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MAKAMBA MARIAN

Curriculum Studies : Master of Education Degree in

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13070 Extension 1  
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Challenges faced by schools in the implementation of inclusive education. A case study of Muzvezve cluster in Mhondoro- Ngezi District.

Submitted by:

MAKAMBA MARIAN

In partial fulfillment of the requirements of the Master of Education Degree in Curriculum Studies.

SUPERVISOR.....DATE,...../...../.....

COORDINATOR .....DATE...../...../.....

CHAIRPERSON.....DATE...../...../.....

To my late father, Raphael, my mother, Janet and my daughter, Delia.

You are my source of vision and strength.

My sincere gratitude is extended to my supervisor, Mr. Gumbo for his effective and patient guidance, motivation and assistance throughout the project. I also wish to extend my sincere thanks to fellow students, Lucia Madzadzure and Miniehle Chibanda for the encouragement and advice. I also extend my gratitude to Timothy Maporisa who edited and typed the document with expertise. My sincere gratitude is also extended to Mrs. Mukazi who gave me an insight into the topic. I also extend my sincere appreciation to the school heads and teachers who participated in the study for the vital information and cooperation they offered.

The study aimed at investigating the challenges faced by schools in implementing inclusive education in three secondary schools in Mhondoro- Ngezi District and identifying their effects on the teaching and learning process. It also highlighted possible solutions to the problems. The researcher utilized the descriptive survey method. In this study, thirty teachers made up the sample, three focus group interviews were carried out and direct observations were carried out in each of the three schools. The questionnaire, focus group interview schedule and direct observation guide were used as research instruments in the study. The data was presented and analysed thematically using the research questions. The study revealed that the challenges faced by schools in implementing inclusive education include lack of appropriate skills on the part of the teachers, lack of clear cut policy and planning on inclusive education, inappropriate infrastructure and lack of funding, discrimination and stigmatization among teachers, learners and the community, large teacher-pupil ratio and prohibitive teaching loads, poor dissemination of information, lack of team work and collaboration and lack of motivation on the part of the teacher and learner. It has been established through the study that these problems result in inappropriate teaching strategies, divided and unbalanced attention to learners, stigmatization and low self-esteem among learners, high dropout rate and poor learners' performance. The study also revealed that the possible solutions are; provision of appropriate and relevant training to teachers, provision of relevant and appropriate infrastructure, provision of enough funding, lowering teacher-pupil ratio and teaching loads, government to design a policy to enhance effective inclusion, supervision and monitoring of schools and provision of psychological and social welfare services to give professional evaluations and advice.

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This chapter focused on the challenges faced by schools in the implementation of inclusive education, background of the study and statement of the problem. Research objectives, research questions, scope of research and delimitations will be outlined. The researcher gave an overview of definitions of terms and summary was drawn.

Through her experience as a teacher, the researcher has observed that there are a number of challenges faced by schools in the implementation of inclusive education in schools. The nature of the challenges and how they can be solved need investigation.

The schools under investigation, namely School A, School B and School C are urban schools built shortly after 1980. School A is situated in the central part of Kadoma town, enrolling students from all corners of Kadoma. The pupils range from middle class to low income background. School B is located in one of Kadoma's high density suburbs. School C is located in Kadoma town in a mine suburb.

Most of the guardians of the pupils are low income earners. Both schools enroll pupils regardless of the pupils' educational ability, physical and mental structure and above all, their disabilities. The mentally retarded, visually impaired, physically challenged and the hard of hearing children are a common feature of the classes in the above stated schools.

The three secondary schools, School A, B and C have massive enrolment of over sixty pupils per class. Vivian (2001) notes that the creation of classes composed of pupils having different abilities, rates of learning and understanding concepts, learning styles, motivational levels,

special education needs and socio- economic background is a typical characteristic of inclusive education.

The pupils' different characteristics are bound to present teachers with planning and teaching challenges. This idea is reiterated by Westwood (2001) who suggests that a teacher is faced with several decisions to make which include:

1. Should one pitch lessons at a basic level so that the slower pupils can follow or at a more advanced level to make sure that the academically gifted are not bored.
2. Should one pitch lessons at the imaginary average ability pupil?
3. How can one keep the weaker student from feeling frustrated and the proficient pupils from feeling under- challenged?
4. What does one do with pupils having special education needs?
5. Should one speak the pupils' mother tongue in class so that one does not lose anyone along the way or try to speak English (official language of instruction in Zimbabwe) in spite of the protests from those who guarantee they cannot understand a word.

The situation of inclusive education in Zimbabwe Schools is mainly characterized by idea of accommodating all learners without exclusion. The pupils are given equal opportunities and resources regardless of their physical, psychological or mental capabilities. Traditionally, especially in rural areas provision of special education was never given priority. All the learners were or are awarded the opportunity to be enrolled at any school regardless of any special need. Though the school psychological department has been functional, it has never prioritized the evaluation and assessment of learners with the intension of regrouping the pupils according to

special needs. Hence the pupils have continued to be enrolled without any consideration of their abilities.

Given the above situations, the researcher has been prompted to investigate the challenges that school A, B and C encounter as a result of the system of inclusion. The study also seeks to examine possible strategies that can be used to reduce or eradicate the challenges of the inclusive education system.

The schools are instructed by the government to implement inclusive education in schools. The teachers are not equipped with relevant skills to teach inclusive education. The economic status of the pupils does not allow for the purchase of special equipment to cater for pupils with special needs. The prevailing large classes of over sixty pupils do not accommodate pupils with special needs. How can these challenges be eradicated or reduced? This study, therefore, investigated the challenges, their effect on teaching and learning and possible solutions to the challenges.

The major issues that will be investigated in this study are summarised by the following research questions:

- What problems are faced by schools in the implementation of inclusive education?
- What are the main effects of these problems on the teaching and learning process?
- How can these challenges be overcome?

The research aims at:

- Revealing the challenges faced by schools in implementing inclusive education.

- Establishing the effects of the challenges on the teaching and learning process.
- Determining the possible solutions to the challenges.

The research findings may be of great importance theoretically and practically to the researcher, teaching and learning practice and to the policy makers. The researcher may use the research findings as a weapon against which she can personally assess the challenges faced by the schools in the implementation of the inclusive education system and further work towards elimination and reduction of the problems. Practically, effective teaching and learning methods may be devised to suit the challenges. The findings can also be utilised by policy makers to devise effective systems that may make improvements in the implementation of the inclusive education system. The findings can be presented to teachers in the cluster during workshops. The research can also be used as literature review by other researchers.

Generally, the research can act as an evaluation tool to the implementation of the inclusive education system in the Zimbabwean schools, particularly in the concerned schools under investigation. The research may act as a resource for the government and policy makers in designing an appropriate policy towards inclusive education.

The research is restricted to the study of the challenges faced by schools in the implementation of inclusive education in schools. The study dealt with challenges, effects and possible solutions only. It did not cover the achievements of the inclusive education system. The study is confined to the secondary schools in Muzvezve cluster in Kadoma urban area.

Muzvezve cluster comprises of three secondary schools and all the three secondary schools will be studied. The three schools, School A, B and C were part of the research. The findings may be generalised to the three secondary schools in the cluster.

- Schools face challenges in implementing inclusive education.
- The challenges will lead to poor teaching and learning practice.
- The main challenges emanate from lack of resources.
- It is believed that if the schools (both pupils and teachers), parents and the policy makers develop a positive attitude towards inclusive education system most of the challenges will be eliminated or reduced.

If challenges are identified possible solutions may be found leading to smooth implementation of inclusive education.

- Some respondents, who are teachers, refused to answer questionnaires and some delayed completing the questionnaires. The researcher tried to personally manage the issuing of questionnaires and beg for co-operation from the respondents. The teacher also gave more questionnaires than planned to curb for teachers who failed to respond.
- Financially, research is costly, large sums of money are needed to purchase stationery, meeting typing costs and travelling expenses. However, the researcher made use of purposive sampling to select three schools so as to cut on travelling costs.
- The researcher is employed full time. This limited the researcher's time for research. The researcher tried to utilise after working hours, weekends and public holidays for research.

Class size is defined by Anias and Walker (2004) as the number of students being taught by individual teacher(s) in a given course or classroom.

Joyce and Weil (1986) define learning disabilities as a number of neurological disorders which may affect acquisition, organization, retention, understanding or use of verbal or nonverbal information.

UNESCO (1999) defines inclusive education as a system that restructures education cultures, policies, and practices so that they can respond to a diverse range of learners- male and female, disabled and non-disabled, from different ethnic, language, religious, or financial backgrounds. The children with and without disabilities participate and learn together in the same classes.

Mainstreaming is defined by Joyce and Weil (1986) as a practice of educating students with special needs in regular classes during specific time periods based on their skills. Special education

Miller (2004) views special education as a term used in clinical diagnostic and functional development to describe individuals who require assistance for disabilities that may be medical, mental or psychological.

These chapters have highlighted the background of the study, statement of the problem, research questions and significance of the study. The delimitations of the study and definition of terms have also been revealed. The next chapter will dwell on review of related literature.

This review will concentrate on a number of studies that have already been carried out on the challenges of implementing inclusive education and their possible solutions. Hence the literature is to focus on the following sub-headings: origins of inclusive education worldwide, inclusive education in Zimbabwe, character of inclusive education, various researches on challenges carried out in India, Zambia, Botswana, Mali and Lesotho and various researches carried out in Zimbabwe and other countries south of the Sahara on challenges faced by schools on implementation of inclusive education.

Tremblay (2009) asserts that the right to a more inclusive education has its origins in several significant international declarations which include:-

U.N convention of the Rights of the child (1989), Universal declaration of Human Rights (1948), World declaration for Education for all (1990), Standard Rules on the Equalisation of opportunities for persons with disability (1993), UNESCO Salamanca statement and framework for Action (1994) and The Dakar Framework for Action.

The above declarations advocate for fair and just treatment of any human being regardless of his or her age, identity, origin, gender, race and ability or disability.

A clear highlight of the Salamanca statement will give a clear analysis of its relationship to inclusive education. The Salamanca statement (1994) propounds that the children have the following rights:

- Every child has a fundamental right to education.
- Every child has unique characteristics, interests, abilities and learning needs.
- Education systems should be designed and educational programs implemented to meet these diversities among children.
- Students with special needs must have access to regular schools with adapted education.
- Regular schools with an inclusive orientation are the most effective means of combating and preventing discriminative attitudes and building up an inclusive society.

It can be observed that it is from this statement and other above stated international declarations that the cause and the perimeters of inclusive education were highlighted. Ford and Davern (2006) reiterate that inclusive education entails that all children, also children experiencing barriers to learning, development and participation, including children with disabilities, have the right to quality education in a school of their choice and in a class that suits their age. UNESCO (2009) acknowledges that inclusivity is no longer limited to physical and cognitive disabilities but also includes a full range of diversity with respect to ability, language, culture, gender, age and other forms of human differences.

Zimbabwe opted for inclusive education in the 1990s as a system that would lead to the avoidance of discrimination in schools which it accepted and became a signatory of the convention of the Rights of the child, the Copenhagen Declaration on social Development, the Salamanca statement and framework for Action. There is a current push for inclusionary schools

in order to provide quality education for students with physical and any other form of disability. UNESCO (2009) concurs with the above view as it suggests that inclusion involves identification and minimization of elimination of barriers to students' participation and the maximization of resources to support learning.

Charema (2005) asserts that most schools in Zimbabwe perform unplanned inclusion by keeping students with disabilities in classrooms with all other students and teaching them the same curriculum without documentation of their specific disability. UNESCO (2009) suggests that teachers and schools are not equipped to educate and account for students with disabilities, hence schools are finding alternative ways of performing inclusionary education but there is lack of standardization and quality especially in rural areas. The schools' Psychological Services and Special Needs Education Division is financially handicapped and is strongly advocating for inclusion.

The character of inclusive education has to be discussed in detail to give a clearer understanding of issues governing inclusive education system. Inclusive education can be understood as a guiding principle to attain reasonable levels of school integration for all students. Wilson (1998) notes that in context of a broader vision of integration, inclusive education implies the conception and the implementation of a vast repertoire of learning strategies to respond in a personalized way to learners' diversities. UNESCO (2005) defines inclusion as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education.

Inclusion involves changes and modifications in content, approaches, structures and strategies within a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. Ainscow et al (2006) state that inclusion is about making schools supportive and stimulating places for staff as well as students and it is also about building communities which support and celebrate their achievements in general, UNESCO views inclusive education as implying the following four key terms:

1. It is basically a process of looking for the most appropriate ways of responding to diversity as well as of trying to learn how to learn from differences.
2. It is linked to the motivation and development, through strategies of students' creativity and their capacity to address and resolve problems.
3. It comprises of the right to attend schools, express his or her opinion, experience quality learning and attain valuable outcomes.
4. It also implies the moral responsibility of prioritizing those students who are at risk of being marginalized and excluded from school and of obtaining law learning outcomes.

Ainscow and Muncey (2004) highlight that contemporary views on social justice and equality of opportunities for all, led to the belief that all pupils have the right to be exposed to the mainstream curriculum.

Most reasons for inclusion of pupils without disabilities in the regular programs fall within social, ethical, legal-legislative and psychological educational arguments. The goal of inclusion is to enable all pupils to belong within an educational community that validates and values their individuality. UNESCO (2006) asserts that extreme advocates of full inclusion argue that any

form of segregation of pupils with special needs is socially unjust and the denial of their rights to be exposed to the same broad range of learning experiences enjoyed by all other pupils. Fuchs and Fuchs (2005) assert that less extreme supporters of inclusion suggest that the need of pupils with significant disabilities are best served by retaining the full range of placement options, including special classes for those who need them.

The above debate was conducted primarily from a philosophical, sociological as well as political perspective without due considerations being given to practicability of implementation at classroom level. Emblem and Canti-Ramsiden (2006) note that one area which is contentious is that feasibility of providing specialized services such as speech therapy, physiotherapy orientation and mobility training and alternative modes of communication. This has been established that it is difficult to address these needs in the regular classroom. Kauffman et al (1995) concur that it is not possible to provide all needed services in one place at the same time for all types of children one might have.

It has been established that there is no credible research evidence showing that the regular classroom can actually provide superior services for all students and their disabilities. Not all parents are in favour of inclusion, they feel that separate schooling is necessary to protect children with disabilities from Slavin (2007) has established that parents of non-disabled children too will have their fears about inclusion. They feel such children will take the teacher's time away from their children.

Dean (2003) documents a number of challenges that children with disabilities are likely to encounter. The pupils may fail to respond to inclusive setting. Those with behavior problems may find it difficult to relate to others. The deaf children may have communication problems. The mainstream teachers and pupils may fear those who look different. Dean (2003) suggests

that children are influenced by their parents. The relationship with mainstream pupils tends to be unequal one of helping and caring. In view of UNESCO's Salamanca conference (1994) the effective teaching of inclusive classes is influenced by a number of conditions: teaching methods; school organization; resource provision and in- service training.

The Salamanca conference (1994) suggested possible solutions. It advised that the heads should adopt block time-tabling approach to allow ample time for lessons. There should be enough space to facilitate group activities and the number of children should be manageable depending on the nature of ability. The conference suggested that the buildings and facilities should be accessible for people with difference disabilities. Stress is put on record keeping, social skills training and parental involvement.

Sage (2006) chronicles a number of strategies that facilitate a successful education system. These include adequate support and services for the student; well designed individualized education programs; professional development for all teachers involved; availability of time for teachers to plan, meet, create and evaluate the students together; reduced class size based on the severity of the students need; collaboration between parents or guardians, teachers, specialists, administration and outside agencies and sufficient funding so that schools will be able to develop programs for students based on student instead of availability of funding..

Miles (2000) carried out intensive research on overcoming resource barriers. In her study she paid particular attention to India, Zambia, Botswana, Mali and Lesotho. According to Miles (2000) the challenge of resources cut across cultural, geographical and economic boundaries. Resources may be divided into human resources, material resources and access to information and knowledge and the barriers are summarized as follows: attitudes are negative; the disabled children are not ready; the education system is too rigid; the buildings are not accessible; there is no trained personnel; there is no equipment or materials and above all there is no policy on inclusive education.

Miles (2000) establishes that in India there is no emphasis on inclusion especially in the rural schools because of lack of resources.

The various lessons were learnt from the study. One of the lessons is that teachers and pupils are the greatest resources available for promoting inclusive practice. Hence the consideration of poor buildings, scarce teaching material and little inclusive education training for teachers. Another lesson is the importance of building on existing practice. This view is echoed by Ainscow and Sebba (1996) as they state that lessons indicate that finding ways of making better use of local knowledge and building on existing practice is where all developments must start. One of the observations is that teachers know more than they use. Ainscow and Sebba (1996) advise that teachers need to be helped to learn from their own experience and from that of their colleagues by becoming reflective practitioners. One of the greatest lessons is that schools are problem solving organizations. Miles (2000) notes that the more the problems that teachers meet, the more successful they are likely to become good at solving problems or overcoming barriers. Miles (2000) sees problems as opportunities for collaborative learning. Including children who have

impairment or special needs can be seen as an opportunity for the whole school to learn and develop and hence become more effective.

In consideration of the above stated lessons, one can deduce that implementation of inclusive education in schools lies mainly on the resourcefulness of the teachers. Teachers have to examine their practice because practice can be the starting point of inclusive education. The case study of India has given the researcher an insight into the various possible solutions available for effective implementation of inclusive education in Zimbabwean schools.

The challenges in implementing inclusive education in Zambian schools is depicted through the life history of Paul Mumba, a village teacher.

Miles (2000) captures the case for inclusive education through Mumba. In Mumba's view the main barrier is traditional attitudes to disability which leads to exclusion of disabled children from their local schools. Mumba, as a village teacher embarked on a journey to change autocratic system to democratic system. Special education was introduced but strange to the community. The special teacher became known as 'Teacher for Fools' and the children were still known or seen as different or separate from the rest of the school.

The significance of Mumba's story according to Miles (2000) is the way in which human rights, democracy, social justice and inclusive education are inextricably linked. Small group work, active learning, peer tutoring and the adaptation of the curriculum to local needs are methods which have been used successfully in many inclusive education programs. These aspects may be adopted in the context of the Zimbabwean schools, depending on the recommendations.

The ministry of Education in Botswana has been active in the implementation of inclusive education. Kisanji (1999) describes how Botswana has set up School Intervention Teams (SITs) within the schools in order to help school teachers to respond to the learning needs of individual children.

SITs membership consists of the head, senior teacher, social worker and the child's parents. These teams were set up to prevent unnecessary referral of children with learning difficulties to Central Resource Centre (CRC) for special education. According to Jones and Stubles (1999) 80% of the disabled children have been assisted. There are several advantages of using SITs. These are as follows: It is school based, there is a quick response to the learning and other needs of all children, teachers can evaluate their teaching and experiment with different strategies with the support of the team, the short and long term training needs of teachers can be assessed and useful data can be obtained by the Division of Special Education which will help inform the development of a policy on inclusive learning.

The importance of the study is that the needs and the challenges faced by schools can be addressed locally. The solutions are school based hence the researcher will take note of the challenges and possible solutions as per given school or setting.

A case study of Doentza was considered. This study revealed a number of problems and possible solutions in the implementation of inclusive education system.

Doentza is the poorest district in Mali as a result of encroaching desert<sup>5</sup> and decreased rainfall. In Stubb's view (2000) access to schooling is part of a wider set of activities intended to strengthen the resilience of village children to the pressure of poverty. The case study shows that

inclusive education can be supported in one of the 'poorest' areas of the world. In January 1997 Save The Children UK set up a consultation process with the government, donors and village community with the aim of making schooling more accessible to all. The following challenges and possible solutions were noticed.

According to Miles (2000), the study revealed that there was inadequate and inappropriate provision in Mali. Save The Children assisted in funding community schools. It was observed that schooling and work should be linked. Schooling is to respond to village conditions and the children are to go to school twice a week so that they will fulfill domestic responsibilities.

Another challenge observed is the issue of lack of policy. Stubbs (2000) asserts that accessibility to education by disabled children is not prioritized by the government. In the negotiations with the community, the inclusion of disabled children was or is made mandatory from the start. Another challenge is mobility and communication issues. Issues which are specific to the inclusion of disabled children such as mobility and communication have to be addressed if inclusion is to be successful. Action on Disability and Development (ADD) an international NGO provided necessary specialist support. Another challenge is gender discrimination. Education of girl children is not seen as a priority within Mali culture, worse a disabled girl. Stubbs (2000) suggests that a decision was made to ensure that 50% of school places went to girls.

The highlighted challenges and possible solutions in Mali gives the researcher a vivid conceptual framework which assists her in investigating the challenges in her geographical set up.

Mafa (2012) carried out a study aimed at exploring the inclusive education challenges from a Zimbabwean context.

The findings of his study were as follows: Lack of policy on inclusion; negative attitudes of stakeholders; inadequate resources and lack of suitable facilities; teachers' limited skills and lack of support from instructional supervisors. The study recommends that the Ministry of primary and secondary education should come up with clear policies on inclusion, teacher development to focus on inclusive teaching and sensitizing stakeholders on inclusion. The stakeholders should know what it is, its benefits and challenges and expose educators to research findings on inclusion. The findings advocate for clear guidelines to be laid down on how schools ought to implement inclusive education.

It is against the above background that the research intends to further research on the challenges of inclusive education in the context of Kadoma urban area. There are a number of gaps that have been left out by the research that the researcher wishes to dwell on, that is the possible solutions to the challenges. On methodology the researcher will also use the case study but schools that are supposed to participate will be chosen using purposive sampling. The researcher will use the focus group, questionnaire and observation to collect data for the research. The study will adopt both the qualitative and quantitative approach.

Chireshe (2000) carried out a study in Masvingo to investigate the perceptions of BED students on inclusive education. The study dwelt on the gains, challenges and possible solutions of inclusive education.

According to Chireshe (2000) the challenges experienced were as follows: lack of specific policy on inclusive education; scarcity of resources such as special needs education trained teachers and assisting devices; existence of negative attitudes among some stakeholders and lack of understanding of meaning of inclusive education. The solutions are: enacting a specific policy on inclusive education; training more teachers in special needs education; implementing more community awareness programs; having specialist teachers and sufficient funding of education system and availing more resources for inclusion.

Bunch (2008) describes a successful inclusive education system as a situation where all learners are accepted as true learners at their own level of ability and where there is collaboration among all players in education that is teachers, specialist teachers, parents, supporting disciplines and students. The learners have the right to learn in the main stream. The researcher used a questionnaire. The items on the questionnaire focused on current challenges and how the challenges can be overcome.

The identified challenges and possible solutions will further give the researcher more light on the subject under discussion.

Samkange (2013) also carried out a study at a certain former group B primary school in Harare on inclusion. From his research, the following learning challenges were established: Learning disabilities; visual impairment, learning impairment, the gifted students, intellectual challenges, behavior problems and physical disabilities, attitudes of peers, parents and teachers, problem of teacher- pupil ratio and lack of resources such as wheel chairs, Braille, computers and furniture.

The possible solutions were summarized by Samkange (2013) as follows: Support from government, community and teachers, training of special teachers, addressing teacher-pupil ratio

(teacher overload may result in neglecting pupils with special need), need for physiological or counselor at every school and the creation of a resource unit within the school.

The study signifies the challenges of inclusion in the early grades. A comparison of these challenges to those of secondary schools will give a clear difference.

Mafa and Mkuba (2012) centred their study on teachers as the main drivers of inclusive education in Zimbabwean schools. The need for effective human resources was their focus.

According to the study, teacher trainees should be equipped with theory of education and practical teaching skills, trained on how to collaborate with other specialists, attached to experienced teachers during their early years of teaching and be aware of learners' individual needs and diversities. From the study it emerged that the purpose of inclusive education in teacher training is to sensitise teacher trainees on inclusion, produce teaching graduate who can teach inclusive classes.

The importance of the study is to create a system of combating most of the challenges faced by various teachers.

Charema (2005) established among other factors that these challenges include lack of relevant research information, inadequate support services, lack of appropriate facilities and materials, inadequate training programs and ineffective policies and legislation. Among other possible solutions lies the idea of the establishment of village or research centres and community based support.

The need for relevant research information is discussed in detail by Eleweke and Rodda (2000). Charema (2005) echoes the sentiment as he highlights the developing countries in the south of

the Sahara need up to date research figures in order for them to have full knowledge of the size of their problems concerning children with disabilities. Charema (2000) suggests that there is need for establishment of research centres to generate data that will provide up to date statistics for planning and implementation of inclusive programs.

The need for support is another challenge that has been observed by Charema (2005). He notes that children with disabilities who are integrated in regular schools would need additional provision and support in order to benefit socially, psychologically and educationally from inclusive education system. Charema's research suggests that approaches differ from country to country depending on the economic, social and political status of the country.

Inadequate facilities and lack of relevant materials is one of the major obstacles to the implementation of inclusive education in developing countries as observed by Charema (2005). He recommends that countries should make use of available equipment resources instead of depending on donor agencies. Miller (2000) laments the idea that some funds for children with disabilities are misdirected towards other causes in some countries south of the Sahara. Inadequate personal training programs is one of the problems faced by developing countries according to Charema's research. Eleweke and Rhodda (2000) reiterate that successful inclusive education programs require the services of appropriate professionals who assist in identification, referral, diagnosis, treatment and training. In most countries south of the Sahara, there are a few training programs of educational audiologists, physiotherapists and speech and language physiotherapists.

The researcher will juxtapose Charema's observations and her own observations to produce a balanced analysis of the findings.

The above analysed challenges have been attached to a number of negative effects on the teaching and learning process.

Blumberg and Cooper (2011) postulate that the challenges result in poor lesson delivery as the teachers lack appropriate skills on choosing effective content, objectives, methods and evaluation for mixed learners. This is further supported by Carter and Kennedy (2006) as they stress on the importance of appropriate skills to teach mixed learners. One of the effect of the challenges is poor performance of learners. Turnbull (2001) chronicles how poor teaching skills can lead to poor performance of pupils. Sailor and |Roger (2005) suggest that poor selection of content and methods can demotivate learners and result in poor achievement of set goals.

Another effect of the challenges according to Blumberg (2011) is the production of pupils who are lowly motivated because they fail to achieve set targets. Blumberg (2011) highlights that the gifted may be given less challenging work and the need learners are exposed to too challenging work. Carter and Kennedy (2006) reiterates that the challenges may produce learners with low self-esteem.

From the reviewed literature, it has been noted that there are varied challenges that schools face in the implementation of inclusive education. These range from lack of trained human resources, inadequate resource materials, poor funding, lack of appropriate policies and legislation to poor monitoring and evaluation strategies. It has also emerged that nurturing of positive attitude towards inclusion creation of research centres, training of teachers in special education and

appropriate funding of inclusive education system can reduce or even eliminate the challenges that schools face when implementing inclusive education. The next chapter will dwell on research methodology.

This chapter discusses research methodology under the following subheadings; research design, population and sample, research instruments, data collection procedures, validity and reliability, data analysis and summary.

This study centred on an interpretative theoretical framework. The perspective brought out the best results as it aims at reality that is socially constructed and context specific. The framework was supported by the use of descriptive survey. The survey made use of the case study. The case study provided much more detailed information than what is available through other methods.

According to Kumar (2011), the case study can allow the researcher the opportunity to pursue issues to a greater depth in more realistic situation. The researcher took the case study of MuzvezveCluster in Kadoma urban area. The researcher employed a combination of qualitative and quantitative approaches.

In the case study, the researcher made use of the observation schedule, questionnaire and focus group interview schedule to gather data.

The population in the study comprised of 30 secondary schools in Mhondoro Ngezi District of Mashonaland West Province. These comprises of urban and rural urban rural schools put in 8 clusters.

Of these 8 clusters, Muzvezve Cluster is considered as a sample. The researcher used purposive sampling techniques. The cluster was chosen to be part of the sample with a specific purpose in mind. The researcher believed that some subjects are fit for the research compared to other individuals. Edwards (2013) reiterates that purposive sampling enables a selected number of people who are known to be related to the topic to be part of the study. He highlights that the method has less chances of having people who will distort the data, less time is consumed in the process and there is low cost of sampling. As such, the researcher established that three schools, school A, B and C in Muzvezve Cluster have characteristics to be investigated as compared to other clusters. The schools are characterized of mixed ability learners and learners who have different learning disabilities.

The criterion for selection of the teachers to answer questionnaires, participate in focus group discussions and to be observed was simple random sampling based on all the ten subjects on offer at the three schools.

The researcher used questionnaires, direct observation guide and focus group discussion to gather data. The three instruments were administered to the teachers of the ten subjects which are being offered at each of three schools under observation.

The researcher made use of both structured questions and non-structured questions to solicit data from respondents. The structured questions enabled the researcher to easily analyse data. Kumar (2011) asserts that this statistical technique enables comparison to be made across individuals or groups. While the non-structured questions, according to Bryman (2001), provide respondents

with the opportunity to express themselves freely, resulting in a greater variety of information. Therefore, the use of the questionnaire enabled the researcher to gather data on the challenges and possible solutions on the implementation of inclusive education within a relatively short period of time. The questionnaire guarded against distortion as the responses are not subject to second hand analysis and detailed information is produced to meet the objectives of the research.

Another instrument used to collect data was the observation guide. The researcher, using the observation guide, directly observed lesson delivery and the facilities available and the schools so as to be able to deduce the challenges and possible solutions. Kolhari (2004) postulates that direct observation is when one watches interactions, processes or behaviours as they occur. This implies that the researcher gathered first-hand information. As the researcher went in to the three schools and directly observed lessons delivered and the facilities available, she was able to deduce the hindrances that are faced by the schools in the implementation of inclusive education.

The other instrument is the focus group interview. In the focus group interviews the researcher randomly selected individual teachers from different departments to discuss questions and issues on implementation of inclusive education. These members of the focus group shared a common background that enabled them to discuss common challenges that they encounter each and every day. The interviews promoted detailed discussions and there was room for making verifications and justifications of views.

The researcher took note of Cohen et al (2011) advice which highlights that vocabulary to be used should be kept simple and short, ambiguity and impression should be avoided as well as double-barreled questions. The researcher adhered to questions laid down in the schedule. The

focus group interviews solicited for all the relevant information that had been left out by the use of the questionnaire and the direct observation method.

In making use of the above cited instruments ethical considerations were taken care of. Informed consent was sought by the researcher after she had provided full and accurate information about the research to the subjects. The researcher upheld individual rights to confidentiality and privacy because research participants have the freedom to choose how much information about themselves they will reveal and under what conditions. The researcher sought written permission from the Ministry of Primary and Secondary Education so as to gain entry into the different schools under study. The researcher also communicated to the participants the intended use of the results of the research so as to avoid using the information against anyone. Through these ethical considerations, the researcher built public support for the research, solicited for cooperation and coordination amongst several participants and above all the researcher was held accountable to the public.

In this study, data was collected by direct observation guide, questionnaires and interview guide.

The researcher, using the introductory letter from the Midlands State University sought permission from the Ministry of Education, Head Office and the school heads to be able to collect data from the schools. The researcher communicated in advance before visiting schools.

The questionnaire was filled in by ten different subject teachers per school. One teacher per subject was randomly sampled. These questionnaires were administered to three secondary schools in Muzvezve Cluster. The researcher personally administered the questionnaires in all the three secondary school.

The researcher made use of the focus group interview guide to gather data. One group per school was formed, comprising of five members that were randomly sampled from the five departments in each school. The researcher led and guided the group discussions using questions laid down in the guide. The researcher recorded all relevant data solicited from the focus group interview as per order of the questions in the guide.

Another instrument used was the direct observation guide. The researcher directly observed the teaching and learning process of the three secondary schools under study using the observation guide. The researcher personally recorded the data using the order in the observation guide.

The three instruments were pilot tested before final use to pave way for any corrections. The data collected using the three instruments was stored in both soft and hard copies for backup reasons.

The research made use of the questionnaire, interview guide and direct observation guide to solicit for data. This use of triangulation method determined various ways of assessing the validity and reliability of research methods and data.

The researcher made use of both qualitative and quantitative data analysis. Under the quantitative data analysis according to Aliaga and Gunderson (2001), the phenomena will be explained by collecting numerical data that one analysed using mathematically based methods. Cohen et al concur with Aliaga and Gunderson (2008) as they define quantitative data analysis as statistical techniques used to describe and analyse variation in quantitative measures. Using the quantitative analysis the researcher assessed the occurrence of mentioned ideas and their frequencies were expressed in percentages. The rate of accuracy of a specified phenomenon was

presented in bar graphs, histograms and pie charts. The researcher also made use of the frequency table to record occurrences of stated issues.

The use of statistical figures by the researcher enabled her to measure and assess the degree to which stated phenomenon can be applicable to a given sample. For example, the percentage frequencies gave a direct rate of occurrences of stated challenges and their possible solutions. The higher the occurrence of a given challenge the more common it is to a stated population. The gravity of the challenges can only be deduced through quantitative figures and tables.

The researcher also heavily relied on the use of qualitative data analysis. Griffin (2000) defines qualitative data analysis as the procedure of discovering and assessing non quantifiable relationship between existing variables. Hence, qualitative data analysis is a subjective and deductive approach that deals with details description. Kumar (2011) suggests that there are three ways in which one plans and in which one can write about his or her findings in qualitative research. The researcher adopted all the mentioned three ways.

The first approach involves developing a narrative to describe the situation, episode event or instance. The second one is identifying the main themes that emerge from one's notes or one's in-depth interviews and write about them quoting in a verbatim format. The last one involves qualifying the main themes in order to provide their relevance and their significance. Under the qualitative data analysis the researcher followed four steps. In the first step the researcher identified the main themes which were going to be the bases for analysing the data from different instruments, for example the questionnaire.

The second step followed by the researcher was the assigning of codes to the main themes so that the researcher would count the number of times a theme has occurred using numbers or

alphabets. Using the questionnaires, observation guide and focus group interview, schedule responses the researcher could easily assign codes to main themes for easier analysis.

In the third step the researcher clarified responses under the main themes to make sure that all given responses from the questionnaire, observation guide and focus group interview schedule were catered for. In the last step the researcher linked the themes and the responses to make a detailed report. These themes were taken from the context of the interviews or deduced from the questionnaire. The stated four steps have been adopted from Kumar (2011). The four steps took care of several issues that were identified through themes. The challenges faced by the schools in implementing inclusive education were fully revealed through qualitative data analysis. The possible solutions were uncovered.

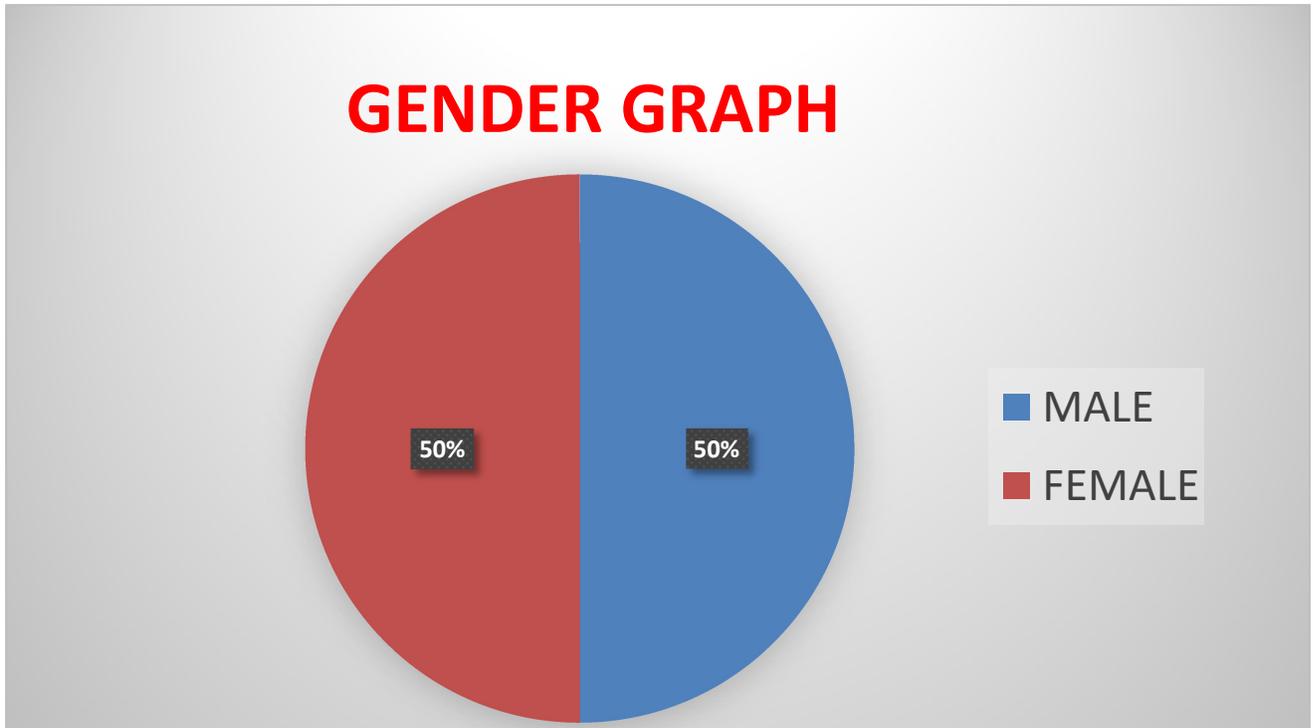
The case study design was used in this study. A sample of Muzvezve Cluster purposively sampled comprising on three schools will be used to represent a population of thirty secondary schools in Mhondoro Ngezi District. Random sampling techniques were used for selecting subjects who participated in the research. The questionnaire, the focus group interview and direct observation were used for data gathering. These instruments were pilot tested. Quantitative and qualitative data analysis was used for data analysis. The next chapter will focus on data presentation, analysis and discussion.

The study aimed at establishing the challenges faced by schools in the implementation of inclusive education. This chapter presents, analyses and discusses data that was collected in the research field based on the responses of questionnaires by teachers, focus group interviews for teachers and direct observation of the teaching and learning process.

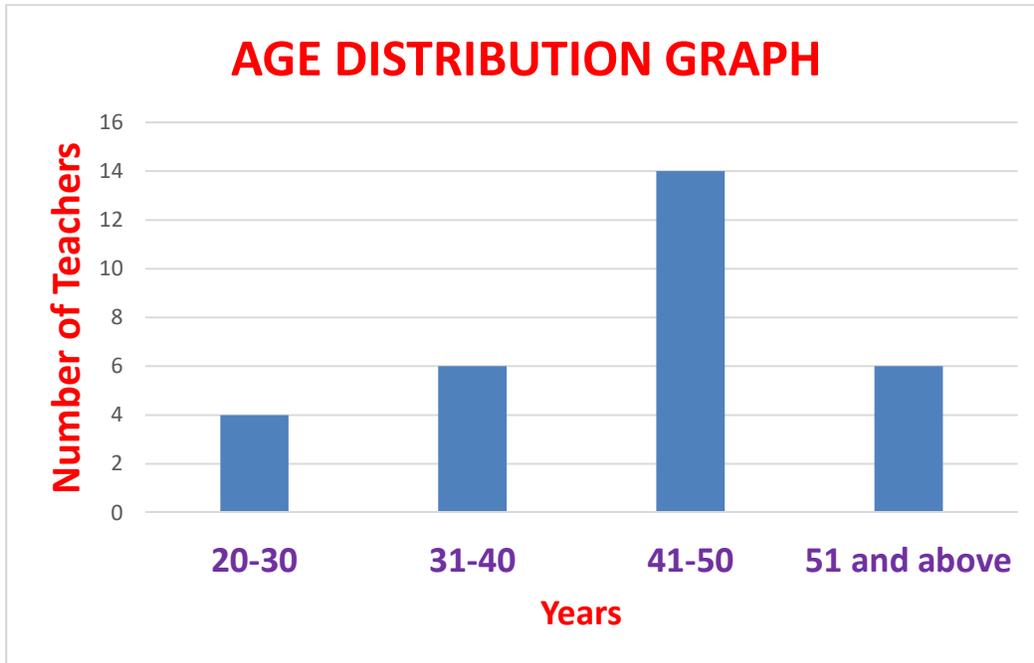
The study is based on a descriptive survey approach where three secondary schools in Mhondoro-Ngezi district were investigated. In this research a total of 30 subject teachers were selected, 3 focus groups comprising of 15 teachers were interviewed and 6 direct observation sessions were carried out.

Gender, Age, Teaching Experience and Qualifications of Teacher Respondents.

n=30

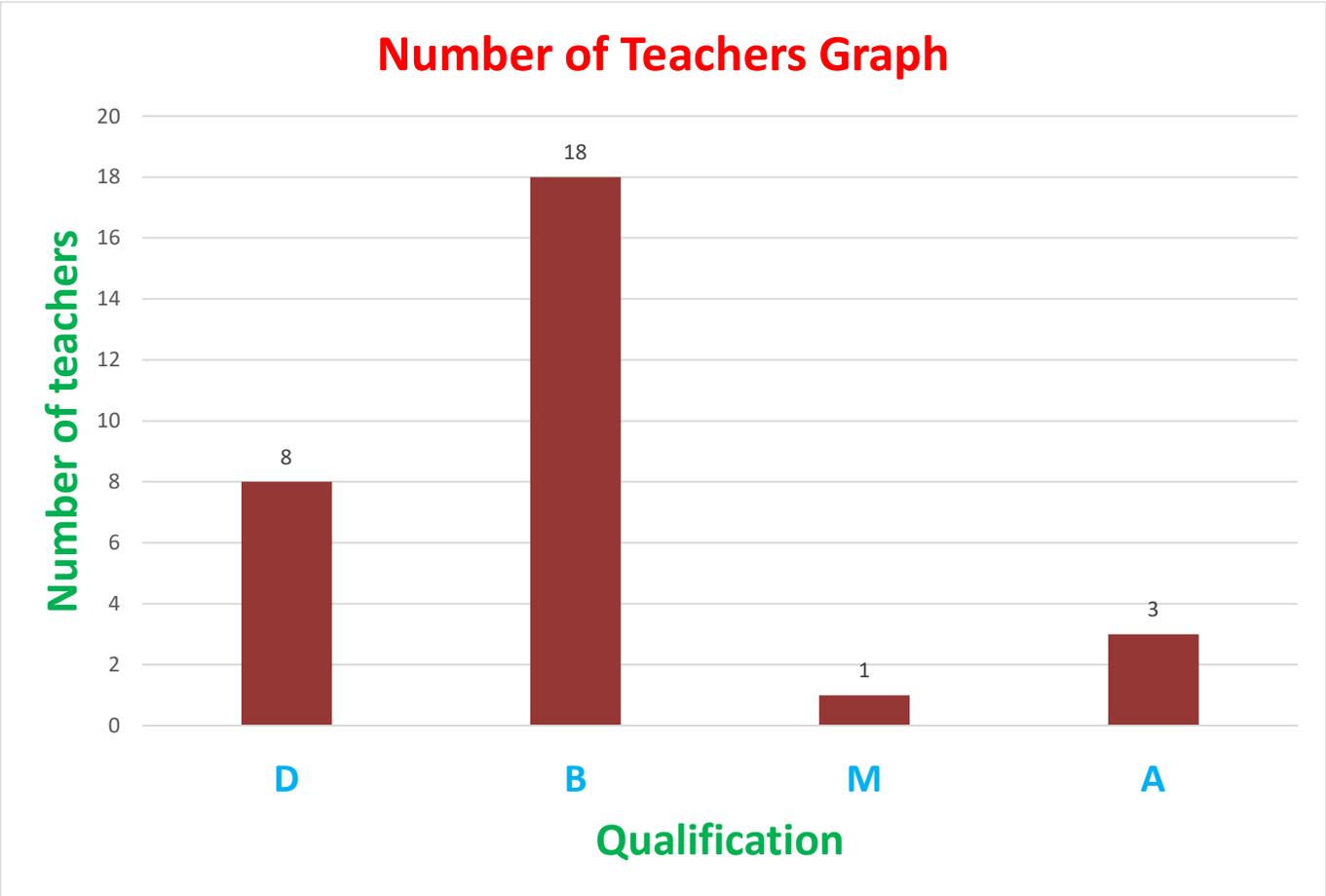


n=30



n=30

0-5	6	20
6-10	5	17
11-15	5	17
16-20	4	13
20 and above	10	33



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Diploma in Education

– Bachelor’s Degree

– Masters

– Any other Qualification

Fig 1 reveals that there is equal proportion of teacher respondents in relationship to gender. This signifies that the research is gender sensitive. All age groups are represented as is shown by Fig 2 which highlights the age of teacher respondents. The teaching experience of teacher respondents

is revealed by Table 1 which shows that the learners are being taught by experienced teachers who have a sound knowledge of the challenges faced by schools in implementing inclusive education in schools. The professional qualifications shown in Fig 3 reveals that all the teacher respondents are highly qualified to assess the barriers that hinder successful implementation of inclusive education in schools. Edwards (2013) concurs with this as he suggests that teachers should be equipped with relevant skills that promote implementation of any change and innovation in the education arena, especially inclusive education.

The respondents, through the questionnaire, the focus group participants and direct observation by the researcher showed that there are barriers to effective implementation of inclusive education in schools. 88% of teachers who responded to the questionnaire strongly acknowledged that they have challenges in implementing inclusive education. This was echoed by nearly every teacher who participated in the focus group interviews. The researcher directly observed most of the limitations that the schools are facing. Therefore, findings and analysis are drawn from teacher questionnaire, focus group interview and direct observation by the researcher.

n=30

11B	What are the challenges you face?	<ol style="list-style-type: none"> <li>1. Teachers lack appropriate skills and exposure in teaching mixed pupils. 95</li> <li>2. Lack of clear cut policy and planning on inclusive education by the government. 80</li> <li>3. Inappropriate infrastructure and resources. 78</li> <li>4. Lack of funds to purchase special requirements. 77</li> <li>5. Discrimination and stigmatization among learners. 75</li> <li>6. Teachers and community's negative attitudes. 74</li> <li>7. Large teacher-pupil ratio/ prohibitive teaching loads. 73</li> <li>8. Limited time to deal with individual learners. 72</li> <li>9. Poor dissemination of information from the Curriculum Development Unit. 60</li> <li>10. Lack of team work and collaboration. 55</li> <li>11. Lack of help from the Schools Psychological Services. 50</li> <li>12. Lack of monitoring and evaluation tools by curriculum designers. 45</li> <li>13. Lack of motivation on the part of the teacher and the learner. 40</li> </ol>	

Table 2 highlights the challenges faced by schools in implementing inclusive education. These were derived from the teachers' questionnaires. The above stated challenges are presented and analysed in detail using findings from the questionnaire, focus group interview and direct observation. This table signifies the numerous barriers of implementing inclusion in three schools under investigation.

The barrier of lack of appropriate skills and exposure by teachers in teaching mixed learners is the most pertinent one as can be observed from table 2 with a 95% frequency occurrence in the questionnaire presented to teacher respondents. This barrier was mentioned and discussed at length in all the focus group interviews highlighted that are not trained to teach special learners and as such they lack the know-how of handling mixed learners. One interviewee had this to say:

“We are only familiar with the methods, content, evaluation and objectives of ordinary learners. We find it difficult to set content, methods, evaluation and objectives that suit all the learners regardless of their learning abilities or disabilities.”

The above stated view is supported by the fact that most of the teachers have not received any training to deal with inclusion as was observed through the questionnaire responses were 97% of the teacher respondents stated that they have not received any training to deal with physical and learning disabilities. Therefore, 83% of the questionnaire respondents attached most of the challenges to lack of appropriate training on the part of the teacher.

Lack of appropriate skills on the part of the teacher was also noticed by the researcher as a direct observer. In the 3 schools observed, the teachers had problems in trying to choose the content

and even the methods to deal with a mixture of learners. The imparted skills did not appeal to the ability of each and every learner in the classroom. It was also observed that most of the teachers could not effectively manage the class as a result of failure to set appropriate objectives to deal with inclusion.

Another teacher interviewee had this to comment:

“Unless teachers are fully equipped with relevant skills to handle inclusion, Inclusive education in schools will remain chaotic”

As has been outlined, observed and deduced from the 3 sources, lack of skills on the part of the teacher is one of the greatest hindrance to implementation of inclusive education in schools.

The challenge of lack of clear cut policy and planning was revealed by questionnaire respondent. 80% as shown by table 2 indicated that lack of inclusive education policy is a source of a number of hindrances.

n=30

NUMBER	ITEM	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	Ministry of Primary and secondary education is advocating for inclusive education.	37%	63%	0%	0%
2	Inclusive education is being practiced	17%	67%	17%	0%
3	Ministry of Primary and Secondary Education has a laid down policy regarding inclusive education.	0%	33%	64%	3%

Table 3 illustrates that even though the ministry of Primary and Secondary education is for advocating for inclusive education, it is not fully being practiced in the 3 schools under investigation. Table 3 further points out that the Ministry of Primary and Secondary does not have a laid down policy regarding inclusive education.

The focus group interview also established that the Ministry of Primary and Secondary Education lacks a clear cut policy on inclusive education as one teacher interviewee outlines:

“The absence of a clear policy on inclusive education means that the government is not taking inclusive education seriously.”

Another teacher interviewee pointed out:

“Lack of a policy means there is no plan of action and how can teachers implement inclusive education without any laid down guidance?”

The third respondent asked the following questions:

“What is it that we are going to teach? How are we going to teach it?”  
“How are we going to set the objectives and what evaluation are we going to employ?”

The researcher also noted that there is a relationship between lack of policy and the chaotic lessons being delivered. These lessons represent lack of direction on the part of teaching which is emanating from lack of policy from the government.

Therefore, the absence of policy and planning create limitations as teachers lack guidance and reference.

Table 2 indicates that an average of 80% teacher respondents cited the problem of inappropriate infrastructure brought about by poor funding.

n=30

NUMBER	ITEM	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
7	Buildings are constructed to cater for different physical and learning disabilities.		17%	77%	6%
8	Enough funds are set aside to purchase special requirements.			77%	23%
9	The school receives help and services from the Department of Psychological services.		17%	50%	33%

Table 4 indicates that 77% of the respondents revealed that the infrastructure, mainly the buildings at the 3 schools under investigation are not constructed to cater for different physical

and learning disabilities. This sentiment is echoed in the focus group interviews. The teacher interviewees indicated that the school buildings do not accommodate the use of wheel chairs as there are no ramps in all the three schools under study. This was also observed by the researcher. The teacher interviews expressed that no hearing aids for these learners who are hard of hearing and no tape recorders for the blind learners. The interviewee further highlighted that the majority teachers cannot use sign language. Therefore, there is poor communication which disturbs effective teaching and learning process. The researcher observed that there is no reference books written in Braille and other necessary special educational materials and equipment in the library. Lack of infrastructure was strongly attached to lack of funds by teacher interviewees. One of the interviewees commented:

“Our school is not receiving any income as the pupils are not paying their school fees and there is no way of forcing them to pay. We are financially crippled. We cannot afford to buy exercise books yet alone Braille and talking computers for the hard n hearing”

The interviewee indicated that their schools do not set aside funds to purchase special requirements. Table 4 shows that 77% of the teachers who responded to the questionnaires indicated that no funds are set aside to purchase special requirements. To worsen the situation, 83% of teacher respondents in table 4 revealed that the schools receives no help and services from the Department of Psychological Services. The researcher also observed that the unavailability of funding for inclusive education needs emanate from the poor economic status of most of the parents due to unemployment as a result of the country’s economic meltdown.

The above findings reveal that lack of appropriate infrastructure and funding is creating unfavourable physical and economic environment for inclusion in schools.

Table 2 reveals that discrimination and stigmatisation as result of teachers, learners' and community's negative attitude is one of the barriers to implementation of inclusive education in schools. The interviews indicated that the teachers, learners and the community at large are not prepared to accept learners with disabilities because of various traditional myths. One of the teacher interviewees had this comment:

“Society looks down upon the disabled and pupils with learning disabilities. Until society's attitude towards disability is changed, then inclusive education is difficult to implement.”

Another member of the focus group interviews observed that negative attitudes emanate from the background of the learners, teachers and community. He highlighted that traditionally children with special needs were segregated and they were not given equal opportunities to access education. They were belittled. This segregation results in discrimination and stigmatisation we witness together in schools. The researcher noticed that most of the teachers, when conducting lessons do not take the special learners seriously. Less attention is awarded to them as they are considered as second class learners.

Some of the fellow learners, as observed by the researcher, feel the special learners waste their time as they require more attention from the teachers. The interviewees revealed that the community at large lacks education on the benefits of inclusive education and as such they look down upon it. Inclusivity hinges mainly on positive attitude from the main implementers which

are the learners, teachers and the community. Lack of positive attitude as can be established is leading to implementation barriers in schools.

Large teacher-pupil ratio and prohibitive teaching loads are some of the hindrances of effective implementation of inclusive education in schools as revealed by responses to teacher questionnaires, focus group interviews and direct observation by the researcher.

n=30

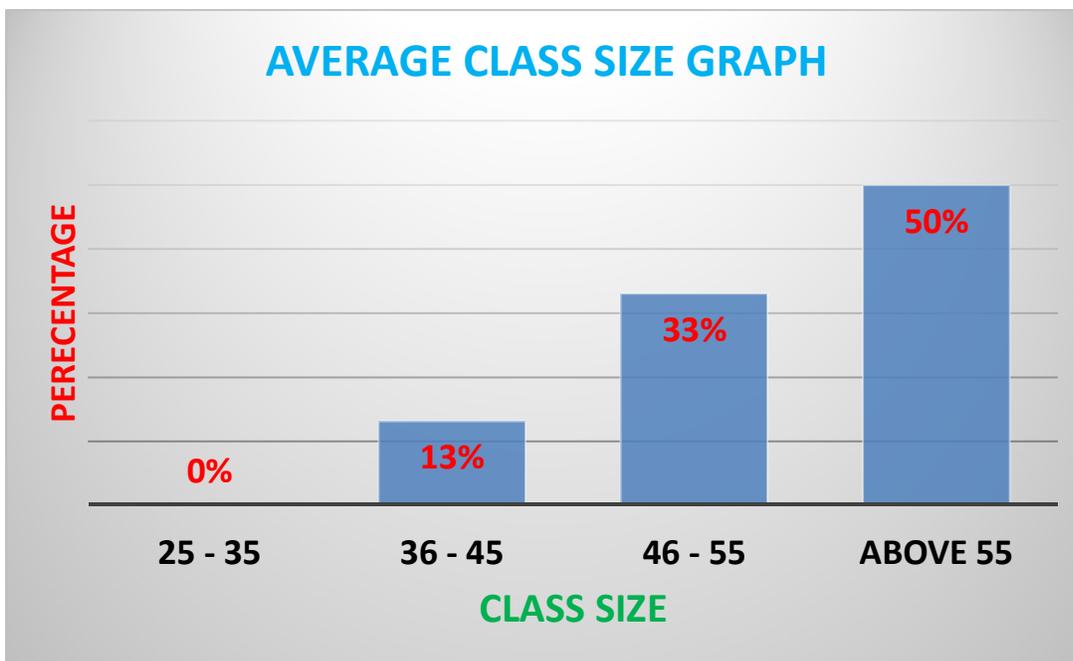


Fig 4 highlights the average class size at the 3 schools under investigation. In view of the table, it can be established that more than half of the teachers who responded to the questionnaires teach an average class size of above 56 pupils. This was reiterated by several teachers who participated in the focus group interviews. The teachers acknowledged that the majority of them teach an average class size of more than 55 pupils. It was also observed by the researcher that most of the

class size observed ranged from 55 to 60 pupils. At one of the schools, the class size ranged from 57 to 67 pupils.

One of the teachers had this comment during the focus group interviews:

“A single teacher finds it difficult to attend to more than 55 pupils in 35 minutes and to make matters worse, these pupils have different learning disabilities.

Another teacher further commented:

“A class of more than 60 pupils makes it impossible for the teacher to deal with learners as individuals. As such, the majority of the learners are neglected”

Lessons observed revealed that the large numbers cripple the teacher as far as class management is concerned. Teacher's effectiveness is highly compromised and learners' individual attention thwarted.

Linked to the barrier of large class size is large weekly teaching loads for teachers. In the interview sessions, the interviewee indicated that nearly every ordinary teacher has more than 32 lessons per week. This was echoed by the researcher as revealed by various teachers' timetables that indicated more than 32 teaching periods per week. The above findings reveal that the teacher is suffocated to effectively implement inclusion in the class as he or she has numerous duties that cannot accommodate the demands of inclusion.

Poor dissemination of information by the C.D.U was strongly blamed by teachers who responded to the questionnaires for poor implementation of inclusion in schools under study. Table 2

reveals that 60% of the questionnaire respondents indicated that they are negatively affected by C.D.U's poor dissemination of information strategies. The focus group interviews also deduced the same problem.

One interviewee pointed out:

“We do not have any material or any form of communication from the C.D.U to assist us. We lack guidelines as to how we can go about to practice meaningful inclusion in classes.”

It was also observed in all the three schools under study that the teachers lack resource materials to cater for inclusion. Therefore effective planning and delivery of inclusive lessons are jeopardised by lack of appropriate syllabus and learning materials such as textbooks and charts to cater for inclusive classes.

It was also observed in all the three schools under study that the teachers lack resource materials to cater for inclusion, therefore effective planning and delivery of inclusive lessons are jeopardized by lack of appropriate syllabus and learning materials such as textbooks and charts to cater for inclusive classes.

As observed, highlighted and discussed by several teachers, lack of team work and collaboration hinders meaningful application of inclusion in schools. This involves a number of stakeholders which are also change agents. These include the government, teachers, learners, the community at large and the Schools Psychological Services.

Table 2 highlights that the barrier of lack of collaboration has a weight of 55%. During the focus group interviews, most of the teachers pointed out that inclusion is lacking team work. They

further highlighted that the government should initiate changes that are feasible to the schools. They pointed out that the community can also be part of the initiation through funding. The interviewees observed that most of the teachers are not cooperating in the implementation of inclusion. In response as to why they are lacking cooperation, one of the teachers pointed:

“Teachers are ill equipped to fully implement inclusion. They lack the know-how, they are overburdened by large classes and prohibitive teaching loads.”

The interviewees noted that the Schools Psychological Services are not rendering any assistance, be it technical help or financial assistance. The interviewees highlighted that the community is not playing an active part in promoting inclusion in schools. The researcher observed that inclusion lack team spirit as was seen through a number of gaps that calls cooperation from the government to the learners in the classroom. The interviewed teachers revealed that lack of monitoring and evaluation tools on inclusion is promoting a poor implementation of inclusion in schools. The above deductions reveal that lack of team spirit promote half-baked reforms and innovations on inclusion.

Lack of motivation on the part of the teacher and learner is hindering effective implementation. The interviews revealed that teachers do not have the will power to fully implement inclusion because they are exposed to poor working conditions and living conditions. The learners are exposed to poor working conditions and living conditions. The learners are exposed to unfriendly learning conditions as a result of poor funding from all change agents and the stakeholders. Lack of motivation as discussed leads to lack of cooperation towards a common goal of inclusion in

classes. Therefore, the teachers' lack of drive can promote poor and ineffective teaching and methods for inclusion leading to failure of inclusive education.

The main established challenges are discussed in detail. These challenge are:

- Teachers lack appropriate skills and exposure in teaching mixed learners.
- Lack of clear cut policy and planning on inclusive education by the government.
- Inappropriate infrastructure and lack of funding.
- Discrimination and stigmatization among teacher, learners and the community.
- Large teacher-pupil ratio and prohibitive teaching loads.
- Poor dissemination of information from the Curriculum Development Unit (C.D.U).
- Lack of team work and collaboration.
- Lack of motivation on the part of the teacher and learner.

The study noted that the major barrier to implementation of inclusion in schools under study is lack of appropriate skills and exposure in teaching mixed learners. It was established that the teachers are the main implementers of inclusion in schools. Hence, they need sound knowledge of handling learners of diverse disabilities. This observation was also noted by Sage (2006) who highlights that poor professional development of teachers is a hindrance to inclusion.

The limitation of skills on the part of the teacher is further echoed by Mafa (2012) who chronicles the negative effects of lack of skills. Among other effects, he cites the problems of lack of content, objectives, methods and evaluation to be used. Samkange (2013) reiterates that lack of skills rob the teacher of the direction to be followed in the implementation process. The

findings are in total agreement with Samkange's observations. The researcher established that skills can also be obtained through exposure to various inclusion environments. Charema (2005) differs with this view as he strongly argues that only professional training can impart relevant skills.

The researcher and various mentioned authorities concur that lack of relevant skills has negative effects on implementation of inclusion in schools. The difference lies in how the teachers can acquire the skills.

The research established that lack of a clear cut policy and planning on the part of the government creates a barrier for effective implementation of inclusion. Miles (2000) shares the same sentiments in his study he carried out in India. Stubbs (2000) further supports the view as he also observed this in his study. Stubbs (2000) attributes lack of specific policy t lack of priority by the government to promote accessibility of education to special learners. This can be adapted by the researcher as it appears that the Ministry of Primary and Secondary Education has taken over 22 years since the adaption of Salamanca declaration to craft a policy on inclusive education in Zimbabwe.

Lack of policy as established by the study has deprived the teachers of a guideline to be followed in the implementation process. Mafa (2012) concurs with this as he further argues that lack of policy signifies lack of seriousness on the implementation of inclusive education. Miles (2000) suggests that policy formulation as a nation can be replaced by development of various research centres that can adopt various localized policies. The view may not be applicable to the environment under study as Zimbabwean school operate under centralized planning.

Inappropriate infrastructure and lack of funding as barriers for effective implementation are not unique to the three schools under investigation but they are also common to most of the African schools as observed by Miles (2010). Miles (2000) attaches these problem to poor economic systems of a given country and the school's financial system. The researcher concurs with this observation. Lack of accessible buildings and relevant equipment can be strongly linked to lack of funds at government level and at school level as a result of absolute poverty.

The scarcity of resources is attributed to mismanagement by Chireshe (2000). Even though it appears to be a sound probability it is not applicable to the findings of the study. Salamanca Conference (1994) establishes that inappropriate infrastructure and lack of funding hinders on innovation and change. The researcher shares this view as the scarcity of infrastructure and funding has negatively affected inclusion in the three schools under study.

Discrimination and Stigmatization among teachers, learners and the community has greatly contributed t ineffective implementation of inclusion in schools.

This was also established by Miles (2000) who further attaches the discrimination to traditional negative attitudes towards disability. Typical of the source of negative attitudes in the study. Findings reveal that these negative attitudes emanate from the community culture that attaches inability to disability. In his study Mafa (2012) analyses that negative attitudes affect nearly all stakeholders who range from the learners to the community at large. The study reveals that the negative attitudes have been exacerbated by economic hardships. Stubbs (2000) observes that

discrimination can be worse for a disabled girl. However, this is not the situation with the current study. The study noted equal opportunities have been availed to earners regardless of gender.

Discrimination and stigmatization remains a serious barrier that has led to high number of dropouts in the schools under study.

Large teacher-pupil ratio and prohibitive teaching loads have been identified as a hindrance to inclusion in schools.

Sage (2006) has also experienced this as he notes that the large class size fail to consider the severity of student needs. Samkange (2013) reiterate that large teacher teacher-pupil ratio leads to overloading of teachers and it results in the teachers neglecting pupils with special needs. As the study revealed, most of special learners are neglected by the teachers due to limited time allowed by the timetable and the heavy teaching loads of teachers. Miller (2000) observes that large classes exhaust limited funds and further breeds negative attitudes towards the learners on the part of the teachers. The study share the same sentiments.

Poor dissemination of information and material from the Curriculum Development Unit (C.D.U) has hampered effective implementation of inclusive education in the schools under study.

Gatawa (1997) outlines that lack of appropriate dissemination strategy can cripple on change and innovation. He attributes poor dissemination to poor funding and lack of research on the part of the curriculum designers. The researcher attaches Gatawa's observation to her observations.

Most of the teachers lack current information, syllabi and relevant textbooks. Little has been developed for use by teachers in the implementation of inclusive education in schools.

Poor development of materials and lack of pilot testing has been discussed by Nkomo (1995) in detail. He argues the pilot testing is a major component of implementation. The research findings reveal that the CDU has done very little to develop and disseminate materials if ever the materials have been developed. Nkomo (1995) further highlights on the importance of monitoring and evaluation tools. The research revealed that there are no monitoring and evaluation tools established so far. Lack of monitoring and evaluation deprives the innovation of required feedback that is required for further improvements, hence the implementation process remains static as there is no room for assessment and further recommendations.

Lack of team work and collaboration is one of barriers that was identified in the study. This challenge is not restricted to the three schools under study, it cut across different schools as observed by Sage (2016). He concludes that lack of collaboration between parent or guardians, leaders, specialists and administration contributes to non-achievement of set goals.

The researcher observed that all the above stated change agents have a role to play in the change process. Samkange (2013) is in agreement with the observation as he notes that there is lack of physiological or a counsellor at every school to enhance effective communication and understanding. Charema (2005) advises that lack of collaboration and team work can be solved through the establishment of research centres to promote an environment that enables team work and unity of purpose. This can also be applied to the three schools under study.

The study revealed that lack of motivation on the part of the learner and teachers was also instrumental for effectiveness of inclusion in schools.

The above sentiments are also shared by Eleweke and Rhodda (2000) who attribute poor motivation to teacher poor remuneration. Charema (2005) suggests that poor motivation in learners is brought about by lack of counselling. The research also revealed that the counsellors are not part of the system in the schools inclusion programs. Their services may go a long way to iron out issues that affect implementation.

The research revealed that teachers may be greatly motivated if their teaching loads are reduced and if they are offered financial incentives. Sponsorship for further training on mainstreaming may be one of the incentives. This idea is also advocated for by Charema (2005) who advocates strongly for the need for protection of the learner against abuses, discrimination and stigmatization. Maslow's hierarchy of needs concurs with the observation.

To sum up on the discussion, it can be concluded that a number of challenge were established and most of these problems are not unique to the three schools under study but they cut across different geographical areas. Several authorities have made reference to the challenges.

The various observed challenges have a number of effects, mainly negative, on the teaching and learning process. The effects have been established through the response from the questionnaires, focus group interviews and direct observation.

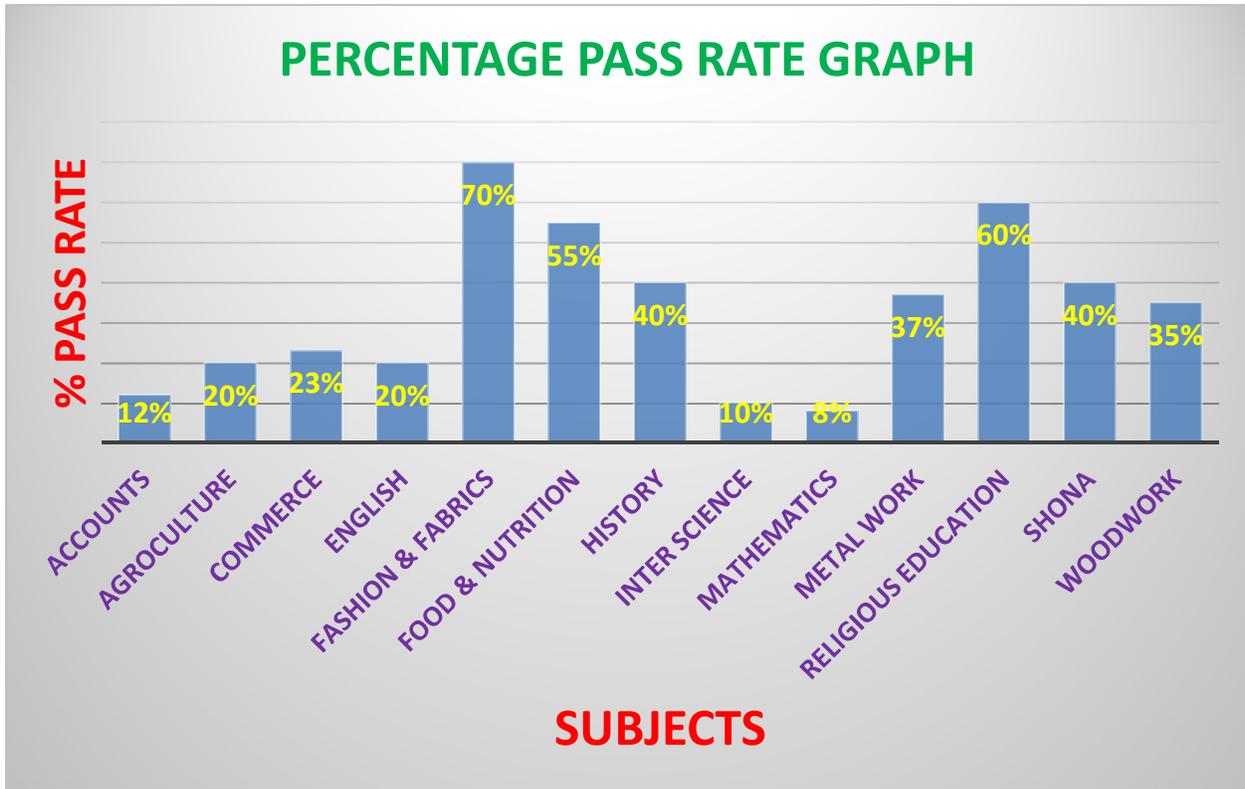
n=30

11C	What are the effects of the challenges in the teaching and learning process?	<ol style="list-style-type: none"><li>1. Teachers find it difficult to choose the appropriate teaching strategies. 81%</li><li>2. Poor results or poor performance of the teachers and learners. 79%</li><li>3. Special learners are not fully attended to 77%</li><li>4. Divided and unbalanced attention to respective learners 75%</li><li>5. Stigmatisation and lowering of self-esteem among learners 72%</li><li>6. More time is needed to cater for different learners and remediation 69%</li><li>7. Time is wasted by</li></ol>
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		teaching few learners at the expense of the majority	65%
		8. Teacher fails to meet set objectives	63%
		9. High dropout rate	60%

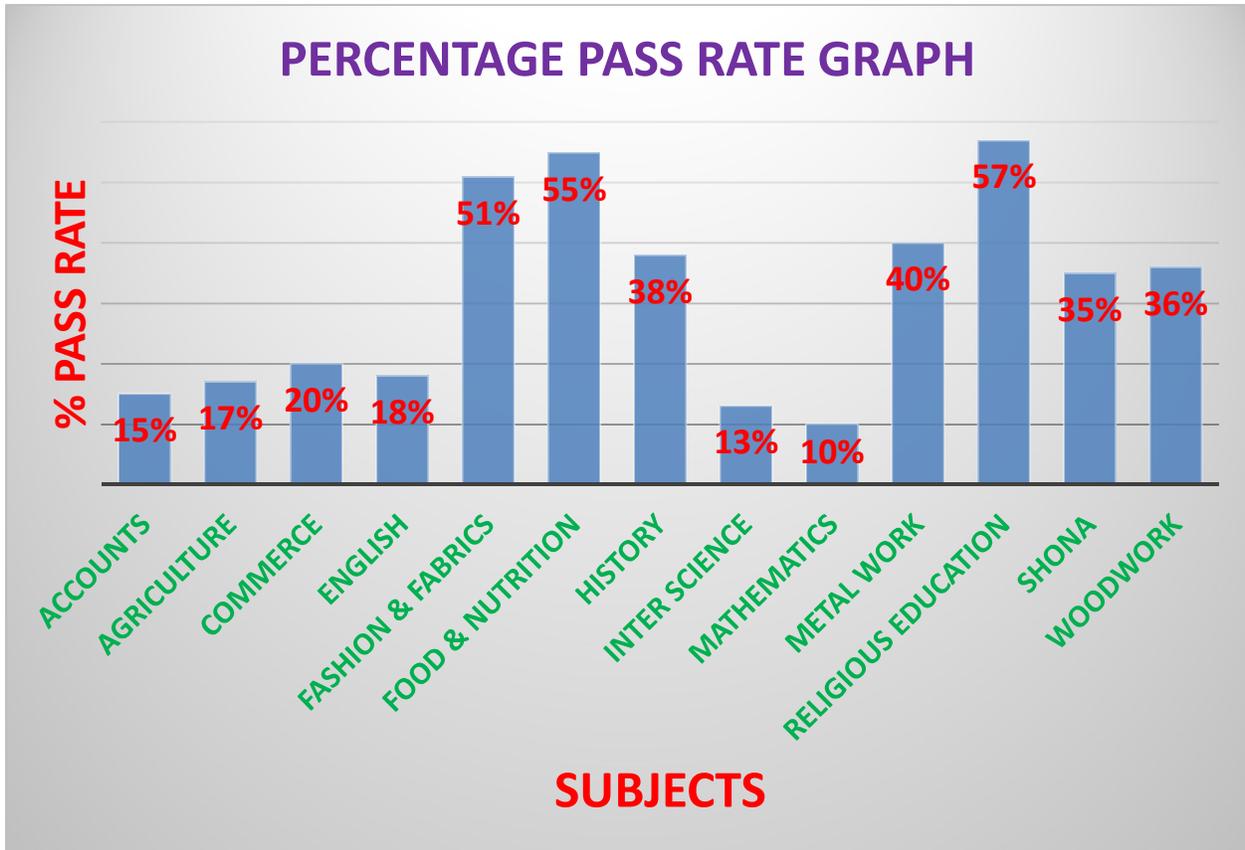
Table 5 highlights the effects of the challenges on the teaching and learning process according to the teacher questionnaire responses. The challenges are grouped 4 distinctive effects and these are represented from the perspective of questionnaire responses, focus group interview responses and direct observation of the researcher. The effects are: poor performance leading to poor results, teachers find it difficult to choose appropriate teaching strategies, divided and unbalanced to respective learners and high dropout rate.

One of the main effects of the challenges to the teaching and learning process is poor performance of learners which leads to poor results. Table 5 from the teacher questionnaires indicates that the effect has a weight of 79%. This means it affects the majority of learners in the 3 schools under investigation.



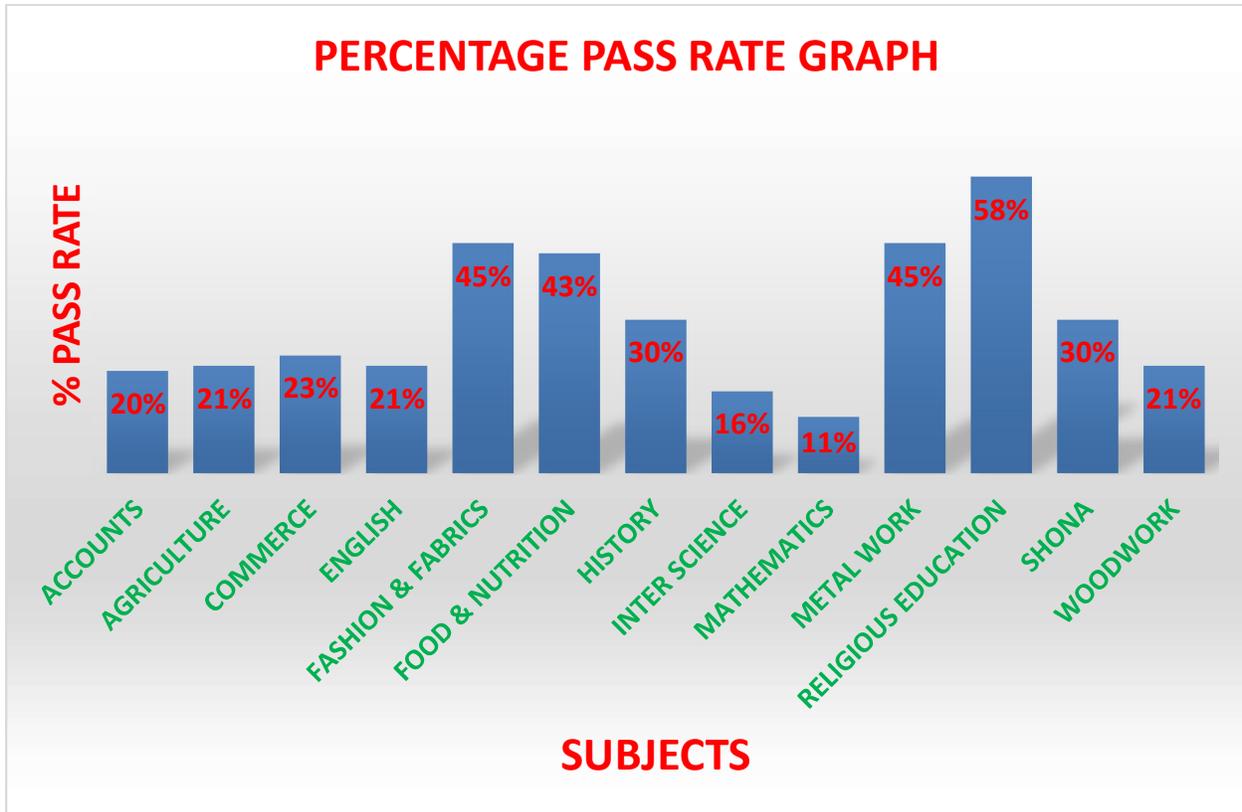
Overall school percentage pass rate=20%

Fig 5 highlights percentage pass rate of 13 subjects offered by the school as indicated by 'O' level ZIMSEC results for the year 2014.



Overall school pass rate=18%

Fig 6 highlights the 13 subjects taken at school B and their percentage pass rate as indicated by the 'O' Level ZIMSEC results for the year 2014.



Overall school percentage pass rate=21%

Fig 7 reveals the percentage pass rate of 13 subjects offered by school C as indicated by ‘O’ Level ZIMSEC results for 2014.

The above-highlighted graphs, Fig 5, 6 and 7 are a summary of the performance of learners at school A, B and C. Overallly as indicated, the majority of the learners are performing below the required standard with an overall school percentage pass rate of 20%, 18% and 21% respectively. The poor performance by the learners was also revealed by the learners’ written exercises and practical subjects in the various subjects. The majority of the learners had far below the average

marks. The effect of poor performance was echoed by the interviewees in the focus group interviews as they suggested that inclusion is contributing significantly to poor performances of learners in the schools. The interviewees attributed this to failure by teachers to give individual attention because of large classes and failure by the Curriculum Development Unit to draft syllabi to cater for inclusive education in the schools.

The above observations spell out that the challenges of implementing inclusive education are contributing significantly to poor performances of learners in the schools under study.

One of the effects of the challenges of implementing inclusive education is that teachers find it difficult to choose appropriate teaching strategies. This effect was revealed by majority of teachers who responded to the questionnaires with a percentage frequency of 81% indicating that it is one of the major effects of inclusive education. The focus group interviews reiterated the effect of the dilemma of teachers. One of the teacher interviewees commented:

“We find it difficult to choose the content, objectives and methods to accommodate every learner that we have in the same class. To make matters worse, I fail to evaluate the learners inclusively”

Another interviewee revealed:

“Teaching methods appropriate for special learners may not be effective to ordinary learners, which pace of teaching and language of instruction should a teacher dwell on to accommodate inclusion?”

The researcher also observed that the teachers have difficulties in choosing the most applicable content, objectives, methods and evaluation that cater for every learner. This was revealed by the lessons delivered. The researcher observed that while a certain method was appropriate for certain learners, it was the opposite for a different group. The researcher also observed that the teachers find it difficult to evaluate all the learners in the same class with the same evaluation tool as a result of their different learning backgrounds.

The above findings reveal that different learning disabilities affects negatively the teachers' abilities to choose the appropriate materials and methods for all the learners in the classrooms. The teachers' evaluation was also affected. Most of the teachers evaluated learners as a class not as a result of lack of time due to large classes.

Another effect of the challenges to inclusive education is divided and unbalanced attention to learners. This effect was revealed by most of the teachers who responded to the questionnaires, 75% of the respondents highlighted this effect. The effect was also echoed by most of the teachers who participated in the focus group interviews. The teachers revealed that the learners are attended to as different entities depending on the different learning disabilities and strengths.

In support of this one of the interviewee reiterated:

“Within one class, there are several classes and individuals who need different kinds of attention. Some learners need more attention than others”

Another interviewee echoed the same sentiment:

We, as teachers, produce learners who are lowly motivated because we cannot dance to their tune. The gifted are exposed to less challenging tasks while the disabled are confronted with more challenging tasks.”

The researcher also observed that the demotivated pupils can disrupt the learning and teaching process while the motivated pupils try to concentrate. The researcher also observed that the disadvantaged who are the special learners are not fully attended to. This is attributed to the fact that the curriculum in use in the 3 schools does not cater for everyone. The activities are not at the level of different learners, hence the segregation of the special learners. It was also established that the subject syllabi does not take cognizance of the special learners, hence the learners with learning disabilities sit for the same paper with the ordinary learners. This promotes poor performance of pupils.

As has been noted that challenges in implementation of inclusive education result in unfair and unbalanced attention to learners by teachers. This emanates from the common curriculum in practice that does not cater for learners with learning disabilities.

High dropout rates are some of the effects of the challenges of inclusive education. This is evidenced by several suggestions highlighted in the teachers’ responses to the questionnaire. Table 5 reveals that 60% of teacher respondents established that barriers to inclusive education result in high dropouts.

According to the focus group interviews, the dropouts are a direct result of frustration on the part of the learners. The interviewees suggested that learners are subjected to low self-esteem as some of them are stigmatized by fellow learners, the community and the teachers. The issue of dropouts was also noted by the researcher through her assessment of the attendance registers. The researcher also established that there is high rate of absenteeism of learners. This was attached to idleness of learners by the interviewees.

The above observation clearly indicates that low motivation, low self-esteem and rigid curriculum in inclusive education affect access and completion of learning courses by learners with learning disabilities. Low enrolment, high dropouts and poor performance characterize inclusive education in all the three schools under study.

The researcher has established various effects of the challenges on the teaching and learning process as indicated by table 5. These effects range from poor performance of both the teachers and learners to high dropout rates. These effects are not exclusive to the three schools under observation, several authorities also echo the researcher's findings.

The researcher established that barriers to effective implementation of inclusion in schools lead to poor performance on the part of the teacher as well as the pupils resulting in poor results. This effect has been discussed in detail by Nkomo (1995). He attaches poor performance of learners to lack of appropriate skills to teach mixed learners on the part of the teacher. Gatawa (1997) echoes Nkomo as he stresses that the teacher is the main implementer of change and innovation. As such he or she should be equipped with necessary skills. The researcher noted that poor

performance of teachers towards inclusive education because they were not involved in crafting the innovation of inclusion.

The need for involvement of teachers from the initial phases is also advocated for by Miller (2000) who suggests that involvement promotes ownership of the change or innovation. Miller's observation is similar to the researcher's in that most of the teachers have not developed intrinsic motivation to teach mixed learners because it's not an innovation they designed, but it has been imposed on them.

Another effect which has been established by the researcher is that teachers find it difficult to choose appropriate teaching strategies. This effect is echoed by Gatawa (1997) who stresses the need for designing and planning for any change and innovation. Nkomo (1995) discusses the importance of skilled human resource to suit given change and innovation. In the context of the study, the teachers are facing difficulties because they are not fully trained to handle mixed learners.

According to the search, the teachers face challenges because the Curriculum Development Unit has not designed a policy to cater for inclusion. Hence, the teachers lack a source of direction and reference. This view was also reiterated by Charema (2005) who discuss the importance of development of an effective policy on inclusion. The researcher has gone further to establish that the policy should be designed by teachers at grassroots level and they should be availed to the teachers for pilot testing before final implementation. Nkomo (2005) concurs with the above suggestions as he advocated for formulation of a policy to promote meaningful implementation of any change and innovation.

Another effect of the challenges on the teaching and learning process is the aspect of divided and unbalanced attention to the learners. The researcher revealed that the disadvantages learners are

not fully attended to. Sailor and roger (2005) highlight on the negative effects of segregation of learners. Carter and Kennedy (2006) discuss the barriers of stigmatization. These effects have also been established by the researcher as development of low self-esteem, poor motivation and poor performance on the side of the learners.

One of the effects of the challenges is the issue of high dropout rate. Nkomo (1995) highlights that lack of total involvement of all the change agents can result in poor implementation of inclusion as a change and innovation in the school curriculum. The researcher is in total agreement with Nkomo (1995) as she has established that conscientisation of learners on inclusion leads to an increase in the rate of dropout in the schools under research.

As has been highlighted by various authorities, it can be concluded that the effects established have also been observed but the difference is in the level of intensity.

A number of barriers in the implementation of inclusion have been established. These range from lack of appropriate resources to negative attitudes on inclusion on the part of the teachers, learners and the community at large. In the same manner a number of solutions have been suggested against these obstacles.

		1. Train teachers	90
		2. Provide relevant and appropriate infrastructure	85
		3. Government to design a policy to enhance effective inclusion	84
		4. Provision of enough funds	83
		5. Educate learners and community on inclusion	75
		6. Workshops and meetings to educate teachers and community	74
		7. Lower-teacher-pupil ratio	70
		8. Lower teaching loads of teachers	69
		9. Provide multiple syllabi to cater for different pupils' performance within the same class	64
		10. Regrouping according to special needs within the classroom	63
		11. Society to be encouraged to accept each other regardless of disabilities.	60
		12. Children to learn on their own with a special teacher	40

Table 6 highlights the different solutions as cited by different teacher respondents to the given questionnaires. This table is a summary of the responses and their percentage weight from the three schools under investigation.

n=30

			PERCENTAGE
12A	In your own opinion, how can the teachers help to minimize the problems faced in the implementation of inclusive education?	1. Teachers should be trained so that they acquire appropriate skills to deal with inclusion.	95
		2. Should help the policy makers in the crafting of an effective policy on inclusive education	93
		3. Be sensitive to the needs of the special learners and avoid being judgmental	90
		4. Help eradicate stigmatization of special learners	89
		5. Avoid labeling of special learners	87
		6. Educating the learners, the parents, the government, fellow teachers and the community to accept change positively	85
		7. Teachers to counsel pupils on the effects and importance of inclusive education.	70
		8. Teachers to facilitate workshops with learners, parents and community to disseminate information	65
		9. Teachers to develop an interest to research and study on inclusion.	58
		10. Teachers to devise learning and teaching strategies that are inclusive to mixed ability learners.	55

Table 7 highlights the roles that can be played by the teachers to minimize the barriers to effective implementation of inclusion in schools. This table portrays a summary of the teacher's responses to the teacher questionnaires. In the study, the teacher represents the school as whole with its various staff members and structures.

n=30

12B	On your own opinion how can the government help to minimize the problems faced in the implementation of inclusive education?	1. Budget and provide funding for the program	95
		2. Provide appropriate facilities or infrastructure (Monetary and non-monetary resources)	90
		3. Effective policy formulation and timely dissemination of information	89
		4. Facilitate the training of teachers on inclusive education	88
		5. Should aim for best results possible and should not be result-oriented but skill based	70
		6. Provide meaningful remuneration and grants for teachers to study and research on inclusive education.	67
		7. Supervise and monitor schools	65
		8. Assessment should cater for the disadvantaged pupils	60
		9. Hold workshops to enlighten teachers and learners about inclusion.	58
		10. Hold awareness campaigns to educate the society	55
		11. All schools should be encouraged to enrol pupils with special needs	53
		12. Recruit teachers with learning and physical disabilities to provide models to the society	52
		13. Control teacher-pupil ratio	50

Table 8 highlights the part that can be played by the government to minimize or even eradicate several challenges encountered by the schools in implementing inclusion in schools.

n=30

12C	On your own opinion how can the community help to minimize the problems faced in the implementation of inclusive education?	1. Community to be educated to avoid discrimination of special learners	90
		2. Provide financial support for provision of suitable infrastructure and human resources	89
		3. Be actively involved in school activities	70
		4. Enrol special learners in ordinary schools	67
		5. Motivate each other through peer groups	60
		6. Provide moral support to the special learners	59
		7. Organize awareness campaigns on inclusion	57
		8. Promote unity through brotherhood and sisterhood to enhance teamwork	55
		9. Employ open door policy to schools	50

Table 9 highlights the roles that can be played by the community to minimise the barriers for effective implementation of inclusive education according to the responses to the teacher questionnaires.

A number of possible solutions have been revealed through the responses to the questionnaires, focus group interviews and direct observation. These are: provision of training for teachers, provision of financial assistance, lowering of teacher-pupil ratio and teaching loads and facilitation of workshops and meeting to enhance communication network and eradication of stigmatization.

The importance of teacher training has received pivotal attention as can be deduced through responses to teacher questionnaire focus group interviews and direct observation.

Table 7 reveals that 95% of the questionnaire respondents emphasized on the necessity of providing relevant training for teachers. This view is also highlighted on table 6 which also reveals that 90% of the respondents noted the need for teacher training. The provision of teacher training is echoed in the focus group interviews. One teacher interviewee commented:

“The training will advise the teachers on content, objectives, methods and evaluation to be followed.”

The interviewees also suggested that training enhances skills of classroom management. The researcher observed that training of teachers would facilitate acquisition, guidance and counselling skills which are much needed in handling mixed learners. These skills, according to the interviewees can eliminate barriers associated with labeling and stigmatization. The researcher also observed that the acquisition of special skills such as sign language and use of Braille can only be learnt through training. One interviewee pointed empirically:

“Without the special skills, communication between the teacher and learner is totally hampered. There won’t be any meaningful teaching and learning.”

In view of the above observations and suggestions, it can be noted that the provision of necessary skills to teachers is the backbone to effective implementation of inclusive education in schools.

The need for provision of financial assistance has been cited as can be observed on table 8. This issue is further reiterated on table 9 with an 89% response. The need for funding was stressed upon in the focus group interviews as the members stressed on the relevance of a school budget and plan for inclusion. One interviewee suggested:

“The funds can be used to construct appropriate buildings and provide learning aids such as hearing aids, computers, Braille and runways on doorsteps.”

Another interviewee suggested that schools can appeal to different communities for donations or embark on income generating projects to economically sustain inclusion in schools. Need for funding was also observed by the researcher in all the three schools as there was no sign of a library or any gadget that can be used by the special learners.

As deduced from the above revelations, provision of a sound financial backup eliminates nearly all the main barriers. Funds are needed from the design stage of inclusion up to the implementation stage in the classroom.

Lowering of teacher-pupil ratio and teaching loads can eliminate barriers to implementation as revealed by the questionnaire findings, focus group interviews and direct interviews.

Table 6 indicates that 68% of the teacher respondents to the questionnaires identified the reduction of teacher-pupil ratio and teaching load as a remedy to the hindrance of overloading teachers. The focus group interviews suggest that the reduction enhances maximum attention of teachers. The learners are given adequate time and space according to the interviews. One focus group suggested:

“The reduction will mean the teacher has enough time to plan for mixed learners, mark and evaluate and even give remedial attention to those in need.”

The researcher argues the interviewees as she has noticed that less load will mean special attention to mixed learners. As deduced from the above findings, lowering of teaching load and teacher-pupil ratio is a possible remedy to the barrier of provision of unbalanced attention to learners by the teacher.

As cited by Table 7, workshops and meetings for teachers can be used to educate the teachers and communicate important information to teachers regarding inclusion in schools. This is reiterated by the interviewees who highlight how workshops and meetings can create inclusive schools. According to the interviewees, these schools welcome all children, identify those needing support and help to get and monitor the support given.

The researcher observed that the workshops and meetings facilitate group guidance and counselling for teachers. This was reinforced by the interviewees who suggested that guidance and counselling that can be offered during workshops can help eliminate labeling and stigmatization of learners with disabilities by teachers and fellow learners.

Hence, the above findings clearly establish the relevance of workshops and meetings as a possible solution to most of the barriers associated with implementation of inclusion in schools. Dissemination of crucial information on inclusion can be done through workshops and meetings.

The findings reveal a number of possible solutions on the part of the government represented by the Ministry of Primary and Secondary education. These are: provision of adequate funds and effective policy formulation and dissemination, supervision and monitoring of schools, facilitation of training for teachers, facilitation of awareness campaigns and provision of psychological and social welfare services.

Table 8 reveals that 95% of the questionnaire respondents highlighted provision of funds and budgeting for inclusive education as a possible remedy to the financial barriers. The interviewees concurred with the above sentiments as they further established that the funds are needed to design, provide relevant infrastructure for training teachers and for pilot testing. The interviewees revealed that this base promotes effective implementation.

Therefore, it can be deduced that provision of enough funds will lead to provision of enough resources which promote effective inclusion.

The formulation of an effective policy and dissemination is highlighted on Table 8 with an 89%, indicating that it is of paramount importance. This issue was strongly supported by the teachers who participated in focus group interviews as they highlighted the urgency of the policy. One of the interviewees suggested:

“The policy should be researched, developed and disseminated with the involvement of the practicing school teachers to promote ownership of the innovation by the teachers as this will promote swift implementation of inclusion without any reservations on the part of the teachers.”

Another interviewee stressed:

“The policy should come from the needs of the grassroots, be friendly to environment and should allow for variations. As such, the curriculum should adopt various dimensions to allow for flexibility.”

In Table 8, the questionnaire respondents revealed that the curriculum should not only be exam oriented, but should aim to develop the entire learner in every possible manner. In support of this, the interviewees suggested that the curriculum developers should also design appropriate assessment and evaluation tools to enhance supervision and monitoring of inclusion in schools.

The interviewees also emphasized on the need for effective dissemination:

“Designed policy, curriculum and materials, both teaching and learning should get to the teachers and learners who are supposed to use them. Failure to disseminate means failure to implement inclusion as teachers have no roadmap to guide them towards inclusive education.”

In view of the above findings, effective policy formulation and dissemination is an effective solution as it provides a plan and supervision and monitoring tools which help to assess the level

of implementation, facilitating changes and innovation in inclusion where possible to promote full implementation.

Table 8, highlights the need for the government to facilitate the training of teachers on inclusive education. The majority of questionnaire respondents with 88% stressed on the relevance of training teachers to equip them with appropriate skills. This view was reinforced by the interviewees who advocated for the need of availing grants and study leave to the teachers. Table 8 concurs with the above issue as it further emphasizes on the aspect of provision of meaningful remuneration to teachers to suit the task at hand.

The interviewees stressed on the need for teachers colleges to include inclusive education in its curriculum. The researcher observed that the need for training of teachers cannot be undermined. The need was underscored by the majority of the participants in the focus group interviews.

In view of the above finding, the importance of appropriate training cannot be underestimated as the teachers are the main implementers of inclusion hence, they should be fully armed with relevant skills.

The need for psychological and social welfare services was revealed by most of the interviewees who indicated that the services are essential. This was echoed by the questionnaire respondents who advocated for the establishment of an effective and active schools psychological services department. The research also observed that the psychological services can rescue the teachers through offering them professional guidance and counselling on special learners.

In view of the above, the need for psychological and social services is strongly underscored. This can effectively erase implementation challenges.

It was also observed that the community can also play an active role in curbing barriers to effective implementation of inclusive education. These possible solutions are the need for the community to be educated to avoid discrimination, provision of financial support and provision of moral support.

This possible solution received 99% response from questionnaire respondents as a possible solution as highlighted in Table 9. This was reiterated by the interviewees who suggested the need for special learners to be enrolled in the school nearest to their residential areas to promote inclusion. This is supported by Table 6 which advocates for the community to change their mindset and stop shunning learner with disabilities. The interviewees called for the community to embark on a revolution to fight for the acceptance of inclusion in schools from parents to learners.

The interviewees reiterated that the revolution would do away with labeling, stigmatization and lowering of self-esteem. The researcher also noticed that the community's habits are perpetuated into schools hence dealing with the problems starting from the community to the school. Positive attitude on the part of community, according to Table 9, can be promoted through motivation of community members in peer groups.

In view of the above findings, one can deduce that education plays a pivotal role in changing communities' negative attitudes towards people with disabilities, hence further erasing barriers to effective implementation of inclusive education in schools.

The community can also provide financial support as indicated by Table 9, as a possible solution to lack of adequate funding to cushion inclusion. The interviewees called on the community to seek donations from the community at large. The interviewees called on the community to seek donations from the community at large. The interviewees discussed the importance of funding from design up to final implementation.

Just like for the schools and government, as can be assessed from above deductions, it can be concluded that funding is of paramount importance because every implementation procedure requires the use of funds. Therefore, the availability of funds positively enhances effective implementation.

Provision of moral support is highlighted in Table 9 with a percentage frequency of 57%. This is supported by the interviewees as they support that moral support can also be enhanced through the creation of open door policy. The interviewees concur with the view as they further suggest that the community should foster and promote the school values and expectations and vice-versa. The issue of moral support can also be perpetuated through awareness campaigns as cited by Table9.

In consideration of the above-findings, it can be observed that provision of moral support goes a long way to boost confidence which is a much needed ingredient for effective implementation of inclusion in schools.

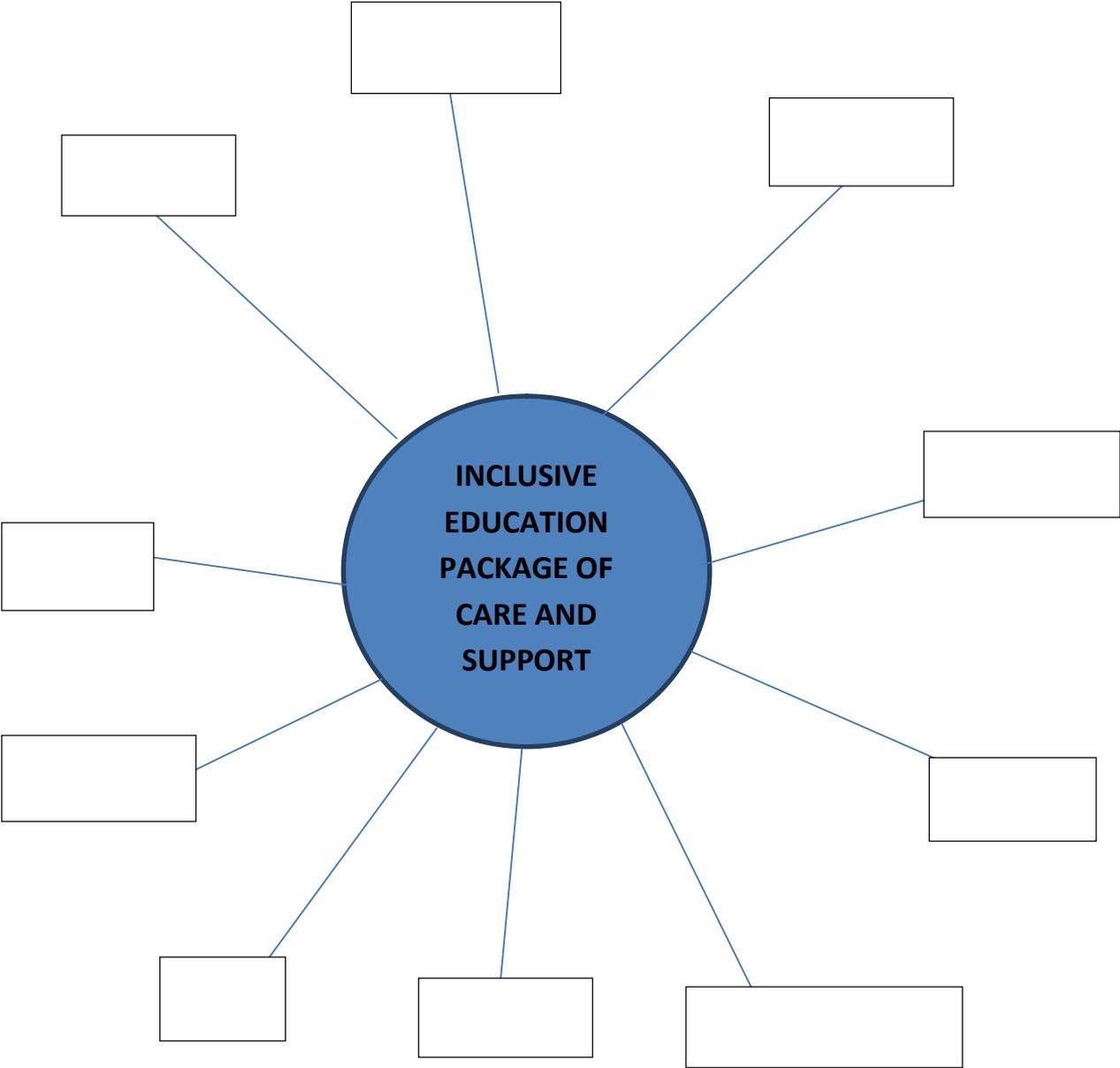


Fig 8 highlights in summary from the appropriate care and support that is needed by the schools for the successful implementation of inclusion in schools. The summary has been deduced from the possible solutions that have revealed from the study of the three schools. Fig 8 signifies that the possible solutions to the challenges is a responsibility that requires team work and collaboration in provision of care and support. This ranges from community support to material support.

Possible solutions attached to the school and teachers, the government and the community are discussed.

The researcher established that most of the barriers within the school setting can be minimized through the following strategies: training of teachers, provision of financial assistance, lowering of teacher-pupil ratio and teaching loads and facilitation of workshops and meetings to promote effective communication.

The researcher deduced through the findings that the teacher is one of key change agents in the provision of inclusion in schools. As such, the teacher's lack of skills directly hampers effective implementation of inclusive education. The research established the need for training of teachers to impart them with relevant and appropriate skills. This view has also been echoed by Sage (2006) who stresses on the need for professional development of teachers. This is reiterated by Samkange (2013) who highlights that empowerment of teachers results in effective implementation as the teachers are armed with appropriate content, objectives, methods and evaluation tools. Charema (2005) suggests that lack of training maybe a result of poverty on the

party of the teacher. This observation was also identified by the researcher as most of the teachers interviewed called for the government to avail grants to the teachers to enable them to study as their salaries are too low to permit them to pay fees in colleges.

Lack of teacher training in the three schools is also attached to failure of teachers to be granted study leave by the government. Miller (2000) assesses that lack of training on inclusion is a result of negative attitude on inclusion on the part of the teacher. This view can also be applied to the three schools under study. There seems to be total agreement among the different authorities on the need for relevant teacher training but the differences lay in how the teachers can acquire the training.

Provision of financial assistance is another possible solution identified by the research. The researcher has established that the three schools under observation are faced with absolute poverty as can be portrayed by their poor infrastructure and lack of minimal learning aids that can assist the special learners. This view is shared by the Salamanca Conference (1994) which stipulates the need for provision of funding and appropriate infrastructure as a basic requirement for implementation of inclusion in schools. Miles (2000) concurs with the idea and goes further to suggest that poor communities are encouraged to make use of the resources they have at hand. He encourages teachers to use substitutes that are affordable to the communities. Charema (2005) advises that schools seek donations from the corporate world. Chireshe (2000) on the other hand advocates for income generating projects to sustain inclusion.

The above suggested solutions on finance can be feasible to the three schools under study. With enough funding, most of the financial barriers can be minimized resulting in successful implementation.

Lowering of teacher-pupil ratio and teaching loads is one of the possible solution suggested by the study. The researcher has established that lowering of the teaching load enhances maximum attention because it removes burden from the teacher and enables the learner to receive maximum attention. This solution has also been highlighted by Sage (2006) but not at the level of the findings of the study. The degree of the severity of the load is unique in its own way. This, according to the research has been attributed to the effects of quantity education versus quality education. Miller (2000) observes that large classes exhaust limited funds. This scenario has also been observed in the study. A reasonable load and ratio promotes effective teacher-pupil interaction and accommodates a variety of appropriate teaching strategies.

Another solution is that of promoting communication through workshops and meetings. The findings reveal that these workshops and meetings promote team work and collaboration. Sage (2006) suggests that communication at every level of implementation promotes co-operation towards effective implementation of inclusive education. Charema (2005) suggests that team work and collaboration can be encouraged through establishment of local research centres. Though this may be applicable to the three schools under study to a lesser level it may not be fully feasible because of financial constraints.

The research has established that the government has a greater responsibility of minimizing barriers to effective implementation of inclusive education. Possible solutions, according to the study are: provision of funds, effective policy formulation and dissemination, facilitation of psychological and social welfare services.

Most of the barriers emanate from lack of effective policy. The research has advocated for effective policy formulation and dissemination by the government through the Ministry of Primary and Secondary Education. This is reiterated by Mafa (2012) who suggests that the absence of a policy leads to lack of clear guidelines on how schools ought to implement inclusion in schools. This is argued by Chireshe (2000) as he suggests that lack of policy signifies that special learners are not prioritized.

The above suggestion can be adopted by the researcher. Lack of appropriate infrastructure and funding on inclusion by the government may mean that inclusion is not a priority for the government. The research is advocating for a researched, developed and well disseminated policy that caters for the needs of the special learners. The research further suggests that the formulation of the policy should among other change agents involve teachers so that they develop ownership that promotes effective application of inclusion in schools. This view is also suggested by Gatawa (1997) as a way of enhancing effective implementation. Nkomo (1995) underscores the aspect of involving teachers in policy formulation. This promotes co-operation among teachers and learners as teachers feel the need to successfully implement (Nkomo: 1995).

The research has also advocated for a policy that provides appropriate assessment and evaluation tools to enable supervision and monitoring of inclusion in schools. Miles (2000) propounds that the evaluation and assessment tools should be flexible to allow for different economic, political and social environments. The research adopts this suggestion. The importance of policy formulation has revealed remarkable support from a number of authorities.

Another possible solution lies in the provision of psychological and social welfare services to facilitate professional evaluations and advice. Samkange (2013) concurs with the suggestion and

advises that there should be a psychologist and a counsellor at every school to enhance assessment and counselling of special learners. Sage (2006) reiterates that ordinary teachers may fail to give a full psychological assessment of special learners. The need for psychological and social welfare services remain pertinent in the implementation of inclusion.

The community at large can play an active role in minimizing barriers to effective implementation of inclusive education. The possible solutions are: community should be educated to avoid discrimination, provision of financial and moral support.

The community should be educated through awareness campaigns as established by the study. According to the study, this eradicates discrimination and stigmatization among teachers, learners and the community. This is echoed by Stubbs (2000) who suggests that the community should embark on a revolution against discrimination of learners with disabilities. The research advises the government to recruit teachers with learning and physical abilities to provide role models. The idea of role models has been supported by Carter and Kennedy (2006).

The study suggests that the provision of moral support can also erase discrimination of special learners. Sailor and Roger (2005) further advise that the community should foster and promote the schools' values and expectations and vice versa.

As observed from the above discussions, the teachers, government and community need to collaborate to minimize or even eliminate barriers to effective implementation of inclusion in schools. The solutions are attached to team work.

This chapter has revealed a number of challenges that hinder effective implementation of inclusion in schools. These are: lack of skills on the part of teachers, lack of appropriate infrastructure and funding, discrimination and stigmatization of learners, abnormal teacher-pupil ratio and teaching loads, lack of team work and collaboration and poor dissemination of information from the Curriculum Development Unit. Possible solutions have also been highlighted as provision of financial and moral support, lowering of teacher-pupil ratio and teaching loads, enhancing communication, effective policy formulation and dissemination and provision of psychological and social welfare services. Discussions of the above issues have been done through reference to a number of authorities. Chapter 5 focuses on conclusions and recommendations of the research.

This chapter details on the summary of the research study, draws conclusions and gives recommendations.

The major aim of the research was to investigate the challenges faced by schools in implementing inclusive education. In chapter one, the background highlighted that schools face a number of challenges that hinder effective implementation of inclusion in schools. The research assisted the researcher to develop a broader insight of the challenges encountered in schools in implementing inclusion. The chapter also highlighted how the study would help the researcher to assess the effects of the challenges and to determine the possible solutions to the challenges. Chapter one states that the findings may be used for individual assessment of the challenges and crafting of possible solutions that promote meaningful and effective implementation of inclusion in schools. Chapter two reviewed related literature, emphasizing on the challenges, the effects and possible solutions to the barriers. Among other authors, Miles (2000), Mafa (2003), Gatawa (1997) and Charema (2005) concurred that lack of appropriate skills, lack of clear cut policies, inappropriate infrastructure and resources and large teacher pupil ratio are among some of the challenges. In chapter three, the researcher highlighted that the study was centred on three secondary schools in Muzvezve cluster in Mhondoro Ngezi District. Chapter three reveals that the researcher was guided by the interpretative approach where the descriptive survey was used as the research design. Questionnaires, direct observation and focus group interviews were used to gather data from teachers. This facilitated the triangulation method. Chapter three also reveals

that data was presented through descriptive statistics in form of tables and graphs. Chapter four revealed that lack of appropriate skills on the part of the teacher, lack of clear cut policy and planning on inclusive education by the government, inappropriate infrastructure and lack of funding, discrimination and stigmatization among teachers, learner and community, large teacher-pupil ratio and prohibitive teaching loads, poor dissemination of information, lack of teamwork and collaboration and lack of motivation on the part of the teacher and learner are the main challenges hindering effective implementation. The chapter also highlighted a number of effects on the teaching and learning process were established which include dilemma of the teachers to choose appropriate teaching strategies, poor pupil performance, divided and unbalanced attention to learners, stigmatization and low self-esteem among learners, failure by the learners to meet set objectives and high dropout rate. Some possible solutions to overcome and eliminate the challenges were revealed. These range from training of teachers, provision of relevant and appropriate infrastructure, government to design policy to enhance effective inclusion, facilitation of workshops and meetings to educate learners, teachers and the community, provision of multiple syllabi to cater for mixed learners, funding to be availed, lowering of teacher-pupil ratio and teaching load to effective guidance and counseling by professionals. Though the research achieved its main aims it had a number of challenges. Among other challenges, the research was slowed down by the process of seeking approval from the headquarters in Harare. The researcher was also faced with some teachers who were unwilling to respond to the questionnaires. However, the researcher overcame this by issuing more questionnaires to more teachers than required to compensate for the non-respondents. Cash shortages seriously affected the researcher. In response to this, the researcher had to reduce the number of visits to the schools under investigation. The study revealed that more research needs

to be carried out on the negative effects of inclusion in schools. This will facilitate informed decision making on inclusion in schools.

The researcher, through the study has revealed that the schools encounter a number of challenges that hinder effective implementation of inclusion in schools. These challenges are; teachers lack appropriate skills and exposure in teaching mixed learners, lack of clear cut policy and planning on inclusive education by the government, inappropriate infrastructure and lack of funding, discrimination and stigmatization among teachers, learners and the community, large teacher-pupil ratio and prohibitive teaching loads, poor dissemination of information, lack of teamwork and collaboration and lack of motivation on the part of the teacher and the learner.

The results of the study have indicated that the problems have a number of negative effects on the teaching and learning process. The researcher has concluded that these effects make it difficult for teachers to choose appropriate teaching strategies. Divided and unbalanced attention to learners, stigmatization and lowering of self-esteem among learners are some of the negative effects. Other negative effects are that more time is needed to cater for different learners and remediation, poor performance teachers fail to meet set objectives and high dropout rate.

Based on the findings, the researcher has established that the eradication or minimization of the barriers can be achieved through a number of strategies. These are, training of teachers, provision of relevant and appropriate infrastructure, facilitation of workshops and meetings to

educate the learner, the community and the teacher, provision of enough funds, lower teacher-pupil ratio and teaching loads, designing of multiple syllabi to cater for different pupil performance, government to design a policy to enhance effective inclusion, society to be encouraged to accept each other regardless of disabilities and provision of relevant facilities.

Given that the research found out that the main hindrance to effective implementation of inclusive education in the area studied is anchored on lack of skills on the part of the teacher, the researcher recommends that the government, through the Ministry of Higher Education, should facilitate training of teachers in special education. This training will promote acquisition of relevant skills that will equip the teacher with relevant content, objectives, methods and evaluation strategies. Provision of relevant training will also equip the teacher with appropriate guidance and counseling techniques that can reduce stigmatization.

In the view of the fact that the study revealed that lack of appropriate infrastructure as a result of poor funding negatively affects inclusion in the schools studied, the researcher recommends that the government, the school and the community should collaborate to source funds through donations from the corporate world, income generating projects and from the government to provide relevant infrastructure that promotes a conducive learning and teaching environment for mixed learners.

In the light of the fact that the research established that the research established that there is no effective policy that deals with inclusion, the researcher recommends that the government should design a policy that is sensitive to the views of teachers on inclusion. The policy should also spell out assessment, monitoring and evaluation strategies of mixed learners. The policy

should also consider the teaching and teacher-pupil ratio of inclusive classes. The policy will be a guideline to the implementation process of inclusive education.

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The questionnaire seeks your opinion on the challenges faced by schools in the implementation of inclusive education on Zimbabwean secondary schools with specific reference to Muzvezve Cluster in Mhondoro Ngezi District as case study.

The information collected will be kept as confidential as possible so feel free to be as open as possible. I am kindly asking you to complete the questionnaire. I regard your views as important as they will make this study possible. Thank you for participating in this study.

1. You should not write your name in the questionnaire
2. Indicate some of your responses by ticking in the boxes provided
3. Fill in other responses by writing your responses in the spaces provided

1. Gender

Male	Female

2. Age in years

20-30  31-40  41-50  50 and above

3. Teaching experience in years

0-5  6-15  16-20  20 and above

4. Subjects being taught

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5. Qualifications

CED/Diploma in Education

Bachelor's Degree

Masters

Any other qualification (specify)

1.The Ministry of Primary and Secondary is advocating for inclusive education				
2.Inclusive education is being practised.				
3.The Ministry of Primary and Secondary Education has a laid down policy regarding inclusive education				

4. Do you have any restrictions regarding enrolment at your school?

YES

NO

5. If YES state the restrictions

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6. What is the average class size at you school?

25-35       36-45       46-55       above 56

7. The buildings are constructed to cater for different physical and learning disability				
8. Enough funds are set aside to purchase special requirements for pupils with learning and physical disabilities				
9. The school receives help and services from the Department of Psychological services				

10a) Are you trained to deal with pupils with physical and learning disabilities?

YES       NO

b) If YES what type of training?

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11a) Do you have any challenges in implementing inclusive education?

YES

NO

b) If YES what are the challenges that you face?

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c) What are the effects of these challenges on teaching and learning process?

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d) How can these challenges be addressed?

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12. In your opinion how can the following people help to minimize the problems faced in the implementation of inclusive education?

a) Teachers

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b) The government

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c) Community

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1. For how long have you been teaching pupils of different learning and physical abilities.
  2. As teachers of different subject areas what challenges are you facing in implementing inclusive education?
  3. What are the effects of these challenges on the teaching and learning process?
  4. How can these challenges be addressed?
  5. How can these people assist in solving the challenges?
    - a. Teachers
    - b. Government
    - c. Community

Key aspects to be observed are:

1. Lesson delivery to check for:

- a) Methods used to deliver content in inclusive education
- b) Effectiveness of the methods
- c) Teacher-pupil ratio and its effects on teaching and learning process
- d) Written work, quantity and quality of written work

2. Observe the facilities, equipment availability of resources for the implementation of inclusive education using the following questions;

- a) Are the facilities suitable for children's physical and learning abilities?
- b) Do the facilities suit the number of pupils available?



# MIDLANDS STATE UNIVERSITY

P. BAG 9055  
Gweru  
Zimbabwe

Telephone: (263) 54 260404/260337/260667/260450  
Fax: (263) 54 260233/260311

DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT & CURRICULUM STUDIES

26 March, 2016

Ministry of Primary and Secondary Education  
P. O. Box 8022  
CAUSEWAY

## RE: PERMISSION TO CONDUCT RESEARCH IN THE MINISTRY

The Faculty of Education's Department of Educational Foundations, Management and Curriculum Studies at Midlands State University is seeking your permission to allow Mr./Ms. MAKAMBA MARIAN....., a student in the department, to conduct his/her research in your ministry. The research will be conducted in MHONDORO NGEZI DISTRICT. District/Province. MASHONALAND WEST PROVINCE

May I take this opportunity to thank you for the cooperation you have always given this Department in this regard.

MIDLANDS STATE UNIVERSITY  
FACULTY OF EDUCATION  
DEPARTMENT OF APPLIED EDUCATION  
  
30 MAY 2016  
  
PRIVATE BAG 9055 GWERU  
ZIMBABWE TELEFAX 054-250416/7

THE HEAD  
CHEMUNYI SCHOOL  
26 JUL 2016  
P.O. BOX 111, EIFFEL FLATS  
TEL: 068-24292

*Mangwaya*  
Mangwaya, E. (Dr) 104  
Chair: Educational Foundations

THE HEAD

DEPUTY HEAD  
NGEZI SALVATION ARMY  
SECONDARY SCHOOL