teaching, which they will be able to adopt during training practice*. However, there were views from the tutors, such as T6 and T7, who asserted *the need for better support from Teacher Training Colleges in training student -Teachers for inclusive approaches to teaching*. Therefore, from the views of the participants, Teacher Training Colleges are at the heart of promoting inclusive approaches to teaching and learning. This part includes the findings from the semi-structured interviews carried out among the two principals (P1, P2) and eight tutors (T1-T8) from Teacher Training Colleges in Rwanda. The findings are grouped under four aspects based on the four research questions. The findings present the views of the participants, identified in the descriptions to observe anonymity in qualitative study reporting, as recommended by Creswell & Poth (2018).

Tutors' perceptions and understanding of inclusive education within CBC.

These findings suggest that inclusive education in the Competence-Based Curriculum is viewed positively overall by both principals and tutors. The principals in this regard considered that inclusive education is the guiding philosophy of teaching and learning for all children. As P1 explained in the interview, *"Inclusive education means considering all learners in lesson planning and classroom interaction."* P2 reinforced this explanation by adding that *"inclusive is a shared responsibility among all Tutors, not a parallel program."* For tutors, inclusive education was described as the adjustment of teaching to meet the differences of learners. In this respect, T1 and T2 defined inclusive education as *recognizing the learning abilities of all children*, whereas T3 and T4 explained it *as equal participation and engagement of all learners*. On the other hand, some tutors, T6 and T7, *were uncertain about how to address particular needs since they claimed not to have received appropriate professional training*. This is consistent with previous research that found Tutors may agree to inclusive in principle but vary in confidence and depth of understanding (Avramidis & Norwich, 2002; Florian, 2015).

Classroom Practices Used to Integrate Inclusive Education

Participants identified some approaches they use, which are all aligned with inclusive and learner-centric pedagogies advocated for by the CBC. From the findings, the principals said the CBC encourages inclusive instructional approaches. P2 asserted that the *CBC encourages tutors to use participatory approaches because they encourage learner interaction*. The findings from the interview with the tutors showed some inclusive approaches they are using. For example, T1 and T5 claimed that *they divide the students into groups consisting of students from different levels to encourage interaction between students. They claimed that this way, the students help each other*. T2 and T8 said *they use continuous assessment to identify students who need support so that they can provide academic support for those students.* For example, *T3 mentioned that they adjust the pace to ensure that students who learn slower than others do not fall back*. On the other hand, T4 mentioned *that they encourage all the students to participate*. All these factors and aspects fall under the inclusive pedagogy approach, which involves being flexible and engaging the learner (Ainscow et al., 2006; Florian & Black-Hawkins, 2011). However, T6 and T7 mentioned *that sometimes they are unable to incorporate these inclusive strategies due to the number of students in the class*.

Challenges Affecting the Implementation of Inclusive Education

On the other hand, both the principal and tutors were able to identify the challenges that they encountered in implementing inclusive education in TTCs. Issues identified by the principal included institutional factors. For instance, whereas *P1 identified resource scarcity in terms of teaching and learning*, P2 *identified the lack of enough professional development on inclusive education as the greatest challenge*. Coming to the tutors, issues identified included the classroom factors. For example, T1, T3, and T6 reported that the large population represented the biggest hindrance in providing individualized support in the classroom. On the contrary, T2 and T4 reported that, in the classroom, *the main challenge they faced was due to insufficient time for instruction.* Moreover, T7 and T8 were worried that, in the classroom, *they lacked adequate training in handling special learners*, *thus the lack of confidence* These issues are in line with other studies carried out at the regional and global levels, as indicated by Forlin (2010) and UNESCO (2017).

Role of TTCs in the Preparation of Future Teachers for Inclusive Education

Participants strongly acknowledged the role of Teacher Training Colleges in preparing future Tutors for inclusive education under the CBC. Principals emphasized that TTCs should model inclusive practices. P2 claimed, "*Tutors' classroom practices directly impact how student Tutors will practice teaching in schools*." Meanwhile, P1 said, "*There is an urgent need to reinforce inclusive education content in teacher training programs*." Tutors also recognized their responsibility as role models. For instance, T1, T5, and T8 reported intentionally *modeling inclusive teaching approaches so that Student - Teachers can carry out the same during teaching practice*. However, some tutors highlighted that TTCs still have a way to go in providing institutional support and structured training on matters related to equipping future Tutors with appropriate skills to support inclusive in the classroom. This finding is supported by the view of Forlin (2010) and Florian (2015) that teacher education institutions are critical sites for strengthening inclusive education systems.

V. DISCUSSION

Tutors' Perceptions and Understanding of Inclusive Education in the Context of CBC

The results show that, in general, Tutors have positive perceptions of inclusive education within the Competence-Based Curriculum, which is seen as their role and responsibility. This finding is consistent with other research which has suggested that, generally speaking, Tutors tend to show positive attitudes towards inclusive education, especially when it is emphasized in the context of national education policy (Avramidis & Norwich, 2002; Florian, 2015). However, differing levels of tutors' understanding and confidence pose an issue that has also been flagged in the literature, where Tutors support the idea of inclusive education but may be unclear about providing adequately for student learning needs (Forlin, 2010).

Classroom Practices in Inclusive Education

It is seen from tutors' reported practices that some of the essential characteristics of an inclusive approach, for example, student-centered practices, collaboration, and constant feedback and evaluation, were present, which is a manifestation of the aspirations of competence-based education, as well as inclusive teaching approaches, as have been reported in other related studies (Ainscow, West, & Kerr, 2006; Florian & Black-Hawkins, 2011). Furthermore, the adoption of a collaborative approach, support, and provision for different students by other students point to tutors' intentions to execute policy on inclusion. However, the inconsistencies reveal that inclusive approaches may be influenced by additional contextual factors such as class size and available resources. This is similar to findings by other authors showing that inclusive education is not only achieved via developments in the curriculum but through sustained support in terms of pedagogical conditions (UNESCO, 2017)

Challenges in Implementing Inclusive Education

The challenges identified in the study correspond with the findings of regional and global research on the implementation of inclusive education practices (Charema, 2010; Miles & Singal, 2010; Forlin, 2010). The findings support the idea that for inclusive education to be successful, it requires support structures such as resources, a small student population, among others. This is especially so in the context of the attitudes of the Tutors quoted in the study extract, where it is evident that the absence of resources and support does not allow the Tutors to be as effective as they could be in supporting inclusive education practices.

Role of Teacher Training Colleges in the Preparation of Future Tutors

The significance of Teacher Training Colleges emerges as significant in promoting inclusive education under the CBC approach. The recognition of the role that TTCs ought to play vis-à-vis inclusive education by both principals and tutors corroborates the literature that emphasizes teacher education in the promotion of inclusive education (Florian, 2015). The need for more support and institutional training suggests that a mismatch exists between the potential role that TTCs ought to play and their current capacity. It is important to note that this gap presents a significant challenge if inclusive education is to be effectively promoted by the graduates.

VI. RECOMMENDATION

Based on the findings obtained from the study, the following recommendations are proposed:

To MINEDUC: MINISTRY OF EDUCATION

MINEDUC could further improve the policy framework on inclusive education by ensuring that these are backed by operational guidelines on implementation in the Competence-Based Curriculum, especially at the TTCs.The Ministry could further institutionalize continuous professional development approaches on inclusive pedagogy among tutors and school principals. There is also a need for the allocation of more financial and material resources towards inclusive education approaches among tutors.

To The Rwanda Basic Education Board (REB)

It is therefore recommended that the REB further integrate the inclusive of inclusive education as a cross-cutting theme within each of the TTC training modules. It is also important for the REB to consider arranging training workshops for tutors on incorporating inclusive education within the curriculum. Improving the mechanisms for the evaluation of inclusive education as a cross-cutting theme is also essential.

To the National Examination and School Inspection Authority (NESA):

Therefore, it is recommended that inclusive education indicators be factored into the school inspection criteria as well as the criteria for the TTC inspection. This will ensure the level of implementation is tracked. For example, the inspection and evaluation tools should not only cover the curriculum but also the practices of inclusive teaching among the staff as well as the level of feedback that is constructive.

To the Principals of Teacher Training Colleges:

A healthy source of institutional culture toward inclusive education could be fostered by principals via providing support for tutors to work in teams as well as promoting peer learning and reflection. The principals could offer internal capacity-building sessions, provide easy access to various learning tools, and make sure there are consistent modeling of different classrooms in inclusive education. The design of internal monitoring and feedback tools could be effective for better preparing future Tutors for inclusive education in CBC.

VII. CONCLUSION

The study concludes that the principals and the tutors at the Teacher Training Colleges all have a positive commitment to the overall concept of inclusive education as a cross-cutting issue under the CBC. From the study, the Tutors had a clear understanding of the need for this concept to be shared by all. The study revealed that the principals felt that inclusive education is all about sharing responsibilities and that learners must always be engaged. In addition, the Tutors felt that for the students to become good role models after their training, the importance of their roles must always be demonstrated. However, the study reveals that the Tutors are facing major obstacles in the execution of the student-centered approach. Some of the major obstacles that were mentioned by the Tutors include lack of resources, opportunities for capacity building, larger classes, and a lack of specialized training.

ACKNOWLEDGMENT

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