PARENT AND TEACHER EXPERIENCES OF ZIMBABWEAN INCLUSIVE EDUCATION

by

Johnson Magumise

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PROMOTOR

Dr Maximus M. Sefotho

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PRETORIA

DEDICATION

I dedicate this project to God the Almighty, my creator, my strong pillar, my source of inspiration, strength, wisdom, knowledge and understanding. Only on His wings, have I been able to soar. I also dedicate this work to my wife Pauline, whose encouragement made certain that I gave everything it took to finish what I had started. To my children Medlyn, Marcelyn and Marvel who have been affected in every way imaginable by this journey. Thank you. My love for you all can never be quantified. God bless you.

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DECLARATION OF ORIGINALITY

I, Johnson Magumise, declare that this thesis, which I hereby submit for the Degree Philosophae Doctor in Educational Psychology at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.

Signature ……

Date ……

ETHICS CLEARANCE CERTIFICATE

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RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE	CLEARANCE NUMBER: **EP 16/06/02**
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CC

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Dr Maximus Sefotho

This Ethics Clearance Certificate should be read in conjunction with the Integrated Declaration Form (D08) which specifies details regarding:

- Compliance with approved research protocol,
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- Informed consent/assent,
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- Data storage requirements.

ABSTRACT

The study investigated parent and teacher experiences of Zimbabwean inclusive education. Obscurity in inclusive education and methods of effectively practising it, limited research on parent and teacher experiences of inclusive education, and controversies regarding inclusive education all prompted this study. Parent and teacher experiences of Zimbabwean inclusive education have not been adequately investigated, hence their implications for inclusive education practice. The rationale for the study was to obtain sufficient information on the experiences, which could help improve inclusive education. Review of literature indicates that inclusive education is less restrictive and more appropriate than special education although special education formed the ancestry of inclusive education. The idea of inclusive education, rooted in human rights ideology, called for the reorganisation of schools to cater for learner variations. Controversies in inclusive education include whether it should simply be inclusive or fully inclusive, whether emphasis should be on equity or excellence, and whether inclusive education can be dissociated from special education. Parent and teacher inclusive education experiences include schools resisting parents as collaborators, attitudes and expectations towards inclusive education, preferences regarding inclusive education forms and implementation styles, and other concerns about inclusive education. Vygotsky's constructionist view on disability provided the theoretical framework, providing sources on the perceptions of disability, and measures for catering for learner peculiarities. The study adopted constructivism paradigm, a qualitative design. Parents and teachers of mainly learners with disabilities comprised the study unit, (24, i.e. conveniently and purposively selected unit of 12 parents and 12 teachers). Semi-structured interviews and focus groups were used as the research methods. Ethical considerations observed included ethical clearance and informed consent. To ensure quality research, credibility, dependability, conformability and transferability were ensured. Data were analysed using NVivo and presented primarily in tree diagrams and models. The study results indicate the varying conceptualisations and experiences of inclusive education. Inclusive education beneficiaries include children, parents, communities, and the labour market. Benefits include improved social skills, family cohesion, and community productivity. Experience sharing between parents and teachers was found to be more constructive than otherwise. More awareness campaigns, stakeholder cooperation, infrastructural development, resource mobilisation, and government effort were recommended.

LANGUAGE EDITOR'S DISCLAIMER

Barbara Shaw
Editing/proofreading services
18 Balvicar Road, Blairgowrie, 2194
Tel: 011 888 4788 Cell: 072 1233 881
Email: bmshaw@telkomsa.net
Full member of The Professional Editors' Group

To whom it may concern

This letter serves to inform you that I have done language editing, reference checking and formatting on the thesis

PARENT AND TEACHER EXPERIENCES OF ZIMBABWEAN INCLUSIVE EDUCATION

By Johnson Magumise

Barbara Shaw

31 August 2017

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LIST OF ACRONYMS

AIDS …….	Acquired Immunodeficiency Syndrome
ANC ……...	Ante-Natal Care
BPS ……	British Psychological Society
CHAT ……	Cultural-Historical Activity Theory
CSIE ……...	Centre for Studies on Inclusive Education
DENI.....	……...Department of Education and Training Inspectorate
DfES ……...	Department for Education and Skills
FGD ……	Focus Group Discussion
GSS ……	General Special Schools
HIV ……	Human Immune Virus
IDEA …….	Individuals with Disabilities Education
IE ……	Inclusive Education
IEP …….	Individual Education Plan
SE ……	Special Education
SEN ……	Special Educational Needs
SES …….	Socio-Economic Status
SMH ……	Severely and Multiply Impaired
SPS …….	School Psychological Services
TD ……	Theory of Dysontogenesis
UK ……...	United Kingdom
UNESCO …….	United Nations Educational, Scientific and Cultural Organization
UNICEF ……...	United Nations International Children's Emergency
US …….	United States
ZPD ……	Zone of Proximal Development

CHAPTER ONE
INTRODUCTION

1.0 INTRODUCTION AND BACKGROUND OF THE STUDY

There is no consensus yet on what 'inclusive education' denotes and this implies there could be variations in the understanding and implementation of inclusive education in the various parts of the world. Debates that have taken place and that are still raging regarding not only the definition, but also the rationale of inclusive education and how inclusive education exists, tends to throw more of a shadow than light on the general perception of inclusive education. It is in this context that the current researcher sought to unravel the experiences of parents and teachers with inclusive education in Zimbabwe.

Bryant, Smith and Bryant (2008), on the one hand, describe inclusive education as the philosophy and practice for educating learners with special educational needs in general education settings. On the other hand, Florian (2005, p.31) had earlier on defined IE as, "... the opportunity for persons with a disability to participate fully in all of the educational ... activities that typify everyday society". It implies that there should be no separation of the learner with disabilities from general education, but instead, learners with disabilities should learn together with their peers who do not have disabilities (UNESCO, 1994).

Furthermore, considering the reality that children with disabilities were historically regarded as incapable of benefiting from normal instructional methods (Thomas, Walker & Webb, 1998), inclusive education has never been easy in the face of resultant classification and detached educational provision based on a child's form and extent of disability. This has been exacerbated by the fact that the medical representation of disability views the inability of those with disabilities as emanating from within the child rather than from the organisation of schools and inflexible methods of teaching. People, however, started questioning such an educational arrangement in the 1960s, with parents advocating transformation of society's principles which would ultimately culminate in legislative alterations and reformation of education. It was at this time that educators began the mammoth task of putting in place strategies through which those once segregated and confined to special schools could be helped back into mainstream education. The essence of inclusive education is to

accommodate learners in their diversities, which, of course, has its roots in human rights ideology. It is from this background that it has become imperative to study parent and teacher experiences of inclusive education, the directly involved stakeholder experiences, so that the evaluation of inclusive education and the establishment of ways to move forward can be made possible.

It is in an effort to observe all children's right to education as preserved in the Universal Declaration of Human Rights (United Nations, 1948) that inclusive education was established to provide children, with or without disabilities, with equal opportunities to education as provided for by the United Nations Convention on the Rights of the Child (United Nations, 1989). Zimbabwe is among the states that ratified the move, even though ratification does not necessarily imply uniform implementation. Thus, there is need for the unearthing of inclusive education practice in Zimbabwe through studying parent and teacher experiences of inclusive education in one of the country's provinces, Masvingo.

While Zimbabwe has embraced inclusive education, and hence is a signatory to the Salamanca Statement and Framework for Action on special needs education (Musengi, Mudyahoto & Chireshe, 2010;Chireshe, 2011), it lacks a clear policy that serves to guide its inclusive education, a situation that leaves stakeholders, especially parents and teachers, not clear as to what they should expect as benefits from inclusive education and what roles they should play to enhance the relatively new practice in the nation's education system. Also, despite its being a sound practice, inclusive education came with its own challenges that are experienced at different stakeholder and implementation levels. Parents, teachers, and learners, among other stakeholders, have had varying experiences with regard to inclusive education. Some of the factors affecting the implementation of inclusive education are apparent in parent and teacher experiences of inclusive education, hence the need to study experiences of inclusive education of parents and teachers in Zimbabwe.

Having done most of my studies in Masvingo where there are quite a number of schools meant specifically for the education of learners with various disabilities (special education), I became curious upon realising that learners with disabilities were indiscriminately confined to such schools, a situation which isolates them from their families and their peers who are deemed not to have disabilities, This type of educational set-up tends to not be in agreement with inclusive education, and causes one to wonder what and how the learners with

disabilities can benefit from inclusive education. I actually had the opportunity to observe the visually impaired, the hearing impaired, and the mentally disabled at Copota, Henry Murray, and Ratidzo schools for the visually impaired, the hearing impaired, and the mentally impaired, respectively. I have always felt such learners can benefit more if their learning environments could be made less artificial, and as natural and normal as any other learners'. I thought their learning could have more meaning and purpose if they could learn together with those with unnoticeable or no disabilities, and at schools that are close to their parents or guardians who can contribute immensely to their education, working hand in hand with the children's teachers. The merits and demerits, as well as successes and shortcomings of inclusive education, I believe, can be discerned from the inclusive education experiences of parents and teachers.

There are schools in Zimbabwe that provide inclusive education. Among these schools are Chamarare and Morgenster primary schools in Masvingo, where mainly the visually impaired from Copota school and the hearing impaired from Henry Murray school are integrated for inclusive education, respectively. Thus the study will look at the experiences of parents and teachers of learners at the two schools where inclusive education is being practised, in order to gain a better understanding of inclusive education in the context of Zimbabwe at large.

In Zimbabwe inclusion entails detecting and reducing or totally abolishing obstacles to learners with disabilities' participation in conventional or mainstream schools. Thus inclusive education is meant to improve the education of all learners, including learners with disabilities. It is close to being the same, if not the same as that of the 'normal' learner, i.e. mainstream education, and it is different only in the sense that it is now inclusive and sensitive to the needs of diverse learners. It involves fully utilising resources to encourage effective education and the participation of all learners in school activities. (Chimedza & Peters, 1999; Mpofu, 2004). In a school situation, effective inclusive education should result in the involvement of both learners and their families in the day-to-day activities of the school society. It should also ensure that the exceptional needs of those learners with disabilities are met, which in turn, will help in improving the society in which the school exists. Zimbabwe is located in the southern region of Africa. The Zimbabwean national literacy rate of more than 90 people per every 100 is rated among those considered to be very high regionally and globally (UNICEF, 2006). Masvingo is one of the provinces known to

contribute highly to the literacy rate. About three million learners attend school in Zimbabwe (Education Management Information Systems, 2004). Of these, a sizeable fraction comprises learners with intellectual disabilities, learning disabilities, hearing impairment, and visual impairment. Zimbabwe's education system, working in conjunction with the Zimbabwe School Psychological Services and Special Education (SPS & SE) department, caters not only for education in general, but also particularly for the inclusion of the visually impaired, the hearing impaired and the intellectually challenged, among other categories of learners with disabilities.

It is one of the basic responsibilities of the Zimbabwe School Psychological Services and Special Education department to assist schools in their efforts to operationalise inclusive education in Zimbabwe's different provinces, which includes Masvingo. It provides in-service guidance and support in applying practical behaviour analyses for educating learners with disabilities. The SPS & SE section helps with various counselling services (Mpofu & Nyanungo, 1998). Providing these services is in line with the Nziramasanga Report of 1999, which was required to look into and revise education in Zimbabwe, and which purports that the quality of education for learners with disabilities should be of the same standard as that of general education.

Despite recommendations by the 1999NziramasangaReport, Zimbabwean laws and policies for inclusive education are still not very clear (Mpofu, 2004), albeit some administrative policy issues are in keeping with the purpose of inclusion. Illustrative instances include the Zimbabwe Education Act of 1996, with reference to the Disabilities Persons Act of 1996, and various Ministry of Education circulars, such as the Education Secretary's Policy Circular No. P36 of 1990. These legislative guidelines consider it obligatory for all learners, despite differences that include disability variations, to have equal access to quality, essential primary education up to the seventh grade. In agreement with this, the Zimbabwean 1987 Education Act, revised in 2006, also emphasises inclusion of learners with disabilities in regular classes. (Mudekunye & Ndamba, 2011). Conversely, the Disabled Persons Act (1996) does not obligate the government to offer inclusivity in education in any tangible manner. The Act actually distinctly bars people with disabilities from taking the Zimbabwean government to court in regard to government service access concerns, which has adverse effects on their community participation, whether current or in future (Mpofu, Kasayira, Mutepfa &

Chireshe, 2006).

Even though inclusive education throughout Zimbabwe intends to achieve the noble goal of enhancing the social emancipation of learners with disabilities and their families, flourishing inclusion is yet to be a common reality. The inclusive education status quo therefore tends to be a consequential and deficient dedication by policy architects with regard to the education of learners with disabilities. There also tends to be an inadequate provision of resources essential for the successful execution of inclusive education in Zimbabwe, which culminates in the deterioration of community contribution by people with disabilities (Mpofu et al., 2006).

It follows therefore that, without any compulsory request that specifies the facilities to be offered, who, how, when, and where to offer them, there can be no noteworthy educational services for learners with disabilities in inclusive education in Zimbabwe. Nevertheless, schools that decline enrolling primary school children on this basis actually violate those falling under the Disabled Persons Act (1996) and are summoned for a disciplinary hearing by the District Education Office.

Thus schools in all provinces are compelled to practise inclusive education, which should imply catering for the needs of learners with disabilities who are among them, incorporating rudimentary skills for self-caring and including how to get along well with others. This is possible through inclusive education, which in the case of Zimbabwe in general, is usually in the form of 'inclusion with partial withdrawal' whereby learners with disabilities join the rest of the learners in a normal classroom setting when doing subjects other than the core subjects of reading and math. Learners with disabilities are, however, taught the core subjects separately, i.e. in the resource room (Mpofu, 2004).

In Zimbabwe, learners in inclusive education with partial withdrawal are mainly the hearing impaired, the mild to moderately visually impaired, as well as the mild to moderately intellectually disabled. The learners are chosen for curriculum instruction with intermittent support after a thorough evaluation by a panel comprising of experts from various school psychology disciplines and other stakeholders. The panellists may include speech and language pathologists, school teachers and parents. Only a limited number of learners sit for the national school achievement examination at the end of their primary education.

Alternative to inclusion with partial withdrawal, the needs of learners with disabilities are met through ‘inclusion with clinical remediation’. For inclusion with clinical remediation, learners with disabilities learn in the usual classroom setting and receive clinical corrective coaching, as and when it is necessary. The "clinical" aspect implies that teaching is deliberately modified to meet the learner's precise educational challenges (Mpofu, 2001). Inclusion with clinical remediation is different from inclusion with partial withdrawal in the numbers of learners served, as well as in the duration and place of teaching (i.e. in a resource room within normal school hours, as compared to outside normal school hours.)

Clinical remedial instruction, which is supplemental coaching, is provided for core subjects for a two-hour period weekly by a group of ordinary classroom instructors. The additional teaching is suited to specific exceptional learning needs of different learners with disabilities, who are grouped according to their disability. Over and above, inclusion with additional coaching receives the services of a nomadic remedial instructor, who occasionally comes from the SPS & SE section to aid teachers with an instructional plan, delivery, and assessment. In Zimbabwe, specifically at Chamarare and Morgenster primary schools, both forms of inclusion, i.e. inclusion with partial withdrawal, and inclusion with clinical remediation, are practised. They constitute the inclusive education I am interested in for purposes of this current study.

As a result, the extent to which families partake in the learning of their children could differ with the inclusive education alternatives they can access, the nature of the disability, the family's socio-economic status (SES), and the kind of parent-child bond that exists. However, despite varying family backgrounds, parents of learners with disabilities involve themselves more actively in their children’s schooling if the school has well thought-out inclusion choices and resource room support services (Mpofu, 2000a, 2000b). For instance, parents with children who go to better planned inclusive educational settings have a higher chance of being consulted with and of sharing information about their children’s education with teachers, school psychologists, and other experts than those in impromptu inclusion. During information sharing, parents usually attain a better and positive reception of their child's challenges, and develop a different kind of involvement. This, however, tends not to be in tandem with research findings which show that in Zimbabwe, there is a lack of resources, a lack of teacher training specifically for inclusion, and a lack of commitment by policy

makers (Peresuh, 2000; Mushoriwa, 2002; Musengi et al., 2010). In addition to the impediments to inclusive education, teacher-pupil ratio is very high (1:40 on average) in Zimbabwe's primary schools, hence the provision of service by teachers to learners with disabilities is compromised (Chireshe, 2013). Thus teachers' and parents' experiences with inclusive education tend to vary.

A study carried out in Masvingo by Mudekunye and Ndamba (2011) on parents' views on inclusion of children with disabilities in physical education showed that the majority of parents in the province encourage inclusive education, even though others favoured separate placement. Most of those parents who do not support inclusion, and who happen to be parents of learners without disabilities, (according to Mudekunye and Ndamba (2011)) believe that learners with disabilities are possessed with evil spirits, which they also think can be contagious.

A review of literature by early researchers (Mpofu, 2000b; Musengi et al., 2010; Chireshe, 2013) shows studies on parent and teacher experiences have been carried out elsewhere and at a broad stakeholder level, which made the results relatively general, and not particularly on parent and teacher experiences of inclusive education. Very few if any studies have been carried out to specifically find out parent and teacher experiences of inclusive education anywhere in Zimbabwe. As such, there is dearth of information on parent and teacher experiences of inclusive education throughout Zimbabwe.

1.2 STATEMENT OF THE PROBLEM

The understanding and implementation of inclusive education has been irregular across the world for different reasons, which according to Mitchell (2010) range from historical, cultural, social and financial reasons. It has been found to be particularly problematic in developing countries where resources are limited (UNESCO, 2008). Zimbabwe is one such country where implementation of inclusive education is still problematic, hence stakeholder experiences of inclusive education, that are yet to be well explored, tend to differ from the relatively more explored experiences of stakeholders in the developed world. The problem in Zimbabwe is, despite the important role that parents and teachers play in the implementation of inclusive education, **their experiences of inclusive education tend not to have been adequately studied**. **Their experiences also tend not to have been considered** as a launch

pad for improving the practice of inclusive education. Even parent and teacher understanding of inclusive education tend to be unclear. Thus, in Zimbabwe, **parent and teacher experiences of inclusive education seem to be hardly utilised** for the purposes of appraising and informing inclusive education.

1.3 RATIONALE FOR THE STUDY

Given the importance of inclusive education towards improving the life of learners with disabilities in general and, in particular, their education, it is critical that every aspect of inclusive education be given the full attention it deserves. As such, in this current study, the experiences of parents and teachers of inclusive education and their influence on the practice of inclusive education were studied. Parent and teacher experiences of inclusive education help to reveal the parent and teacher understanding of, and feelings towards inclusive education. They were also used for evaluating and improving inclusive education in Masvingo and the entire Zimbabwe.

With acts, such as the Individuals with Disabilities Education Act (IDEA) of 1997, in place to mandate the provision of appropriate education for learners with disabilities, and designed to meet their exceptional needs in the most limiting setting (Kavale & Forness, 2000), it is essential that the experiences of key stakeholders, such as parents and teachers be disclosed, reflected upon, and that their suggestions for inclusive education improvement be made known. Furthermore, since the aim of inclusive education is to treat all learners as more alike than different, I, through this study, could find out how parent and teacher experiences of inclusive education provide a yardstick for measuring the success of inclusive education in Zimbabwe.

School leaders have been reported to have reiterated that support services are more unlikely with general class placements, and that these arrangements offer more social than academic benefits (Barnett & Moode-Amaya, 1998cited in (Kavale & Forness, 2000). Given these findings, it is vital that the current study was carried out to find out the inclusive education experiences of those at the forefront of implementing inclusive education, namely, the parents and teachers in Zimbabwe, and the implications thereof.

Thus, the study contributes information on parent and teacher experiences of inclusive education and the relevance there-of, to literature and the body of knowledge. Also, through

use of qualitative methods to discover parent and teacher experiences of inclusive education, the study puts into perspective the extent of the inclusive education theory and practice comparability. This is in keeping with the sentiments of Daly (2007), who contends that qualitative techniques endeavour to respond to questions about the what, how and why of an experience, rather than how many or how much, which are responded to by quantitative methods. Provided below are the research questions that the study addressed:

1.4 RESEARCH QUESTIONS

1.4.1 Primary research question

What experiences do parents and teachers in Zimbabwe have of inclusive education?

1.4.2 Secondary research questions

1.4.2.1How do parents and teachers of children in inclusive education understand inclusive education?

1.4.2.2 How do parent and teacher experiences of inclusive education show the extent of achievement in inclusive education?

1.4.2.3 How do parent and teacher collaborations influence inclusive education?

1.4.2.4 What guidelines can be devised from parent and teacher experiences of inclusive education to improve inclusive education in Zimbabwe?

1.5 DELIMITATIONS OF THE STUDY

The study confined itself to investigating parent and teacher experiences of inclusive education. It took place in one of Zimbabwe's ten provinces, Masvingo, at two of the schools that practise inclusive education, Chamarare and Morgenster primary schools.

1.6 ASSUMPTIONS OF THE STUDY

Assumptions that were made ahead of carrying out the study include that the research results and findings will be useful in understanding and improving inclusive education and that change would improve stakeholder attitudes of inclusive education. It was also assumed that those who participated in the study would become part of the group of inclusive education ambassadors to help advocate inclusive education and to work towards achieving the goals of

inclusive education.

1.7 KEY CONCEPTS / TERMS TO BE DEFINED

Inclusive education is the practice of educating learners with disabilities in programs and activities for typically developing children in a variety of situations.

Stakeholder refers to people or small groups with the power to respond to, negotiate with, and change the strategic future of an organisation (Eden & Ackermann, 1998). For the purposes of this study, the term stakeholder is used to refer to all those with influence on inclusive education.

Experience The term is used in this study to refer to an event or occurrence which leaves an impression on someone.

Disability For purposes of this study, disability is at activity level and is used to refer to restriction that one has in performing an activity due to variable causes.

Inclusion with partial withdrawal is used to refer to inclusive education whereby learners with disabilities learn in a normal classroom except when doing core subjects in the resource rooms.

Inclusion with clinical remediation refers to inclusive education involving deliberate modifying of the didactic process in order to meet the particular educational needs or challenges of a learner.

Mainstream education refers to the usual, ordinary or normal education practice whereby learners with disabilities learn together with their peers who have no disabilities.

1.8 SUMMARY

The study investigated parent and teacher experiences of Zimbabwean inclusive education. The lack of clarity on the subject of inclusive education and on the methods of effectively putting it into practice, limited research on the experiences of parents and teachers of inclusive education, as well as on-going controversies with regard to inclusive education prompted the current study. A preliminary review of literature from international, continental, regional, and national arenas indicated that different parents and teachers have had different

experiences of inclusive education, hence the various perceptions which exist. The problem which motivated the study to be carried out includes the fact that the inclusive education experiences of parents and teachers in Zimbabwe have not been adequately investigated, and have hardly been utilised for appraising and informing inclusive education in the province and country. Thus, the experiences, not sufficiently unearthed, had hardly been considered as a launch pad for improving the practice of inclusive education throughout Zimbabwe. The rationale for the study was mainly that, with sufficient information on parent and teacher experiences of inclusive education, strengths and weaknesses regarding the implementation of inclusive education could be made known, and ways of improving effectiveness of the practice discerned. The next chapter reviews literature that is related to the current study.

CHAPTER TWO
LITERATURE REVIEW

2.0 INTRODUCTION

The previous chapter looked at aspects of the study, such as background, study objectives, and the significance of the study, among others. It mainly served the purpose of putting the study into context. The current chapter reviews related literature. Reviewing literature on or related to the topic under study is essentially important as it serves not only to inform the current study, but also to illustrate the research gap that calls for a filling-in, to give insight into issues that are, or might be pertinent in a specific study, and to provide the general direction of the study. For purposes of the current study that seeks to investigate experiences of parents and teachers of inclusive education, reviewed literature is segmented into six sections that are as follows: Understanding inclusive education: History and background, Definition and principles; Controversies, dilemmas and debates about inclusive education; Parents' experiences of inclusive education; Teachers' experiences of inclusive education; Parent and teacher collaborations to influence inclusive education; and Guidelines for successful inclusive education.

2.1 UNDERSTANDING INCLUSIVE EDUCATION: HISTORY, DEFINITION AND PRINCIPLES

2.1.1 History and background of inclusive education

The idea of inclusive education has its roots in the field of special education and disability which came into being in the 19th century when the founders of special education advocated and developed a way of educationally assisting children and young people who were left out from general mainstream education (Reynolds & Ainscow, 1994).Dunn's (1968) work argued in favour of the less restrictive placement position, leading to the rejection of the special class. It also led to a shift of advocacy from child to programme in line with the 1960s anti-segregation sentiments that emphasised the separatist nature of extraordinary education rather than the particular practices used to educate learner with disabilities. It was much later when governments began to take responsibility for the provision of special education as in the 20th century, special education, was rolled out for segregated pupils with disabilities as they were

regarded as not able to benefit from the common educational instructional techniques (Thomas et al, 1998). The thriving of special education was propped up by the medical representation of disability that viewed learning challenges as emanating from within the child, and by progress in psychometrics, the two which played a pivotal role towards the justification and practice of separatist provision of education based on pupil's disability (Pijl & Meijer, 1994).

Many years after accepting special education as the best approach to catering for the educational needs of learners with disabilities, the idea did not go down well with the rise of global civil rights pressure groups in the mid-20th century. It is at this time that the parallel separatist special education began to be queried. It is also at this time that people with disabilities started disputing the "stigmatizing and limiting nature of segregated education, and gave voice to their anger and dissatisfaction" (Winter & O'Raw, 2010, p.5). Since then, the equality of access issues gathered momentum leading to integration assuming the centre stage. This, bolstered by political push from the disability angle and parents calling for change, culminated in the rectification of legislation on education with educators continually making efforts to come up with improved ways of catering for the previously isolated groups so they could join their peers in mainstream education. Winter and O'Raw (2010, p.5) purport that it was the time when "the efficacy and outcomes of segregated education came under scrutiny". There was adequate evidence accumulated to show the down side of special education. According to Thomas et al. (1998, p.4) "By the end of the 20th century there was a growing consensus, resulting from moral imperatives and empirical evidence, that inclusion was 'an appropriate philosophy and relevant framework for restructuring education'."

Thus, as Ainscow (1999) puts it, the contemporary prominence of inclusive education entrenched in the ideology of human rights, though drastic in the sense that it seeks to change mainstream education so it enhances its capability to address the needs of all learners, is a step in the history of inclusive education. Emphasising the importance of the then long overdue inclusive education, Winter and O'Raw (2010, p.7) assert that, "The most compelling rationale for inclusive education is based on fundamental human rights." Inclusive education is thus a befitting replacement of segregated (special) education which potentially would contravene pupils' rights to proper inclusive education in their neighbourhood area schools. To further stress the importance of inclusive education and

emphasise the need to introduce it, UNESCO (2005, p.9) had the following to say:

> The view implies that progress is more likely if we recognize that difficulties experienced by pupils result from the ways in which schools are currently organized and from rigid teaching methods. It has been argued that schools need to be reformed and pedagogy needs to be improved in ways that will lead them to respond positively to pupil diversity-seeing individual differences not as a problem to be fixed, but as opportunities for enriching learning.

The actual inclusive education kick-off, however, began with the 'Salamanca Statement' established at the 'World Conference on Special Educational Needs' which, upon emphasising issues of Access and Quality, called on all governments and urged them to "adopt as a matter of law or policy the principles of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise" (UNESCO, 1994, p.ix). Since then many nations, including Zimbabwe, began implementing inclusive education, with various policies put in place to bolster the new practice.

2.1.2 Definition of inclusive education

The definition of inclusive education is still controversial despite the clear agreement in the intercontinental policy and legislation around the inclusive education programme (Slee, 2001). This, however, does not serve to indicate the absence of definitions of the concept of inclusive education. In actual fact, several definitions have been put forward by various authorities in a bid to have the concept well understood.

Inclusive education is thus perceived differently by different authorities. Bryant et al (2008) view inclusive education as the idea and practice for educating learners with special educational needs in ordinary learning settings. Viewing inclusive education this way is very much in line with the definition of the concept by the British Psychological Society (BPS) (2002), which contends that inclusive education concerns itself with the learner's right to fully partake in all that goes on at school and the school's obligation not only to welcome but also to accept the learner. As such, The BPS (2002), as cited by Winter and O'Raw (2010) have their definition of inclusive education centred on: no isolation or separation of pupils on any grounds; optimum participation by all learners in any community school; tailor-making learning so it becomes both significant and relevant for every learner, especially those most

prone to exclusion and revisiting culture, policies, curricula and practices in learning centres and/or environments for purposes of meeting various learning needs. Likewise, Knight (1999) views the idea of "inclusive education as one that considers children with disabilities as belonging to neighbourhood learning institutions and communities". This is best summed up by Mariga, McConkey and Myezwa (2014, p.27) who contend that, "Inclusive education refers to the right of all children to attend school in their home community in ordinary/regular classes with peers of their own age". Thus the scope of a learning institution is widened to encompass a broader variety of learners, a move that calls for a number of adjustments not only to the curriculum, but also to teacher training, learning/teaching methods, and the school environment, among other factors that influence inclusive education.

Along the same lines, Ferguson (1996), cited in (Kavale & Forness, 2000), views inclusion as a movement that seeks to create schools that meet the needs of all learners with and without disabilities, taught together in age appropriate ordinary education classrooms in local schools. Thus inclusive education moves the centre of attention from the learner or child to the school, whereby schools are required to have the infrastructural, material and human resources necessary for inclusive education. This clearly indicates that failure to meet the needs of all the learners cannot be an option and any indication of such failure should expeditiously be attended to if inclusive education is to pay dividends. To reaffirm such a shift of focus, the Centre for Studies on Inclusive Education (CSIE) (2002), quoted in Winter and O'Raw (2010, p.12) states that, "Inclusion better conveys the right to belong to the mainstream and a joint endeavour to end discrimination and to work towards equal opportunities for all". This implies that all stakeholders in inclusive education have to play their role towards promoting equality and bringing segregation to an end. This had earlier on been implied in a definition of inclusion by the Department for Education and Skills (DfES) in the United Kingdom (UK) (2001a, p.3) when it asserted that, "Inclusion is about engendering a sense of community and belonging and encouraging mainstream and special schools and others to come together to support each other and pupils with special educational needs".

> Inclusion describes the process by which a school attempts to respond to all pupils as individuals by reconsidering its curricular organisation and provision. Through this process, the school builds its capacity to accept all pupils from the local community who wish to attend and, in so doing, reduces the need to exclude pupils (Sebba & Ainscow, 1996, p.9).

Inclusive education therefore entails unconditionally embracing differences among humans, and accepting all as equal members of educational communities – valuing and giving support to unlimited partaking by all in mainstream education settings (Cologon, 2013; Thomas, 1997; Rouse & Florian, 1996; Ballard, 1995; Clark, Dyson & Millward, 1995; Uditsky, 1993; and Forest & Pearpoint, 1992). For inclusive education to thrive, however, there should be community involvement, whether direct or indirect.

Inclusive education, according to Cologon (2013, p.16), is "part of a human rights approach to social relations and conditions". Cologon (2013) goes on to say that inclusive education is more than just 'special' teachers working towards meeting the needs of the so called 'special' children, and it does not refer to a situation whereby pupils are dumped into an unaltered system of provision and practice. The school should therefore have its environment, systems, and even manpower modified to ensure adequately meeting of the needs of the different learners and enhancing inclusive education effectiveness. In the same vein, Florian (2005, p.32) defines inclusion more broadly as, "the opportunity for persons with a disability to participate fully in all of the educational, employment, consumer, recreational, community, and domestic activities that typify everyday society". In keeping with this definition, Florian, Ainscow et al. (2006) posit that inclusive education has shifted beyond merely concerning itself with responding to individuals, to exploring how cultures, policies, settings and structures can respect and value assortment, to involving the need to significantly alter the content, delivery, and organization of mainstream programmes, which the whole school should embark on to accommodate the diverse needs of all learners. According to Ainscow, Booth, Dyson, Farrell, Frankham, Gallannaugh, Howes and Smith (2006), inclusive education should be thought of as: a concern with a learner with disability or disabilities and all those categorized as having special educational needs; a reaction to corrective exclusion, as it relates to all regarded as susceptible to exclusion as a way of coming up with schools for all, as education for all, and as a moral and upright approach to education and society.

Inclusive education can also be understood more by way of juxtaposing it with what it is contrary to. Inclusive education is different from special education which, according to Mariga et al (2014) presuppose that there is a detached group of children who have special educational needs, and are referred to as special needs children; hence their education comes as an alternative to ordinary education. Special education also tends to lay blame on the child

who it views as the problem. Unlike special education, inclusive education advocates a situation where children with disabilities should learn with their peers with no disabilities in ordinary community schools. Critiquing special education, Stubbs (2008) states that special education systems hardly define the term 'special' and more often than not, what they call 'special needs' are in fact ordinary learning needs. Thus classifying needs of learners with disabilities as 'special' is what unnecessarily necessitates special education, whilst viewing them as ordinary needs qualifies learners with disabilities to belong to a normal mainstream education setting, hence inclusive education.

Inclusive education also differs from integrated education in that, while inclusive education strives to ascertain equal opportunities for all children to ordinary school learning, with an emphasis on catering for individual needs, while integrated education implies the process of fitting a child with disability into the ordinary school system without necessarily altering the school system so it suits all children. Thus, inclusive education, unlike integrated education, looks forward to the system, i.e. resources and methods being modified to suit the child, and not the other way round. From the viewpoint of Mariga et al, (2014) integration sometimes simply refers to the geographical process of physically shifting a child from an isolated 'special' school to a mainstream school, a practice that leads to the child finding learning difficult, excluded and sometimes even dropping out of school.

In summation, inclusive education accords all children the right to education, commits itself to adjusting systems and methods so they suit all children, promotes and develops every child's potential in a holistic way, supports various methods of communication to cater for individual differences, and views as important the roles played by all stakeholders such as parents, teachers, communities, school authorities, policy makers, curriculum planners, training institutions, and people with disabilities in children's education.

2.1.3 Principles of inclusive education

Inclusive education follows quite a number of principles that serve to ascertain that inclusive education achieves its major goal of equal educational opportunities to all, whether disabled or not. Central to inclusive education is the principle that children with disabilities, or those with special or additional learning needs do belong in mainstream education. Thus, an inclusive school has to be one that welcomes diversity for the betterment of learning by all,

and which accommodates the diverse needs of all. Thus, several factors have to be taken into consideration to enhance the effectiveness of inclusive education. The factors, according to the Department of Education and Science (2007), cited in Winter and O'Raw (2010, p.25) include the following:

- An assortment of teaching strategies and/or approaches;
- Teaching to achieve specific and clearly stated objectives;
- Formative assessment and well thought out assessment strategies to check on children's progress and inform teaching methods;
- Matching lesson content to the children's needs and levels of ability;
- Utilising multi-sensory approaches to enhance learning and teaching;
- Using various teaching learning/teaching aids appropriate to different children's needs;
- Applying acquired knowledge to practical situations;
- Ensuring the curriculum opportunities for the development of various skills in the children; and
- Designing homework that consolidates learning and promotes independent learning.

It follows, therefore, that stakeholders, including parent and teacher experiences of inclusive education tend to also differ due to the presence or absence of the above factors in the inclusive education they have experienced.

UNESCO (2005) summed up principles that prop up inclusive education by way of giving four inclusive education elements, one of which is viewing inclusive education as a process. Inclusive education involves an ongoing search for more effective ways of providing answers to diversity-stimulated challenges, and continuous learning from the differences and how to cope with the differences. The other element is that inclusive education concerns itself with getting rid of barriers, therefore involving the collection, collation and evaluation of information from diverse sources for informing and improving both inclusive policy and practice. Yet another element is that inclusion should concern itself not only about presence of all children, but it is also about everyone's participation and achievement. The last of the four elements is that inclusive education needs to stress the importance of providing equal opportunities through meeting the educational needs of those learners who are at risk of

marginalisation, exclusion and underachievement. The ways in which, as well as the extent of combining the elements, determine how inclusive education is experienced in different places by various inclusive education stakeholders, including parents and teachers.

2.2 CONTROVERSIES, DILEMMAS AND DEBATES ABOUT INCLUSIVE EDUCATION

Some of the experiences of parents and teachers with inclusive education may be in line with the controversies, dilemmas and debates about inclusive education. It is therefore important at this point to also look into the controversies, dilemmas and debates that have to do with inclusive education. One of the debates that still rages on involves *selecting for implementation either inclusion or full inclusion*. With inclusion, a child will always begin their education in the mainstream environment but when the necessary services cannot be availed to the mainstream setting, the child has to be removed from the regular classroom. This does not go down well with the proponents of full inclusion who advocate full time regular classroom learning, even when the child is experiencing handicapping conditions, regardless of the severity of the conditions.

Regarding these two options, Bowe (2005) contends that inclusion or regular inclusion, and not essentially full inclusion, is a rational, practical and realistic approach for the majority of children with special needs. Bowe (2005), however, goes on to advise that even regular inclusion may fall short with regard to providing suitable education to students with serious handicapping conditions, for example, those with severe autism-spectrum disorders, or those with multiple disabilities. Conversely, Stainback and Stainback (1995) state that in places where placement in mainstream education is a civil right, like in the United States (US), it is the schools that need to be restructured so that full inclusion can be made possible for all children with special needs.

Kaufman (1989), cited in Winter and O'Raw (2010, p.17), who is for inclusion rather than full inclusion argues that, "Inclusion is driven by an unrealistic expectation that money will be saved", and that, "Trying to force all students into the inclusion mould is just as coercive and discriminatory as trying to force all students into the mould of special education". In the same vein, Gains (2008) contends that full inclusion is actually an expansive and over-blown

rhetoric that is primarily politically driven, but lacking with regard to rigorous thought, debate or evidence, and which has proven unfeasible in the United Kingdom (UK). His argument is that full inclusion, which he refers to as a 'one size fits all' model has been tried without success.

However, those advocating full inclusion argue that good teachers should be able to meet the needs of various children, despite the variations and complexity levels of those needs. Bunch (1999) states that people need to not bow down to the belief that, variations in learning abilities should imply segregation of the many not so privileged young boys and girls. For Bunch (1999, p.4), inclusion implies

> … all children have the right to go to the same school attended by their brothers, sisters, and neighbourhood friends … and placement in a programme should depend on the needs of individual children for a natural environment, and not on some form of quasi-medical diagnosis or psychological measurement.

To augment his position Bunch (1999, p.9) asserts that, "we learn to talk by talking …to read by reading … to write by writing, and … to include by including". Along the same lines, Avramidis (2005) states that continually emphasising the deficits of those with special needs tends to distract the focus from the barriers relevant to the structures and attitudes in schools and societies. Thus, for the likes of Bunch (1999) and Avramidis (2005), who argue for full inclusion, the focus in inclusive education should be on those aspects and/or factors that tend to get in the way of not only inclusion but full inclusion, if inclusive education is to yield the anticipated results.

In the pursuit of inclusion, there are also possible conflicts of rights. For example, the parent's choice, no matter how noble, may violate the child's rights. The two may not always be compatible. Thus, while parents, for their own reasons, may prefer inclusive education, the children for whom they favour inclusion may instead prefer segregated learning settings, perhaps out of fear of being labelled. These tensions, according to Evans and Lunt (2002), culminated in substantial debate, with some criticising the 'full' or 'purist' form of inclusion, favouring instead a more realistic approach which was viewed as a more 'responsible' and 'cautious' mould of inclusion (Hornby, 1999; Wilson, 2000). In fact, proponents of the pragmatic approach argue that while every individual child is entitled to appropriate

education, there are a few who, despite the planners and implementers of inclusive education in the world, may find it extremely difficult to fit into the inclusive settings (Evans & Lunt, 2002; Farrell, 2000). Thus, in inclusion, there is always dichotomy between the values of inclusive education and those of individuality. In line with the contradictions, Winter and O'Raw (2010) cite Norwich (2002) arguing that, when working with differences that are significant or exceptional, ways of balancing various values have to be sought, for instance, access to service provision as opposed to labelling or stigmatising, or partaking in an ordinary curriculum versus having programmes tailor-made to suit individual needs. While these dilemmas serve to indicate some level of 'ideological impurity', they also assist in making clearer the stakeholder experiences of inclusive education, and in this case, parent and teacher inclusive education experiences.

There is also another controversy that is involved with the aspect of *equity and excellence in inclusive education*. In conjunction with the stress on inclusive education, there is an increasingly emphasised need for academic brilliance and/or attainment, as well as school competitiveness (Evans & Lunt, 2002). This, according to Rose (2001) tends to subjugate the idea of equity inherent in inclusion to vital competitive performance. Thus, evaluating school performance based on academic outcomes and learner achievement is tantamount to negating the whole concept of inclusion, and may dampen the teachers' zeal to cater for learner diversity in their teaching (Ainscow et al., 2006; Howes, Booth & Frankman, 2005). In actual fact, and as Dyson and Millward (2000) suggest, some schools are worried that if they practise full inclusive, their academic competence and status as institutions might be interfered with. Dyson, Farrell, Polat and Hutcheson (2004) state that the statistically negative relationship between inclusivity and attainment, though very small, is explicable from the viewpoint that the majority of inclusive schools happen to be in socially and economically underprivileged areas. This viewpoint suggests that with schools adequately resourced and operating at full throttle, inclusive education would not interfere in any way with schools' attainment levels.

It also sounds very illogical for primary education to be inclusive if post-primary educational provision depends on a particular academic selection system (Abbott, 2006). The selection aspect culminates in teachers concentrating on a restricted curriculum and only on a few academically gifted pupils, which, in turn, results in the teachers attending less to the needs of

other children (Gallagher & Smith, 2000). This dilemma, as UNESCO (2005) suggests, can only be overcome if the school's structure, curriculum content, staff, parents and pupils' attitudes are such that they provide maximum prospects for development to all children.

In inclusion, it is imperative that every individual child, despite their differences, is accorded equal opportunities and treatment. However, this does not appear to be ideal as what is achieved on the ground tends to not be in sync with expectations. Labelling and categorising according to differences and disabilities seem common in inclusion. To this end, Hastings, Sonunga-Burke and Remington (1993) state that there are labelling cycles that shape not only attitudes, but also policies and provision in inclusive education. While some, for instance, Soder (1992), would argue for the refutation of 'labels', while other argue that the rejection of labels is very much the same as denying differences (Norwich, 2002).

Summarising the inclusion-labelling dilemma, Jones (2004) had the following to say:

> On the one hand, we are encouraged to work towards 'inclusion', on the other, the language of Special Education Needs (SEN), rooted in the medical model of disability, legitimises the idea that some children are 'normal' while others are 'special'. As a consequence, groups and individual children are assigned specific labels, often leading to special or segregated provision (Jones, 2004, p. 11).

A major controversy remains that while inclusion wants to dissociate itself with special educational needs terminology, resource acquisition, as well as extra service systems are and look more likely to remain, based on tags and groupings of need. However, Jones (2004) contends that whilst all practitioners ought to accept and be familiar with these tensions, and that the need for extra learning needs may crop up due to a variety of factors, it should not necessitate tagging or the use of certain labels. Reaffirming Jones' (2004) viewpoint, Ainscow et al., (2006) reiterate that grouping and labels connected to it actually act as barricades to a wider or more comprehensive view of the concept of inclusivity. Also condemning categorisation and labelling, Ballard (1999, p.8 cited in Messiou, 2003) asserts that, "Categorising and naming children as 'special' identifies them as different from others and different in ways that are not valued in present mainstream schools and society".

Another debate on inclusion considers the relevance of *special schools, units and classes* in times of inclusion. Routine removal from the normal classrooms of children so they get extra

assistance is discouraged by those who advocate inclusion. Inclusive education advocates believe doing so makes disabilities conspicuous, disturbs children's learning and infringes children's rights (Putnam, 1998; Jump, 1992).

Denouncing the idea of special schools, units and classes, Ainscow et al. (2006) declare that the 'rights' viewpoint deems it unnecessary for children's needs to be served in separate and so called 'special' settings. Contrarily, Norwich (2002) maintains that the effect of segregationist education, which involves very few children, on mainstream education is indeed blown out of proportion, and that abolishing special needs education in the foreseeable future is very improbable (Norwich, 2002; Lindsay, 2003). In fact, Winter and O'Raw (2010) essentially suggest that discussions on inclusive education should take into consideration the role that special schools, units and classes play or can play towards cushioning inclusion. Along the same lines Deni (2006) states that it was articulated that the needs of children with severe learning difficulties could hardly be met in mainstream schools, hence special schools could be situated together with mainstream schools, but with the term 'special' discarded. According to Kearney and Kane (2006, p.206), in 1989 the New Zealand Education Act introduced a significant move to protect "the rights of students with disabilities to enrol in a school of their choice". It was also regarded as not lawful to ban separate schools (Varnham, 2002). This dilemma implies that while according children their right to belong tends to deprive the children of their right of choice, the reverse also holds true.

The right to belong versus the right of choice dilemma led Lindsay (2007) to propose separating rights and value issues from matters of comparative effectiveness of dissimilar didactic techniques, a position which advocates for the rights position (e.g. Booth, 1996; Gallapher, 2001) vehemently contests claiming issues of rights need not be supported by research evidence. A three-year study in Norway by Myklebust (2002) found that students with general learning problems would do better than those taught in small groups, a position that supports inclusion. A number of other studies have also produced findings that show that children, with and without disabilities, achieve high levels of learning when learning occurs in inclusive classes (Baker, Wang & Walberg,1994; Moore, Gilbreath & Maiuri, 1998; Peterson & Hittie, 2002).

2.3 PARENT AND TEACHER EXPERIENCES OF INCLUSIVE EDUCATION

Stakeholders in inclusive education include parents, teachers, schools, curriculum designers, policy makers, and learners themselves. However, for the purposes of this study stakeholders will only comprise parents and teachers. For this reason, it is imperative that a review of related literature on inclusive education experiences of parents and teachers be done. The review is in two sections, one for each category – parents and teachers.

2.3.1 Parent experiences of inclusive education

A review of related literature by Peters (2003) shows that a study in Northern Europe by Soodak (1998) indicates that parental involvement is very important in the education of their children. Soodak (1998) says that most North-European countries have made it a directive by putting in place a law which calls for parental contribution in decision-making for special education needs services concerning their children. Nevertheless, schools were found to still find it difficult to embrace parents as collaborators in inclusive education. The extent of parental participation was found to be largely depended on class and/or race. In particular, different parents of various linguistic and cultural backgrounds were unlikely to play a part in, or confront educational choices concerning their children. The reason was mainly that the parents felt detached and incapable when working together with the school workforce. Some indicated official procedures practised in the schools act as obstacles that prohibit parents from partaking significantly. Alternatively, those parents eager to take part seemed to involve themselves based on displeasure with the school organization and would normally be from among the majority (white) and be of middle-class or upper-class backgrounds. Schools frequently saw these parents as rivals and would most likely blame the children's performance and conduct challenges on the parents (Soodak, 1998).

In a study carried out in Queensland, Australia, Elkins, Van Kraayenoord and Jobling (2003) established that many parents favoured inclusion unconditionally, while some would only if supplementary resources were provided, and only a small group preferred special placement. Some parents, although very few, had negative attitudes towards inclusion and this would cause drawbacks in the implementation of inclusive education. Another study on parental attitudes towards inclusive education by Gilmore, Campbell and Cuskelly (2003), also in Australia, revealed that parents did recognise the educational, social and emotional benefits

of inclusion for learners with disabilities and their peers without disabilities. However, research by Florian, Rouse, Black-Hawskins and Jull (2004) indicates that even in developed countries such as Britain, it began to show widespread fears that inclusion lowers the academic achievements of learners in the mainstream. To this end, Florian, et al. (2004, p.115) assert that, "Many … schools … now resist the pressure to become … inclusive because they are concerned that to do so will have a negative effect on the academic progress of other pupils and lower academic standards". It follows, therefore, that parents of children in various schools also have had and are having different experiences of inclusive education.

A study carried out in Britain by Rogers (2007) found that parents experience being affected negatively by mainstream education expectations. This, it was established, happens especially when the parents' children in inclusive education fail to live up to their education in the mainstream environment. The other factor that was found to affect parents is the fact that, more often than not, children with learning difficulties have their 'normal' peers growing out of their reach, a situation that leaves them more vulnerable to different forms of ill-treatment, for example, being bullied, teased or neglected (Warnock, 2005). Parents have also experienced situations in which there is no agreement between inclusion and school performance (Docking, 2000). Moreover, parents also endure the pressure that their children need to write and pass examinations that are recognised at national level (Benjamin, 2002).

Rogers (2007) also points out that since the early 1980s, emphasis in Britain was on inclusive education 'where possible'. Some parents of children with learning difficulties experienced exclusion of their children in mainstream education, the scapegoat being that it was not possible to include the children. However, in the late 1980s, it became a national requirement in Britain that schools reach given educational standards, a situation that encouraged homogenous teaching which was not sensitive to the needs of all. This scenario also saw some parents having their children's needs not met.

Some of the findings from the study by Rogers (2007) are that: after receiving information on the Special Educational Needs (SNE) provision for their children, parents would work hand in hand with schools to have their children statutorily assessed; all parents would begin by wanting their children to learn among their peers in mainstream schools, despite their being impaired; some, having realised the complexities of inclusive education, preferred placement in special schools to inclusive education; and some parents experienced situations where their

children in inclusive education were unhappy, and had no room whatsoever of developing a sense of achievement. Rogers (2007) also found that some parents have had teachers, and even school administrators, speak badly about their impaired children and this created severe tension with these teachers and administrators. These parents even had the experience of reporting the teachers and administrators to the police and had them arrested.

In some instances, children in inclusive education would not get the education that their parents looked forward to them getting from mainstream schools, and even when children liked education, they still would not get adequate education, welfare and esteem (Rogers, 2007). It was also found out that mainstream education was difficult and problematic to parents and their impaired children (Allan, 1999; Benjamin, 2002; Russel, 2003).

Duhaney and Salend (2000) contend that parents view inclusion of their children in a positive way, as they believe the children benefit more when in an inclusive environment than when in secluded places. However, their concerns and scepticisms about inclusion need not be taken for granted nor should they be ignored. This serves to show that even with parents' favouring inclusive education, this should not lead to assumptions that they have no reservations about the practice, even when their experiences are not all pleasant. De Boer, Pijl, and Minnaert (2010) obtained similar findings after making a review of ten studies that were conducted during the period that spans from 1998 to 2000. The findings indicated that parents generally have positive attitudes towards inclusion but have a mixed bag of experiences of inclusive education. In Germany, it was established that the attitudes of parents towards inclusive education were positive as the majority of children with disabilities perceived integrative learning very much in a positive way, albeit the parents who had had experience with inclusion were not many (Dumke, Krieger & Schafer, 1989; Preuss-Lausitz, 1990). This implies experience of inclusion on the part of the parents could lead to possibly two dichotomous consequences, i.e. either perpetuating positive attitudes or causing a negative perception of the practice.

In a study of parents whose children had intellectual disabilities and were in special schools by Breitenbach and Ebert (1996), it was found with the majority of parents, that although they believed their children would benefit from special education, the major drawback of special schools is that they do not allow for interaction between the children with disabilities and their peers who do not have disabilities. Thus the barrier of special schools for children

with disabilities coming into contact with their peers without disabilities could easily be done away with if the children were part of mainstream education. This was found in tandem with research findings that parents of children who have behavioural challenges or learning disabilities (Gibb,Young, Allred, Dyches, & Winston, 1997; Leyser & Kirk, 2004; O'Connor, McConkey, & Hartop, 2005; Turnbull & Ruef 1997) and parents of children without disabilities (Balboni & Pedrabissi, 2000; Kalyva, Georgiadi, & Tsakiris, 2007) all reported to have had positive inclusive education experiences.

However, it was those parents whose children had mild disabilities who reported to have more positive attitudes towards inclusion in comparison with those parents whose children had severe disabilities (Leyser & Kirk 2004). Parents whose children had either a physical or a sensory disability tended to score highest on positive attitudes towards inclusive education (Balboni & Pedrabissi, 2000; Tafa & Manolitsis, 2003). This shows parents of children with various forms of disability may also have varying experiences of inclusive education as experiences tend to vary with the form and magnitude of the disability.

A study conducted in Austria revealed that parents rarely reported aggression by schoolmates against their peers with disabilities in inclusive school settings (Gasteiger-Klicpera, Klicpera, Gebhardt & Schwab, 2013).However, a difference was noted between pupils who were using the General Special Schools (GSS) curriculum and those who were using the severely and multiply impaired (SHM) curriculum. From the assessment of the parents, victimisation was found to be more common and experienced among the children learning the GSS curriculum than among pupils learning the SMH curriculum. The parents of children with severe and multiple disabilities in special schools, reported victimisation less often compared to those of pupils in inclusive classes, whilst no victimisation was reported for pupils with learning disabilities, a situation that indicates parents of children with disabilities have experiences that vary not only with the school set up, but also with the types and degrees of disability.

With regard to amicable and pro-social ways of behaving from schoolmates, parents of children with intellectual disabilities reported that more often than not their children were treated in a friendly and pro-social manner by their school mates, whether learning the GSS or the SMH curriculum in inclusive classes. Thus, in this case neither the dissimilarities between the schooling types nor the varying degrees of disablement would significantly influence the extent of friendly and pro-social behaviour by class and schoolmates

(Gasteiger-Klicpera et al., 2013).

Comparing international and regional inclusive education standards, a comparative study of parents' perceptions of inclusion in South Africa and the United States (Ninays, Engelbrecht, Oswald, Eloff & Swart, 2005) showed that in the United States, professionals incorporate parents' knowledge about their child and help parents to be aware of their rights as stakeholders in inclusive education (Kalyanpur, Harry & Skrtic, 2000). Duhaney and Salend, (2000), cited in Ninays et al (2005), also contend that professionals in the United States actually advocate the crucial role parents play towards the success of inclusive education as evidenced in two of their Inclusive Education Acts; the Education for All Impaired Children Act of 1975 (PL 94-1420, and the Individuals with Disabilities Education Act (PL 101-476) of 1990 (IDEA), even though parents' viewpoints are not always taken into consideration when making decisions. The fact that the extent to which parents are welcome as partners in inclusive education varies from place to place which tends to imply that parent experiences of inclusive education also differs from place to place. Conversely, a study carried out regionally in South Africa by Engelbrecht, Oswald, Swart, Kitching and Eloff (2005) revealed that, regardless of laws that have been put in place, and parents' anticipations, inclusive education in South Africa hardly reflects the important aspects of equity and individual rights. The study found that, mutually collaborative relationships among parents, teachers and other inclusive education stakeholders have not been easy to establish. This is one indicator that inclusive education in South Africa has not been fully in operation, and this seems to be the status quo in most, if not all developing countries, Zimbabwe included.

Also established regarding inclusive education in South Africa by Engelbrecht, Howell and Bassett (2002) is that disconnected educational departments, that were administrated by particular legislation and disjointed according to racial lines, exacerbated the split up of the country's education system. This could be the situation with all the other developing countries that were once under colonial rule. The former masters could still be unwilling to mingle with the former servant, a situation that leads to the fragmentation of the education systems, and which results in dissimilar inclusive education experiences for parents of different nations and places within the nations.

Parents in South Africa were fortunate enough to be the agents of the force behind the coming into being of inclusive education in the 1990s, advocating the placement of their

children with disabilities in mainstream schools (Engelbrecht et al., 2005). Their involvement, nonetheless, did influence experiences that they had of inclusive education, especially pertaining to attitudes towards inclusion. The parents felt that their recognition in society would be much better when their children, for example, those with Down syndrome, developed and learned better by being raised in ordinary family, school and community environments, unlike when they grow up in isolated settings like special schools. This way of perceiving inclusion saw learners with disabilities also being enrolled in mainstream schools in 1994 (Belknap, Roberts & Nyewe, 1999; Schoeman, 1997; Schoeman 2000).

However, in South Africa, involvement of parents in the education system had traditionally hardly been given any recognition and there has been exclusion of parent participation. They could not partake actively in the formal learning of their children (Van der Westhuizen & Mosage, 2001). If involved, parents would only participate in issues to do with fund-raising. The support role that parents of children with disabilities played in promoting inclusion in South Africa was thus revolutionary. It enabled parental involvement in the decision-making course with regard to school placement and support for the learning programmes of their children. Thus the way that parents came to be involved in inclusive has a bearing on the kind of experiences they consequently had of inclusive education.

According to Kalyanpur et al. (2000),the consent for parental participation that mandates parents to contribute, alongside professionals to decision-making concerning the education of their children enables the evening out of the deficiency of parental contribution and the equilibrium of influence between professionals and parents that historically, has been slanted in the professionals' favour. The South African Schools Act (Republic of South Africa, 1996b), for instance, demands that parents' rights and wishes should override the admission policy of the school's governing bodies, hence allowing parents the opportunity to make decisions regarding the placement of their children. Thus, as is the case in the USA, equity, individual rights and the freedom values of option are entrenched in the official prerequisite for parent involvement in their children's education in South Africa. This participation embraces appreciation for parents as the principal care givers of their children, and hence a fundamental resource to systems that educate their children. Given this scenario, parents are bound to have more positive experiences of inclusive education.

Parents, teachers, administrators and learners, working together and with a collective duty to

nurture the diverse development of all children, need to ascertain that all that is needed for inclusive education has been met (Gasteiger-Klicpera et al., 2013). Thus it should also form part of parents' experiences of inclusive education to support learners and teachers so they reach their goals.

Engelbrecht et al (2005) state that, from parent experiences of inclusive education, it can be discerned that teamwork between various stakeholders that include professionals, such as educational psychologists, in the inclusive education practice is either improved or held back by varying viewpoints on parents and their children's rights, and by the professionals'behaviour andthoughts towards diversity. Thus, levels of collaboration between stakeholders also determine the kind of experiences parents have of inclusive education.

The way parents view inclusion was also found to be yet another factor that has an effect on parents' experiences of inclusive education. Engelbrecht, et al., (2005, p.469) assert that,"Parents who view the inclusion of their children into mainstream education as a privilege rather than a right tend to compromise and take sole responsibility for ensuring their children's successful inclusion". Engelbrecht, et al., (2005) believe such parentsdeem it their obligation to provide support to teachers and other professionals. Some parents who do not want to be perceived as interfering would rather keep their distance, and look forward to the school informing them of any problems with their children. Other parents choose to completely withdraw as they could not be sure if their children would do well in an inclusive environment. Accordingly, some of parents' inclusive education experiences have to do with their perception of, and cooperativeness towards inclusion.

Attitudes of other stakeholders also tend to influence parents' experiences of inclusive education. As highlighted by Engelbrecht, et al., (2005) the attitudes, whether negative or positive, of teachers not only affect performance by children, but also have an intense influence on the inclusive education experiences of parents. Since teacher motivation of children in inclusive settings can perform wonders with regard to both the parents' and children's general perception of inclusion, parents experience teachers with positive attitudes as helpful, compassionate and heartening.

A study carried out in Swaziland's Nhlangano area by Okeke and Mazibuko (2014),which sought to establish from the parents, the training and psychosocial needs of children with

special educational needs in inclusive education, revealed that these parents experienced hurdles in performing their normal role in educational decisions (Mundia, 2001; Lewis & Doorlag, 2006; Giffing, Warnick, & Tarpley, 2009; Makgopa & Mokhele, 2013).Most of the parents were found to be not well prepared with regard to meeting the special educational needs of their children (Bender, 2008; Ministry of Education Singapore, 2012). They were also found to be stressed by the mere fact that they had children with special educational needs. The stress was proportional to the extent of the child's need for continued care and attention. Parents were, as well, found to lack formal training so they could get to know how to care and effectively attend to their children and provide them with what they needed to support their development in general, and in particular, education. Among other findings by Okeke and Mazibuko (2014), it was also revealed that parents experience a variety of emotions as they try to comprehend and/or appreciate the special educational needs of their child, and among these feelings were anxiety, grief, anger, fear, guilt, surprise, more than relief, acceptance and optimism.

A study in Uganda has furthermore shown that a lot of parents of children with special educational needs fail to assume an active responsibility in the learning of their children, a situation that also tends to limit their chances of getting the basic education and training on how they can be involved (Njuki, Wamala, Nalugo & Niyisabwa, 2008). Conversely, the study findings of Mestry and Grobler (2007); Felix, Dornbrack and Scheckle (2008); and Makgopa and Mokhele (2013) noted that the lack or limited parental involvement might not necessarily culminate from the lack of interest, but may also be a result of poverty, single-parenthood, the lack of training and being unsure of how to get involved. The HIV/AIDS pandemic effects and cultural and socioeconomic isolation were also found to seriously influence several parents' ability of involvement in their children's education.

In Zimbabwe, little has been done on connecting experiences of parents of inclusive education to advancement in inclusive education. However, a study by Mushoriwa (2001) revealed parents' negative attitudes towards inclusive education, a state of affairs that indicates poor standards with regard to inclusive education and deficient preparedness by essential stakeholders to prop up the practice.

2.3.2 Teacher experiences of inclusive education

Internationally, numerous studies have been carried in a bid to demonstrate variables that exert some influence on the achievement of learners in inclusive education. Fakolade, Adenyi and Tella (2009) established that attitudes about inclusion are extremely complex and vary from teacher to teacher and school to school. Fakolade et al's (2009) exploration of the teachers' attitudes regarding the inclusion of learners with disabilities in their general secondary schools in Nigeria showed that the teachers' attitudes towards the inclusion of special needs learners differ between male and female teachers. The findings imply that the different teachers' experiences regarding inclusion also vary with different other variables, a situation that explains the diverse inclusive education experiences by different teachers.

In a study carried out in Ghana by Agbenyega (2007), findings indicate that the beliefs of teachers in regard to inclusive education point to the fact that they have the tendency of looking down upon pupils with disabilities. Teachers were found to consider learners with disabilities as unsuitable for mainstream education, especially those with visual and auditory impairments. They would instead prefer having them go to special schools for their education.

The teachers believed learners with disabilities cause them to waste time trying to find ways of supporting and directing them, unlike those considered normal and/or usual. They actually had not yet adjusted to a situation where the deaf and dumb can learn together with their normal peers in regular schools. To them, inclusive education does not and will never pay dividends (Agbenyega, 2007).

It was also part of the teachers' belief system that having learners with disabilities in mainstream classes restricts the quantities of instructional work they achieve at any point in time, a situation that culminates in failure to complete the syllabi and in low work output. The teachers further went on to claim that it is them who always carry the burden of being blamed for failing to exhaust the syllabi. The teachers even think having learners with disabilities as part of regular classes does impinge on the educational performance of their peers who have no disabilities (Agbenyega, 2007).

Teachers' beliefs and attitudes towards inclusive education tend to have been anchored on the fact that they had insufficient professional knowledge when it comes to working with pupils

with disabilities. In the study by Agbenyega (2007), it was established that teachers viewed their inclusive education expert knowledge and skills as not enough to successfully educate learners with disabilities in regular schools. More to the lack of expertise, teachers also cited their experiences of having inadequate resources as another factor that compounded their problem of failing to work effectively with learners with disabilities within regular learning environments. Resources which they mentioned as being in short supply include reading material, for instance, Braille for the visually impaired, issue to do with the physical environment, such as difficulty in accessing classrooms for learners in wheel chairs, and congested classrooms.

Furthermore, the teachers articulated their concern that, due to the fact that they lacked the requisite knowledge and expertise to educate learners with disabilities who formed part of their mainstream classes, the overall academic school performance was negatively affected and general success hampered. They lamented that even policy makers should not look forward to them working effectively with pupils with disabilities, for whom they had not received any form of training. Their argument was for one to successfully teach a pupil with a disability, one has to be trained to cater for the particular needs of specific categories of learners.

Agbenyega (2007) also reiterated having obtained findings pointing to teachers' dissatisfaction with teacher-pupil ratios that they work with in inclusive education. Highlighted in the study is the fact that teachers were working with ratios as high as fifty to sixty pupils per teacher, a situation the teachers said compromises learning and performance, and have to pay attention to individual pupils would be difficult, if not impossible.

As if that was not enough, teachers in Ghana also had complaints pertaining to the shortage of support from specialised experts with the necessary knowledge, for example, itinerant teachers, those specialised in Braille and sign language, and wide-ranging special education connoisseurs (Agbenyega, 2007). It follows, therefore, that teachers in Ghana, despite being expected to welcome and perform well in inclusive education as per policy requirements, they experience deficiencies in expertise, resources and support from experts in pertinent areas of inclusion. Agbenyega (2007, p.52) quoted teachers in Ghana as saying, "You cannot work on your farm without a farming tool…different farming activities require different tools and appropriate expertise."

Additionally, the teachers visibly felt bitter about what they observed to be obligatory policy, with those advocating inclusive education taking no meaningful action to support the inclusive education policy, and seemingly not concerned about realities of the matter regarding the implementation of inclusive education. The general conviction is, therefore, that without adequate resources and support, inclusive education was impossible, and indeed hopeless.

Inclusive education has been viewed as one process that is very dynamic, and as such, is not suited for quick fixing (Corbett, 2001; Lindsay, 2003). It, in actual fact, calls for the approval of normal classroom teachers to be successful, which, in the majority of cases is not the case (Corbett, 2001; Lindsay, 2003). Accordingly, any intercession plans to lessen pessimistic thoughts and advance inclusive education in Ghana, and any other places, ought to take on board an all-inclusive people's approach, and deal with issues that are obstacles to successful inclusion.

In South Africa, research has found that teachers play the most significant role in the effort to successfully implement inclusive education (Bothma, Gravett, & Swart, 2000; Davies & Green, 1998; Mamlin, 1999). However, despite the fact that these roles are performed, it might not be the case with every teacher. It is, therefore, very likely that teachers have different experiences of inclusive education, whether they indeed managed to play their role, or failed to do so due to varying obstacles they came across in their bid to effectively implement inclusion.

Swart, Engelbrecht and Pettipher (2002), found a need for change and the redefinition of the usual inclusive education roles of teachers in mainstream schools to a more concerted role in accommodating diversity in inclusive learning settings. Another study by Engelbrecht, Oswald, Swart, and Eloff (2003) revealed high levels of stress among teachers who already had pupils with intellectual disabilities in their mainstream classrooms. Areas that were identified as most stressful include administrative issues, behaviours of children with special educational needs, the teacher's self-efficacy in inclusive education, the lack of collaboration with parents, as well as inadequate support in general. All of the areas point to deficient preparation on the part of teachers to meet the exclusive individual educational needs of pupils in their classrooms. Inclusive education is therefore considered to lay extra demands on teachers and to lead to stress, which negatively affects the progress of not only children

with special educational needs, but all the children in the classroom (Engelbrecht et al., 2003).

Engelbrecht et al. (2003) also found that even though some teachers benefitted from the requisite skills acquired from training programmes for inclusive education, such teachers still faced the challenges sharing the acquired knowledge with colleagues who would either be disinterested in the content, or because of other constraints.

It also became more and more apparent that a noteworthy issue that serves to disconnect research and practice has to do with a shared deficiency of knowledge on the application of scientifically proven research results in real inclusive education practice, as well as the lack of teamwork between researchers and practitioners (Chafouleas & Riley-Tillman, 2005). All inclusive education role players are thus urged to share and build on their current knowledge in order to enhance inclusivity in all of the school's aspects (Dyson & Forlin, 1999).

The major themes that emerged regarding barriers included: the lack of leadership that is democratic in schools; the absence of cooperative partnerships between stakeholders which include parents, teachers and learners; the lack of positive attitudes towards diversity, which include bullying of children who do not fit the universal norm of the rest of the children in the school, for example, those who speak a dissimilar mother tongue, or those who have disabilities. Other issues that were found to impact positively and significantly on inclusivity included the school's capacity to meet the basic needs of children from poverty-stricken backgrounds, the enhanced teacher qualifications, respectable leadership of communities, as well as a working school governing body.

Studies that were carried out regarding the attitudes of teachers in Zimbabwe towards the learners with disabilities proposed a need for the improvement of teachers' education for inclusive education practices. For instance, Barnatt and Kabzems (1992) testified that, generally about 50% of teachers in Zimbabwe were not in support of the inclusion of the learners with intellectual disabilities in typical learning settings, and that about 64% of the teachers would resent having the intellectually disabled in their classrooms. Legally, teachers cannot reject a child's right of entry into their classrooms. Practically, nonetheless, pupils with considerable disabilities have been found to be rejected and turned away from schools, as teachers viewed themselves as untrained, and therefore not equipped enough to teach these

children.

In contrast, Maunganidze and Kasayira (2002) found that 52% of teachers in ordinary education actually had affirmative attitudes towards educating children with disabilities together with their peers who are considered normal, in inclusive settings. In a study by Maunganidze and Kasayira (2002), pupils who had visual and physical disabilities were viewed as more suitable for inclusive education compared to those who were intellectually and auditorily impaired. Furthermore, teachers teaching at inclusive schools that had a resource room back-up were found to have more upbeat attitudes towards the inclusion of children with disabilities than those at schools whose inclusion had not been planned. These optimistic attitudes could have culminated from the ordinary education teachers having had the resource room teacher support, which was available for assisting special needs pupils in an inclusive setting. Additionally, teachers qualified in special needs education and who had the experience of working with children with special educational needs, and the administrators of such schools, had confirmatory attitudes towards schools embracing inclusive education (Hungwe, 2005).Studies have confirmed the need for and the importance of inclusive education, and proposed that there is a need for Zimbabwean normal education teachers to develop a more positive attitude towards inclusion, which they say is obtained in the classroom.

It appears that the practice of having children with disabilities attending regular schools that have resource rooms enhances the teaching and learning, as well as teacher awareness of the disabilities (Mnkandla & Mataruse, 2002; Mpofu, 2004).

A survey by Chireshe (2011) of the attitudes of in-service teacher trainees for inclusive education revealed that the majority of special needs education in-service teacher trainees perceived the current special needs education curriculum as deficient and not meeting the needs of pupils with special educational needs, a situation that necessitates inclusive education. Thus, some teachers have had experiences of children moving from special needs education settings to those that are inclusive. That, in turn led to teachers also experiencing problems handling an inclusive class, adapting their programmes, and accommodating included or integrated children.

The Ministry of Primary and Secondary Education, was not yet ready for inclusive education as the curriculum was not adapted to inclusive education, but was rather examination oriented. It actually lacked support for inclusivity of the education system. Some teachers, according to Chireshe (2011),revealed that the then Ministry of Education, Sport and Culture, had instances of parents of children without disabilities saying no to inclusion, mainly as a result of not having a clear understanding of disability, except in only a few cases where they strongly felt it was not only possible, but also necessary.

Trainee teachers who were interviewed expressed the need for modification and the varying of teaching methods if inclusive education was to succeed (Chireshe, 2011). However, this would not be enough if not preceded by adequate and relevant training of the teachers, and followed by thorough supervision and monitoring of progress of the inclusive education practice. Also highlighted from the interviews was the fact that even with the inclusive education policy in place, the policy was not really binding since the Ministry and other stakeholders had not adjusted the environment, had inadequate resources and so barely supported inclusion. Thus, all or some of the above could be part of teachers' experiences of inclusive education. Nonetheless, trainee teachers interviewed also responded in a way that indicates teachers involved in inclusive education could also have had experiences of their learners' social skills improving and the boosting of confidence levels, as well as a high acceptance of learners with disabilities among the 'normal children'. (Chireshe, 2011) This viewpoint directly contradicts responses by other trainee teachers who felt inclusive education would more likely impair the emotional development of learners with disabilities. Possible reasons for the emotional damage to learners with disabilities include the fact that the learners with disabilities would barely get sufficient assistance, and would experience labelling, all of which depended on the type and complexity of the learner's disability.

2.4 PARENT AND TEACHER COLLABORATIONS TO INFLUENCE INCLUSIVE EDUCATION

The degree to which inclusion is put into practice is determined by the cultural, political, social and economic environments and by the different understandings of the notion (Leyser & Kirk, 2011). Implementation, for that reason, varies with countries, regions and even school localities (Friend, 2011; Vasins, 2009; Gabel & Danforth, 2008; Jenkinson, 1998; Rouse & Florian, 1996). Fakolade et al, (2009) also reiterated that mind sets about inclusive

education are tremendously multifaceted and differ from teacher to teacher and school to school. This clearly shows that implementing the inclusive education concept cannot be uniform and is not a simple task, and requires the bringing together of the different mind sets. Along the same lines, Villa & Thousand (1995) believe that teachers have always been viewed in two ways: first, as agents of innovations due to their intimate, day-to-day interaction with issues of diversity; and second, as major hindrances to change, because of their reliance on outdated or traditional modes of instruction. Villa and Thousand (1995) also contend that teachers, who fruitfully include learners of different learning characteristics, regularly make choices on what needs to be tailored, attuned, reconfigured, rationalized, and made clear in their curriculum and teaching, which pays off on the learners with special educational needs. Thus, effective inclusive education implementation implies working more on both policy and practice.

According to Salend (2001), a positive response to inclusion by schools, teachers, and other learners benefits learners with special educational needs. This is because they get to acquire social skills in an atmosphere that approximates the 'normal' circumstances of growth and development. Such an environment tends to elevate their self-conception, whereas their peers with no special educational needs also benefit from exposure to learners with dissimilar characteristics, abilities and personalities. It means, therefore, that the effective crafting of an inclusive education policy and the implementation of the policy require the cooperation of teachers.

In a study carried out by Palmer, Borthwick-Duffy, Widaman and Best (1998), cited in Elkins et al (2003), it was found that the response to inclusion by parents, who valued socialisation as an important educational goal, was generally positive. What these parents required was that their child had comparatively superior cognitive proficiency, and that their child had reduced behavioural setbacks and fewer characteristics that call for exceptional instruction. This response was also found to benefit other stakeholders in inclusive education. However, Daniel and King (1997) found that some parents of learners with disabilities were more worried about the extent to which their child's individual education plan (IEP) essentially spoke to their child's needs under a general setting, contrary to being in separate settings. These parents tended not to optimally cooperate towards supporting inclusive education, hence affecting the implementation of inclusive education in a different way altogether.

Accordingly, inclusive education policy development and implementation of the idea requires that stakeholders, who include parents and teachers, need to be extensively consulted and involved, hence their experiences of the idea become useful.

2.5 GUIDELINES FOR SUCCESSFUL INCLUSIVE EDUCATION

The European Agency for Development in Special Needs Education (2009) recommends that, if quality is to be attained in inclusive education, teachers need to be trained so they consider themselves capable of assuming accountability for all learners, regardless of their personal needs. Learners should also be involved in decisions about their own learning while parents receive adequate support in making informed choices for their children. Individual Transition Plans (2006), cited in The European Agency for Development in Special Needs Education (2009), also recommend that the learning process must not be content-based, comprising only academic subjects, but should also teach social and occupational skills. Also encouraged by The European Agency for Development in Special Needs Education (2009) is personalised learning approaches for all learners, as well as developing an Individual Education Plan (IEP) for individual learners.

Research by Jannis-White and Schaffer (2013) shows that when placed in a regular class with an appropriate programme, learners do better in language, social skills, emotional well-being, and in future employment opportunities. Jannis-White and Schaffer (2013) found that in Toronto, many families want a unified educational system which provides for equity and inclusion for all. These findings show that the different stakeholders in inclusive education need to put their heads together and work towards a common direction if inclusive education is to yield the intended results.

Zechello's (2012) understanding of inclusive education also clearly suggests the indispensable role of different inclusive education stakeholders which includes parents and teachers. Zechello (2012, p.15) has the following to say about inclusive education:

> The term 'inclusive education', widely used in recent times, is usually thought to imply education for students with perceptible disabilities (hearing/visual impairment, cerebral palsy, and intellectual impairment). This is inaccurate. Inclusive education means a system of education that is progressive and flexible enough to meet the diverse needs of all students, including those with disabilities. Inclusive education is an on-going process

> of school reform that is beneficial to all students – bright, average, not so bright, as well as those who have exceptional or special educational needs.

In the same vein, Masuku (2012, p.22) asserts that:

> Disability inclusion is about society changing to accommodate difference and to combat discrimination related to people with disabilities. It requires that disabling barriers are removed and personal needs relating to impairment are met, thus making possible the full involvement of people with disabilities and enabling them to benefit from services on an equal basis with others.

The fact that inclusive education is an on-going process of school reform therefore implies that at regular stages of implementation, it is important that it is informed of the experiences of those directly or indirectly involved in it, hence the need to look into parent and teacher experiences and their implications to inclusive education. I have chosen to study specifically the parent and teacher experiences not only because it is an impossibly exhausting exercise to include all stakeholders in a single study, but also because the two are shop-floor stakeholders when it comes to implementing and improving the practice of inclusive education.

Thus, it always has been, and is important to understand parent and teacher (who are an important part of the society) experiences of inclusive education and what these experiences imply with regard to how effective inclusive education has been, is, and how it can be made more effective.

2.6 THEORETICAL FRAMEWORK

The study is guided by Vygotsky's Theory of Dysontogenesis (TD), and his Cultural-Historical Activity Theory (CHAT), which, according to Rodina (2007),are together better known as a constructionist view on disability. The two make up a theoretical and methodological basis for contemporary inclusive education. Since both TD and CHAT are concerned with the aspects of and a wide variety of uniqueness in a child's psychological development, together they tend to cater for a broad spectrum of abilities and/or disabilities. The theories also look at aspects which are crucial to helping learners of different abilities, such as zones of proximal development, knowledge on the development of humans in their diverse classes, socio-cultural sources of disability. The fact that Vygotsky's constructionist

view on disability juxtaposes the genesis of ability and that of disability makes it a good theoretical framework for the current study, which is on parent and teacher experiences of inclusive education, even though it may have its own inadequacies. It provides possible explanations for individual differences, variations in treatment, and affords insights into ways of ensuring individual needs are catered for.

> Vygotsky's idea of a multifaceted composition of disability in the comprehension of 'anomalous development' is important in distinguishing 'primary disability' (physical impairment) and 'secondary or tertiary disability' (cultural misrepresentations of communally habituated psychological functions), issues that are fundamental to inclusion. The distinction is essential for both parents and teachers, and determines the level of determination in parent and teacher involvement in inclusive education, and hence their experiences of inclusive education (Rodina, 2007, p. 10).

It implies, therefore, that both parents and teachers might have had experiences of considering those with disabilities as being not equal to their 'normal' counterparts in different aspects of life, with the former assuming an inferior and worse position. They, as well, could have believed myths about disability and those with disabilities. Such beliefs are culturally or socially constructed, and tend to influence the way parents and teachers experience inclusion.

The diagrammatic representation of the framework is as follows:

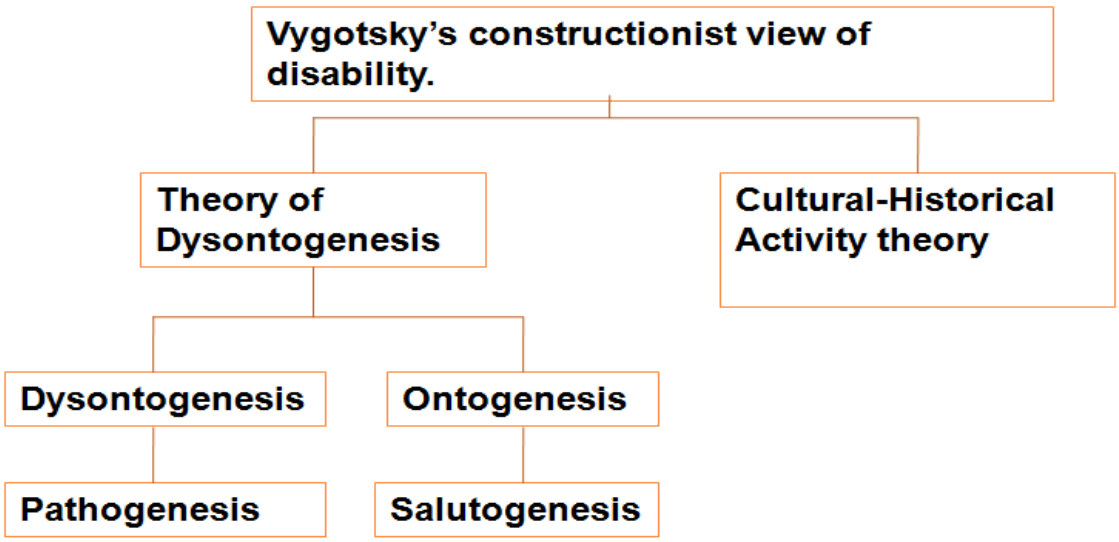


Figure 2.1: Sources of feelings about disability and related reactions

Figure 2.1 serves to show how people's feelings and/or attitudes towards disability develop. It also explains the relationship that exists between the feelings and/or attitude one has about disability and how one reacts to disability or situations in which disability is an area of concern, for instance, in inclusive education. Thus, dysontogenesis, which refers to the beginning of negativity about disability, and which may result from acculturation and socialisation, may make an individual view people with disabilities negatively and hopelessly. Conversely, ontogenesis refers to the beginning of positively viewing people with disabilities, which also is greatly influenced by culture and socialisation. Such information is crucial to understanding the various experiences of inclusive education that parents and teachers have had.

Vygotsky (1993) opines that primary disabilities, such as vision and audition, language and speech-related, motor and central nervous system-related injuries cause marginalisation of the child in social, cultural and learning environments (Rodina, 2007). More often than not, this is the situation in Zimbabwe. Parents and teachers might misunderstand the inclusion of children with disabilities in social situations due to the lack of information on the importance of inclusive education. They might also have had experiences of having their children not properly included by some inclusive education stakeholders in certain social events, activities or situations. Parents and teachers might have had their children or learners actually excluded at some point in their inclusive education. In the current study, however, the aim is to investigate parent and teacher experiences of inclusive education in their diversity, how they possibly came about, and ways in which the experiences inform inclusive education. Vygotsky (1993) also contends that as a result of primary disabilities, the child may display a disfigured link to culture for a foundation of higher cognitive functions, an experience of inclusive education which parents and teachers are likely to have encountered.

According to Rodina (2007), Vygotsky, in his theory of dysontogenesis, emphasises the significance of separating between main and associated indications when studying the background and schooling of learners with different disabilities. Failure to distinguish between the two could be part of the experiences of inclusive education of both parents and teachers, which, in turn, could also have led to parents and teachers making an effort towards reducing primary deficiencies that are less subject to remediation, instead of working more towards avoiding or eliminating consequential developmental problems, such as the social

and mental effects of primary disabilities, which are not very resistant and more prone to eradication.

Vygotsky disapproves of the parents' and teachers' way of treating child abnormality whereby they may time and again consider a disability as a disaster (Rodina, 2007). Parents and teachers in Zimbabwe might also have treated disability as catastrophic, a position that could also interfere with their effective partaking in inclusive education. To Vygotsky, a disability is not at all catastrophic, but many problems linked to disability are mostly attributable to a people's beliefs. Vygotsky believes that the psychological and physical inadequacies of those with disabilities are purely hinged on a certain social setting, agreement or anomaly that tends to interfere with the upcoming generations normal socialisation. "Vygotsky says parents and teachers alike perpetually pity, and subsequently help the perceived as dependent children with disabilities, hence holding back the development potential and paving the way for secondary disability" (Rodina, 2005). Pitying and offering help unnecessarily thus interferes with the acquisition of experience, such as using objects and tools, and deny such children the opportunities of acquiring both physical and social skills. This serves to explain the clearly missing need for new impressions and the quick loss of support by parents and teachers for the possible development of self-reliance or independence among children with disabilities, a state of affairs, parents and even teachers in Zimbabwe could also be experiencing as part of inclusive education.

Also essential to Vygotsky's theory of development, according to Kravtsova (1996), is the idea of age-based psychological unique formations that influence the social circumstances of child growth. According to Petrovsky and Petrovsky (1983), Vygotsky's phrase 'social situation' was virtually substituted by the phrase 'leading activity'. El'konin (1998) posits that vital to leading activity is role play. Thus, parent and teacher inclusive education experiences of providing conducive social situations in Zimbabwe need to also be scrutinised.

In relation to Vygotsky's constructionist view of disability, Zuckerman (1994) asserts that interactive play forms the basis for growth and constitutes the source of the Zone of Proximal Development (ZPD), and inclusion is basically developmental. Thus, with a prop up from parents and teachers, the major mission for inclusive education is to effect change of both ZPD and the zone of actual development. In line with Vygotsky's constructionist view of disability, social situations provide for the development of awareness of self and others. This

is summed up by Veresov (2005, p.1) who posits that, "The ontogenesis of consciousness is considered a process of continuous change of activities [leading activity and social situation of development] within the system-child-society". It is important, therefore, to also look into parent and teacher experiences with regard to the provision of effective social situations for inclusive education in Zimbabwe.

Vygotsky, in addition, greatly valued the function of social and cooperative life incidents for children with disabilities. To Vygotsky (1993), the personality of children with disabilities is not influenced by their disability, but somewhat by their social background and its effect on the child, which is a socio-psychological realisation of having disabilities. In the collective, according to Vygotsky (1993, p.127), "one gets building blocks for the personal functions, realised during the course of shared development". Thus, Vygotsky emphasises inclusive education which, to him, provides learners with disabilities with opportunities to internalise conversations with other people, slowly attaining comprehension of the communal and intellectual implications of different practices that reconcile language and information processing. Accordingly, Vygotsky's constructionist view of development and learning considers the social learning environment as not only a situation for child development, but also a foundation for development of higher cognitive and cultural functions. It is, therefore, important to find out parent and teacher experiences of various aspects of inclusion; including costs and benefits, and the role they play in mediating the development of learners' mental processes.

Vygotsky (1993) further emphasises inclusive education's focus on the intact abilities of children with disabilities, which should form the beginning of the most favourable development of the children's probable capacities. "Vygotsky (1993) stressed the significance of neologisms like 'empowerment' and 'resource-oriented approach'..." (Rodina, 2007, p. 16). With neologisms focus changed from abnormalities and disorders to foundations of wellbeing among children with disabilities. This led to a change of the viewing model of disability, from pathogenesis to salutogenesis. With reference to Vygotsky's resource-oriented approach, Rodina (2007, p.16) cites Vygodskaya and Lifanova (1996) as saying "disabilities require no adjustment but the condition of 'disability' needs overcoming, for instance through a socio-cultural dysontogenetical hunt and understanding of personal 'developmental detours' ...". Thus, to Vygotsky, inclusive education practice should

comprise the conception of developmental detours for children with disabilities, a situation which is only possible with accurate identification of the geneses of disability. It is also part of the current study to look at parent and teacher inclusive education experiences with regard to both finding out the possible sources of disability perceptions, and the provision of developmental detours for learners with disabilities in Zimbabwe.

In summation, according to Vygotsky's constructionist view of disability, the main adult's (in the case of the current study, parents and teachers) responsibility in inclusive education is leading the child or learner into the common child collective cultures. The ZPD suggests that the adult, in every stage and at various levels, should give the child certain tasks and responsibilities for developmental acceleration. Thus, corrective and instructive work should represent a structure of learning/teaching methods with the intention to get rid of resultant and tertiary disabilities among children with disabilities in peer groups. "Vygotsky's theory of dysontogenesis points out that a positive approach implies a societal view on children with disabilities, focussing not on weaknesses and disorders, but on strengthening and empowerment of individual skills" (Rodina, 2007, p.18), and on the provision of disability-specific zones of proximal development or developmental detours. In Vygotsky's viewpoint, the major purpose of inclusive education must be putting into practice a 'positive differential approach' that can possibly help to build up higher intellectual capacities in the general traits of learners with disabilities. The development of a learner with a disability is principally influenced by the social connotations of their physical disfigurement. It is, therefore, important to find out how parent and teacher experiences of inclusive education reveal not only what happens in inclusive education, but also the signs of success or failure of inclusive education. This information helps in determining appropriate measures for improving inclusive education in the province and the entire country, if not the world over.

2.7 SUMMARY

History indicates that special education and disability, which were focal areas in the 19th century, preceded and formed the ancestry of inclusive education. Inclusive education was found to be less restrictive compared to special education, and hence, more appropriate for learners with disabilities. In fact, the idea of inclusive education, which saw the learner with a disability being accorded the opportunity and licence to belong to mainstream education, was deep rooted in human rights ideology. Human rights ideology called for the reorganisation of

schools to cater for learner variations. The definition of inclusive education, however, is still not agreed upon. Despite the controversies in people's understanding of inclusive education, it is widely regarded as education that allows for the full participation of learners with disabilities in mainstream education. Thus, inclusive education leaves no room for the isolation or segregation of learners on whatever grounds. Inclusive education is controversy-infested. The controversies include whether implementation of inclusive education should simply be inclusion or full inclusion, whether the emphasis of inclusive education should be on equity or on excellence, and whether inclusive education can be completely dissociated from special education or not. Another hullabaloo in inclusive education has to do with the conflict of rights as is evident in clashes between the parent's choice and the child's choice. Parents' experiences of inclusive education include the schools' resistance to consider parents as collaborators in inclusive education, parents' varying attitudes and expectations towards inclusive education, and preferences regarding the forms and implementation styles of inclusive education. Among the experiences of teachers of inclusive education are their attitudes and beliefs about inclusion, their concerns about inclusive education, their roles in inclusive education, and their working together with other stakeholders in inclusive education. Vygotsky's constructionist view of disability provided the theoretical framework for the current study, providing sources of both positive and negative perceptions of disability, as well as measures to enable catering for learner peculiarities. The next chapter is on the study methodology.

CHAPTER THREE
METHODOLOGY, PARADIGM, DESIGN

3.0 INTRODUCTION

The preceding chapter provided literature that is related to the current study. This chapter focuses on the qualitative methodology adopted for the current study. According to Sefotho (2015) research methodology is "a way to systematically solve the research problem". This is in line with Rajasekar, Philominathan and Chinnathambi (2006) who define methodology as a systematic approach to solving a problem, or to gaining knowledge. Providing a similar definition of methodology is Degu (2006) who says it is a way to systematically reach a solution to a problem. From the above definitions one can understand methodology as referring to the process of gaining information and/or data collection so that one reaches decision-making enabling conclusions. It involves a number of steps that a researcher espouses for a specific study. It comprises crucial aspects of research that include the paradigm, design and methods of inquiry, all which form part of this chapter.

3.1 RESEARCH PARADIGM

For the purposes of this study I espoused **constructivism as** my research paradigm. Constructivism "suggests directions from which to look", rather than "provides descriptions on what to see" (Blummer 1954, p. 5) as cited in Denzin and Lincoln (1998, p. 221). It has an emphasis on understanding lived experiences from the viewpoint of those who live or lived it as its goal (Denzin & Lincoln, 1998). As such, particular interests of constructivism include notions of objectivism, empirical realism, objective truth and essentialism. In constructivism what is considered objective and true is the result of perspective, hence Bruner (1986, p. 95) avers that constructivists endorse the claim that, "contrary to common sense, there is no unique 'real world' that pre-exists and is independent of human mental activity and human symbolic language".

Constructivism enabled me to obtain and accept in-depth information on the different experiences of parents and teachers with inclusive education in Zimbabwe, even though the information could have multiple meanings. Mayring (2014) contends that constructivism concerns itself with constructed or co-constructed realities. Thus it allowed me and the participants to socially construct the context-specific realities of inclusive education in

Zimbabwe. The constructivist paradigm was deemed suitable for this particular research as it allowed me to focus on the research problem and to utilise various approaches available to gain a clear picture of the problem from the participants' point of view (Tashakkori & Teddlie, 2010). Morgan (2007) posits that constructivism allows room for an enquirer to benefit more from a blend of qualitative research methods than would be possible through the use of any one used singly.

3.2 RESEARCH DESIGN

A qualitative design that took the form of **multiple case study design** was adopted. Qualitative methods are research methods utilised when studying people and their social worlds (Richards, 2014).According to Richards (2014) qualitative data refers to data which results from contextual observation and interaction. I had to interact with those who participated in this study for me to get the data that is contextual as it pertains to inclusive education in Zimbabwe. Richards (2014) goes further by saying that if a researcher seeks people's own understanding of particular social contexts, given in their own words, it is best to adopt the qualitative research design. Galvanising the importance of qualitative research in exploring people's own viewpoints, feelings and/or perceptions, Creswell (2013) reiterates that qualitative methods are suitable for studies that are exploratory in nature.

A multiple case study was espoused since two schools were involved in the study. A multiple case study, sometimes called a collective case study, is when a number of cases are chosen to develop a more detailed comprehension of the phenomena being studied than a single case study can provide (Baxter & Jack 2008; Yin, 2013). One of the merits of case studies is that they have a clear focus on dynamic interactions (Rossman & Marshall, 2014). In inclusive education, interactions tend to differ with situations, people's interaction and the places of interaction. According to Yin (2013), multiple case studies focus on real life contexts. Thus the design is suitable for the current study which aim is to find out parent and teacher experiences of inclusive education. Yin (2013) contends that multiple case studies yield strength to conclusions from a study, and gives room for a researcher to check for consistencies in research results, which are some of the reasons why I decided to adopt it for the current study. A multiple case study design also allowed me to analyse data within each setting and across settings (Baxter & Jack, 2008).

3.3 UNIT OF STUDY

The study confined itself to studying parent and teacher experiences of inclusive education and how the experiences could provide guidelines for inclusive education. Parents, as well as teachers of learners, with or without disabilities, in inclusive education at Chamarare and Morgenster primary schools in Masvingo province, were of interest in this study that took place in Zimbabwe.

3.3.1 Study population

My population comprised 113 parents, of which in the case of learners with both parents – one of them would participate in the study, and 32 teachers of the learners with or without disabilities learning at Chamarare and Morgenster primary schools, where the visually and the hearing impaired are involved in inclusive education respectively. Bless and Higson (1995) describe population more comprehensively as the total set of items and events, or groups of people about which the investigator wishes to determine certain characteristics. Along the same lines, Gall, Borg and Borg(2003) contend population is a set of individual units which the researcher seeks to find out about, while Remler and Van Ryzin (2011), who refer to it as a population of interest, say it is the population the study aims to investigate in the first place. Thus my study population was the entire group of people about which I wanted to obtain information.

3.3.2 Sample

Since it is not always possible to carry out a study using the entire population, I drew from the population a sample that participated in the study. According to Khan (2009) a sample is simply a subset of the research population or part of the population which is used to determine the feature of the population. Remler and Van Ryzin (2011) contend that a sample is part of the population from which inferences about the population can be made. Thus a sample is a miniature picture or cross section of the entire group from which the conclusions about the entire group can be drawn. A sample of 24 participants [12 parents and 12 teachers of 12 learners with or without disabilities who were in inclusive education (6 from Chamarare and 6 from Morgenster)] took part in the study. Thus only a part of the population was used in the study, which allowed for in-depth study. Thus only a part of the population was used in the study, which allowed for in-depth study. However, generalisation to a larger populations

is not possible in qualitative research, even though the study findings are certainly useful and may be very valuable for illuminating the inclusive education experiences of parents and teachers. Thus the sample cannot be described as representative.

3.3.3 Sampling

I used convenience sampling to pick on parents and teachers from two purposively selected schools who went on to participate in the study. Sampling procedures or techniques are designed to ensure that cases studied are representative of a larger population in which the researcher is interested. Non-probability purposive sampling was used for the selection of two schools that practise inclusive education and which serve children with or without visual and hearing disabilities that would partake in the study. To Patton (2002), purposive sampling involves selecting individuals or artefacts that represent categories. Convenience sampling, which is also non-probability, was used whereby 6 learners whose parents were easily accessible and willing to partake in the study were chosen from each of the two schools and from any grade level. Remler and Van Ryzin (2011) say convenience sampling refers to a situation in which a researcher takes advantage of a natural easy access to people who they can recruit into a study.

3.4 RESEARCH METHODS

For data generation, I made use of direct data collection strategies, which are focus group discussions (or focus groups) and interviews. O'Leary (2010) contends that focus group discussions and interviews put the researcher in charge, and not only do they allow the researcher to ask what he/she wants, but also allows him/her to ask it the way he/she wants. Furthermore, direct data generation methods permit the researcher to, with relative ease, direct the research to match the research question and sub-questions with some precision. Merging group and individual interviews normally indicate the greater breadth of focus groups and the greater depth of interviews (Crabtree, & Miller, 1993). For instance, group interviews have made use of follow-up individual interview studies to confirm the conclusions from their investigations, and to trim down the study populations included in the study (Irwin, 1970). The approach was advantageous in that reactions would come from a comparatively broad assortment of participants in a relatively short period.

However, looking at each of the two data generation methods at a time would clearly show why the methods were suitable for the study.

3.4.1 Interviews

To obtain deeper understanding about parent and teacher experiences of inclusive education semi-structured interviews were used. The reason for this was that interviews with individuals can be a more effective method for deeper data generation (Morgan & Krueger, 1993; Carey, 1994). Interviewing, according to O'Leary (2010) is the art of asking and listening whereby the researcher's task is talking only so that another person is in position to respond. Matthews and Ross (2010) define an interview in research as a data gathering technique that enables direct interface between the researcher and participant(s), enabling the interviewer to draw out information, feelings and views from the interviewee through use of questions and interactive conversation. While interviewing, it is the participant's voice that I was seeking out and which I had to be able to draw out.

The interview was such that the interviewee was available and situated to chat comfortably. Thus, it was informal, not rule- or role-based. A rapport and trust was established and the lines of communication opened. Kavale and Brinkman (2008) aver that informal interviewing is casual and relaxed for purposes of limiting any gulf between the interviewer and interviewee. Semi-structured interviews would elicit both intended data as well as unexpected but useful emerging data. The approach's flexibility would allow me to use pre-established questions while at the same time drawing out information, attitudes, opinions and beliefs around particular themes, ideas and issues without predetermined questions. As such, interviews would ensure intended data were captured, while also permitting room for a natural flow of rich and informative conversation.

As I was interviewing respondents, I would be taking notes on my conversations with the participants. In order to ascertain I would not miss out on some information, I would also electronically or tape record the interview conversations. This is because it is good qualitative practice to have a record of all interview conversations, take notes and later transcribe the recordings word for word (Goodson & Sikes, 2001). I would try by all means to come up with a written rendition of the information that each interviewee would have provided.

Other benefits of using interviews include that they permitted me to elucidate questions,

allowed me work with the illiterate, permitted sources of information to respond in any way they deemed fit, let interviewers observe the non-verbal behaviour of respondents, and reduced anxiety so that potentially threatening topics could also be studied (Key, 1997).

To allow myself room for control over the process whilst providing the interviewee with the freedom to express his/her own thoughts, a one-on-one interaction was adopted for the interview. This also enabled me to observe non-verbal cues that are also important when interpreting responses by participants.

To enhance my chances of holding successful interviews, I had to plan for the interviews with the different participants, individually. I had to agree with each participant on the place and time for the interview in advance, and would send reminders of scheduled meetings to lessen the likelihood of inconveniences, especially from the part of the participant. I informed participants of the nature, length and format of the interview. I also had to remind the participants of the dates for the interviews as they became closer.

During the interviews, I ascertained the setting was comfortable, with no distractions, and would allow a seating arrangement that was not confrontational, but which ensured the participant and I could see each other well. I allowed time for building a rapport so the participant would feel more relaxed and more willing to engage in the interview. I was also prepared to be flexible and adapt to each participant's way of telling their story rather than expecting them to conform to my "nicely planned" interview guide. I used prompts and probes to encourage my participants to tell me rather than have them assume I knew what they were thinking. To avoid leading the participants to make "acceptable comments", I would use neutral probes, for example, 'Can you tell me about your experiences of inclusive education?', and 'Can you tell me how you feel about the experience?' I would also remain calm even in the face of surprises.

I had to begin by asking questions which I at least expected the participants to be able to answer and to which they had to say nothing more than just 'yes' or 'no'. The questions were arranged in such a way that one led to the next. As I interviewed the participants, I would take notes of, or tape or video record the responses with the participant controlling what was to be recorded. I would also note down my observations of the interview itself, of the participant (interviewee) and of myself. After each and every interview, and as early as

possible, I would transcribe recorded information and write notes taken during the interview in full.

3.4.2 Focus group discussions

As mentioned earlier on, after I used interviews for idea generation and depth, I went on to use follow-up Focus Group Discussions or simply focus groups (FGDs) for breadth. A focus group is a set of individuals chosen and brought together by a researcher to talk about and comment on a particular topic area that is being researched on, from their own experiences. FGDs, from Kitzinger's (1995) viewpoint, are a variety of group interviews that take advantage of communication between the research participants so as to generate data. Matthews and Ross (2010) view an FGD as a technique for data collection, which assembles between 5 and 13 people with something in common and is linked to the research topic, so that they participate in a discussion on the particular topic. The process is facilitated by a researcher. FGDs have an advantage in that they can work with all people, even those who cannot read or write. They even encourage participation from people hesitant to be interviewed on their own or who feel they have no contribution to make. FGDs also have an advantage of mimicking everyday conversations between groups of people. They actively facilitate the discussion of all topics, even those considered taboo as the less inhibited members of the group break the ice for shyer participants. Participants would also provide mutual support in expressing feelings that are common to their group but which they may consider to deviate from mainstream culture (or the assumed culture of the researcher).

FGDs provide insights into the foundation of intricate behaviours and motivations (Morgan & Krueger, 1993). Morgan and Krueger (1993) further argue that such advantages of FGDs are a straight product of the interface in FGDs, which is known as "the group effect" according to Carey, (1994) and Carey and Smith, (1994). Thus, instead of me asking individual participants to respond to a question in turn, I would encourage them to talk to each other; questioning one another, exchanging tales and making remarks over each other's experiences and viewpoints. The strategy would especially be helpful for investigating participants' experiences of inclusive education and would also help not only in the examination of what the participants think, but also in how and why they think along such lines about inclusive education in Zimbabwe.

FGDs, guided by a series of open-ended questions, did encourage research participants to explore the issues of importance to them about inclusive education in Zimbabwe, in their own vocabulary, generating their own questions and pursuing their own priorities. Group dynamics worked well and the participants could work alongside me (the researcher) taking the research into new and often unexpected directions.

FGDs also helped me to tap into the many different forms of communication that people use in day to day interaction, including jokes, anecdotes, teasing, and arguing. Gaining access to such a variety of communication was useful because participants' experiences of inclusive education were not wholly summed up in rational reactions to straight questions. FGDs could thus enable me to reach the parts that I would not be able to through the use of other methods; unearthing aspects of understanding that frequently stay untapped through usual data gathering methods.

Another advantage of using FGDs is that participants had a platform to both question one another and clarify themselves to each other. Morgan and Krueger (1993) contend that such communication proffers important information about the level of agreement and differences among participants. My capacity to examine the degree and nature of participants' consensus and diversity was a distinctive strength of FGDs. Through analysing the operation of humour, consensus, and dissent, and examining different types of narrative used within the group, I could identify shared and non-shared experiences of inclusive education among participants.

Since aspiring for homogeneity in a group is recommended to maximise the benefit from participants' common experiences, I had to separate FGDs with parents and with teachers. FGDs have their disadvantages that include, the presence of other research participants compromising the privacy of the research gathering, and the enunciation of group customs quietening personal voices of opposition. In the current research, such disadvantages were counteracted through combining the FGDs with interviews that came after the FGDs. Emphasis was made on treating all information as confidential by all involved, with the confidentiality being limited to the group.

A natural and neutral venue was used for the FGDs, which in the case of parents and teachers, was a well-lit and airy classroom at one of the two schools involved in the study. This made the participants access the venue easily and to feel more comfortable and prepared

to participate as much as they can. To make the atmosphere more relaxed, chairs were arranged in a circle, and refreshments were served to add to the creation of a friendly and informal atmosphere. Discussion dates and venues were put in place and communicated to the participants in advance. Reminders were sent as the dates got nearer. Ethical issues such as safety, confidentiality or anonymity and informed consent were emphasised and adhered to before, during and after the focus group discussions and the entire study. This helped make participants discuss even sensitive or confidential material with no fear the information might become public information.

The FGDs were held after normal working hours and before it was dark for the convenience of both parents and teachers who could have been at work during the normal working hours. Thus, the FGDs would take an hour to two hours and would commence no earlier than 4 o'clock in the afternoon and would not go beyond 6 pm. I would thank the participants for taking part before I introduce each discussion. To kick start an FGD, each participant was asked an introductory question in turn so everyone had the opportunity to say something in the group. I would then ask a few (four or five) broad questions to introduce the different aspects of the topic I wanted discussed by the group. I would make use of probes to ensure the FGD would remain focused and to make participants say more and clarify their points. Equal opportunities to contribute to the FGD were allowed for every participant in order to minimise dominance by some participants over or at the expense of others. As each FGD unfolded, I would carefully listen to, observe and record the FGD and the way the group would tackle the topical issues.

Towards the end of each FGD, I would ask the participants to sum up the discussion before I thanked them, wished them a good night, and advised them of the next discussion if more were still scheduled.

3.5 DATA ANALYSIS AND INTERPRETATION PROCEDURES

Thematic analysis was used. It is often said that the key to meaning is interpretation, George Eliot, (cited in O'Leary, 2010), implied that data collected can only make meaning after having been systematically interrogated and interpreted. Ibrahim (2012) avers that thematic analysis is most appropriate when discovering through the use of interpretation. This is because, to Ibrahim (2012), thematic data analysis provides flexibility for approaching

research either inductively or deductively, making it appropriate for comparing various sets of information concerning diverse situations in a common study.

Since the data was to be collected using two instruments, the first of which was semi-structured interviews for depth, and the second of which was focus group discussions for breadth and triangulation purposes, thematic analysis of the gathered data were most suitable. It was also suitable because both semi-structured interviews and focus group discussions would generate data which is relatively unstructured and which would use the words and concepts of the participants.

According to Grbich (2007), thematic analysis refers to a process of segmenting, categorising, linking and re-linking aspects of data before interpreting it. The process comprised seven major steps, which are organising collected data, engrossing myself in the data, coming up with categories and themes, coding the data, interpreting through analytic memos, looking for alternative interpretations, and report compilation.

Organising data involved revisiting and editing collected data to make field notes retrievable, and logging types of data according to dates, names, times, and places where, when and with whom the data were gathered. I then immersed myself in the data so I could become intimately familiar with it.

The stage that followed was the creation of categories and themes, which was mainly computer assisted. Computer software, NVivo was used as it would allow me to import or create my data sources which could take the form of transcripts of interviews, audio or video recordings, documents, or notes. NVivo also enabled me to segment my data into chunks or units, enabled complex searches to discover links between data units, had coding systems that could search and retrieve data units with a particular code, and had a facility to attach memos to documents or codes. King (2004, p.263) argues that,

> Software, such as NVivo, is invaluable in assisting the researcher index segments of text to particular themes, to link research notes to coding, to carry out complex search and retrieve operations, and to aid the researcher in examining possible relationships between the themes.

It (NVivo) could also search for strings, patterns, words and phrases in the text, was able to

count the frequencies of codes and words, among other things, in my data sources, and enabled the production of maps, networks and diagrammatic representations of links between codes and data.

Themes and categories based on research questions, and patterns discovered while working with gathered data were utilised. I would also write analytic memos. Writing notes, reflective memos, thoughts and insights helped me to come up with a creative analysis. Writing would be part of the research from the beginning to the end.

To thread the immerging categories, themes and patterns, I would offer integrative interpretations of what I would be learning from the research. NVivo also assisted in the search for strings, patterns and/or networks or links between codes and data. Patton (2002, p.480) notes that, "Interpretation means attaching significance to what was found, making sense of the findings, offering explanations, drawing conclusions, extrapolating lessons, making inferences, considering meanings, and otherwise imposing order." Searching for alternative understandings was my next task. I would search through the data for alternative understandings, other than those I would have put forward or that seem apparent, of the data. Thus I would critically look at the data and come up with alternative explanations to it. I finally wrote a research report.

My writing a report of the research also constituted an important part to the analytic process. This is so because as I wrote the report, I had to select and use words with which to effectively summarise and show the intricacy of the data, which, in itself is an interpretive act.

3.6 ETHICAL CONSIDERATIONS

When doing research that involves living things, in particular human beings, it is imperative that a researcher put in place religiously observes principles that serve to protect research participants. Research participants need to be physically, morally, and emotionally protected and to be shown all the respect due to them as participants. As such, principles have been designed which every researcher is obliged to observe. Following are the ethical considerations observed in the current study and justifications for observing these principles.

3.6.1 Ethical clearance

I first and foremost obtained ethical clearance from the University of Pretoria before I could proceed with my study. It is only after I obtained the ethical clearance that I could embark on my study field work.

3.6.2 Informed consent

It was my duty to ascertain that participants had a full understanding of their involvement that would be requested for purposes of this study, including time assurance, activity type, topics to be covered, as well as emotional and physical hazards that might be involved. On the part of the parents and teachers, informed consent implied that they made their own well - informed choices (*autonomy*), were not coerced or tricked (*involved voluntarily*), were not obligated to carry on with participation (*aware of the right to discontinue*) and were not subjected to any form of deception (O'Leary, 2010). I had to design a consent form for participants to sign before they began participating in the research. The form took the format suggested by Sarantakos (2005), which contain information on important aspects including: identification of the researcher, the supporting institution, how participants were chosen, the purpose of the study, the benefits of participating, and clarification on the type and extent of participant involvement. It also clearly highlighted possible dangers to the participants, expressed assurance of privacy to the participants and guaranteed that participants could vacate the study at any stage, among other aspects also deemed crucial.

3.6.3 Confidentiality

Confidentiality pertains to the need to keep secret the identity of sources of research information (O'Leary, 2010). In the current research I would ensure all identifying data would remain with me and only me. I had to mask identity unless in very difficult instances where I would seek approval for disclosure. To this end, Giordano, O'Reilly, Taylor & Dogra (2007) say that participants need to be informed clearly about the possible risks of non-confidentiality before they can consent to the disclosure. In cases where anonymity, which is a step beyond confidentiality, was the way to go, I would collect data without requiring respondents to identify themselves.

3.6.4 Protection of participants

Protection of participants included protecting them from psychological and physical harm.

While physical harm was somewhat simple to make out and avoid, risks of psychological harm was difficult to recognize and not easy to predict. For this reason, when looking at issues that were sensitive or that could be touchy to respondents I would be as genuine as possible, being very open and discussing their possible effects on the respondents so I would not take the participants by surprise. Also, as a way of enhancing participant protection, I considered the unique needs of susceptible populations, such as victims of different learning challenges or those whose children have been.

3.7 QUALITY CRITERIA/CREDIBILITY

3.7.1 Credibility

Credibility, according to O'Leary (2010) has to do with the question 'Has true essence been captured?' It looks into the study design and methods used to obtain findings (Gray, 2009). Thus credibility concerns itself with truth value, i.e. whether conclusions are correct. I ascertained that the methods and approaches I used for the study would relate to issues under exploration to ensure the research served the purpose it was supposed to. The deep structure of phenomenon was described in a way that is true to the experience, while recognising the possibilities of multiple truths.

3.7.2 Dependability

Williams (2003) defines dependability as an assessment of the reproducibility and consistency of research findings. It is used to refer to how stable data is over time and under varying conditions (Polit & Beck, 2012). Dependability is, therefore, concerned with internal consistency, implying data collected and results obtained or generated are the same under repeated trials. To enhance dependability in my study, I employed systematic methods that accounted for research subjectivities, which enhanced consistency in the research findings.

3.7.3 Conformability

Polit and Beck (2012) refer to conformability as the potential for congruence between two or more independent people about the data's accuracy, relevance, or meaning. Conformability in a research study is thus concerned with whether subjectivities have been acknowledged and managed during the research process. It is all about coming up with conclusions that are at least to the largest extent possible, based on observable phenomena, and not subjective to

personal injustices, emotions or subjectivities (Hood, Mayall, & Oliver, 1999). To alleviate the problem of subjectivity and to ensure conformability, I made efforts towards identifying any subjectivity and had to have them negotiated in a way that tried to avoid biasing results.

3.7.4 Transferability

O'Leary (2010) contends that transferability as a research credibility criterion refers to whether arguments are relevant and appropriate. It is concerned with whether either findings or conclusions from a sample, setting or group, or both, are directly applicable to a larger population, a different setting, or another group. To increase the chances of my study yielding true information about the people under study, I had to ensure that my participants were representative of the population under study.

3.8 SUMMARY

The study made use of constructivism for the research paradigm, which enabled me to obtain and accept in-depth information despite it having the potential to have multiple meanings. A qualitative research design which took the form of multiple-case study was espoused. Its major merits were: it allowed me to analyse data within each setting and across settings, and to check for consistencies in my research results. Parents and teachers of learners with and without disabilities in inclusive education comprised the unit of study for the investigation, where a total of 145 people (113 parents and 32 teachers) made up the study population. A sample of 24 (12 parents and 12 teachers) was conveniently and purposively selected as research participants. This was in order to ascertain the right people were chosen to partake in the study and who could easily be accessed. Semi-structured interviews and focus groups were the research methods employed for the depth and breadth of information, respectively. Ethical considerations observed during the study included ethical clearance, informed consent, confidentiality and protection of the participants. To ensure the quality of the whole research process, credibility, dependability, conformability and transferability were ascertained. The following chapter has data presentation, analysis, interpretation, and discussion as its centre of attention.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.0 INTRODUCTION

The previous chapter concerned itself with the research methods that were utilised for this particular study. The current and fourth chapter of the research report is devoted to thematically analysing the data collected through use of interviews and focus group discussions using NVivo, presenting the results and discussing them. All this occurs in the four sections in which the data collected for the four sub-questions are thematically analysed. As suggested in the theoretical framework adopted for the study dysontogenetic and ontogenetic bases of parent and teacher experiences of inclusive education in Zimbabwe, which culminate from culture and socialisation, among other factors are examined.

The main themes are in line with the sub-questions, which have to do with parent and teacher understanding of inclusive education; parent and teacher experiences of inclusive education; parent and teacher collaborations in inclusive education and their influence on inclusive education; and guidelines that can be devised from the parent and teacher experiences of inclusive education for improving inclusive education in Zimbabwe. For each main theme there are several emerging categories, which in turn further divide into sub-categories. However, some categories tend to recur under the different major themes, suggesting links among the various themes. Thus, the research findings are in tandem with themes that emerged as the analysis proceeded. The findings are then interpreted and discussed to make more sense of them, to situate them within the existing body of knowledge, as well as to determine their worthy within the body of knowledge.

4.1 PARTICIPANTS' DEMOGRAPHIC INFORMATION.

Before anything can be said about the information obtained from the research participants, it is important that one has a picture of who participated in the study. The characteristics of the participants may also help to understand their responses as the two are linked in some way. As such, some demographic information, though not much is provided.

Figure 4.1 shows that data was collected from twelve parents (seven of whom were males) and twelve teachers (two of whom were males).

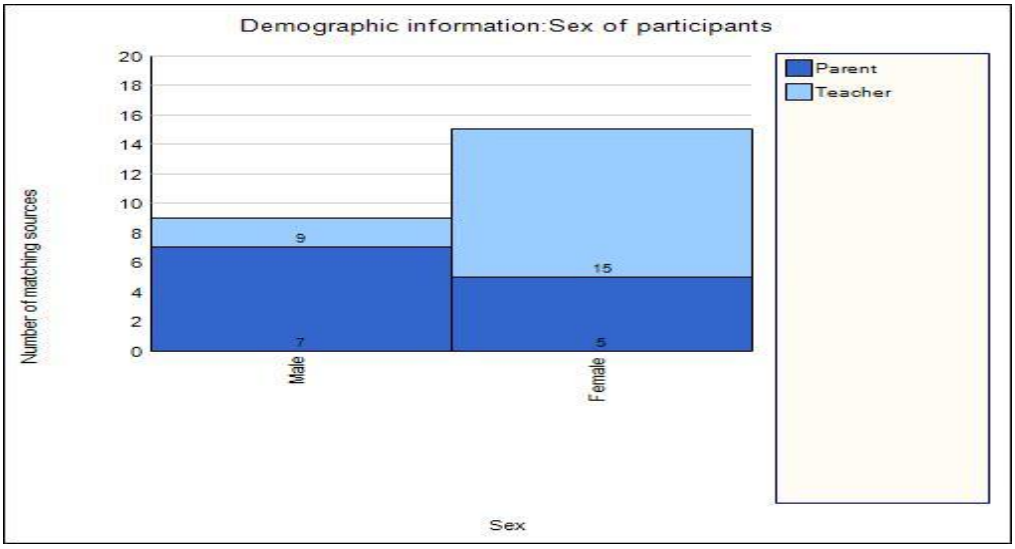


Figure 4.1: Demographic information: Sex of participants.

The majority of the participants were female, i.e. fifteen in number, comprising of five parents and ten teachers. Only nine of the participants, comprising of seven parents and two teachers were male.

Figure 4.2 represents parent participants' ages and child statuses, i.e. whether with or without disability.

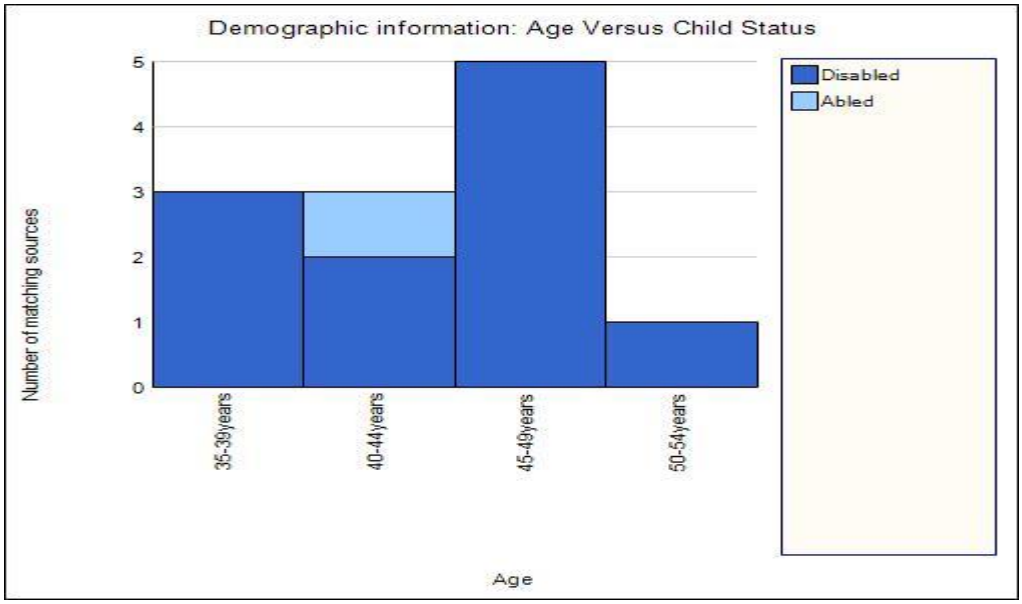


Figure 4.2: Demographic information: Age versus child status.

The rest of the parents had at least one child with disability. Of all the parents who participated, only one 40-44year old parent had a child without disability. Most of the parents were aged 45-49years.

The teachers who were interviewed had teaching experience that ranged from 11-35 years with most of them (Females), and with an average of 16-20years experience as revealed in Figure 4.3 below:

Presented in Figure 4.3 are the sexes and teaching experiences of teachers who took part in the study.

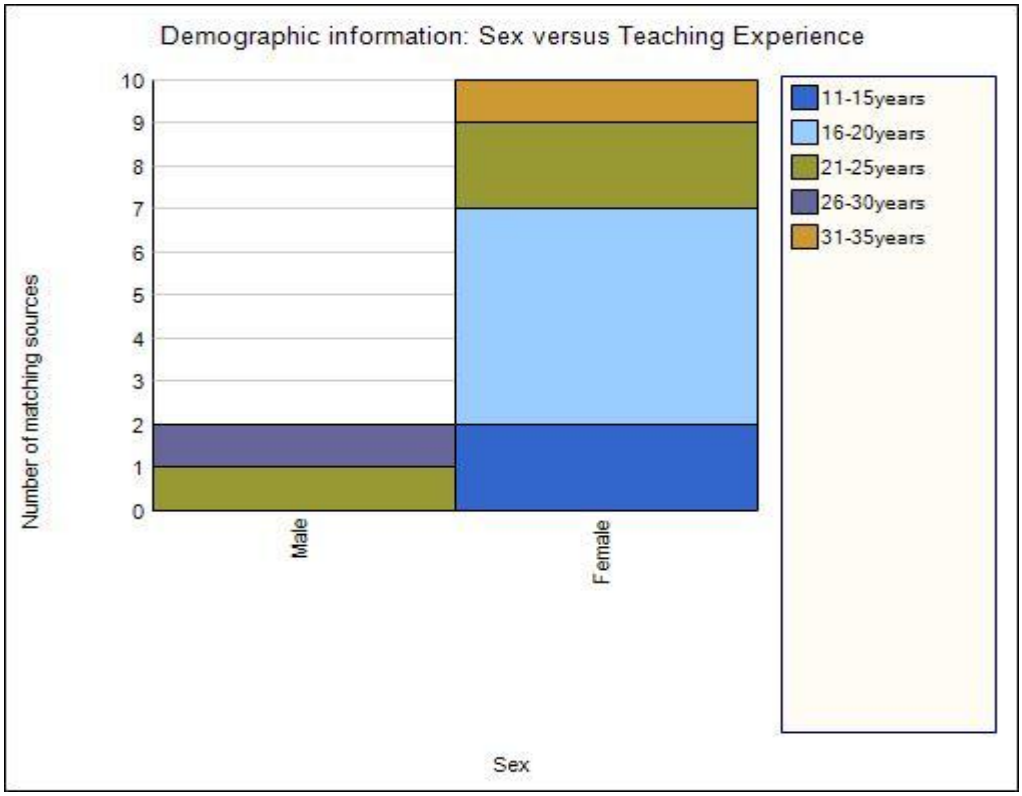


Figure 4.3: Demographic information: Sex versus teaching experience

Of the teachers who participated in the study, only two were males with 21-25 year and 26-30 year teaching experiences. The rest of the teacher participants were females. Of the female participants, two had 11-15, five had 16-20, two had 21-25, and only one had 31-35 year teaching experience.

4.2 CLUSTER ANALYSIS OF RESPONDENTS: WORD SIMILARITY

Clustered according to word similarity of the sources of information, parents were found to belong to a common side, occupying the right side of the chart as depicted in figure 4.4 below:

Figure 4.4 presents data sources clustered by word similarity in the description of the sources.

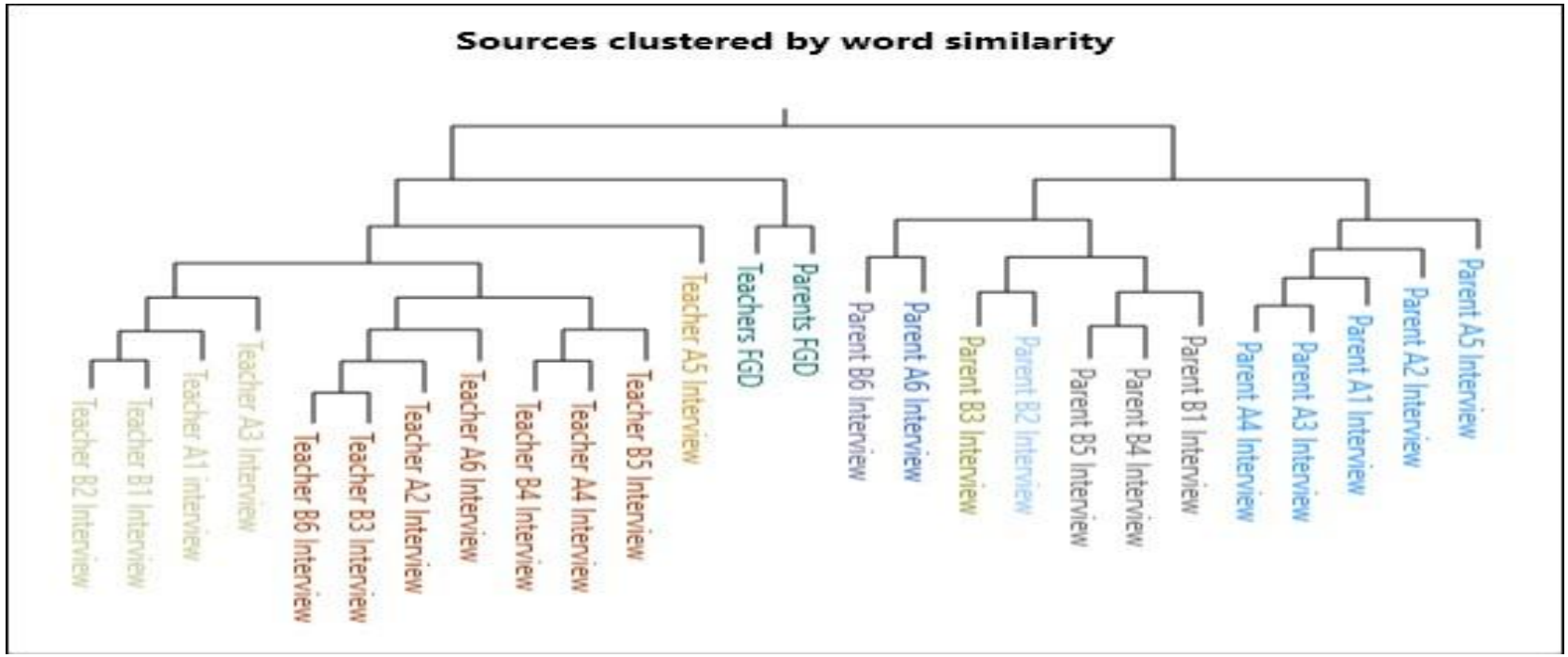


Figure 4.4: Sources clustered by word similarity

Figure 4.4 above portrays that the words that parents used when responding to research questions were similar, and the same can also be said with how similar teachers' responses were. This could also serve to indicate similarities of inclusive education experiences among parents, as well as among teachers.

4.3 THEME 1: CONCEPTUALISATION OF IE

Participants were found to understand inclusive education differently and so had varied perceptions of IE. Their perceptions could, however, be clustered depending on how closely related they are.

Presented in Figure 4.5 are the general feelings that parents and teachers have about inclusive education.

Figure 4.5: Parent and teacher feelings about inclusive education

As portrayed in figure 4.5 above, parents and teachers who took part in the study had varying feelings towards inclusive education. The various viewpoints largely depended on the participants' inclusive education experiences. The different views can best be summarised into concomitants based on how related or connected they are, as shown in figure 4.6 on concomitants of IE.

4.3.1 Concomitants of IE

Three main concomitants that bring together related perceptions could be discerned from participants' responses and these are: positive feelings about IE, mixed feelings about IE, and negative feelings about IE.

Figure 4.6 shows participant feelings about inclusive education that are clustered based on how closely linked they are.

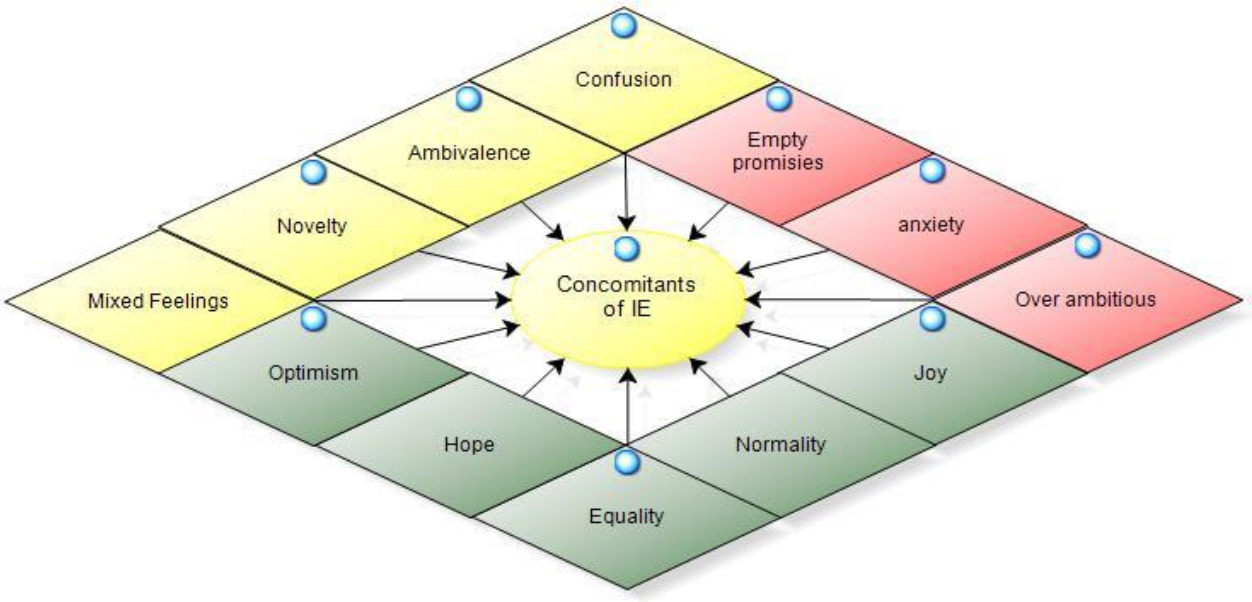


Figure 4.6: Clustered participant feelings of IE

Figure 4.6 above shows that the parent and teacher experience based concomitants about inclusive education can be divided into three major categories. The categories are positive feelings, which encompasses aspects such as optimism, hope, equality, normality and joy; mixed feelings, which covers aspects that include ambivalence, novelty, and confusion; and negative feelings, which takes in aspects that include anxiety, empty promises and being over

ambitious. The major categories further partition into subcategories which are presented and discussed singly or combined depending on how closely related or unrelated they are to each other.

4.3.1.1 Equality

As shown in the word tree diagram above, most of the parents and teachers pointed out that IE was concerned with affording equality to all the children. From their inclusive education experience, parents realised IE is against discrimination and allows for equal opportunities among all learners. This is contrary to what the founders of special education advocated, that those left out from the general mainstream education needed to be accommodated in separate special institutions for their education (Reynolds & Ainscow, 1994). Actually, special education segregated pupils with disabilities as they were considered not able to gain from mainstream education (Thomaset al, 1998).From teachers' experiences, inclusive education should not discriminate learners on any basis, but should cater for individual differences and treat everyone the same. Dovetailing well with this is Dunn's (1968) work which argued against a separatist type of education, and in favour of the less restrictive placement position, hence leading to the rejection of special education. Humans are equally important; IE was identified as an educational arrangement that permits learning together by all, and being accommodative of all learners, despite differences.

IE was said to provide parents with experiences of having all children belonging to the mainstream school. Thus IE is education that is against discrimination on any grounds and allows all to learn together. Affirming this position by participants are Bryant, Smith and Bryant (2008) who view inclusive education as the idea and practice for educating learners with special educational needs in ordinary learning settings. Segregation and IE cannot mix. Thus, to curtail segregation as much as possible, or even eliminate it, the school is obliged to welcome and accept the learner (BPS, 2002, as cited by Winter & O'Raw, 2010). It implies therefore that, with IE every child has the right to education that provides for equal opportunities. Participants viewed IE as education dispensed under same conditions for all, promoting learning in local schools. Thus, IE is education that is not selective, but one that enrols all children and for them to be taught under the same conditions and with relatively similar treatment (Mariga et al, 2014; DfES, 2001a; Knight, 1999; Sebba & Ainscow, 1996).

While this concept was well expressed, the extent to which IE will cater for equity remained silent. This may be an indication that IE might be more concerned with equality leaving equity hanging and in a way leaving those with disabilities vulnerable. Slee (2001) argues that the definition of inclusive education is still controversial ..., and the lack of balancing the need for the two, equality and equity could also be a contributing factor towards the controversy.

4.3.1.2 Optimism and joy

Optimism was also found to be associated with IE. The same optimism about IE is also entrenched in sentiments by UNESCO (2005), which postulates that IE is a process involving an ongoing search for effective ways of providing answers to diversity stimulated challenges; which concerns itself with getting rid of barriers for inclusivity, concerns itself with participation and achievement by all, and which stresses the importance of providing equal opportunities through meeting the educational needs of those prone to marginalisation, exclusion and underachievement. Kavale and Forness (2000) also cite Ferguson (1996) as saying IE seeks to create schools that meet the needs of all learners with and without disabilities, teaching them together in age appropriate ordinary education classrooms in local schools. With the advent and existence of IE, some teachers felt very optimistic, especially about the lives of children with disabilities, as is reflected in the following words by one of the teachers:

> I feel inclusive education is the way to go as it brings more optimism than pessimism, particularly in a disabled child's life… Upon mention of the phrase 'inclusive education' feelings of hope engulf my heart and mind. I, however, experience totally different feelings when I reminisce how ill-resourced inclusive education is in our schools.[1]<Internals\\FGDs\\Teachers FGD> - § 2 references coded [3.64% Coverage]

Teachers believe inclusive education is a good idea and should be embraced, but are taken aback by the lack of resources and teachers and communities that are not well prepared for it. A study carried out in Ghana by Agbenyega (2007), reveals teachers citing their experiences of having inadequate resources as another factor that compounds their problem of failing to live up to expected IE standards.

Similarly, some parents reported association of IE with joy:

> The phrase ‘inclusive education brings a lot of joy to me. This is perhaps because I had a child who once was learning at a special school but would rarely or would take too long to show any developmental progress both academically or socially. It is when I had him learn together with the ‘normal’ children in mainstream education that I began to see remarkable change for the better in both his education and social life.[1] <Internals\\Interviews\\Parents\\Parent A3 Interview> - § 1 reference coded [4.52% Coverage]

Parents’ associating IE with joy is in keeping with Duhaney and Salend (2000) who contend that parents view inclusion of their children in a positive way as they believe the children benefit more when in an inclusive environment than when in secluded places. De Boer et al (2010) also found that parents generally have positive attitudes towards inclusion even though they have a mixed bag of experiences of IE. However, parents whose children had either a physical or a sensory disability tended to score highest on positive attitudes towards IE (Tafa & Manolitsis, 2003; Balboni & Pedrabissi, 2000). Actually, both parents and teachers, advocating the social model understanding of disability like those with disabilities themselves (Gallagher, et al., 2004), believed IE is indeed emancipatory to those with disabilities who have for a very long time been beleaguered. Concurring with this viewpoint are Oliver (1996) and Gerrard (1994) who advance that, grounded in the medical model and aligning with clinical approaches, special education, which IE emerged to replace, was undeniably causative to the age-old persecution experienced by people with disabilities.

4.3.1.3 Ambivalence, confusion and novelty

There has been a lack of shared understanding of IE, and hence dissimilar feelings within individual participants or among the different participants towards the idea of inclusivity. Thus to some, IE implied dismantling all that is positive about the existing special education (Diamond, 1995; Kauffman & Hallahan, 1995), yet to others, IE is more than a service placement and a way of living together that values those with disabilities, at the same time respecting their right to belong (Villa & Thousand, 1995). While others (as above) were relatively positive about IE, some had more mixed feelings: good and bad memories; hope and scepticism; fear and happiness.

> The phrase ‘inclusive education’ brings with it both good and bad memories to me as a

> parent of a disabled child who, for the past four years, has been in inclusive education, learning together with the 'normal' children in what is commonly referred to as mainstream education. My child and I have had good and bad experiences of inclusive education. Bearing in mind the fact that what affects my child also affects me, and what brings happiness to my child also brings happiness to me. While positive attitude by both teachers and peers of my child would always make my child's and my own days worthy living, negative attitude, discrimination and labelling by some teachers and peers would dampen those very same days.[1]<Internals\\Interviews\\Parents\\Parent A5 Interview> - § 1 reference coded [8.55% Coverage]

With regard to the teachers' attitude towards IE, Fakolade et al, (2009) found that attitudes are complex and vary from teacher to teacher and school to school. This suggests that teachers' attitudes towards IE may resemble those of the school. However, findings on teachers' attitudes towards IE by Agbenyega (2007) reveal that teachers tend to look down upon pupils with disabilities to the extent of considering them unsuitable for mainstream education, especially those with visual and auditory disabilities. This, according to Vygotsky's constructionist view on disability, is dysontogenetic. Negative attitudes towards pupils with disabilities by teachers tend to depend on some form of quasi-medical diagnosis or psychological measurement (Bunch, 1999) which, to him is retrogressive. Announcing the same position, Avramidis (2005) says continually emphasizing the deficits of those with 'special' needs tends to distract focus from barriers to do with structures and attitudes in schools and societies.

Some parents had mixed experiences of IE and this could have been partly the reason why some of them were confused:

> When I hear the term 'inclusive education' confusion engulfs my mind. I am not very clear on what inclusive education entails – whether it means teachers have to be retrained to enable them to cater for the needs of diverse children, or it requires those with disabilities child to adjust and suit the mainstream class and ways of learning. What boggles my mind the more is the question of feasibility of striking a state of equilibrium between the time the 'normal' child needs, and that which those with disabilities child would require to learn and master, as well as accomplish certain concepts and learning activities, respectively.[1] <Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [6.05% Coverage]

Some parents are actually confused by the idea of IE as it makes them wonder what the idea implies to teacher training, and how a balance can be struck when simultaneously teaching the variously disabled and the 'normal' children. This concept is new and the perception of novelty maybe the reason for skepticism. Thus, while parents recognize the educational, social and emotional benefits of IE (Gilmore et al, 2003), fears that inclusion lowers the academic achievement of learners in the mainstream have begun to show (Florian et al, 2004).

Mixed feelings have been reported from individual parents and from different parents. To this end Florian, et al. (2004) posit that some parents, especially those of children who are not disabled now resist the pressure to become inclusive as they are concerned that doing so has a negative effect on the academic progress of their children.

4.3.1.4 Anxiety and empty promises

While others were positive and some hanging in the balance (ambivalent), others were more symptomatic of a psychopathological reaction:

> The term 'inclusive education' actually arouses a lot of anxiety in me. When hearing it I tend to believe inclusive education is the panacea for all the challenges that our children with disabilities face in their education and social life. However, I also would always develop feelings that inclusive education may not be the best arrangement for our children with disabilities as it normally would come with plenty discouraging and dehumanising acts and activities, especially by the non-disabled against those with disabilities. A few examples are teasing, scolding and labelling of those with disabilities by peers, and even teachers who often become very impatient with those with disabilities and usually slow learning children.[1]<Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [6.29% Coverage]

Rogers (2007), in a study carried out in Britain, found that parents, particularly those of children with disabilities, were affected by the fact that, more often than not, their children who had learning difficulties were negatively affected by IE and had their 'normal' peers growing out of reach, a situation that would leave them more vulnerable to different forms of ill-treatment, for example, being bullied, teased or neglected (Warnock, 2005).IE is a phrase that brings about anxiety, i.e. a mixed bag of feelings of hope and of hopelessness because of the positives and negatives associated with the idea of inclusive education. Parents are also

anxious that IE may also imply that their children need to write and pass examinations that are recognized at national level, (Russel, 2003; Benjamin, 2002). Similarly Rogers (2007) points out that, parents are affected negatively by mainstream education expectations when their children in IE fail their education in the mainstream environment.

There was fear of empty promises among parents:

> Each time I hear or think about inclusive education I visualise a cloud that promises to give a lot of precipitation but would at the end of the day only drizzle if at all it rains. This is because to me inclusive education sounds very promising but is also hurdle-infested. Despite its being very lucrative, it requires all stakeholders to give their all if it is to pay dividends. In other words, inclusive education looks like it will for a long time remain very ideal but hardly practical.[1]<Internals\\Interviews\\Parents\\Parent A2 Interview> - § 2 references coded [5.48% Coverage]

Some parents do not fully believe in IE despite it being so promising. There was a feeling that the endeavours on IE are just but over ambitious. This could be the reason that, despite it being very palatable, IE is marred by several factors that work against its yielding of the intended results. While IE entails unconditionally embracing differences among humans and accepting all as equal members of educational communities – valuing and giving support to unlimited partaking by all in mainstream education settings (Cologon, 2013; Thomas, 1997; Rouse & Florian, 1996; Ballard, 1995; Clark et al., 1995; Uditsky, 1993; Forest & Pearpoint, 1992), schools may not be restructured to make full inclusion possible for all children as recommended by Stainback and Stainback (1995). Emphasising the aspect of over ambitiousness in IE, Gains (2008) contends that full inclusion is actually an expansive and over-blown rhetoric that is mainly politically driven but lacking with regard to rigorous thought, debate or evidence. This is, however, very contrary to Bunch's standpoint, who urges people not to bow down to the belief that variations in learning abilities should imply segregation of the not so privileged young boys and girls. For Bunch (1999, p.4) "all children have the right to go to the same school attended by their brothers, sisters, and neighbourhood friends …" Bunch (1999, p. 9) actually argues that, "…we learn to talk by talking … to read by reading … to write by writing … and hence to include by including".

Some of the factors, including limited awareness, inadequate resources and inappropriate teacher training that tend to interfere with progress in IE, are apparent in the sentiments of parents and teachers that follows:

> Inclusive education is a good idea but in Zimbabwe and the whole of Zimbabwe it is currently marred with challenges that include inadequate resources, yet to be upgraded teacher training curriculum and the lack of awareness among the general people who are an important stakeholder in inclusive education.[1]<Internals\\FGDs\\Parents FGD> - § 1 reference coded [3.39% Coverage]

> My feelings and thoughts about inclusive education are positive until I start thinking about how teachers and communities are not properly prepared for it.[2]<Internals\\FGDs\\Teachers FGD> - § 1 reference coded [1.64% Coverage]

> Every time I hear the phrase 'inclusive education' I think of our preparedness as schools, communities and the entire nation to adopt the idea of inclusivity in the education system. Despite the palatability and popularity of the idea, I still personally am of the opinion that schools, communities and the whole nation are too ill-resourced to do fruitful inclusive education. Looking at factors such as teacher training, teacher to pupil ratio and resource shortage in general, I wonder if time is really ripe for us to embrace and implement inclusive education. However, more of intrinsic motivation, determination, and clear focus by all stakeholders would see inclusive education improve and bear fruit.[3] <Internals\\Interviews\\Parents\\Parent A6 Interview> - § 1 reference coded [8.01% Coverage]

Parents experience a feeling that inclusive education is the way to go and a panacea for the lack of comprehensive development of those with disabilities child in special schools. They, however, also feel a lot needs to be done to improve IE. Teachers also believe inclusive education is a good idea and should be embraced, but are taken aback by the lack of resources, and teachers and communities that are not well prepared for it. From a study carried out in Ghana, Agbenyega (2007) reiterates that teachers viewed their IE inclusive education expert knowledge and skills as not enough to successfully educate learners with disabilities in regular schools. Furthermore, there was a lack of expertise, and teachers also cited their experiences of having inadequate resources like reading material, for example, Braille for the visually impaired. Other aspects to do with the physical environment, such as

difficulty in being able to access classrooms for learners in wheel chairs, and congested classrooms also compounded their failing to effectively work with learners with disabilities under regular learning environments (Agbenyega, 2007). Along the same lines, Engelbrecht, Oswald, Swart & Eloff (2003) found IE to increased stress among teachers who already had pupils with intellectual disabilities in their mainstream classrooms, citing administrative issues, the teachers' low self-efficacy in IE, the lack of collaboration with parents, and inadequate support as some of the most stressful areas. Some parents have always had feelings that Zimbabwe is not yet prepared to implement IE.

4.3.2 Perceived purpose and benefits of IE

Inclusive education was found to be useful towards enhancing development of social skills, raising self-esteem and confidence, lowering stigmatisation and discrimination, and allowing for equal opportunities, and permitting for the normalisation effect (Figure 4.7 below). Presented in figure 4.7 are the purposes and benefits of inclusive education as parents and teachers view it. The beneficiaries are also given.

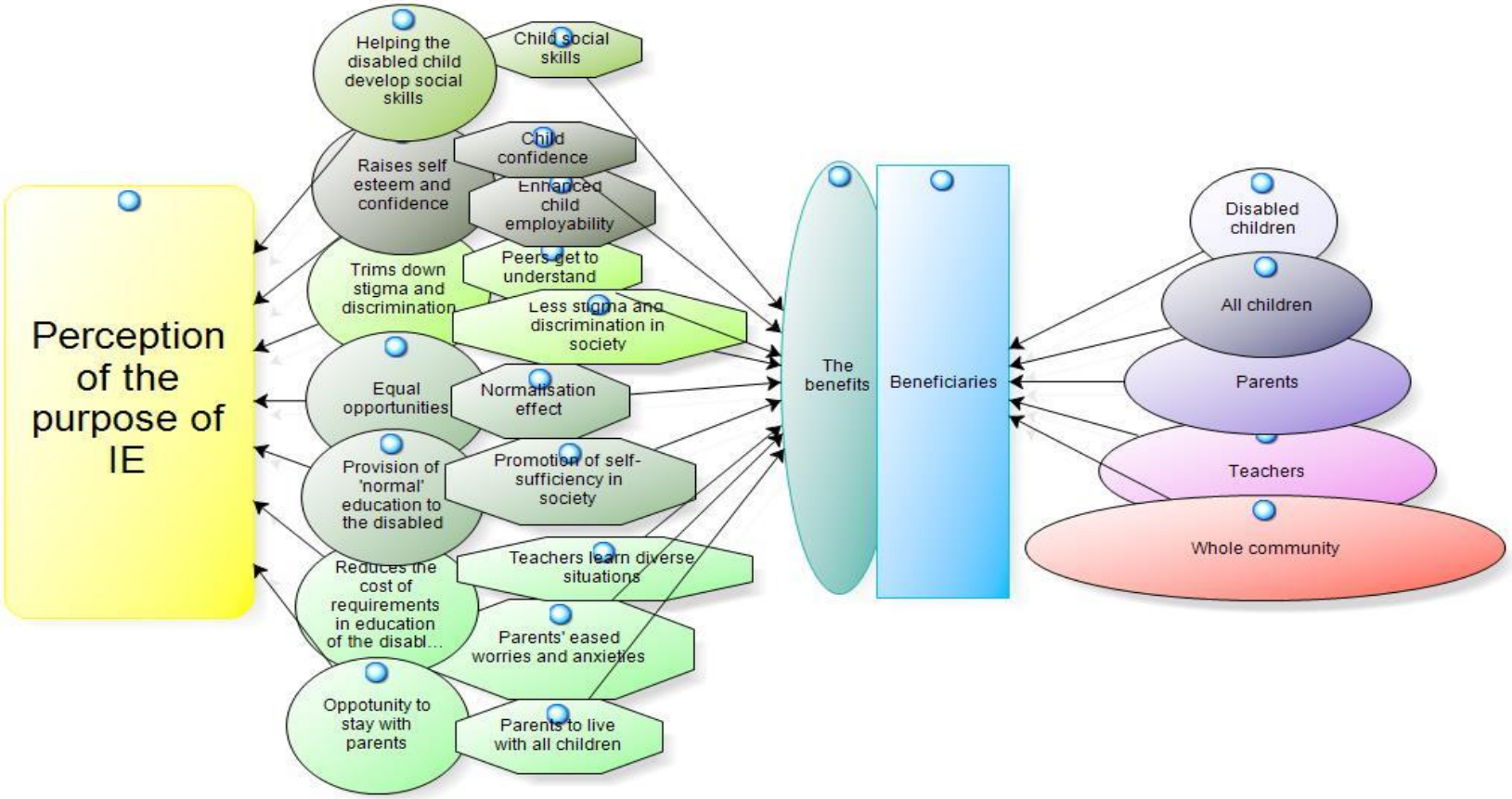


Figure 4.7: Perceived purposes and benefits of inclusive education

Parents and teachers highlighted the quite numerous functions of inclusive education, among them the provision of equal opportunities for the development of social skills, a decrease in stigmatisation and discrimination, the elevation of self-esteem and confidence, allowing for normal education to all children, a reduction of educational costs, and an increase in the chances of families staying together. IE was found to be beneficial not only to children with disabilities, but also to all the other children, the parents, the teachers and the entire community. Despite research reports that children with learning difficulties are vulnerable to being bullied, teased or neglected (Warnock, 2005), there are fears that inclusion lowers the learners' academic achievements (Florian et al, 2004), and mainstream education expectations' not being augured well with what most children with disabilities can do (Rogers, 2007). De Boeret al (2010) found parents to positively view inclusion, believing their children benefit more in inclusion than in seclusion, as was established much earlier by Duhaney and Salend (2000). Inclusive education was also found to be of benefit to all as individuals, groups, communities and societies, particularly children who were disabled and their families. A study in Australia by Gilmore et al (2003) also revealed that parents do recognise the educational, social and emotional benefits of inclusion, principally to learners with disabilities and their non-disabled peers.

4.3.2.1 Development of social skills

Both parents and teachers found IE's facilitation of the development of social skills was very fundamental, especially among those with disabilities children (Figure 4.8 below).

Figure 4.8 presents what parents and teachers had to say about the role that inclusive education plays in learner social skills development.

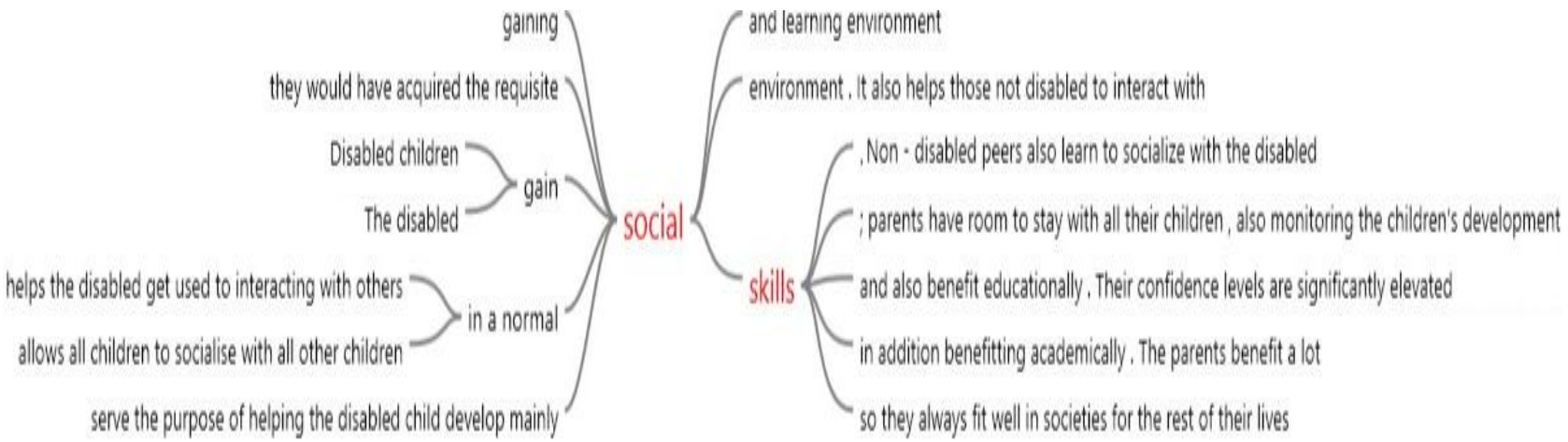


Figure 4.8: Parent and teacher views on inclusive education and development of social skills

Inclusive education provides opportunities for normal social skills development particularly for children with disabilities. It allows room for parents to stay with and monitor the development of all their children, and for interaction among all children in environments that facilitate equal opportunities. In actual fact, inclusive education is said to mark the beginning of an inclusive life for all, where no person – disabled or not, is expected to encounter any problems mixing and mingling with everyone in any situations and circumstances. It permits all learners, whether disabled or not, to socialise normally, which is probably why Dunn's (1968) work led to the rejection of special education and favoured and emphasised IE, which is a less restrictive mode of placement. Breitenbach and Ebert (1996) found that many parents of children with disabilities who believed in special education also believed that a major drawback at special schools is the fact that they do not provide for interaction between the children with disabilities and their non-disabled peers. This serves to show how valuable unrestricted socialisation, which inclusive education provides is to the development of social skills for all children.

> I personally believe if inclusive education is done in the proper way it should serve the purpose of helping those with disabilities child develop mainly social skills so they always fit well in societies for the rest of their lives, more to benefiting more educationally in mainstream education as they are allowed space to compete with the 'normal child'. This again is a huge relief on the part of the parents of those with disabilities children who often are ashamed of their children's conceived inabilities. Having their children with disabilities operate in normal environments is always their desire.[3] <Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [5.31% Coverage]

IE thus provides all learners room for normal socialization, which, in turn enables them to lead at least close to normal lives. This concurs very well with findings by Gasteiger-Klicpera et al (2013), who accept as true that inclusion does promote friendly and pro-social behavior among class and schoolmates. Teachers reported the realization that through experience, inclusive education provides learners with equal educational opportunities, enables parents to live with all their children despite their diversity, and allows for the normal socialization and upbringing by all children. This is in contradiction to findings by Engelbrecht et al. (2003), who found teachers to negatively view IE since they considered it to lay an extra burden on

teachers. IE serves the purpose of allowing room for all children to develop normally, and make parents feel better about their children's disabilities. Some parents feel IE equips those with disabilities with the very important social skills, and provides equal opportunities to all children. Fisher and Meyer (2002), after comparing social competence of inclusive and self-contained groups of students, found that the former realized higher competence scores than the latter. This clearly shows that IE enables free association by all children, thereby enhancing social skills development.

Therefore, IE has been found to benefit different parties in different ways. IE promotes normal life and permits interaction by all. In the process, and as Antia, Kreimeyer and Eldredge (1994) propound, the learners with disabilities are accorded the opportunity to also learn what every other learner is learning. The learners without disabilities also find ways of adapting to having those with disabilities amongst themselves, for instance they learn sign language when learning with the deaf, thereby broadening the peer circle of the hearing impaired (Antia, 1982). Thus, conversational partners for both learners with and without disabilities increase with IE. Teachers also gradually acquire skills that also serve to improve their language and instructional strategy competencies, at the same time raising their hopes of having all pupils achieve more in their education (Antia et al, 1994; Hoffman, 1985). It also takes away the feelings of shame from parents and siblings of those with disabilities. Parents witnessed children with disabilities directly benefitting social skills from IE, and their parents indirectly benefitting from the social skills gained by their children. IE actually obliges parents to intimately partake in and follow their children's learning, thereby building a close working relationship between them and those teaching their children. Similarly, Kirchner (1996) contends that, co-enrolment programmes, like IE, call for strong commitment and high levels of collaboration among administrators, teachers, parents, learners and other players in these programmes. From parents' experiences, some people like those with disabilities children and their parents benefit directly from IE, but the rest of the people and institutions benefit indirectly.

4.3.2.2 Self-esteem and confidence

Children's confidence and self-esteem were also reported to be improved:

> The purpose of IE is one of ensuring every child feels like they are part of and full members of societies they live in and schools they attend. This in turn serves to raise

their self-esteem and confidence levels.[1]<Internals\\Interviews\\Parents\\Parent B4 Interview> - § 1 reference coded [2.60% Coverage]

It enables all to receive tuition from the same teacher which enhances self-esteem in all the learners.[2]<Internals\\Interviews\\Teachers\\Teacher B1 Interview> - § 1 reference coded [1.18% Coverage]

Self-esteem and confidence are aspects of one's identity, i.e. the representation of the self (Baumeister, 1997). Such aspects grow out of different interactions with others in various social contexts (Baumeister, 1997; Harter, 1997; Kroger, 1996; Grotevant, 1992) Thus IE provides for the contexts and hence raises children's self-esteem and confidence levels as it enhances their feelings of belonging. Learning with the able-bodied enhances self-esteem in those with disabilities as well. Increased confidence is therefore, a benefit mostly to the child. They have the opportunity to mix and socialize with others in a normal and heterogeneous social environment, which, in turn benefits the learners, parents and teachers benefit. Along the same lines, Holland and Andre (1987) found that, in general interaction, involvement and/or participation correlate with elevated levels of self-esteem and confidence. It was also reported that improved self-esteem and confidence would also increase the employability of those with disabilities children:

…hence enhancing their employment prospects… Employers will also have a wider pool of potential employees to choose from.[1]<Internals\\Interviews\\Parents\\Parent A4 Interview> - § 2 references coded [1.17% Coverage]

…communities have all their members' participation in community development enhanced; and the labour market has a bigger pool to choose from for its labour force.<Internals\\Interviews\\Parents\\Parent B4 Interview> - § 1 reference coded [1.97% Coverage]

Learners find it easy to get employed after they finish school since they would have acquired the requisite social skills.[3]<Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [1.53% Coverage]

From parents' experiences, some people like those children with disabilities and their parents benefit directly from IE, but the rest of the people and institutions benefit indirectly. IE benefits different parties or stakeholders differently. IE thus enhances the learners with

disabilities' employment opportunities.

4.3.2.3 Combating stigmatization and discrimination

Stigmatization and discrimination were said to be less in IE (Figure 4.9 below).

Figure 4.9 represents how parents and teachers feel about stigmatization and discrimination in inclusive education.

Figure 4.9: Parent and teacher feelings about stigmatisation and discrimination in inclusive education

One of the several and very important roles inclusive education plays as given by participants is that of the reduction of stigmatisation and discrimination and related behaviours. It was strongly felt that inclusive education should replace special education since the latter was making those with disabilities more prone to labelling, stereotyping, and prejudicing and denying them opportunities for wholesome development. After studying disability harassment in special education, Holzbauer (2008) established that disability harassment in special education comes in various forms that include epithets, slurs, mimicking, mockery and staring. Therefore, IE was found to have a purpose of reducing stigmatisation and discrimination as the non-disabled become used to the disabilities of their counterparts and get to know they can be equally capable in all aspects of life in general, and particularly in education.

However, Tal, Roe and Corrigan (2007) stress that individualised rehabilitation services in tackling stigma-induced social obstacles may generate improved recovery ground for those with disabilities. This can thus be done over and above the inclusion of children with disabilities in mainstream education. It was the consensus that inclusive education has the purpose of encompassing all learners regardless of their disabilities, as opposed to segregated education which according to Winter and O'Raw (2010) is stigmatising and limiting in

nature. IE integrates all learners in the same environment and ideally should provide learning environments that are user-friendly to all learners. Parents experience a feeling that inclusive education is the way to go and a panacea for the lack of comprehensive development of those with disabilities child in special schools. They, however, also feel a lot needs to be done to improve IE. IE, to some parents serves the purpose of addressing the weaknesses of special needs education. With IE, parents experienced reduced discrimination. In IE, anti-discrimination approaches are employed, and since acts of discrimination are stigmatising (Quinn, 2017), these approaches help prevent and/or reduce stigmatisation of vulnerable minority groups. IE entails environment that supports learning by all. IE helps people understand those with disabilities better and plays an anti-discriminatory role. IE serves the purpose of eliminating discrimination and ensuring equal opportunities. IE dislodges separatist education type barriers to the learner with disability's academic and social development. It paves the way for all children, regardless of differences, to enjoy the right to attend school in their home community in ordinary classes with peers of their own age (Mariga et al, 2014). In the same vein, Winter and O'Raw (2010, p.12) aver that, "Inclusion better conveys the right to belong to the mainstream and a joint endeavour to end discrimination and to work towards equal opportunities for all." IE is an anti-discrimination strategy in education which enables equal opportunities for both those with disabilities and the non-disabled.

Therefore, IE has been found to benefit different parties in different ways. Parents had their children gaining social skills from IE, experienced a sense of hope for their children, and witnessed teachers and peers learning to live with those with disabilities. IE permits freedom of association for all. It brings joy, hope and confidence to those with disabilities children and their parents. IE increases acceptance of the learner with disabilities, improves social skills development among learners, makes teachers appreciate disability and lessens the parents' burden of sending children to schools far from home, which is expensive and family splitting. This is best summed up by Cologon (2013, p. 16) who describes IE as, "part of human rights approach to social relations and conditions." People benefit differently but in complementary ways.

Peers and siblings of those with disabilities children would also have the opportunity to gain understanding:

Peers get used to interacting with those with disabilities from an early age hence they get to understand their disabled colleagues early and to know how to interact with and help them <Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [1.60% Coverage]

The 'normal' child also has the opportunity to interact with those with disabilities during their early years, a situation that prepares them to effectively work with them later on in life. <Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [1.97% Coverage]

…children become freer among various peers and become more tolerant of each other.[3]<Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [0.91% Coverage]

Learning together makes those not disabled understand their disabled counterparts, a situation that helps reduce stigmatising those who have been so unfortunate to be disabled <Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [1.82% Coverage]

Non-disabled peers also learn to socialize with those with disabilities and if willing, get to learn their languages, e.g. sign language for the deaf and dump and Braille print for the blind <Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [2.26% Coverage]

All gain knowledge on inclusive education, and develop improved attitudes and skills on how to live with people with disabilities.<Internals\\Interviews\\Teachers\\Teacher A4 Interview> - § 1 reference coded [1.87% Coverage]

-Learners without disability benefit through socializing with those living with disabilities and participate from an informed standpoint in eradicating the myths and misconceptions attached to disability.[7]<Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference coded [2.25% Coverage]

Both parents and teachers reported experiences of having had IE benefiting different parties in different ways. UNESCO (2005) concurs when it posits that IE concerns itself not only about presence of all children, but also about all's participation and achievement. IE promotes normal life and permits interaction by all. It also takes away the feelings of shame from the parents and siblings of those with disabilities. IE makes the social environment

realistic, and not artificial, for both the learners with disabilities and those without. IE, therefore, serves to curb isolation or separation of learners on whatever grounds, but actually tailor-makes learning so it becomes significant and relevant to every learner (BPS, 2002) as cited in Winter and O'Raw (2010). IE improves people's attitudes towards those who might be different, as well as social skills. More importantly and as was alluded to earlier, IE increases the acceptance of learners with disabilities, improves social skills development among learners, makes teachers appreciate disability and lessens the parents' burden of sending children to schools far from home, which is expensive and family splitting. Thus, as Byrant, Smith and Byrant (2008) propose, IE enables learners with disabilities to receive their education in ordinary learning settings.

4.3.2.4 Normalisation effect

Normalisation refers to making something normal. In the current study, what is implied by inclusive education having a normalisation effect on the lives of chiefly learners with disabilities is that inclusive makes the learners' lives ordinary or typical, and not artificial. Their lives are made normal in a variety of ways as shown in Figure 4.10 below.

Presented in figure 4.10 are ways in which inclusive education helps in making children's lives normal, whether with or without disabilities.

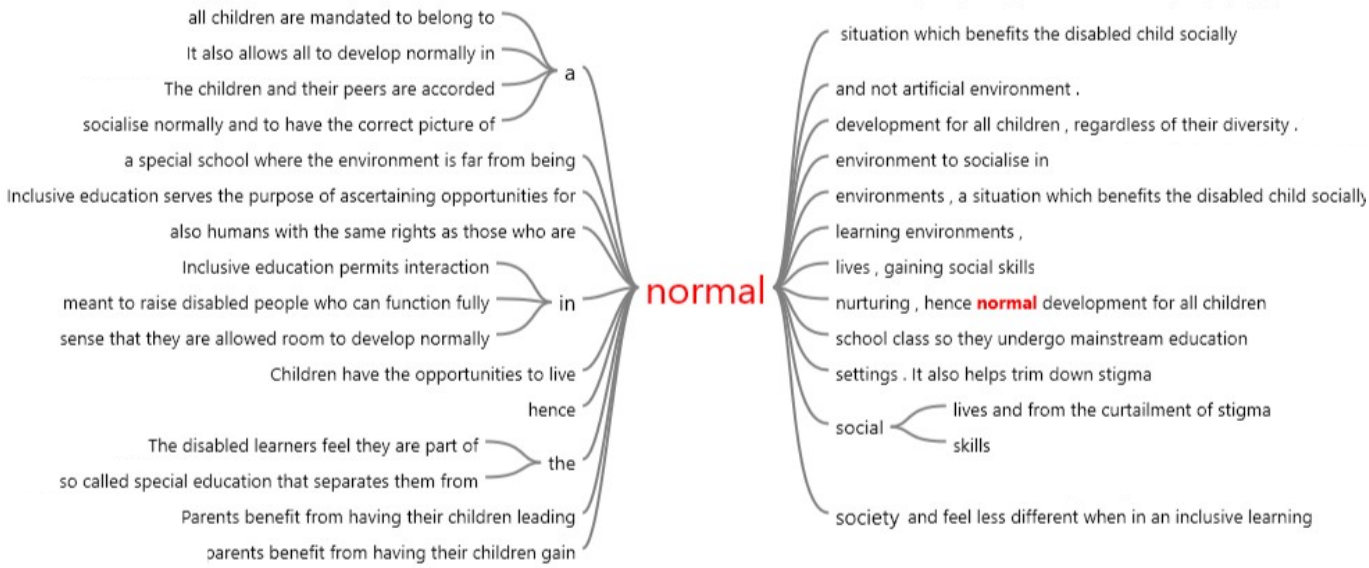


Figure 4.10: Inclusive education's normalisation effect as viewed by parents and teachers

Parents and teachers have realized through experience that inclusive education provides learners with equal educational opportunities, enables parents to live with all their children despite their diversity, and allows for normal socialization and upbringing by all children. In sync with parents and teachers' experiences are sentiments by Thomaset al. (1998, p. 4) who state that, "… there was growing consensus, resulting from moral imperatives and empirical evidence, that inclusion was 'an appropriate philosophy and relevant framework for restructuring education'". IE provides opportunity for those with disabilities to learn with the normal, hence the chance to undergo 'normal' education. IE, to some parents serves the purpose of addressing the weaknesses of special needs education. Parents accept IE provides all learners, despite their diversity, equal opportunities for normal upbringing and nurturing. In line with Ainscow (1999) and Winter and O'Raw (2010), who believe IE entrenches the ideology of human rights, IE has the provision of equal opportunity as its major goal.

This brings benefit through the normalization effect. People with disabilities and their immediate family members benefit directly as inclusive education serves to normalise the lives they lead. Florian (2005, p. 32) regards IE as, "the opportunity for persons with a disability to participate fully in all of the educational, employment, consumer, recreational, community and domestic activities that typify everyday society." It was revealed from interviews and focus group discussions held with parents and teachers that inclusive education also helps reduce or eliminate the practice of artificialising learning environments. The fact that IE concerns itself with the learner's right to fully partake in all that goes on at school and the school's obligation to welcome and accept the learner (BPS, 2002), implies its normalization effect on the lives and education of all. It permits interaction in normal environments hence Knight (1999) views IE as education that considers children with disabilities as belonging to neighbourhood learning institutions and communities, a situation which benefits those with disabilities, particularly socially. From parents' experiences, some people like those with disabilities children and their parents benefit directly from IE, but the rest of the people and institutions benefit indirectly. Parents had their children gaining social skills from IE, experienced a sense of hope for their children, and witnessed teachers and peers learning to live with those with disabilities. Beneficiaries benefit in different ways: IE permits the freedom of association for all and provides equal opportunities to all learners and capacitates all community members to lead normal lives in society. IE thus brings joy, hope and confidence to the parents and those children with disabilities, who Mariga et al., (2014)

say are referred to as special needs children, i.e. who have special educational needs, even though the so-called special needs are in fact ordinary (Stubbs, 2008). They have the opportunity to mix and socialize with others in a normal and heterogeneous social environment. IE benefits different parties differently during the learning process, but the ultimate goal is a common one, i.e. one of producing a fully functioning being in both those with disabilities and the non-disabled. People benefit differently but in complementary ways.

4.3.2.5 Self-sufficient individuals and society

Parents and teachers found IE to be important in that it reduces the number of people who become a burden to the society, whilst increasing the number of those who can contribute meaningfully to societal development, hence enabling a self-sufficient society:

> People who can be a burden to the society become less ad those that can contribute to societal development become more.[1]<Internals\\Interviews\\Parents\\Parent A6 Interview> - § 1 reference coded [1.35% Coverage]
>
> It promotes self-sufficiency in all members of society, or at least limited dependency by those who depend on others for services.[2]<Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [1.46% Coverage]
>
> …while communities benefit in the sense that all its members are enabled to be functional so they contribute to community development, or at least they become less of burdens to the community.[3]<Internals\\Interviews\\Parents\\Parent B6 Interview> - § 1 reference coded [2.44% Coverage]
>
> Inclusive education products can also contribute to development at both community and country level.[4]<Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [1.27% Coverage]
>
> The government crafts policies that promote inclusivity so its education system produces people who are fully functional in society and who can complement the government in its effort to bring about development.[5]<Internals\\Interviews\\Teachers\\Teacher B3 Interview> - § 1 reference coded [2.49% Coverage]

IE was found to discourage dependency and promote self-sufficiency at different levels. It provides equal opportunities to all learners and capacitates all community members to lead

normal society lives. Thus, IE also explores how cultures, policies, settings and structures can respect the value of assortment and so as to meet the diverse needs of all learners (Ainscow et al., 2006). To promote self-sufficiency at individual learner level, appropriate needs for the different children need to be provided, and homework should be designed in such a way that it consolidates learning and encourages independent learning (Winter & O'Raw, 2010).IE also enables all to contribute to community and national development. Each party benefits in a different way. The equal opportunities were mostly linked to this eradication of dependence.

Parents and teachers reported having had experiences of inclusive education promoting equality. Figure 4.11 shows how inclusive education promotes equality among learners.

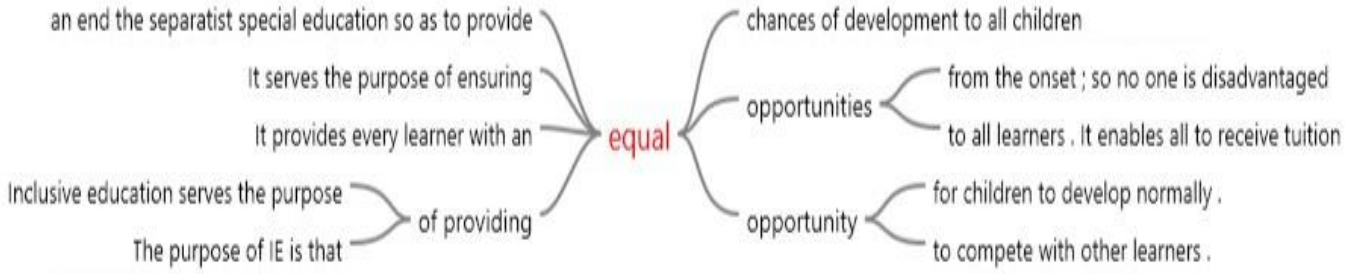


Figure 4.11: Equality promotion through inclusive education

Parents and teachers have realized through experience that inclusive education provides learners with equal educational and developmental opportunities right from the beginning, enables parents to live with all their children despite their diversity, and allows for normal socialization and upbringing by all children. Thus IE has the provision of equal opportunity as its major goal. This resonates very well with UNESCO's (2005) proposition that IE needs to stress the importance of providing equal opportunities, principally through meeting educational needs of those who are at risk of marginalization, exclusion and underachievement. With IE parents experienced reduced discrimination, albeit some authorities like Kaufman (1989), cited in Winter and O'Raw (2010, p.17) maintain that, "Trying to force all students into the inclusion mould is just as coercive and discriminatory as trying to force all students into the mould of special education". IE serves to bring to an end, separatist educational arrangements. IE empowers children in the sense that their confidence levels become elevated, making the children believe in themselves and feel important among others. Learning with the able-bodied enhances self-esteem in those with disabilities. IE

dislodges separatist education type barriers to the learner with disability's academic and social development. Stressing the indispensable need for IE, Bunch (1999) urges people not to bow down to the belief that, variations in learning abilities should imply segregation of the many not so privileged young boys and girls. IE, therefore, plays that role of allowing for the involvement of all, and prepares all for practical community life.

4.3.2.6 Provision of affordable education to those with disabilities

It was found that inclusive education makes life easier, particularly for those with disabilities and their families:

> Inclusive education is to cater for those learners with disabilities and this reduces the cost of their requirements in education.[1]<Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [1.63% Coverage]

Galvanising such a finding is an earlier finding by Lipsky and Gartner (1997) who found that in terms of cost, special education is vastly more expensive since isolated placements of those with disabilities pupils costs three-fold that expended on non-disabled pupils. However, Villa and Thousand (1995) argue that, depending on how carefully inclusive education is implemented, inclusion may sometimes prove to be more exorbitant.

Besides the highly probable cost cutting effect of IE it was also found that teachers also benefit from it through having experiences with more diverse situations.

There are different ways through which inclusive education benefits teachers. These are presented in Figure 4.12 below.

Figure 4.12 presents ways in which teachers benefit from inclusive education.

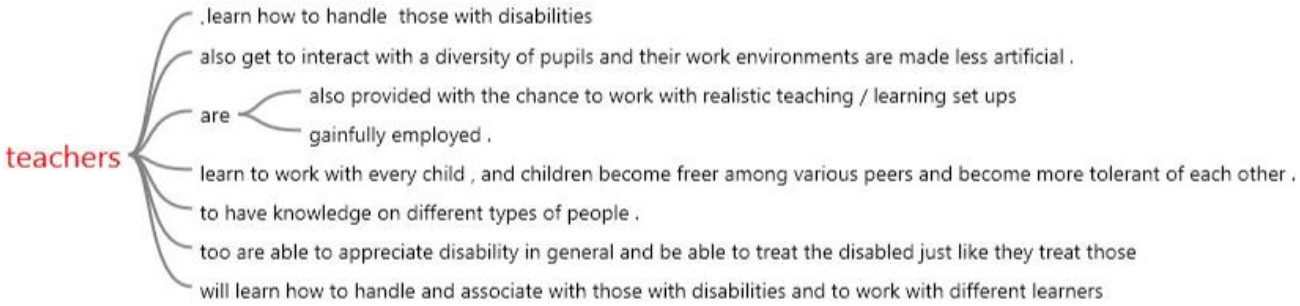


Figure 4.12: Ways in which teachers benefit from inclusive education

Beneficiaries benefit in different ways. The main beneficiary is the learner, mainly those with disabilities. However, if IE is to bear fruit to the maximum extent possible, it has to involve availing itself of all the ancillary services for the child, lest the child only be there to keep up with the other children (Ajuwon, 2008; Smith, 2007). IE increases the acceptance of learners with disabilities, improves social skills development among learners, makes teachers appreciate disability and lessens parents' burden of sending children to schools far from home, which is expensive and family splitting. IE benefits different parties differently during the learning process, but the ultimate goal is a common one, i.e. one of producing a fully functioning being in both those with disabilities and the non-disabled (Ferguson, 1996; Mitchell & Brown, 1991). The ways in which learners, parents and teachers benefit from IE differs. People benefit differently but in complementary ways.

4.3.2.7 Parents' reduced anxiety

It was also found that IE makes it possible for children with disabilities, who would otherwise attend special schools for their education, to attend their local mainstream schools with all the other children while staying with their families. This, according to Goodman (1996), cited in Connor & Ferri, (2007) also serves to reduce parents' anxiety, who without IE, would alternatively have their children attending special schools which set lower expectations for their children. It was reasoned by some parents that inclusive education makes life easier, particularly for those with disabilities and their families. Parents actually feel their recognition in society would be much better for their children with disabilities, for instance, those with Down Syndrome, developed and learned better by being raised in an ordinary family, school and community environments, unlike when they grow up in isolated special schools (Schoeman, 2000; Belknap et al., 1999) It is a very good idea but needs then full support of all stakeholders. IE provides all learners room for normal socialisation, which, in turn enables them to lead normal lives. Teachers have realised through experience that inclusive education, if well-resourced, provides learners with equal educational opportunities, enables parents to live with all their children despite their diversity, and allows for normal socialization and upbringing by all children. Thus, inability to provide for the environment and the convenient needs of people with disabilities in any society inevitably inhibits such persons' partaking in academic, social, recreational and economic activities (Steinfield, Duncan, & Cardell, 1977; Harkness & Groom Jr., 1976).

Parents were also found to benefit since IE provides the capacity for them to stay with all their children, also to be able to monitor their children's development:

> Parents benefit in that they have their children grow and learn from home where they can also monitor the growth.[2]<Internals\\Interviews\\Parents\\Parent B5 Interview> - § 1 reference coded [1.37% Coverage]

> Parents are also enabled to send pupils to neighborhood schools, which is less expensive in[3] comparison to sending to segregated institutions which are expensive<Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference coded [1.77% Coverage]

> Parents have the opportunity to track their children's progress on daily basis and have their children develop social skills.[4]<Internals\\Interviews\\Teachers\\Teacher B1 Interview> - § 1 reference coded [1.44% Coverage]

> They also will have room to monitor their children's growth physically, emotionally, morally, socially, academically and assist in the shaping of their children's personalities.[5]<Internals\\Interviews\\Teachers\\Teacher B2 Interview> - § 1 reference coded [1.92% Coverage]

Parents were said to now have an equal chance to send their children to local schools, a situation that allows parents to find out on their own what their children are capable of doing, rather than believing what their children cannot accomplish (Matthews, 2002, cited in Connor & Ferri, 2007, p. 70).IE benefits different parties or stakeholders differently. IE increases learner with disabilities acceptance, improves social skills development among learners, makes teachers appreciate disability and lessens parents' burden of sending children to schools far from home, which is expensive and family disintegrating. It was found that IE helps to ease parents' worries and anxieties. This is especially so if general education teachers are enabled to teach a wide assortment of children, including those with different disabilities (Smith, 2007):

> Parents have their worries and anxieties eased a great deal. Actually they begin to have hope for their children with disabilities.[1]<Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [1.12% Coverage]

Parents also become unashamed of their children[2] <Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [0.52% Coverage]

The parents benefit a lot from just having their child have the social skills that are necessary for an individual to operate effectively in a society.[3] <Internals\\Interviews\\Parents\\Parent A3 Interview> - § 1 reference coded [1.61% Coverage]

…parents as it raises their hope for their children[4]<Internals\\Interviews\\Parents\\Parent A5 Interview> - § 1 reference coded [0.60% Coverage]

…parents get to understand their children the more[5] <Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [0.55% Coverage]

Parents also feel their children are recognized as full human beings who are also important in society[6] <Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [1.05% Coverage]

Parents get supported by their children when they get employed.[7] <Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [0.80% Coverage]

Parents will gain information on how to handle the children with disabilities[8] <Internals\\Interviews\\Teachers\\Teacher B4 Interview> - § 1 reference coded [1.04% Coverage]

IE promotes normal life and permits interaction by all. The normalization principle, as reiterated by Nirje (1980) implies making accessible to all persons with disabilities life patterns and conditions of ordinary living that are as close as possible, if not the same as regular ways and circumstances of a normal society. It also takes away the feeling of shame from the parents and siblings of those with disabilities. Parents witnessed children with disabilities directly benefitting social skills from IE, and their parents indirectly benefitting from the social skills gained by their children. Parents who had their children gaining social skills from IE, experienced a sense of hope for their children, and witnessed teachers and peers learning to live with those with disabilities, hence normalising lives of those considered not so 'normal'. Normalisation, which Wolfensberger renamed 'social role valorisation'

implies use of culturally cherished ways for enabling, establishing and/or maintaining appreciated social roles for people (Wofensberger & Tullman, 1989). IE brings joy, hope and confidence to those with disabilities children and their parents. It provides all children with opportunities of becoming gainfully employed, hence able to also take care of their loved ones, including parents. Parents were said to have less worries about their children.

4.3.2.8 Beneficiaries

Beneficiaries of IE have been found to be quite numerous. They include children, whether with or without disabilities, parents and the community, among several others as shown more clearly in Figure 4.13 below.

Figure 4.13 presents beneficiaries of inclusive education as was echoed by the research participants. The wordle which is part of the same figure serves to summarise and show who is more or less of an inclusive education beneficiary in a more explicit manner. In the wordle the more prominent the print for a term, the more people the term represents benefit from IE.

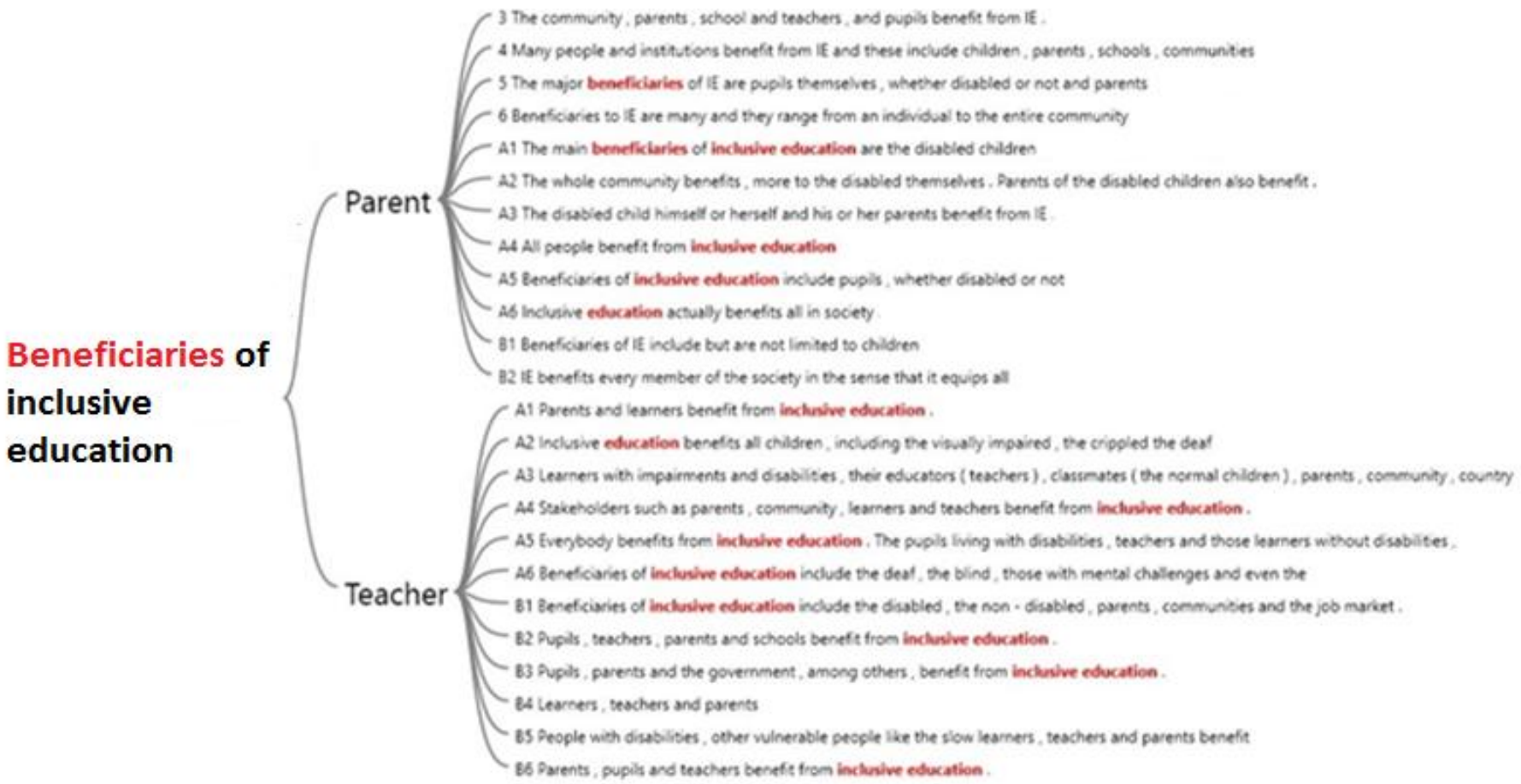
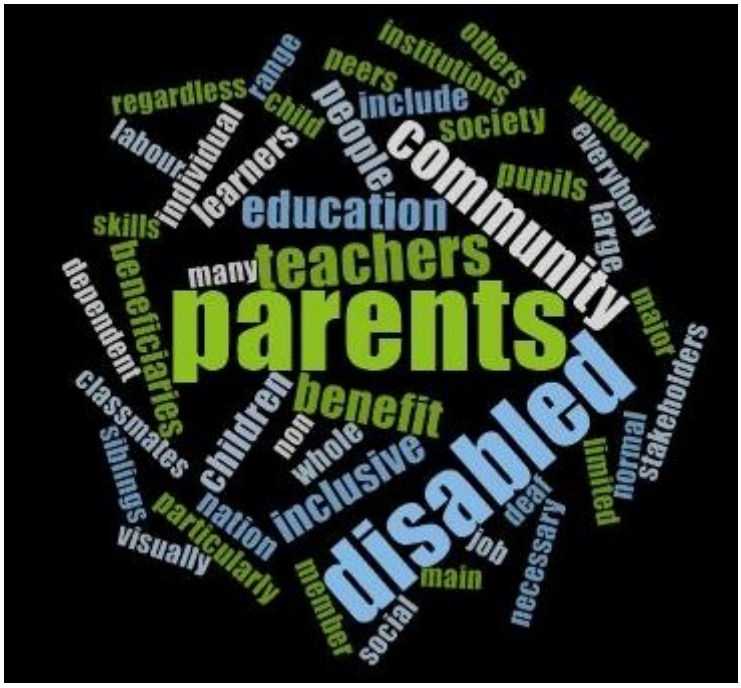


Figure 4.13: Beneficiaries of inclusive education



Judging from the print size for each and every term in the wordle, parents were reported by most of the participants as the major beneficiaries as the term 'parents' is the most conspicuous in figure 4.13 above. Soodak (1998) says IE allows for or increases parental involvement in their children's education, no wonder why many parents favour it unconditionally (Elkins et al, 2003). However, there are many beneficiaries of IE and these include pupils, teachers and schools. Pupils or learners with or without disabilities, rank second on the beneficiary ladder, mainly because a number of terms are used to refer to the same beneficiary category. Otherwise they could easily outweigh parents as beneficiaries of IE. Knight (1999) views IE as benefitting children (the learners) as it considers all children as belonging to mainstream education. Reiterating the same point are Mariga et al., (2014) who contend IE entails every child's right to attend his/her neighbourhood school in regular classes where they learn together within their age group.

4.4 Theme 2: Achievements in IE

From parent and teacher experiences of inclusive education, achievements that have been and that can be made could easily be discerned. The perception of the achievements, however, tends to vary with individuals and to be determined by their experiences of inclusive

education.

4.4.1 Evidence of successful IE

Quite a number of outcomes serve to symbolise success in IE. The outcomes include improved social skills, normalisation of lives, teacher advancement, and heightened societal productivity, among others as shown in Figure 4.14 below.

Figure 4.14 presents evidence of inclusive education paying dividends as could be deduced from participants' experience based responses to an item that required the participants to provide substantiation of success stories of IE.

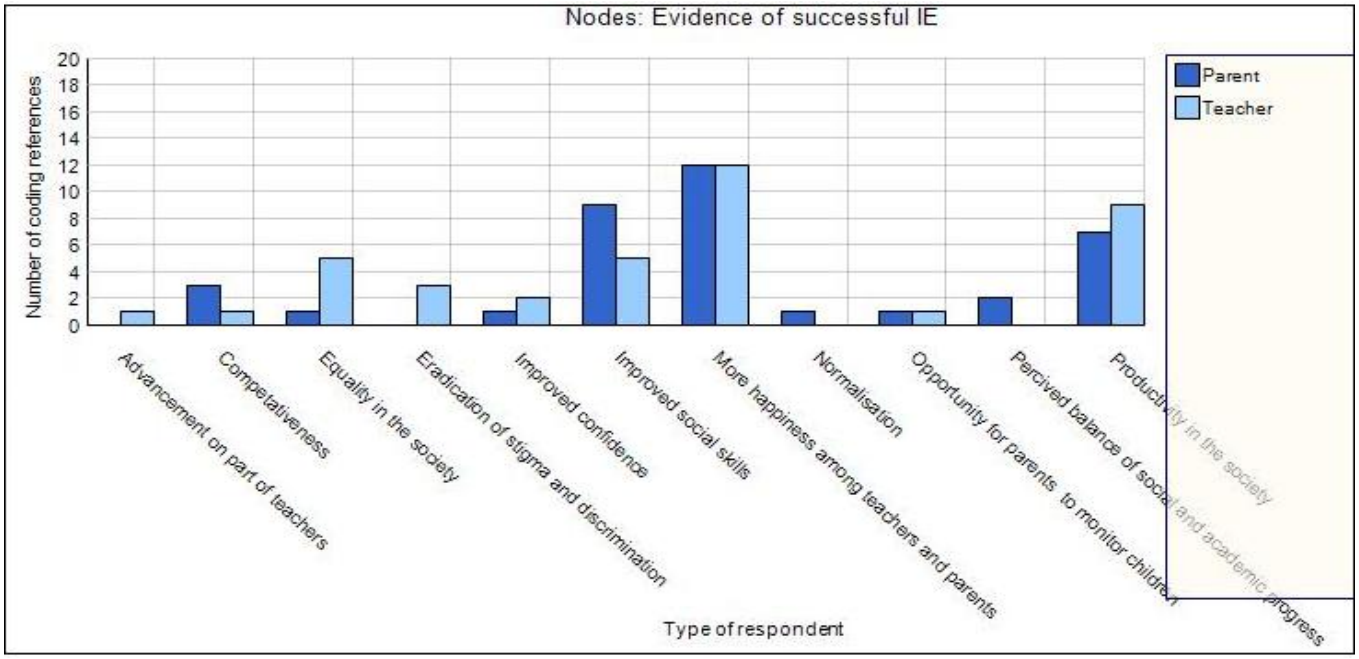


Figure 4.14: Evidence of successful inclusive education

As shown in the Figure 4.14 above, improved social skills and productivity in the society were the more prominently noted evidence of success of IE. In an earlier study, the same was a felt by parents who recognised not only the educational benefits of IE, but also its social and emotional benefits for both learners with disabilities and those without (Gilmore et al, 2003). For this reason, among others both the parents and teachers reported being happy as a sign of successful IE. Other signs of successful IE given by parents and/or teachers include improved equality in society, competitiveness among learners, confidence levels, and parental opportunity to monitor children. Some of the signs were more pronounced in parent

or teacher responses, or were only felt by either parents or teachers as can be seen in Figure 4.14 above.

4.4.1.1 Improved social skills

Figure 4.15 provides evidence for improved social skills among children as a result of inclusive education.

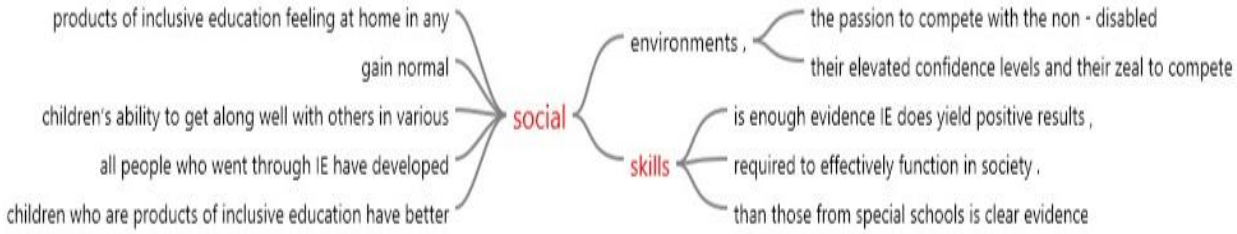


Figure 4.15: Social skills improvement through inclusive education

As part of their IE experiences, parents had their children progressing well in regard to all-round development and furthermore, in terms of social skills development which made all children better community members. This was apparent in the fact that children in inclusive education would develop better social skills than those in special schools, and could get along well with others in various social environments. Regarding social skills development parents say it is one of the many strengths of IE, while it is the major drawback of special schools for they do not allow interaction between the children with disabilities and their peers who do not have disabilities (Breitenbach & Ebert, 1996). This is, however, contrary to Warnock's (2005) observation that when their normal peers grow out of their reach, learners with disabilities are left more vulnerable to various forms of ill-treatment, which includes being bullied, teased or neglected. Teachers had experiences of having inclusive education products doing very well as members of the society, and as professionals, which serves to show the inclusive education success story. The ability of the learner with disability to get along well with others in and after IE is testimony enough of the importance and success of IE. Elkins et al (2003) cite Borthwick-Duffy and Best (1998) as saying that parents who valued socialization as an important educational goal also cherished IE. Parents have witnessed products of IE being productive in IE, even though they had to endure pressure that their children also need to write and pass nationally recognized examinations (Benjamin, 2002). Parents have had children who are products of IE fitting very well into and being functional

in society. Parents have experiences of having their children in IE enjoying their learning and interaction with peers, of getting positive remarks about IE, and of having their children with disabilities, who are products of IE, getting employed like any other people. There is evidence of the success of IE, which ranges from elevated self-esteem to fitting well in social environments.

Along the same lines, Duhaney and Salend (2000) affirm that parents view inclusion of their children in a positive way as they believe the children benefit more when in an inclusive environment than when in secluded places. This however, does not resonate well with findings by Rogers (2007) that parents, despite their children liking mainstream education, would still feel the education, welfare and esteem is inadequate.

Parents experienced situations where, after IE their children would fit well in society. Social competence, a by-product of IE is evidence enough to show that IE does indeed pay dividends.

> The fact that our children with disabilities are happy to learn from home and among their local peers, able bodied or disabled, and from whom they can gain normal social skills is enough evidence IE does yield positive results, albeit a lot more evidence can be provided.[8]<Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [2.93% Coverage]

Evidence to show the success story of IE is thus plentiful and varying. IE brings about good relations among learners despite their diversity. Some evidence of the success of inclusive education is apparent while some is salient. Acknowledgement by parents on usefulness of IE is some of the evidence serving to show IE does pay off. De Boer et al (2010) also found that, notwithstanding their mixed bag of experiences of IE, parents generally have positive attitudes towards, and about the benefits of IE.

4.4.1.2 Improved confidence

Those with disabilities' who improved their confidence levels were mostly noted by the teachers:

> …improved confidence levels and social skills by those with disabilities children are signs of successful inclusive education.[3]<Internals\\Interviews\\Teachers\\Teacher B1

Interview> - § 1 reference coded [1.31% Coverage]

Those with disabilities child's improved confidence levels[2]<Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [0.48% Coverage]

…their elevated confidence levels[1]<Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [0.30% Coverage]

Villa and Thousand (1995) postulate that teachers who fruitfully include learners of varying learning characteristics intentionally and regularly make decisions on what needs to be tailored, attuned, reconfigured, rationalised, and made clear in their curriculum and teaching so that IE benefits all learners. Despite findings by other researchers that teachers have a tendency of looking down upon learners with disabilities, and view them as unsuitable for mainstream education (Agbenyega, 2007), the current study findings indicate that teachers have to appreciate IE as they believe it elevates learners' confidence levels. Maunganidze and Kasayira (2002) found teachers to have affirmative attitudes towards educating children with disabilities together with their peers who are considered normal, in inclusive settings, since they believe in the many benefits IE brings, for instance, improved confidence levels.

This also tallies with the development of social skills. The children with disabilities were reported to also develop the ability to get along well with others in inclusive environments. This is in tandem with findings by Gastiger-Klicpera et al., (2013) who reported that no rare forms of aggression by schoolmates against their peers with disabilities where found in inclusive settings.

4.4.1.3 Competitiveness

Parents have had children who are products of IE fitting in very well and being functional in society. Parents of children with learning disabilities in IE witnessed their children adjusting very well, being very happy to be part of the normal learning environment, and happy to compete with diverse peers:

…and their zeal to compete with those who are 'normal', provide enough evidence for successful IE[1] <Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [0.88% Coverage]

…the passion to compete with the non-disabled[2]<Internals\\Interviews\\Parents\\Parent A3 Interview> - § 1 reference coded [0.47% Coverage]

As time goes on the learners with disabilities get used to the inclusive environment, becoming very happy to be part of the normal environment. Some even compete with the normal children and produce very good results both academically and in extra-curricular activities.[3] <Internals\\Interviews\\Parents\\Parent A6 Interview> - § 1 reference coded [2.85% Coverage]

…their ability to compete with the non-disabled on academic performance.[4]<Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [0.74% Coverage]

The experiences of parents augur well with Salend's (2001) viewpoint that, with positive inclusion by schools, teachers and other learners benefits learners with special educational needs in that they develop not only social skills and enhanced self-concepts, but also feelings of wanting to compete in an atmosphere that approximates the 'normal' circumstances of growth and development. Regardless of their children being in a position to compete, some parents of learners with disabilities were found to be more worried about the extent to which their child's individual education plan essentially spoke to the child's needs under an inclusive setting (Daniel & King, 1997).

4.4.1.4 Perceived balance of social and academic progress

It was also revealed that parents felt that their children were doing well both socially and academically.

Chances of balancing social and academic progress in children in inclusive education are very high as inclusive education provides opportunities for all children to socialise and learn at the same time, in a normal school environment… We have had children who have benefited both socially and academically from inclusive education. Those children's social skills are amazing, and some of them managed to excel academically. <Internals\\FGDs\\Parents FGD> - § 2 references coded [4.60% Coverage]

Parents experienced times when their children did well both socially and academically, but have learnt that it is not easy to balance the two in IE. The cautious approach to looking into the balance of social and academic progress in IE is apparent parents' accepting IE if

supplementary resources were provided (Elkins et al, 2003). Evans and Lunt (2002) say associated with the stress on inclusive education is the increasingly emphasized need for academic brilliance and/or attainment, as well as school competitiveness. It follows, therefore, that in the face of the emphasis on academic excellence for learners and schools, there is likelihood that the importance of social progress is downplayed. Similarly, Abbott (2006) argues that there is no logic in making primary education inclusive, and equilibrated with regard to social and academic progress, when post-primary education depends on some academic selection system. However, gauging school performance basing on academic outcomes is tantamount to contravening the whole idea of inclusion, thereby dampening the teachers' zest to cater for learner diversity in their teaching (Ainscow, et al., 2006; Howes et al, 2005).

4.4.1.5Productivity in the society

As part of their IE experiences parents had their children progressing well with regard to all-round development, and as community members. Teachers had inclusive education products doing very well as members of the society, and as professionals, which serves to show the inclusive education success story. Parents have had experiences of children who are products of IE fitting in very well and being functional in society.

Presented in Figure 4.16 are ways in which inclusive education contributes to progress in society.

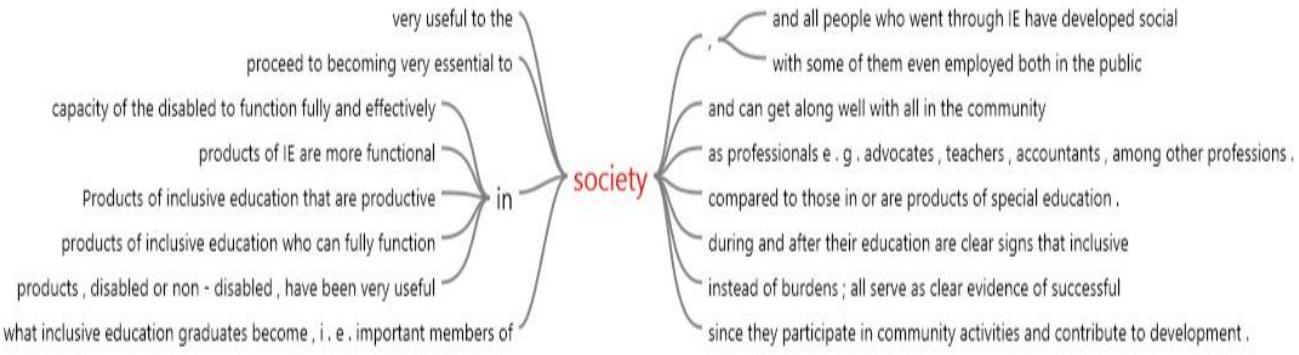


Figure 4.16: Contributions of inclusive education to society

Parents have experiences of having their children in IE enjoying their learning and interacting with peers, of getting positive remarks about IE, and of having those with disabilities who are

products of IE getting employed like any other people. There is evidence for the success of IE; the capacity to function and fit well in society by IE products is evidenced by parents experienced of the success of IE. Some parents had experiences of having their children who are products of IE become professionals, working in the same work environments as the able-bodied. There is abundant evidence of IE paying dividends. There are several ways in which IE is proving crucial to individuals and societies. Given equal opportunities, those with disabilities can also be gainfully employed and contribute to the national economy:

> We have lecturers and nurses, among other professionals, who have disabilities. We also have interpreters in court and on news bulletins who benefited from inclusive education.[11] <Internals\\Interviews\\Teachers\\Teacher A6 Interview> - § 1 reference coded [2.41% Coverage]

Some evidence of the success of inclusive education is apparent while some is salient. Products of inclusive education proceed further to enroll for further education with tertiary institutions. They also grow to become very important members of the community. Having gone through IE, it becomes easier for those with disabilities to be functional and very useful in society. Confessions by parents on the usefulness of IE are just some of the evidence serving to show IE does pay dividends. Having once hopeless children growing up to overcome their challenges and become self-reliant signifies the success of IE.

4.4.1.6 Equality in the society

With IE, parents experienced happiness and hope for their children with disabilities for IE provided the children with equal opportunities for development. IE, when it is not well-resourced, can lead to more segregation and stigmatization:

> I am very happy as inclusive education gives the hope that our children with disabilities are and can be equal members of the society.[1] <Internals\\Interviews\\Parents\\Parent A5 Interview> - § 1 reference coded [1.49% Coverage]

> Inclusive education makes us feel that God made us all the same though with some individual differences in as much as our talents differ[2] <Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [1.40% Coverage]

> …equal access to education despite the

disabilities.[3]<Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [0.64% Coverage]

We, as teachers are happy with inclusive education as it enables socialization among diverse learners and prepares them for all weather lives in both the present and in later life[4] <Internals\\Interviews\\Teachers\\Teacher B3 Interview> - § 1 reference coded [2.12% Coverage]

I am very happy with inclusive education because it stops stigmatization[5] <Internals\\Interviews\\Teachers\\Teacher B5 Interview> - § 1 reference coded [0.92% Coverage]

I am happy as I feel all children have a right to not only education, but mainstream education.[6] <Internals\\Interviews\\Teachers\\Teacher B6 Interview> - § 1 reference coded [1.34% Coverage]

Teachers like IE despite the challenges that come with it. Possessing information about IE makes many teachers support the idea of inclusion. Stakeholders, who include teachers, like IE as it allows everyone the opportunity for achieving their potential goals. Teachers are happy with and tend to support IE.

4.4.1.7 Eradication of stigmatization and discrimination

Teachers also revealed that there was evidence that stigmatization and discrimination was being eradicated:

Children taking care of each other and loving one another, regarding one another as equals[1] <Internals\\Interviews\\Teachers\\Teacher A4 Interview> - § 1 reference coded [1.30% Coverage]

Pupils with disabilities are well fitted into the school society, just like their counterparts and they are even free and equal members of the community[2] <Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference coded [1.67% Coverage]

Having children with disabilities working successfully together with the non-disabled in learning and play activities[3] <Internals\\Interviews\\Teachers\\Teacher B1 Interview> - § 1 reference coded [1.24% Coverage]

There are several ways in which IE is proving crucial to individuals and societies. There are several tangible positive IE results. IE changes the lives of those with disabilities from special to normal.

4.4.1.8 Normalisation

Parents of children with disabilities in IE are happy with IE as it opens up the world for their children, making their lives normal, just like any other children's:

> Special education, whereby children with disabilities learn on their own is as good as hiding those with disabilities from those considered normal and from the world they are expected to operate in for the rest of their lives.[1] <Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [2.28% Coverage]

4.4.1.9 More happiness among parents and teachers

Inclusive education was found to cause more happiness than otherwise among both parents and teachers.

Figure 4.17 below presents sentiments by parents and teachers on how happy they are about inclusive education.

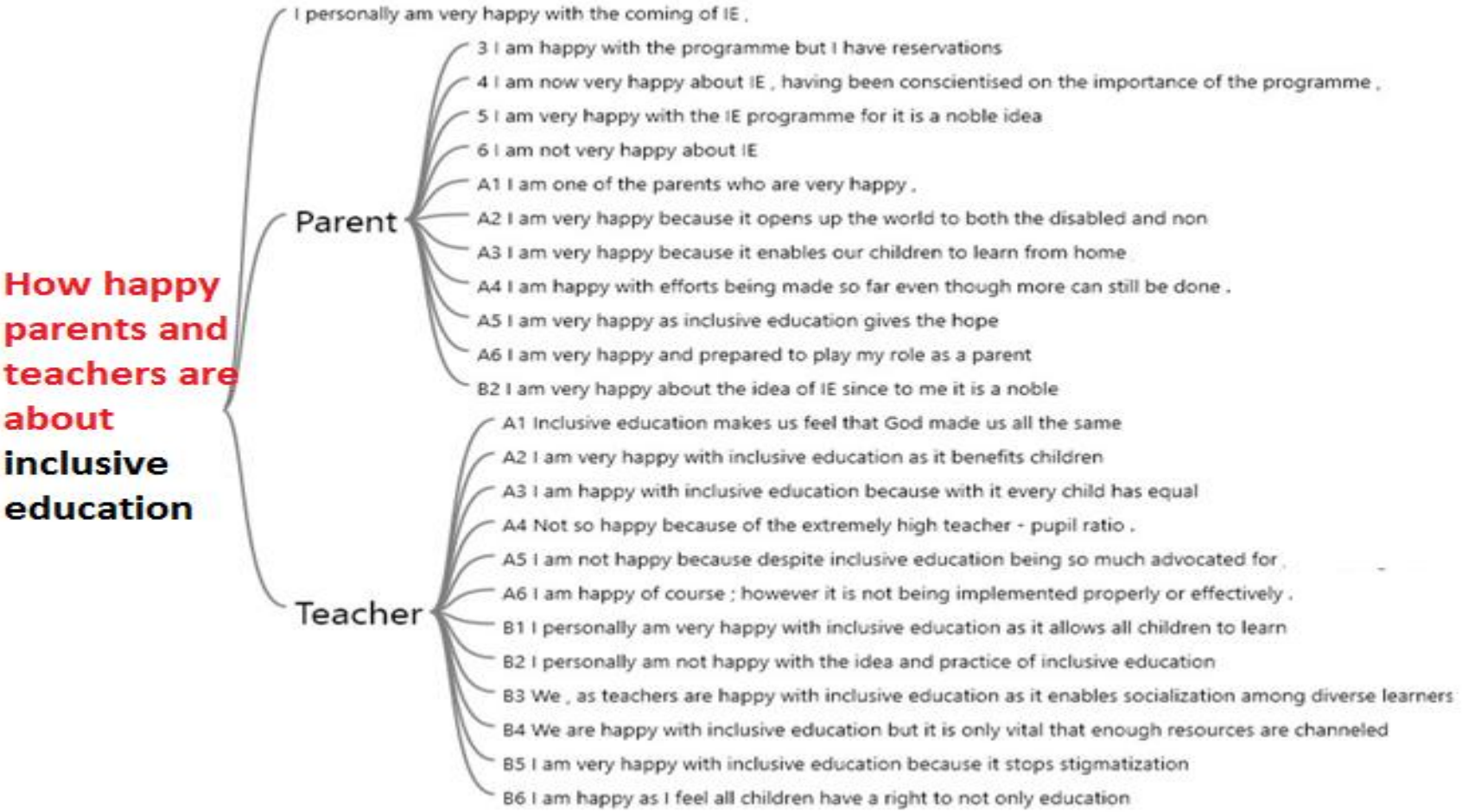


Figure 4.17: How happy Parents and Teachers are about Inclusive Education

As mentioned earlier, the parents of children with disabilities in IE are happy with IE as it opens up the world for their children, making their lives normal just like any other children. Parents derive joy from the fact that with IE their children are able to learn from home like the non-disabled child. Parents are happy with IE even though they feel more can still be done to improve it. With IE parents experienced happiness and hope for their children with disabilities for IE provided the children equal opportunities for development. Many parents happily accepted IE and are prepared to play their part towards making it a success. IE is popular even though the practice is yet to reach its peak. While the idea of IE is a noble one, its implementation is far from being ideal. Parents are happy with IE but have reservations as there are quite a number of issues that need to be attended to if IE is to yield best results. Parents support the idea of IE, but want the challenge of resource shortage addressed. Parents have developed a liking for IE. Some parents experience feelings that IE was ill-timed as it was introduced before major issues were addressed. IE, which is not well-resourced can lead to more segregation and stigmatization.

Most teachers are happy with IE. Teachers like IE despite the challenges that come with it. Factors that determine people's attitude towards IE include teacher-pupil ratio. Many teachers are not very happy with IE owing to the lack of facilities and support services. Teachers approve of IE, but have reservations as there are quite a number of issues that need to be addressed to improve the IE practice. IE promotes more cooperation between parents and teachers. While IE is ideal, the actual practice is pathetic as resources to support the practice are scarce. Possessing information about IE makes many teachers support the idea of inclusion. Providing inclusive schools with adequate resources increases all parties' benefiting from the IE practice. Stakeholders, who include teachers, like IE as it allows everyone the opportunity for achieving their potential goals. Generally, teachers are happy with and tend to support IE.

4.4.1.10 Opportunity for parents to monitor children

Parents derive joy from the fact that with IE their children are able to learn from home like the non-disabled child, and in this way, IE promotes more cooperation between parents and teachers:

> I am very happy because it enables our children to learn from home, a situation that

> allows us room to also monitor and contribute towards improving our children's learning.[1] <Internals\\Interviews\\Parents\\Parent A3 Interview> - § 1 reference coded [1.85% Coverage]

> I personally am very happy with inclusive education as it allows all children to learn from home and at their local school which enables teachers and parents to work cooperatively towards improving a child's learning.[2] <Internals\\Interviews\\Teachers\\Teacher B1 Interview> - § 1 reference coded [2.49% Coverage]

4.4.1.11 Advancement on the part of teachers

Some teachers also find great opportunity for professional development as they learn and seek advancement to match the novelty of the diversity in the class:

> …compels teachers to continually upgrade their education.[1] <Internals\\Interviews\\Teachers\\Teacher A2 Interview> - § 1 reference coded [0.78% Coverage]

Having been challenged and deskilled with the advent of IE, many teachers felt inadequate with regard to training to effectively work with children with disabilities, knowledge of the requisite resources, and the expertise necessary for adjusting to the demands of IE, as well as being unaccustomed to the laws that regulate working with those with disabilities (Fuller, Bradley & Healey, 2004; Leyser, Vogel, Wyland, Brulle, Sharoni & Vogel, 2000).

4.4.2 Extent of individualised support in IE

Figure 4.18 shows the extent of the individualised support of learners with disabilities in inclusive education compared to special education, as well as the factors that influence the extent of the individualised support. What the different nodes or sections in figure 4.18 represent are later taken one at a time and further unpacked.

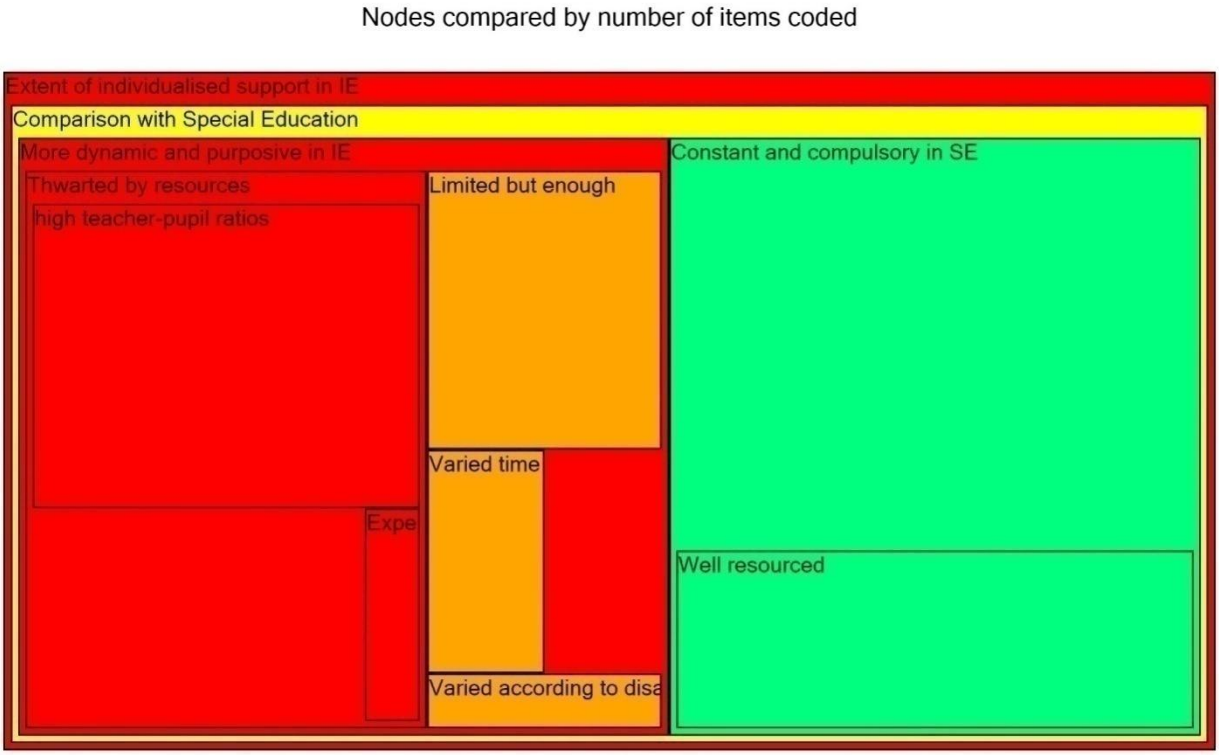


Figure 4.18 Extent of individualised support according to number of items coded

4.4.2.1 Comparison with special education (SE)

Individualised support in inclusive education is not and needs not be comparable to individualised support in special education for the two tend to be viewed differently and to serve different purposes altogether.

4.4.2.1.1 Constant and compulsory in SE

Figure 4.19 presents what participants had to say when they were comparing inclusive education to special education.

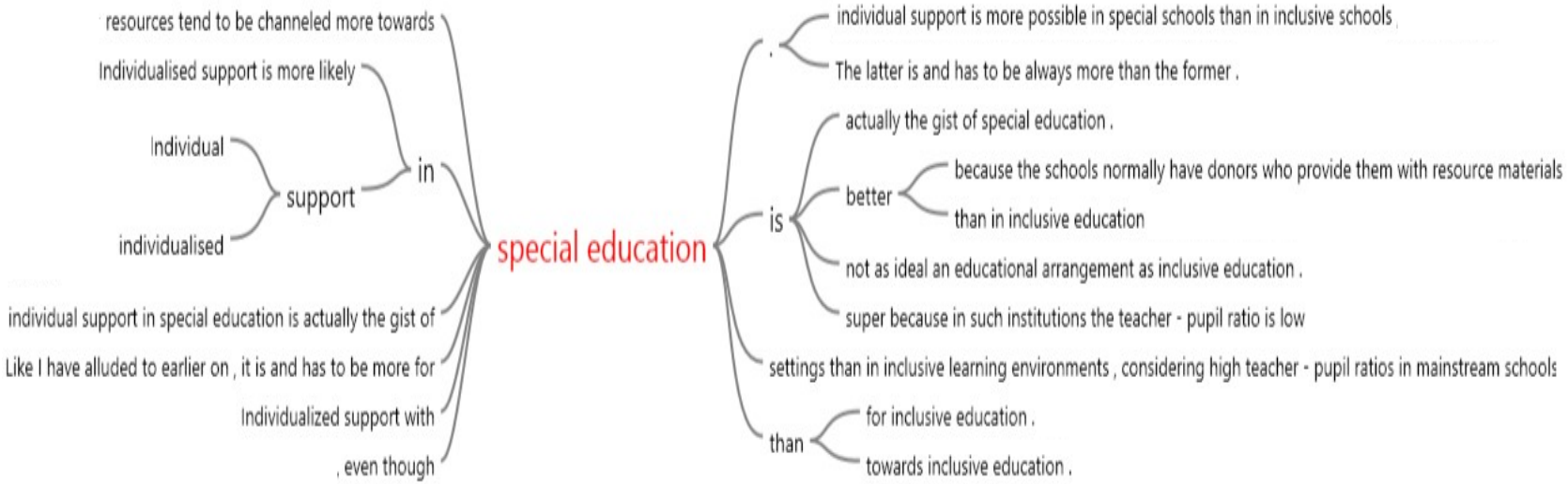


Figure 4.19: Inclusive education compared to special education.

The parents and teachers strongly felt that individualised support in inclusive education should never be comparable to individualised support in special education. The latter is and has to always be more than the former. Some parents say individual support in inclusive education and in special education should not be compared as the two programmes are meant to achieve different goals in the first place. Parents believe individual support is less important in IE than it is in special education. Parents feel comparing inclusive education and special education is in vain as the two have different missions. Parents found individualised support to be more in special schools than in inclusive schools. Parents found individual support to be more possible in special schools where classes are small, and less so in inclusive schools where classes. Even though special schools have resources, they lack when it comes to providing natural learning environments. Individual support is almost impossible in IE. Parents experience more individual support for their children in special education than in IE, and they felt that individualised support in special education is better than in inclusive education. However, there was a feeling that this situation can be rectified with time and with the mobilisation of more resources and improvement in the learning environments.

Figure 4.20 serves to highlight the various reasons why support given to learners as individuals differs between IE and SE.

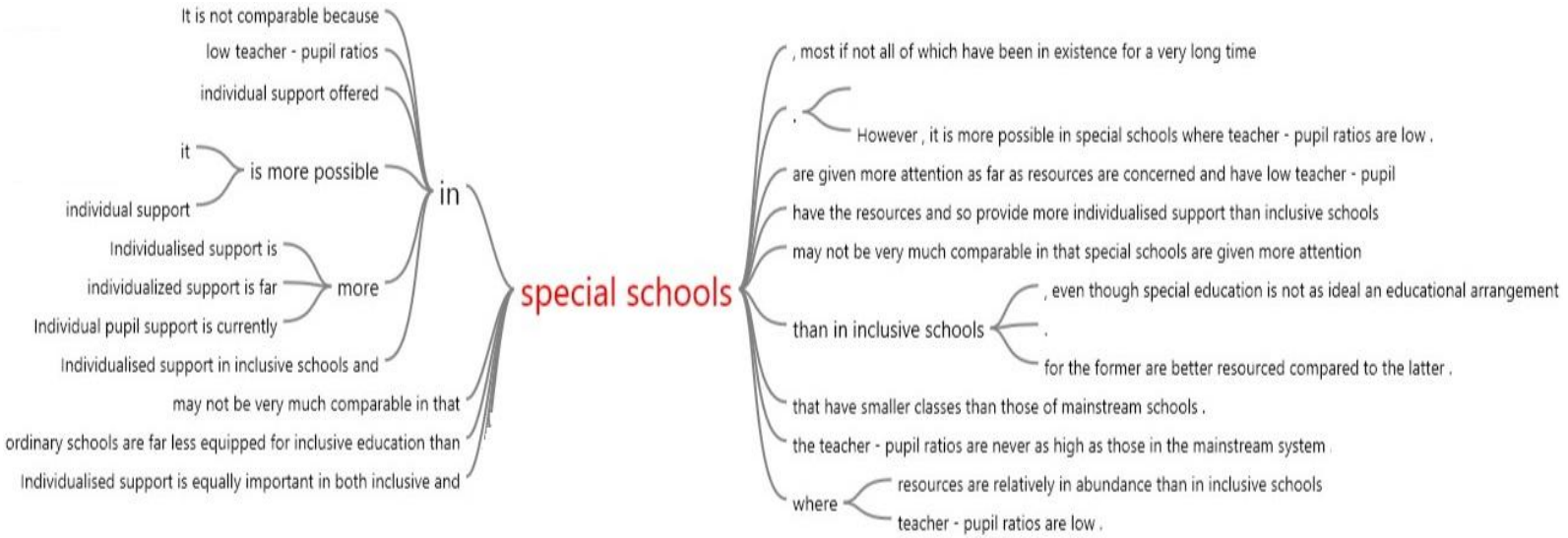


Figure 4.20: Basis for individualised support incomparability between inclusive education and special needs education

Both teachers and parents revealed that special schools and ordinary schools are not comparable, because in a special school, children with learning problems move at a slower pace and teachers have no pressure whatsoever of moving faster with the syllabus as the classes are homogenous. Contrarily, in an inclusive school the teacher is torn between going fast to cater for the fast learner and going slow to maximally assist the slow learner. As long as the factors that work against the success of IE are not addressed, individualised support in IE remains less possible compared to that in special education. Parents found their children more prone to getting enough individual attention in special schools than in inclusive schools. Parents say individual support is more possible in special schools where resources are in abundance and teacher-pupil ratios are low. Individual support is more in special education than in IE. Individualised support is more possible in special schools than in inclusive ones. Resource availability and small numbers per class enable more individual support in special schools than in inclusive schools. Individualised support will remain in special schools until inclusive schools address the resources, teacher-pupil ratio and infrastructure challenges.

4.4.2.1.2 Learning, well-resourced or not in SE

As already highlighted, the special schools were said to be more resourced which makes them more putative for individualised support. Individualised support is more in special schools for the simple reason that special schools have more requisite facilities and low teacher pupil ratios compared to inclusive schools. The current status quo is that special schools afford more individualized support than inclusive schools, owing to the lack of resources in the latter. Individual support can be improved in IE by simply manipulating variables that make it possible or impossible. Special schools have more individualized support but some of the support can be further crippling to the already crippled. As long as special schools are better resourced and staffed, their capacity to provide individual support remains better than that of inclusive schools.

4.4.2.1.3 More dynamic and purposive in IE

Unlike in SE, individualised support in IE was found to be dynamic as it varies and adjusted depending to the context of its need. As a result, it was more of target-bases and applied purposively used:

Individualized support in special education, at face value, looks greater than in inclusive

> education, but in actual fact, individualised support as it refers to personal, material and environmental intervention is greater in inclusive education. <Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [2.26% Coverage]
>
> Contrarily, in an inclusive school the teacher is torn between going fast to cater for the fast learner and going slow to maximally assist the slow learner.<Internals\\Interviews\\Teachers\\Teacher B6 Interview> - § 1 reference coded [2.20% Coverage]

As shown above by Parent A1, the context of individualized support in IE is more dynamic as it make use more varied intervention endeavors. While the approach in SE is more guided and rigid, the approach in IE is more flexible and participatory.

4.4.2.1.4 Varied according to disability

The purposiveness was also said to be controlled by the extent of need, rather than being a basic need in standardised approach to teaching:

> This is very relative as it differs from child to child and with disabilities. My own child who is mildly intellectually disabled seems to have been getting adequate individualised support to foster incredible social, emotional and academic growth[1]<Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [2.22% Coverage]

4.4.2.1.5 Varied time requirements

Although not without its challenges, the teachers endeavour to strike a balance on varied time requirements:

> Not all children may get enough individual support because it is not easy to strike a balance between time periods those with disabilities and the non-disabled child need for their learning to be effective. <Internals\\Interviews\\Teachers\\Teacher B1 Interview> - § 1 reference coded [2.24% Coverage]
>
> They do not all get enough individual attention as those with disabilities are normally left behind most of the time. <Internals\\Interviews\\Teachers\\Teacher B6 Interview> - § 1 reference coded [1.50% Coverage]

Individual learners learn at different paces, a situation that makes IE difficult. Accordingly, providing all pupils adequate attention is not easy owing to high teacher-pupil ratios. However, whether children get enough individual support in special education or in inclusive education depends on a number of factors and is quite debatable. For some parents it is limited in IE but adequate, it is in the right proportion that they need for their children.

4.4.2.1.6 Resources limited but enough in IE

A number of parents believed from their experiences that the level of individualized support provided in IE is limited but suffices for the optimal development of their children:

> I think what they are getting is enough for too much of that individualised support would be counterproductive, minimising especially social and emotional development just like in special education. <Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [2.19% Coverage]
>
> I am not so sure on whether they get enough of that individualised support, but I think individualised support is emphasised more in special education than it is in inclusive education. <Internals\\Interviews\\Parents\\Parent A3 Interview> - § 1 reference coded [1.98% Coverage]
>
> I believe my child should get less of individualised support in inclusive education for this is how inclusive education differs from special needs education. Instead, my child should acquire the social, emotional and academic skills from the normal inclusive school and community atmosphere. <Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [2.87% Coverage]

Some parents are content with the individual support that their children get in IE. Some parents have feelings that individual support needs not be emphasized in IE. Parents tend not to believe in plenty of individualized support in IE, as too much of the individual support tend to be counterproductive.

4.4.2.1.7 Thwarted by resource shortage

More resources need to be channeled towards IE. It is very difficult for teachers to assist pupils one-on-one in IE because of resource shortage. This resonates very well with an earlier finding that there is the lack of teaching material for learners with disabilities, insufficient time for collaborating with other teachers, parents and other professionals, as well as

inadequate infrastructure (Mukhopadhyay, Nenty & Abosi, 2012; Ocloo & Subbey, 2008). For the same reasons that curtail IE effectiveness, it is impossible to give enough individual attention, and hence support to all learners in inclusive education. For a number of reasons parents have their children not getting adequate individual support. Individual support cannot be achieved before important issues are addressed. In the same vein, MacLean and Gannon (1997) postulate that, accomplishing in providing affirmative support for those with disabilities learner involves more than just change in legislation.

4.4.2.8 High teacher-pupil ratios

As earlier on highlighted, individual support for children cannot be possible given huge classes teachers have to single-handedly handle. Individual support tends not to be enough owing to extremely high teacher-pupil ratios, hence maximizing multi-dimensional development in pupils is presently impossible. Parents found individualised support to be less likely if not impossible in IE given high teacher-pupil ratios in inclusive schools. Parents have their children in classes that are so large that individual support is almost impossible, if not impossible.This finding is consistent with the finding by Mukhopadhyay et al (2012) who established that large class sizes negatively affects use of learning material, use of adapted instruction and peer-assisted learning. Large teacher-pupil ratios were also found to pay dividends the more particularly on social development of pupils, disabled or not (Johnstone & Chapman, 2009). With high teacher-pupil ratio among other factors, individual support in IE has been found to always be at the lowest rung of its ladder.

Individual support in IE seems impossible due to varying factors. Large numbers of learners a single teacher needs to attend to makes it difficult if not impossible for learners to get individualized support. Teachers make efforts towards providing attention to individual pupils but large numbers of children per class tends to interfere with the efforts. Individual support issues can only be addressed through ensuring resources are availed to schools. High teacher-pupil ratios prohibit chances of individual support provision. This is further corroborated by a study by deBettencourt (1999) whose findings reflect that main impediments to IE at the primary school level culminate from factors that include inadequate time, huge class sizes, abnormal workloads, and deficient institutional backing. The situation obtaining on the ground controverts recommendations by Brownell and Pajares (1999) who propound that, prosperous inclusive determinations need to be cushioned by administrative

support, sufficient materials, and personnel resources. Attending fully to individual differences is therefore currently not possible in IE. Large numbers of pupils in classes curtail possibilities of providing adequate individual support.

4.4.2.1.9 Lack of Expertise

As part of the lacking resources, expertise in dealing with IE is also hampering provision of individualised support:

> The individual differences are not met. As I said above, the good treatment depends on the education of the teacher. The children should be treated according to the Nziramasanga Commission recommendations of 1999 that emphasise catering for individual differences at any school in Zimbabwe.<Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [2.99% Coverage]

In practice, IE does not meet individual children's needs, partly because the teachers lack on the requisite expertise, while the administrators lack certain necessary mandates. Mukhopadhyay et al., (2012) say heads of schools tend to lack decision-making and administrative powers to organize proper staff in-service training, suitable teaching schedules, manageable class sizes, and effective use of specially trained teachers. However, even if teachers were to be in-service trained, in is crucial to realise that in-service training on its own hardly culminates in teacher behavior transformation (Kaikkonen, 2010). Ocloo and Subbey (2008) also attribute ineffective implementation of IE to teacher's inappropriate or the lack of training.

As such, parents decried for expertise on the part of teachers working with a diversity of children with disabilities has never been adequate. There is no adequate specialist manpower to deal with the learners. Forlin (2010) actually advocates for initial teacher training to incorporate IE aspects.

4.4.3 Extent of meeting needs of children

All teachers and parents largely decried that the children's needs are not being met in IE (Figure 4.21 below). Presented in Figure 4.21 are parent and teacher sentiments on the extent to which children's needs are met in inclusive education.

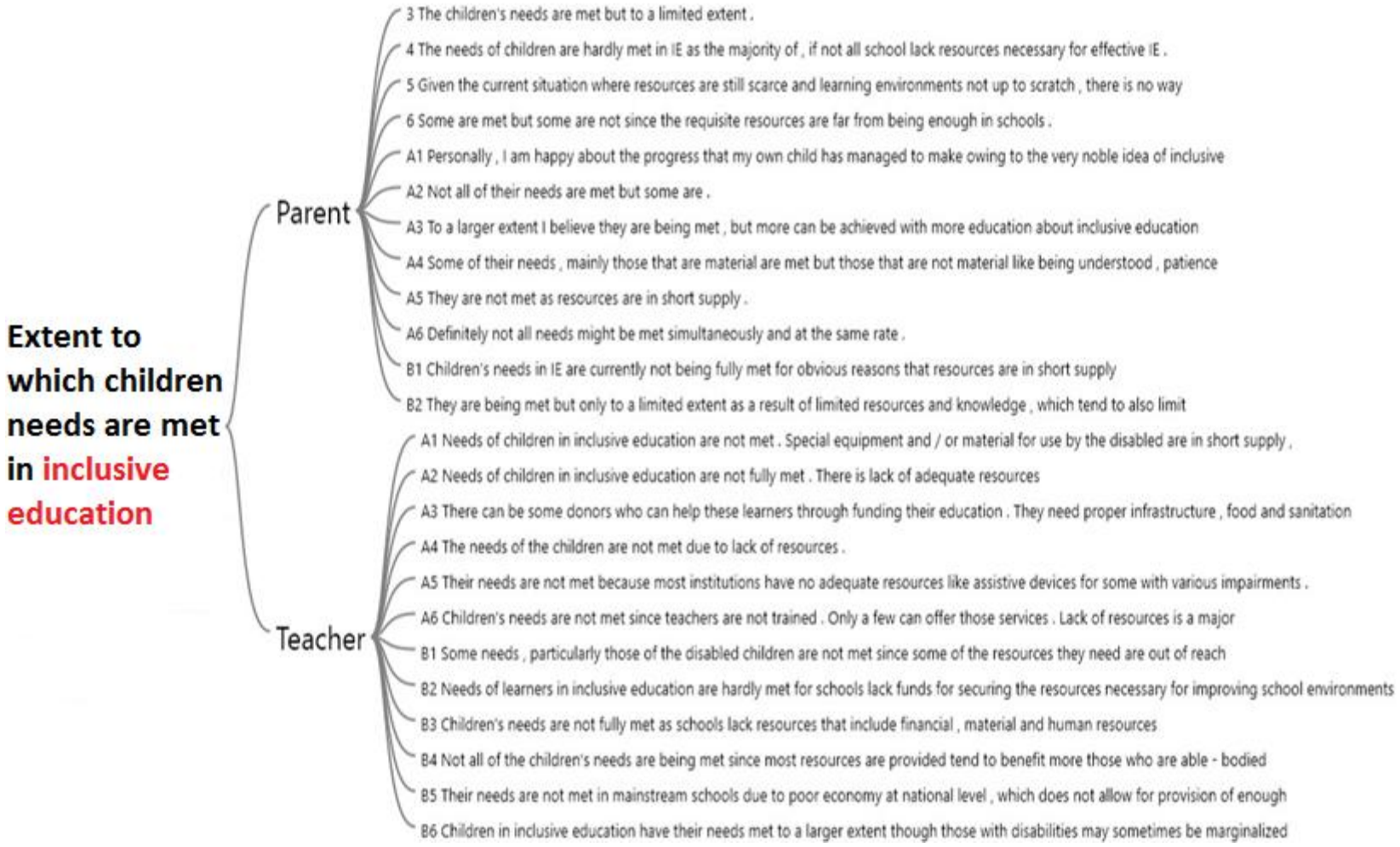


Figure 4.21: Extent to which children's needs are met in inclusive education.

Parent and teacher responses on whether learners' needs are met or not in inclusive education show a mixed bag of experiences or feelings. Some say they are hardly met or are only met to a limited to a limited extent. Some have indicated the needs are not met while others have expressed satisfaction with progress in IE even if some of the learners' needs are not fully met. It has also been revealed that the extent of meeting learner needs tends to differ not only with disabilities, but also with the extent of disability as well as the nature of needs. Failure to meet the learner needs has been attributed to a number of factors, some of which are shown in Figure 4.22 below.

Different factors or reasons for not meeting children's needs in inclusive education have been highlighted. The extent to which each factor barricades the fulfilment of children's needs varies with factors. In Figure 4.22 below the area each factor occupies serves to also show how much the factor impacts the meeting of children's needs.

Figure 4.22 presents major reasons why learners' needs in inclusive education are not met.

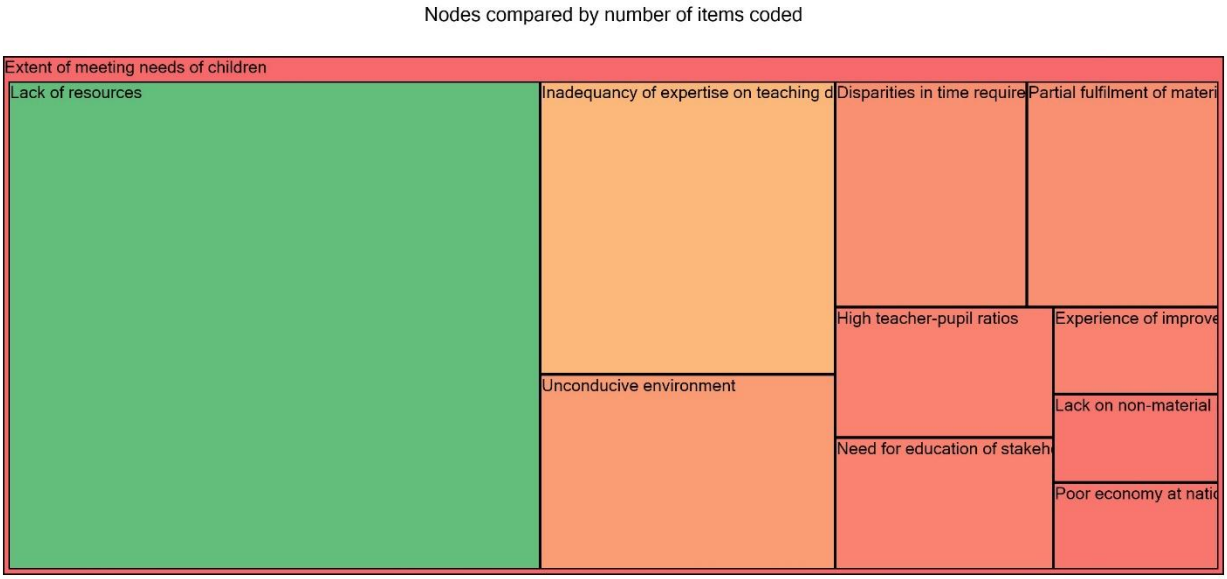


Figure 4.22: Reasons for not meeting children's needs in IE

A careful look at the nodes or sections clearly shows the link between the area a factor (reason) occupies and its extent of influence on meeting the needs of learners in IE. The relationship is that the bigger the area the greater the factor's influence and vice-versa.

4.4.3.1 Experience of improvement on own child

Only one of the parents agreed that she was satisfied with the extent to which her child's needs were being met:

> Personally, I am happy about the progress that my own child has managed to make owing to the very noble idea of inclusive education. His need for normal social interaction and for learning in a normal learning environment has been met…I am one of the parents who are very happy, perhaps because inclusive education is helping my child in ways that I genuinely appreciate.<Internals\\Interviews\\Parents\\Parent A1 Interview> - § 2 references coded [3.41% Coverage]

The fact that only one out of twelve parents was contented with the extent to which her child's needs are met in inclusive education shows that some parents, though not many, are happy with the extent to which their children's needs are met in inclusive education, or concern themselves more with progress attained than with the extent of needs provision perse.

4.4.3.2 Partial fulfilment of material needs

Some needs are met albeit some are not in IE, as experienced by some parents:

> Not all of their needs are met but some are.[1]<Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [0.49% Coverage]

> Some of their needs, mainly those that are material are met <Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [0.58% Coverage]

> Definitely not all needs might be met simultaneously and at the same rate. Some are easy to meet but some may take long to meet. What I learned is the home and school should work hand in glove to increase chances of meeting children's needs<Internals\\Interviews\\Parents\\Parent A6 Interview> - § 1 reference coded [2.72% Coverage]

Parents had only some of their children's material needs met in IE. Parents find their children's material needs in IE to be fulfilled to extents that vary with individual children, but the non-material needs are far from being met. Parents acknowledge that not all of their

children's needs are easy to meet.

4.4.3.3 Lack of resources

It was found that provision of resources is still at the lower rungs of its ladder in inclusive education. Drastic measures need to be taken if possible to improve resource availability in schools for more effective inclusive education. As a result children's needs in IE were reportedly to currently not being fully met for the obvious reasons that resources are in short supply, and because learning environments are not conducive for all learners. A serious resource shortage is part of parents' experiences in IE. Alur (2002) and Singal (2006), in India; Johnstone and Chapman (2009), in Lesotho; as well as Masimega (1999) and Gaotlhobogwe (2001) in Botswana, also had study findings pointing dearth of resources for IE in developing countries. While resource mobilization is not easy, teachers have realized through experience that if stakeholders contribute towards securing resources, resource shortage can be eased.

Due to shortage of resources, parents have had their children with disabilities' needs not met in IE. There are requisite factors which when not fulfilled children' needs in IE cannot be met. Not all children's needs are met in IE and this is attributable mainly to the challenges that are being experienced in IE. IE is ill-resourced and competition for teacher's attention between those with disabilities and the non-disabled can be a cause for concern (Mukhopadhyay et al., 2012; Johnstone, 2007). Children's needs in IE can only be met with adequate specialist manpower, enough assistive devices and user-friendly learning environments and infrastructure (Ocloo & Subbey, 2008). Children's needs in IE are difficult to meet because attending to individual children is impossible given extremely high teacher-pupil ratios. Schools need to be adequately funded if they are to effectively become inclusive. Inadequate facilities to support inclusive education make it impossible to meet needs of individual learners. Even though the needs of children are difficult to meet in IE, some of the needs are met. Economic improvement for a country is needed for a positive impact on IE.

Children's needs are thus not fully met as schools lack resources that include financial, material and human resources. Some needs are met albeit some are not in IE, as experienced by some parents. Needs of learners in IE are not fully met due to a number of reasons.

Children's needs in IE are only met with adequate specialist manpower, enough assistive devices and user- friendly learning environments and infrastructure. Fox, Hemmeter, Snyder, Binder and Clark (2011) actually advocate multi-componential professional development which should consider such important aspects as training, instructional material provision, implementation guides, performance appraisals, and collaboration. Schools also need to be adequately funded if they are to effectively become inclusive.

4.4.3.4 Unconducive environment

The learning environment in schools that practise inclusive education were said to be not that conducive due to varying reasons. The environment was reportedly not user friendly:

> They need proper infrastructure, food and sanitation but usually there is shortage of money in schools to secure the services. <Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [2.66% Coverage]
>
> In some cases the environment is not user friendly e.g. there are no ramps for learners using wheelchairs.<Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference coded [1.17% Coverage]
>
> Needs of learners in inclusive education are hardly met for schools lack the funds for securing the resources necessary for improving school environments <Internals\\Interviews\\Teachers\\Teacher B2 Interview> - § 1 reference coded [1.62% Coverage]

From teachers' experiences of inclusive education, it can also be discerned that needs of learners in IE are not fully met due to a number of reasons. Children's needs in IE are only met with adequate specialist manpower, enough assistive devices and user- friendly learning environments and infrastructure. Schools need to be adequately funded if they are to effectively become inclusive.

4.4.3.5 High teacher-pupil ratios

The children's needs were reportedly being met but to a limited extent. Among the factors that tend to interfere with meeting of the needs of children in IE are high teacher-pupil ratios. It was reported that teacher pupil ratios are highly prohibitive, a state of affairs that hampers possibilities of giving individual attention to all pupils by teachers.

4.4.3.6 Disparities in time requirements

Achievement of the children's needs was also said to be hampered by the disparities in the time requirements. Some of the children's needs would be left unmet since time required for the teacher to attend to learners differs with individual learners:

> …teacher's paying attention to those with disabilities who may require more attention deprives the non-disabled of adequate time with the teacher. <Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [1.38% Coverage]

> Also, more time with those with disabilities implies less time with the non-disabled. <Internals\\Interviews\\Teachers\\Teacher B1 Interview> - § 1 reference coded [0.85% Coverage]

> Children in inclusive education have their needs met to a larger extent though those with disabilities may sometimes be marginalized which makes them feel out of place. <Internals\\Interviews\\Teachers\\Teacher B6 Interview> - § 1 reference coded [2.37% Coverage]

IE is ill-resourced and competition for teacher's attention between those with disabilities and the non-disabled can be a cause for concern. Children's needs in IE are difficult to meet because attending to individual children is impossible given extremely high teacher-pupil ratios.

4.4.3.7 Lack of non-material needs

Some parents find their children's material needs to be fulfilled in IE but the non-material needs to be far from being met:

> …but those that are not material like being understood, patience and genuine love are hard to come by. Parents, teachers and peers can hardly provide those non-material needs of those with disabilities. <Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [1.87% Coverage]

Non-material needs were said to be far from being met. Meeting such needs is not easy since they are immeasurable and have no clear means by which their adequacy can be determined since they are qualitative and highly subjective.

4.4.3.8 Need for education of stakeholders

There was also the feeling that the stakeholders were ill-informed about IE. Therefore, the dearth of knowledge and/or information was said to be hampering the fulfilment of children's needs:

> I believe they are being met, but more can be achieved with more education about inclusive education on and more concerted effort from all-inclusive education stakeholders. <Internals\\Interviews\\Parents\\Parent A3 Interview> - § 1 reference coded [1.84% Coverage]

> They are being met but only to a limited extent as a result of limited resources and knowledge, which tend to also limit effectiveness of IE<Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [1.57% Coverage]

The lack of adequate information about inclusive education by stakeholders has been given as another factor interfering with the capacity to meet learners' needs in inclusive education. It follows therefore that stakeholder education is imperative. Such education can be achieved through holding awareness campaigns.

4.4.3.9 Poor economy at national level

The national economy was identified as one of the major reasons why children's needs are not being met:

> Their needs are not met in mainstream schools due to poor economy at national level, which does not allow for provision of enough equipment, material and relevant teacher training. <Internals\\Interviews\\Teachers\\Teacher B5 Interview> - § 1 reference coded [2.29% Coverage]

Unstable economy at national level has also been cited as one of the factors impeding the capacity to meet learners' needs in IE. Economic improvement for Zimbabwe as a country is required for advancement in the fulfillment of the children's needs.

4.4.4 Challenges

There are quite a number of challenges that tend to obstruct progress in inclusive education as was highlighted by participants. Some of the challenges also appeared as factors that interfere

with meeting children's needs in inclusive education. The challenges are presented in Figure 4.23 below.

Figure 4.23 presents challenges that are faced in inclusive education as highlighted by those who participated in the current study.

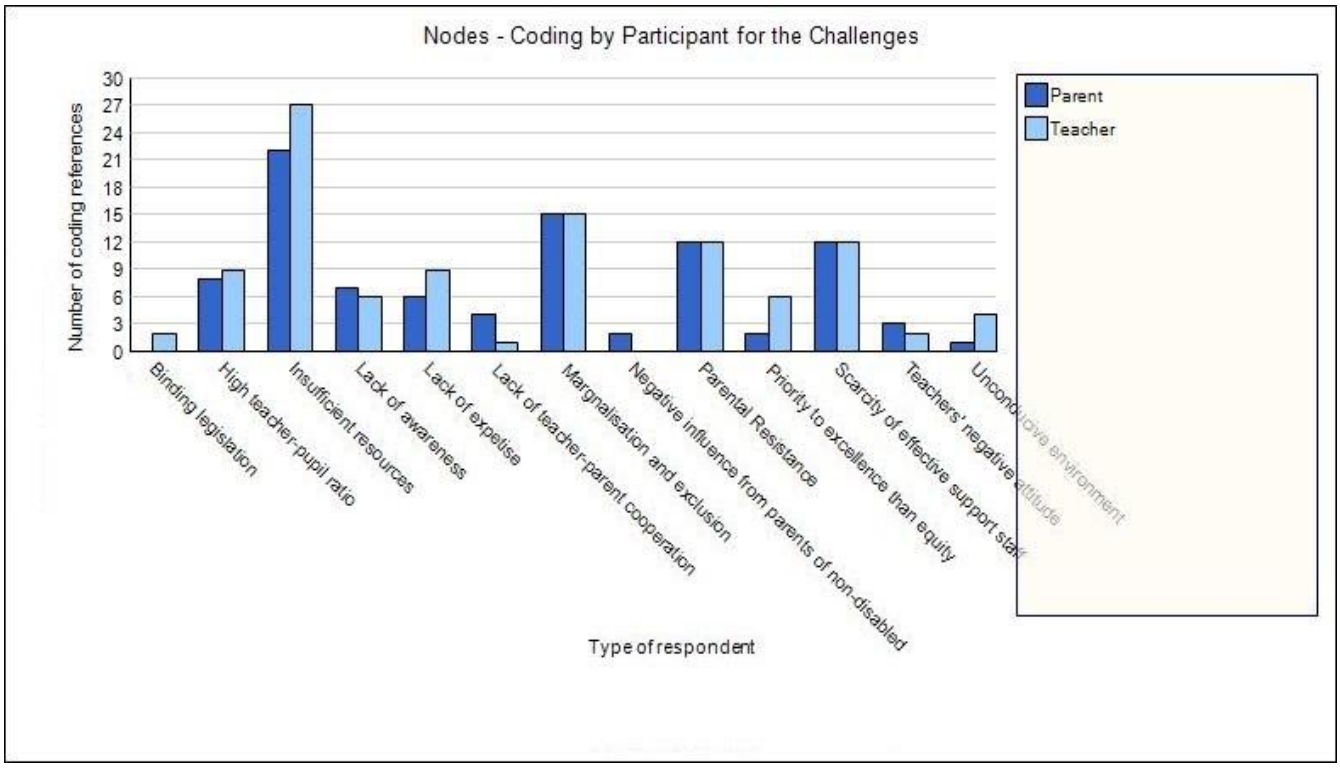


Figure 4.23: Challenges coded with participant category.

Most challenges were cited by both parents and teachers even though variations could be seen in the extent to which parents and teachers viewed certain factors as challenges. Some, for example those to do with legislation and negative parental influence were however given by either only teachers or only parents as they would concern only that particular participant category.

4.4.4.1 Insufficient resources

As reiterated above, resources are a major constraint to IE. More teachers than parents complained about resource insufficiency in inclusive education. This can be attributed to the fact that it is the teachers who need to use most of the resources for the children's learning. Thus, resource shortage affects the teacher who is with the child most of the children's day

and active time, more than it affects the parent.

Figure 4.24 shows what participants, both parents and teachers had to say about resource availability in inclusive education.

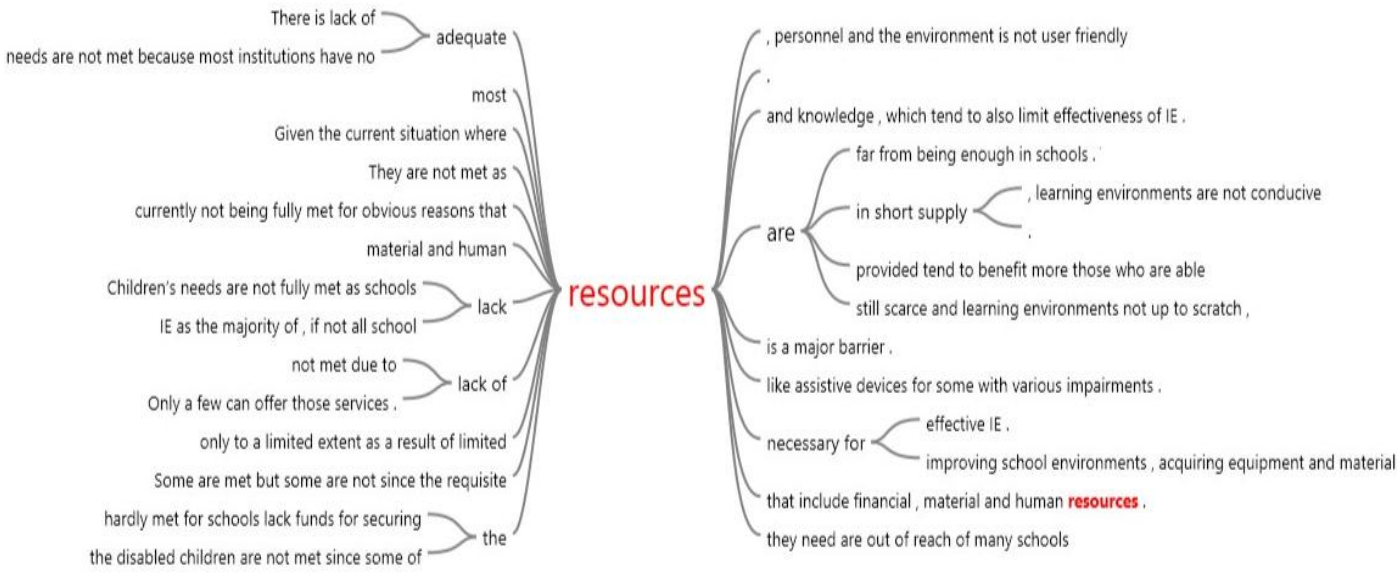


Figure 4.24: Depiction of resource insufficiency.

Shortage of resources is the major factor that militates against the success of IE. Parents, like teachers, are not happy with high teacher-pupil ratios, among other factors that hinder IE progress. Some of the challenges experienced in IE are negative attitude towards IE by some teachers and parents, and the lack of cooperation from these people. Shortage of resources and of sufficiently trained personnel was given as one of the challenges parents experience in IE. IE the challenges include feelings of shame on the parents' part and resource shortage. The lack of resources and awareness make some parents resist IE. IE in Zimbabwe at large is challenge-infested. The lack of binding legislation, over and above resource shortage, makes IE less viable in Zimbabwe. IE still faces a lot of challenges; hence a lot of work still needs to be done to achieve IE goals. Most schools are not yet ready for IE. IE is not possible where resources and equipment are in short supply. Resources, especially those that are specifically for learners with disabilities, are hard to come by in inclusive schools. The challenges faced in IE include unequal treatment of pupils by teachers and long distances children have to cover to get to school.

4.4.4.2 Unconducive environment

Partly owing to insufficient resources, the environment was largely decried to be not user-friendly especially for those children with disabilities. More concern was raised with regard to infrastructural developments, a concern most raised by teachers:

> …and after schools' infrastructures have been modified to suit different learners varying needs <Internals\\Interviews\\Parents\\Parent B6 Interview> - § 1 reference coded [1.20% Coverage]

> …environment is not user friendly <Internals\\Interviews\\Teachers\\Teacher A2 Interview> - § 1 reference coded [0.45% Coverage]

> There can be some donors who can help these learners through funding their education. They need proper infrastructure, food and sanitation but usually there is shortage of money in schools to secure the services <Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [2.66% Coverage]

> In some cases the environment is not user friendly e.g. there are no ramps for learners using wheelchairs. <Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference coded [1.17% Coverage]

Needs of learners in inclusive education are hardly met for schools the lack funds for securing the resources necessary for improving school environments, <Internals\\Interviews\\Teachers\\Teacher B2 Interview> - § 1 reference coded [1.62% Coverage]

Some parents experience feelings that IE was ill-timed as it was introduced before major issues were addressed. The needs of learners in IE are not fully met due to a number of reasons. Funding for their needs can be sourced from donors, which may prove not so easy with IE, as the needy are not be in one place but spread throughout learning institutions. Children's needs in IE can only be met with adequate specialist manpower, enough assistive devices and user-friendly learning environments and infrastructure. Schools need to be adequately funded if they are to effectively become inclusive.

4.4.4.3 Marginalisation and exclusion

Marginalization and exclusion were as a result of various forms and activities as clustered (through word similarity) in Figure 4.25 below:

Shown in Figure 4.25 are the various activities by inclusive education stakeholders that perpetrate marginalization and/or exclusion in IE.

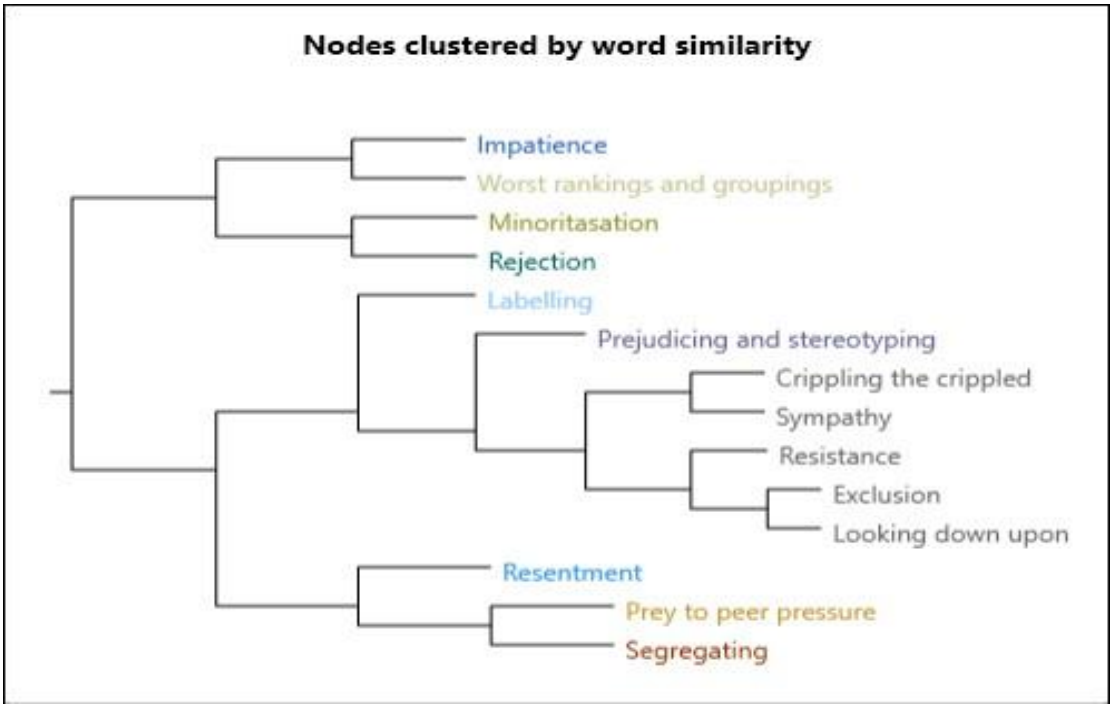


Figure 4.25: Activities that perpetrate exclusion in inclusive education

It was revealed that marginalisation and/or exclusion tend to have or worsen negative effects, especially on children with disabilities. Marginalisation in all its forms was actually found to cripple the crippled:

> In inclusive education, there is that tendency of people, both teachers and peers sympathising too much with those with disabilities to the extent of excluding them from participating in some important activities, a situation that further cripples the already crippled. <Internals\\Interviews\\Parents\\Parent A6 Interview> - § 1 reference coded [2.92% Coverage]
>
> Teachers and peers who are not disabled tend to sympathise too much with those with disabilities to an extent of excluding them from some activities, a situation that further cripples the crippled.Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [2.10% Coverage]
>
> Marginalisation of pupils in mainstream education comes as a result of sympathy or scorn towards those with disabilities, leading to exclusion of some pupils from partaking in certain activities.<Internals\\Interviews\\Parents\\Parent B6 Interview> - § 1 reference coded [2.36% Coverage]

Parents have had experiences of their children's teachers and peers being so sympathetic to their children that they would exclude them from some activities or do some activities on the children's behalf. Sympathizing with those with disabilities cripples them further as it leads to the non-disabled helping those with disabilities even when it is necessary to let those with disabilities try out certain activities on their own for self-reliance.

Exclusion was reported to be largely dominant in the treatment and interaction with those children living with disabilities:

> Yes, most teachers marginalise those with disabilities believing they come to school only to play and mingle with others. As a result, they exclude them from most of the learning activities. At pupil level, peers also often look down upon their disabled counterparts' capabilities hence they also do not like teaming up with them during learning and extra-curricular activities. <Internals\\Interviews\\Parents\\Parent A3 Interview> - § 2 references coded [3.90% Coverage]
>
> Each time the teachers or peers do not believe in or doubt those with disabilities's

> abilities, they tend to exclude them from certain activities, hence marginalizing those with disabilities instead of allowing them equal chance of attempting the activities <Internals\\Interviews\\Parents\\Parent B1 Interview> - § 1 reference coded [2.73% Coverage]
>
> I have on several occasions witnessed some pupils, most of them disabled, being sidelined when others engage particularly in extra-curricular activities such as ball games and track events <Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [2.12% Coverage]
>
> Teachers and peers who are not disabled tend to sympathise too much with those with disabilities to an extent of excluding them from some activities, a situation that further cripples the crippled <Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [2.10% Coverage]

Parents in IE had experiences of working with teachers who consider disability implies inability, who would exclude those with disabilities from partaking in some activities. Teachers also acknowledged that exclusion was downplaying children living with disability:

> Children would feel stigmatised, with their self-esteem lowered, which led to the children becoming withdrawn and separating themselves from their peers when not allowed to participate in different activities, i.e. in class and outside[5] <Internals\\Interviews\\Teachers\\Teacher A2 Interview> - § 1 reference coded [3.22% Coverage]
>
> Children are treated the same as teachers try by all means to curtail the challenge of having some pupils, principally those with disabilities feeling out of place in inclusive education.[6] <Internals\\Interviews\\Teachers\\Teacher B2 Interview> - § 1 reference coded [1.90% Coverage]

Excluding children diminishes their self- esteem. Much of this exclusion can be attributed to the lack of information and resources.

Teachers were reportedly very impatient with children with disabilities:

> …teachers become very impatient with them to an extent of not really minding about helping them. <Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [1.05% Coverage]

Some children, and even teachers, disallow children with disabilities to participate in certain indoor and outdoor activities, thereby marginalizing them.

Marginalization and exclusion was augmented by the labelling of the children living with disabilities:

> Those with disabilities do not have equal access to education and they are labelled, a situation that hampers their acquisition of skills from others.[1]<Internals\\Interviews\\Teachers\\Teacher A4 Interview> - § 1 reference coded [1.99% Coverage]

Failure to provide equal educational opportunities disadvantages the already disadvantaged. The labels are usually derogatory and demeaning.

Generally, the children with disabilities were reportedly looked down upon and this resulted in more marginalization and exclusion:

> Yes, most teachers marginalise those with disabilities believing they come to school only to play and mingle with others.[1]At pupil level, peers also often look down upon their disabled counterparts' capabilities hence they also do not like teaming up with them during learning and extra-curricular activities.[1] <Internals\\Interviews\\Parents\\Parent A3 Interview> - § 2 references coded [3.17% Coverage]

> The tendency by both teachers and peers to look down upon those with disabilities often leads them to leave out those with disabilities when doing some activities[2] <Internals\\Interviews\\Parents\\Parent B4 Interview> - § 1 reference coded [1.70% Coverage]

> Other children, in the majority of cases those not disabled, look down capabilities of those with disabilities and have a tendency of excluding them from learning or play activities. They resist having someone disabled when doing group activities.[3] <Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [2.43% Coverage]

> They are looked down upon and they won't have equal opportunities <Internals\\Interviews\\Teachers\\Teacher A6 Interview> - § 1 reference coded [0.90% Coverage]

Parents in IE had experiences of working with teachers who consider disability implies inability, who would exclude those with disabilities from partaking in certain activities. Parents experienced marginalization of their children as teachers and peers would look down upon those with disabilities and exclude them from partaking in certain activities. Paradoxically, there is exclusion in inclusion. Failure to believe those with disabilities can participate in most activities, if not all, leads to those with disabilities being left out of certain activities. Service provider education can help alleviate this problem.

Unlike the special school setup, in which majority, if not all the students would have some form of disability, the IE setup reduces the number of children with disabilities in a class, thereby resulting in the minoritisation of the children with disabilities. In a way, this may increase the visibility and vulnerability of such a child to marginalisation and exclusion:

> We had one hearing impaired boy child in the school, who was doing grade six. The teacher who was teaching him had to request for his transfer since she said she could not teach him. It was all because the teachers lacked the expertise necessary for teaching people with hearing impairment.[1] <Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference coded [3.19% Coverage]

Prejudicing and stereotyping were also revealed as another means through which the children living with disabilities were marginalized and excluded:

> Prejudicing and stereotyping have been the major forms of marginalisation I have experienced with regard to my child's learning in mainstream education. You know difference and marginalisation are inseparable but it is the extent of marginalisation that matters most[1] <Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [2.63% Coverage]

> Many people including teachers, who all the other people look up to as models in inclusive education, do marginalise those with disabilities as they have negative preconceptions about disability. Children with disabilities are sometimes left out when others do academic and play activities[2] <Internals\\Interviews\\Parents\\Parent A5 Interview> - § 1 reference coded [3.21% Coverage]

Some parents had experiences of their children being marginalized in IE, by way of being prejudiced and stereotyped, but what would perturb them more is the extent of the

marginalization. Parents have experiences of teachers marginalizing their children with disabilities as a result of the teachers' preconceptions about disability. It was also reported that children with disabilities are normally put into worst rankings and groupings:

> In some classes where teachers do ability grouping of pupils, those with disabilities who are understood less from the teachers, normally belong to the worst group. The teacher then tends to focus more on helping those considered able and easy to teach, hence marginalization in inclusivity <Internals\\Interviews\\Parents\\Parent B5 Interview> - § 1 reference coded [3.29% Coverage]

Parents had experiences of their children being marginalized at classroom level when teachers would attend more to those not disabled than to those with disabilities.

Resistance was also reported as the relational context of those with disabilities and those without disabilities:

> Some peers of our children with disabilities would resist associating with those with disabilities[1] <Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [0.86% Coverage]

As has been highlighted before, some children and even teachers bar children with disabilities from participating in certain indoor and outdoor activities, thereby marginalizing them.

Resentment and segregation were reportedly characteristic of the forms of marginalization and exclusion:

> Other pupils can see the child as a useless one and they resent playing or sharing food and other essentials with pupils with disabilities.[1] <Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [1.74% Coverage]

> Children with disabilities are discouraged from taking part in other some activities and are not assigned certain responsibilities, all which boil down to segregating them <Internals\\Interviews\\Teachers\\Teacher B4 Interview> - § 1 reference coded [2.31% Coverage]

People hold preconceptions about those with disabilities which make them decide on behalf of those with disabilities whether they can participate in certain activities or not. It was

reported that the children with disabilities go through rejection:

> I had my child not well accepted in a mainstream education school, especially when he had just entered the school. Both teachers and peers could not readily accept him, and the major reason behind the rejection was they both were unaware or uncertain of how to work or interact with those with disabilities children…The challenges that I encountered was mainly that my child's peers at school took long to fully accept him <Internals\\Interviews\\Parents\\Parent A1 Interview> - § 2 references coded [3.79% Coverage]

Some parents had their children with disabilities not readily accepted in IE. Some parents have had their children with disabilities accepted by peers after a long time in IE. Partly due to this rejection, those children with disabilities were reportedly susceptible to yield to negative peer pressure in search of belonging and trying to shun marginalization and exclusion:

> Children with disabilities are treated just like everyone else to an extent, though there is a tendency of them falling prey to peer pressure when they mingle with the others[1] <Internals\\Interviews\\Teachers\\Teacher B6 Interview> - § 1 reference coded [2.46% Coverage]

In the attempt to please peers, those with disabilities often more easily fall prey to peer pressure. This is more evident because the children would be trying to fight feelings of seclusion and marginalization.

4.4.4.4 Negative influence from parents of non-disabled

It was also revealed that it was believed that some of the marginalisation and exclusion was fuelled by influence from the parents of children without disabilities:

> This was more so because the peers' parents would advise their children not to associate with the intellectually disabled as, according to the parents, they would benefit nothing but waste their time in doing so. <Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [1.90% Coverage]

> Parents of the non-children with disabilities also would discourage their children from associating with our children with disabilities, a situation which leads to marginalisation of our children at learning activity level. <Internals\\Interviews\\Parents\\Parent A3

Interview> - § 1 reference coded [2.19% Coverage]

Some parents have had their children with disabilities accepted by peers after a long time in IE. Challenges parents experience in IE include inadequately trained teachers, and resistance by normal children's parents who discourage their children from associating with those with disabilities peers. This attitude by some parents culminates in the exclusion of learners with disabilities in inclusive or supposedly inclusive learning environments.

4.4.4.5 More priority to excellence than to equity

It was also found that marginalization and exclusion was augmented by prioritisation of excellence at the expense of equity:

> More often than not it is very difficult to keep the two [equity and excellence] at equilibrium. What usually happens is individuals value one of the two more and the other suffers…Parents tend to follow after teachers, and the fact that most teachers emphasise excellence at the expense of equity implies the equity aspect almost always plays second fiddle to academic excellence at both school and home <Internals\\FGDs\\Parents FGD> - § 2 references coded [4.15% Coverage]

> Balancing social and academic progress is not easy in IE because attending to one of the two more than on the other means the less attended to suffers. In the majority of cases striking equilibrium between the two is very difficult, if not impossible… The truth of what obtains on the ground is schools administration staff, teachers, parents – particularly of non-children with disabilities, all emphasize academic progress and treat social development as something secondary…Teachers and parents alike have a tendency of emphasising excellence at the expense of equity, a state of affairs that to defeat the whole purpose of IE. The reason for such a situation is competition for excellence, or for good results at grade, school, zonal, district, provincial and national levels… Also when it comes to extra-curricular activities, teachers tend to focus attention on those who excel in the different activities, who happen to be the able bodied, at the expense of those with disabilities. <Internals\\FGDs\\Teachers FGD> - § 4 references coded [10.22% Coverage]

Through experience of IE, parents also discovered that balancing equity and excellence was not easy in IE. From teachers' experiences, it is not easy to balance social and academic progress as stakeholders tend to not to give equal weighting to the two. Teachers have experiences of situations where educational excellence is more emphasized than educational

equity:

> Learners have different mastery levels. Those with disabilities need more time than those without disabilities, a situation that would leave me with no option but to attend more to fast learners <Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [2.44% Coverage]

> Teachers and the school administration tend to sometimes forget that they have different pupils at school whose needs also differ <Internals\\Interviews\\Teachers\\Teacher B5 Interview> - § 1 reference coded [1.65% Coverage]

One supposedly obvious challenge in IE, but which sometimes seems not so obvious, is differences among learners in mastery levels, which in turn influences one's ability to accord equal attention. That type of challenge can be addressed by manipulating other factors such as teacher-pupil ratios. Teachers and administration staff at schools tend to sometimes forget about pupils' different needs.

4.4.4.6 Parental resistance

Some parents would actually be ashamed of having their children belonging to mainstream schools (Figure 4.26 below). Without IE education, parents would resist the idea of inclusivity. Some parents resist IE because they lack information or have incorrect information about IE. Most parents resented the change from special education to IE until they became educated about IE. Parents have had experiences of their counterparts, other parents preferring special needs education to inclusive education. Some parents had their children's teachers imparting information onto them on IE and its importance.

Thus, whether people embrace or refute a new development could chiefly depend on the amount of information they have about the development. Parents received IE with anxiety. Parents of non-children with disabilities resist IE more parents of those with disabilities children. Parents' resisting IE was mainly due to ignorance of the IE's importance to their children and other stakeholders. Parents had times when they were ignorant about IE, and then they would resist it until they got to get information about it. Parents resisted IE upon its introduction before they were clear on the purpose IE is meant to serve. Participants' experiences of parents resisting IE are shown in Figure 4.26 below. Figure 4.26 depicts experiences of parents resisting inclusive education.

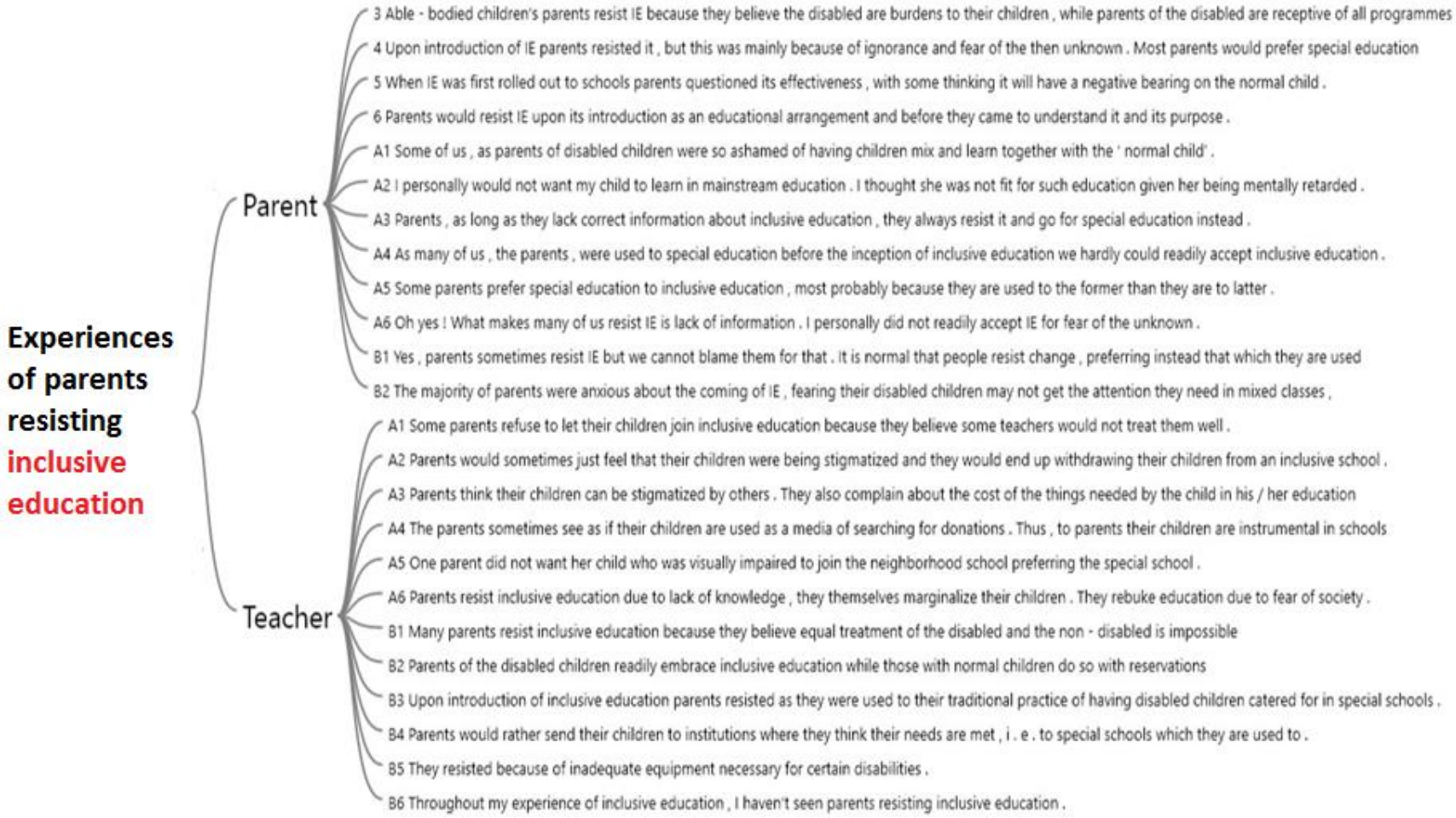


Figure 4.26: Experiences of parents resisting inclusive education

Teachers also reported that most parents were still very skeptical about IE. Teachers experienced parents taking a long time to adjust to and trust IE as a practice. Teachers reported that parents of learner with disabilities are more often suspicious of their children's peers who have no disabilities. They also almost always complained of their incapacity to secure their children's needs, which can be attributed to high donor syndrome in Zimbabwe. It was also reasoned by some teachers that some parents of pupils with disabilities think their children's presence in IE increases chances of schools getting resources.

Teachers also believed that some parents look down upon and resist inclusive education since most mainstream schools lack assistive devices for use by those with disabilities learner. Some teachers thought that parents of children with disabilities need education on the educational potential of their children. Beliefs determine individual parents' perception of IE. Parents of those with disabilities, and those of the able-bodied, view IE differently. It was reported by teachers that the parents' readiness to accept IE differs and depends on whether a parent's child has a disability or not. Parents' resistance to IE tends to fluctuate with time, fading as they get used to the IE practice; all that parents need to accept or refute IE is information. Parents who resist IE were reportedly doing so mainly because of resource shortage in inclusive schools.

4.4.4.7 Scarcity of effective support staff

Parents reported that support staff services are hard to come by as the support staff is far from being enough to service all schools. Parents never had enough services from support staff for their children in IE. Parents have their children in IE receiving insufficient or no service from support staff. Shortage of support staff is what parents experience in their children's IE. Parents hardly have any services for their children with disabilities from support staff. Some parents are not sure if their school receives any services from support staff, and wish that the support service could be for all IE primary stakeholders. More support staff in the form of experts in IE need to be trained. Parents have IE experiences whereby children hardly get any support service from support staff. Some parents never had experiences of having their children getting any services from support staff.

Shown in Figure 4.27 are parent and teacher experiences of having children get support services.

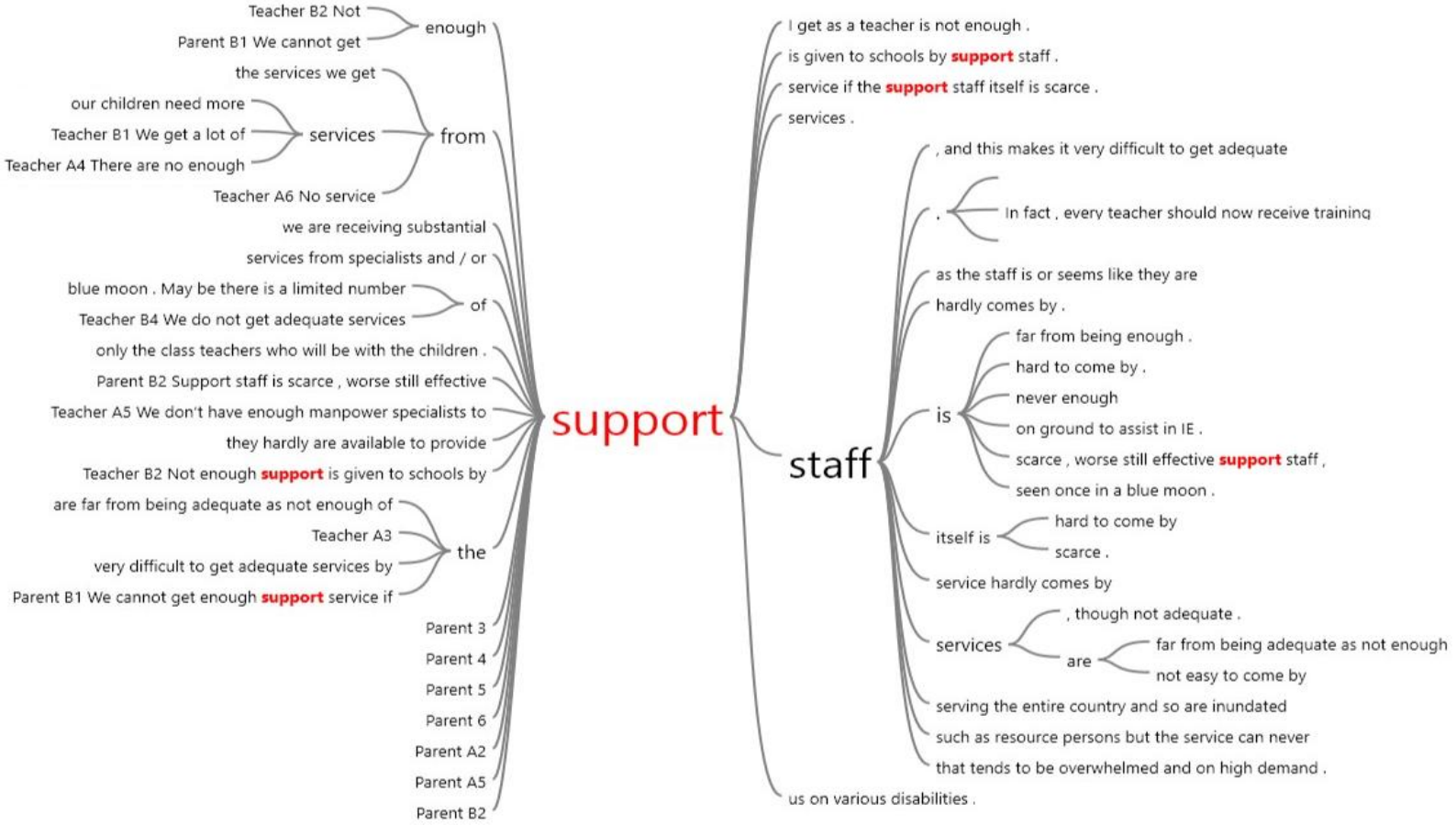


Figure 4.27: Experiences of having children get support services

Teachers also acknowledged that support services in IE cannot be enough as long as relevantly qualified staff is in short supply. Specialist services cannot suffice when there are inadequate specialists. Inclusive education requires a lot of supervision but the supervision is hampered by the lack of financial resources. Support staff services are scarce in Zimbabwe's IE. Support staff is scarce as very few people are experts in disabilities, especially so in IE.

4.4.4.8 High teacher-pupil ratio

The challenge of the high teacher-pupil ratio was highly reiterated. Parents, like teachers, are not happy with high teacher-pupil ratios, among other factors that hinder IE progress. Not all children's needs are met in IE and this is attributable mainly to the challenges that are being experienced in IE.

Presented in Figure 4.28 are those factors that affect inclusive education which have to do with teacher-pupil ratio.

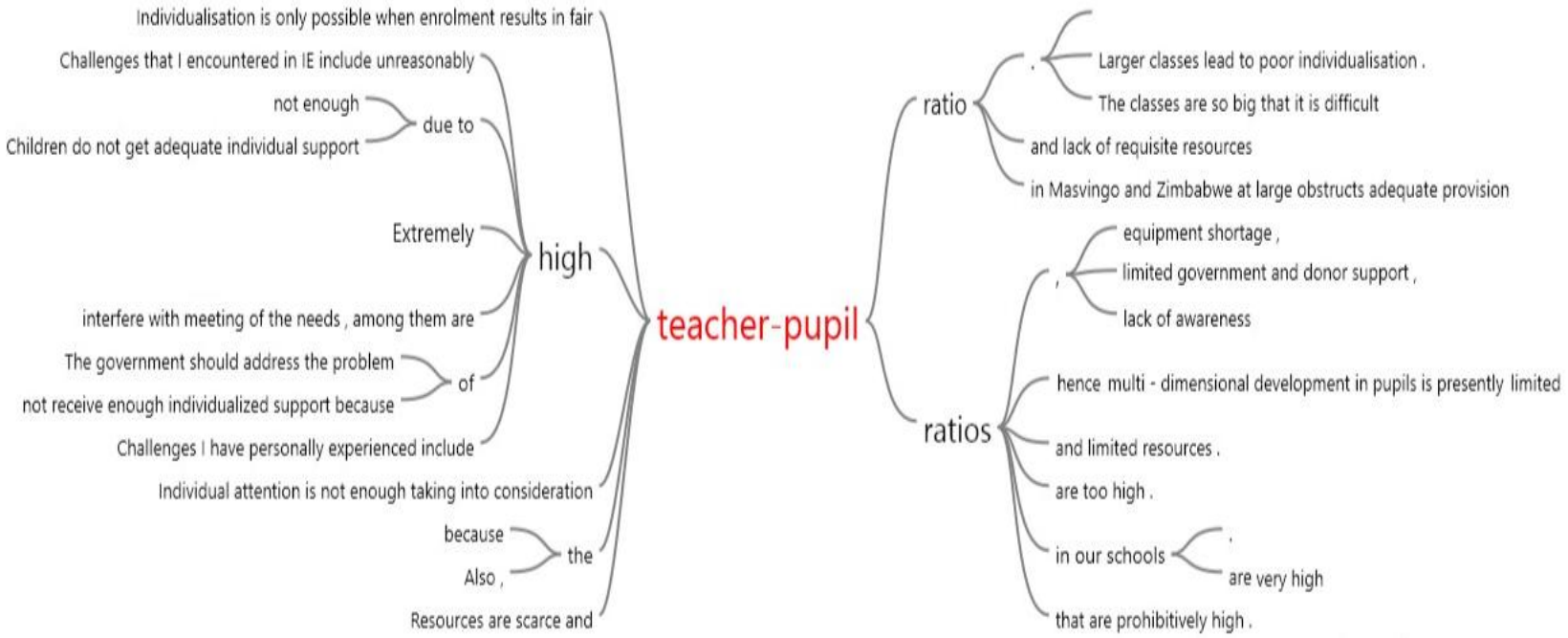


Figure 4.28: Teacher-pupil ratio related factors interfering with inclusive education.

High teacher-pupil ratio, coupled with the lack of awareness on parents' part, and negative attitudes towards IE by some stakeholders are some of the challenges parents experienced in IE. From some parents' experiences, some teachers have negative attitudes towards IE, which, coupled with resource scarcity, spells doom for IE.

4.4.4.9 Lack of expertise

Apart from the high teacher-pupil ratio, there was also criticism over the quality of those teachers available. It was felt by parents that the other major challenge is that teachers are not trained enough for the demands of IE:

> The main challenge was not all teachers were trained enough to effectively help my child and the needed material could never be enough[1] <Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [1.48% Coverage]

> Challenges I encountered with regard to inclusive education include failure to perform to expectation by teachers who are involved in inclusive education but without the requisite training. <Internals\\Interviews\\Parents\\Parent A3 Interview> - § 1 reference coded [2.03% Coverage]

> …teachers need to need to keep abreast with developments in IE. <Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [1.61% Coverage]

> Challenges in IE include the lack of resources and of sufficiently trained personnel <Internals\\Interviews\\Parents\\Parent B6 Interview> - § 1 reference coded [1.01% Coverage]

Some parents face the challenges of there not being suitably qualified teachers and insufficient learning material in their children's IE. The challenges parents experience in IE include not adequately trained teachers, and resistance by normal children's parents who discourage their children from associating with those with disabilities peers. Awareness campaigns are a necessity in IE. Shortage of resources and of sufficiently trained personnel was cited as some of the challenges parents experience in IE. In this, most of the teachers were in consensus:

> …the environment is not user friendly and no specialist services.

<Internals\\Interviews\\Teachers\\Teacher A2 Interview> - § 1 reference coded [0.88% Coverage]

Challenges often encountered in inclusive education include the lack of resources, i.e. teachers, infrastructure, equipment and the lack of skills and knowledge on how to handle some of the pupils in so far as communication is concerned e.g. sign language. <Internals\\Interviews\\Teachers\\Teacher A4 Interview> - § 1 reference coded [3.59% Coverage]

…not enough human resources inform of specialist teachers <Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference code [0.62% Coverage]

As a result of the lack of expertise, some parents resist IE. When high teacher-pupil ratio is coupled with the lack of expertise is more likely to be a much bigger challenge.

4.4.4.10 Lack of awareness

As reiterated before, the lack of knowledge by various stakeholders was cited as one of the major challenges affecting IE. Most cited among the stakeholders are the parents and to a lesser extent the teachers:

…lack of awareness, especially on the part of the parent, as well as negative attitude by some stakeholders.<Internals\\Interviews\\Parents\\Parent A6 Interview> - § 1 reference coded [1.21% Coverage]

The challenges include lack of information on the part of some important stakeholders like parents <Internals\\Interviews\\Parents\\Parent B1 Interview> - § 1 reference coded [1.15% Coverage]

Parents' IE awareness need to be raised so they speak with one voice <Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [0.77% Coverage]

Some of us parents have taken too long to accept IE as a new development that has come to replace special education, their argument being the lack of resources in inclusive education. In turn not all parents have agreed to send their children to inclusive schools <Internals\\Interviews\\Parents\\Parent B4 Interview> - § 1 reference coded [3.15% Coverage]

…as well as the lack of awareness on the part of parents who happen to be a very important stakeholder in IE <Internals\\Interviews\\Parents\\Parent B6 Interview> - § 1 reference coded [1.32% Coverage]

…and some parents, especially those who know they have contributed in certain ways to their children's disabilities, for example through having had child damaging infections like syphilis while pregnant, may be too ashamed to bring their children to public places like schools. Parents seldom seek medical attention when expecting[6].<Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [3.40% Coverage]

Some parents resist because they do not even know what inclusive education is <Internals\\Interviews\\Teachers\\Teacher A2 Interview> - § 1 reference coded [1.07% Coverage]

The lack of awareness on the parents' part, and the negative attitudes towards IE by some stakeholders are some of the challenges parents experienced in IE. Therefore, awareness campaigns are a necessity in IE. Some parents took a long time to accept IE, and some still do not believe in it. They instead prefer special education to IE.

4.4.4.11 Teachers' negative attitude

Some teachers were also reported to have negative attitude towards IE and those with disabilities in general:

Some teachers have bad attitudes towards inclusive education and children with disabilities<Internals\\Interviews\\Parents\\Parent A5 Interview> - § 1 reference coded [0.98% Coverage]

…some teachers, as well as bad attitudes by some pupils towards those that are disabled.[3] <Internals\\Interviews\\Parents\\Parent B5 Interview> - § 1 reference coded [1.03% Coverage]

From some parents' experiences, some teachers have negative attitudes towards IE, which, coupled with resource scarcity, spells doom for IE. High teacher-pupil ratio, the lack of awareness on parents' part, and negative attitudes towards IE by some stakeholders are some of the challenges parents experienced in IE. Some of the challenges experienced in IE are the negative attitude towards IE by some teachers and parents, and the lack of cooperation from

these people.

4.4.4.12 Lack of teacher-parent cooperation

Clashes between parents and teachers were also cited as some of the challenges faced. These are highly likely given the major concerns raised over issues of the inadequacy of training and resources. It is most likely that the parents would harbour insurmountable reservations, thereby breeding conflicts:

> The major problem that I personally came across in inclusive education is that some teachers have wrong perception of parents' capacity to contribute significantly to inclusive education. They think they as 'experts in education' are the think tanks and parents have nothing to put in to the education of children. Such teachers can seldom take advice from parents[1] <Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [3.59% Coverage]
>
> Some teachers have bad attitudes towards inclusive education and children with disabilities, and some parents hardly or do not cooperate to making inclusive education a success <Internals\\Interviews\\Parents\\Parent A5 Interview> - § 1 reference coded [2.01% Coverage]
>
> Some of us parents tend not to work together towards a common goal of helping all children achieve the best they can. Instead we tend to compete for teachers' attention, a scenario that sucks in children who also tend to end up labeling each other and having negative attitudes towards each other <Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [3.33% Coverage]
>
> …the lack of cooperation by some parents and strained working relations between some parents<Internals\\Interviews\\Parents\\Parent B5 Interview> - § 1 reference coded [1.03% Coverage]
>
> Some parents are not co-operative and resist inclusive education for they realise there is resource shortage <Internals\\Interviews\\Teachers\\Teacher A2 Interview> - § 1 reference coded [1.49% Coverage]

Parents experience challenges in IE, such as teachers not seriously taking the parents' contribution to IE. From some parents' experiences, some teachers have negative attitudes towards IE, which, coupled with resource scarcity, spells doom for IE. Parents' varying needs

in IE tend to interfere with the possibility of them uniting towards common goals. Some of the challenges experienced in IE are negative attitude towards IE by some teachers and parents, and the lack of cooperation from such people. The lack of resources and awareness make some parents resist IE.

4.4.4.13 Binding legislation

Lastly, it was also identified that there were some legal gaps with regard to legislation of IE:

> Funds are not channeled towards its practice and there is a lack of proper binding legislation on inclusive education… as well as a lack of binding legislation towards inclusive education practice <Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 2 references coded [2.11% Coverage]

Many teachers are not very happy with IE owing to the lack of facilities and support services. The lack of binding legislation compounds resource shortages in making IE less viable in Zimbabwe.

4.5 Theme 3: Collaborations that influence IE

Interaction between and among different stakeholders was found to influence IE in a variety of ways which is either positive or negative. Of interest in this particular study were the interactions between parents and teachers and their influence thereof on IE.

4.5.1 Parent-teacher collaborations

Parents and teachers work together for the enhancement of inclusive education but the extent of collaboration differs with areas of collaboration.

Depicted in Figure 4.29 is the extent of parent-teacher collaboration in inclusive education in terms of areas of collaboration.

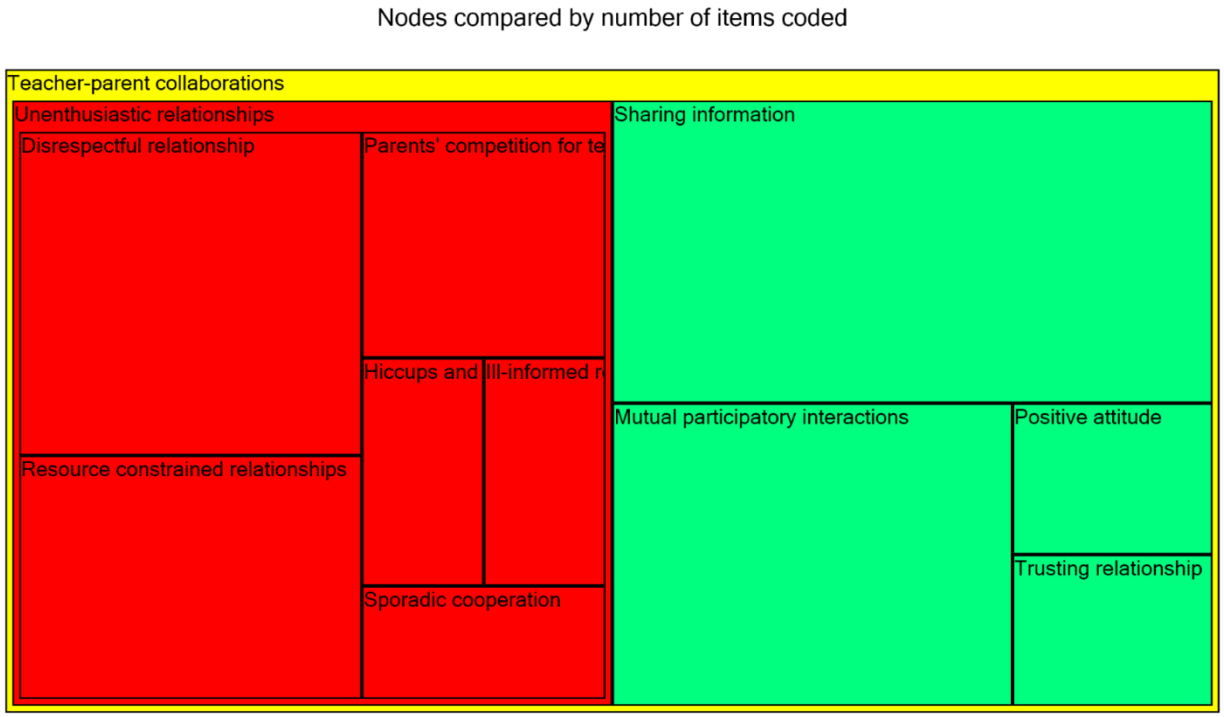


Figure 4.29: Extent of parent–teacher collaboration.

4.5.1.1 Information sharing

Some parents work very well with their children with disabilities in IE with teachers to promote progress in the development and learning of their children. They worked and are working very well with their children's teachers in IE. The two parties are keen to cooperate towards improving IE. There are instances where teachers and parents complement each other very well in an effort to improve IE:

> I personally have had a very good experience of working with my child's teachers. I had accepted the condition of my child and had always believed teachers could help my child realise the best of what he could potentially achieve. I have exchanged information pertaining to needs and progress of my child at home and at school with his teachers. Sharing information worked very well towards improving my child's learning in inclusive education <Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [4.09% Coverage]

> We as parents have worked very well with our children's teachers, sharing notes on how best to assist children in inclusive education <Internals\\Interviews\\Parents\\Parent A5

Interview> - § 1 reference coded [1.59% Coverage]

The working together between parents and teachers in inclusive education is generally good. Parents agree to share information about their children with teachers as they know their children better <Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [2.02% Coverage]

Working together as teachers and parents helps improve the learner's education. Teachers get enough information for use in helping the learner <Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [1.78% Coverage]

The working relationship between parents and teachers is quite good since there is cooperation between them, with the two parties exchanging notes on how best to assist in the learning of children in inclusive education. <Internals\\Interviews\\Teachers\\Teacher B3 Interview> - § 1 reference coded [2.60% Coverage]

My good experience of working with parents taught me that for a teacher to know the background of each and every one of the children there has to be a good relationship between teacher and parent. Good exchange of information on children between teacher and parent is indispensable in inclusive education<Internals\\Interviews\\Teachers\\Teacher B5 Interview> - § 1 reference coded [3.89% Coverage]

The working relationship between parents and teachers is usually good and progressive despite the possibility of friction here and there, which is expected. A good working relationship between parents and teachers is necessary for successful IE. This relationship is, however, sometimes hampered by parents and other family members who see no link between work and tasks at home and at school, and schools that are not very welcoming and who may seem intimidating to the parents and other family members because of different reasons (Lewis & Forman, 2002). Tadisse (2014, p.298) also contends that, "the lack of proficiency in the English language coupled with low levels of education and the lack of self-confidence can be barriers to communication between parents and teachers", hence may also impact negatively on parent-teacher collaboration. To this end, Quintanar and Warren (2008) contend the teacher's preparedness or efforts to speak the learners' home language indicate that they care about learners and their parents and improves the chances for communication and rapport, and hence collaboration.

4.5.1.2 Mutual participatory interactions

Some teachers were reported to allow parents the opportunity to play their role, which complements the teachers' efforts in IE. It was acknowledged that some parents now understand their roles in IE and work very well with teachers:

> Some parents of pupils with physical disabilities were very co-operative and could come and monitor the progress in social development of their children. We even encourage such parents to give their children responsibilities at home. <Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference coded [2.56% Coverage]

> Parents and teachers do work together well in inclusive education as parents support their children's learning by means they can, while teachers assist the parents know what is expected of parents as a contribution to their children's education. <Internals\\Interviews\\Teachers\\Teacher B1 Interview> - § 1 reference coded [2.82% Coverage]

Working teacher-parent relationship is important for IE success. Parents experienced situations where some parents, because of ignorance, resisted IE. Some parents cooperate towards making inclusive education a success. Effective working together between parents and teachers is very essential to IE. Tadesse (2014) acknowledges the role of teacher attitude in determining the extent of collaboration possible between parents and teachers. Thus attitude can be a barrier if negative, but if positive, it can actually encourage collaboration. However, with a positive attitude, Purkey (2007) believes schools or teachers can intentionally call for parental involvement in their children's learning.

4.5.1.3 Trusting relationship

Some parents have made decisions to occupy the second position, with the teacher occupying the first position with regard to helping their children in IE:

> I have been able to work very well with teachers of my child. I have, from the word go considered the teachers as the experts who can help me through helping my child. Actually according them a lead role and playing a second fiddle helps a lot lessen friction between me and my child's teachers <Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [2.91% Coverage]

It was also found to be very important for parents to have respect for authority. This is whereby parents are supposed to allow teachers full authority to deal with the education of

their children. For this reason, Risko and Walker-Dalhouse (2009) urge parents and teachers to talk with, and not past one another. With regards to parent-teacher collaborating for the children's education, Ream and Palardy (2008) say parents who are keen to network with schools for support often find themselves with very little or no such access. Thus, it is necessary for further education on the part of parents and teachers so they understand and value working together towards improving education in general, inclusive education in particular.

4.5.1.4 Positive attitude

Parents and teachers with a positive attitude towards IE worked well with each other, while negative attitude by one of the two parties would make working together difficult;

> Our working relationship depends mainly on our attitudes towards IE. Positive attitude on part of both parent and teacher means a good working relationship, while negative attitude on either of the two or both implies a strained working relationship.<Internals\\Interviews\\Parents\\Parent A6 Interview> - § 1 reference coded [2.83% Coverage]

Attitudes are, however, difficult to correct, unlike physical features which, though they require resources, are easy to alter or improve upon. Beilke and Yssel (1999) allude to the same when they say modifications that are physical for learners with disabilities are easier to achieve compared to attitudinal alteration in stakeholders. Thus, as Purkey (2007) proclaims, positive attitudes are indispensable in any collaboration, including parent-teacher collaboration.

4.5.1.5 Unenthusiastic relationships

Figure 4.30 presents parent-teacher relationships that are not that positive in the support of inclusive education.

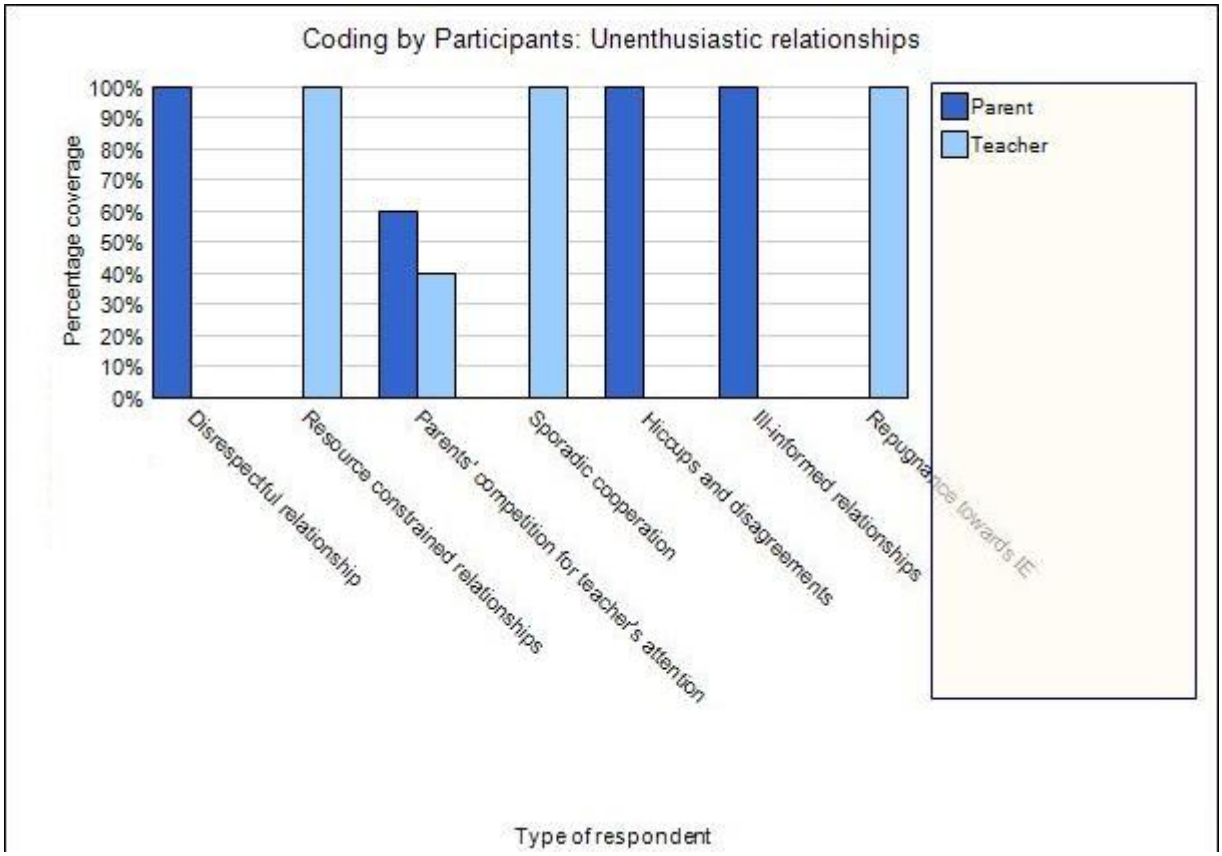


Figure 4.30: Unenthusiastic parent-teacher relationships.

As shown in the figure 4.30 above, parents mostly complained about disrespectful relationships. The parents' working relationship with teachers was reported to not be always smooth. Teachers' attitudes towards parental contribution in IE either support or work against IE:

> My working together with my child's teachers has not been always smooth. There have been times when I felt teachers were doing justice to my child, and other times when I felt teachers were either not concerned about my child's needs or they were not trained and equipped enough to really address the needs of my child in inclusive education. <Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [3.78% Coverage]

> …but some perceive parents as incapable of making any meaningful contributions hence tend to exclude parents from partaking in their children's learning<Internals\\Interviews\\Parents\\Parent B1 Interview> - § 1 reference coded [1.74% Coverage]

> Parents and teachers work together well, but there are instances when teachers tend to look down upon parents' contribution and would not at all invite the parents' input in the education of their children. <Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [2.32% Coverage]

> It is sometimes very good when there is mutual and understanding between a parent and a teacher. It is however not that sound and effective when one party looks down upon, does not believe in, and disrespect the other party.[4]<Internals\\Interviews\\Parents\\Parent B5 Interview> - § 1 reference coded [2.69% Coverage]

Most of the teachers were more concerned with resource-constrained relationships. They complained that some parents hardly do anything or do not cooperate in IE for reasons beyond their control:

> Some parents are not co-operative, not because they do not want to, but because they lack funds and other resources <Internals\\Interviews\\Teachers\\Teacher A2 Interview> - § 1 reference coded [1.59% Coverage]

> Parents want to improve inclusive education but they can't co-operate in terms of providing resources for most of them are poor.[2]<Internals\\Interviews\\Teachers\\Teacher A6 Interview> - § 1 reference coded [1.75% Coverage]

> There is no good relationship so far between us and parents since parents are hardly supporting the school as far as children's needs in inclusive education are concerned<Internals\\Interviews\\Teachers\\Teacher B4 Interview> - § 1 reference coded [2.29% Coverage]

It seems parents do not support inclusive education to the levels expected and some simply choose not to cooperate. This is in line with findings by Van Kraayenoord and Jobling (2003) who say that response to inclusion by parents who valued socialisation as an important educational goal was generally positive, while the opposite was true for parents who do not value socialisation. Some parents have limited or a lack of resources hindering their capacity to confidently and enthusiastically cooperate in IE.

It was also felt by both teachers and parent (but mostly parents) that parents' competition for the teacher's attention often disrupts relationships:

> Our working relationship is without any major challenges. The only problem is we, the parents tend to approach teachers with contrasting demands; parents of children with disabilities asking teachers to give their children more attention so they also benefit from the teaching/learning process, while parents of the non-children with disabilities asking teachers to attend more to their children so they excel to reaching potential goals. Thus, we the parents tend to compete for the teachers' attention, a situation that sometimes strain and confuse teachers and which is exacerbated by high teacher-pupil ratios. <Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [6.51% Coverage]

> My working together with parents towards improving learning in inclusive settings has not been that smooth. Some parents of those with disabilities think I am too hard on their children when I try not to be sympathetic, but rather empathic about their children. Furthermore, some parents of the non-children with disabilities think I give too much attention to those with disabilities children at the expense of their children <Internals\\Interviews\\Teachers\\Teacher B2 Interview> - § 1 reference coded [4.24% Coverage]

Parents' demands to teachers tend to differ depending on whether their child is disabled or not. Along the same lines, Daniel and King (1997) found that some of the parents of learners with disabilities were more worried about the extent to which their child's IEP essentially spoke to their child's needs under an inclusive setting. Working together as parents and teachers in an inclusive environment has its own challenges.

Teachers also find unwavering support from willing parents. It was reported that the parents often cooperate sporadically:

> Parents show some co-operation here and there, and not always <Internals\\Interviews\\Teachers\\Teacher A4 Interview> - § 1 reference coded [0.89% Coverage]

Parents are only sometimes helpful in IE as they are not always there to provide help when needed. There are a number of reasons why parents are sometimes unavailable or not ready to cooperate with schools or teachers for their children's education, and the reasons include differences in expectations, as well as misunderstandings about each party's goals in IE (Risko & Walker-Dalhouse, 2009)

However, parents felt that they engage with the school and the teacher with little knowledge, and are ill-informed about IE:

> Some parents now understand their roles in IE and work very well with teachers, but some who I can say are the majority still tend to undermine IE and are not yet in position to give their all towards improving IE<Internals\\Interviews\\Parents\\Parent B6 Interview> - § 1 reference coded [2.70% Coverage]

Parents experienced situations where some parents, because of ignorance, resisted IE. As a result, there were reports of hiccups and disagreements:

> My co-operating with my child's teachers in a bid to enhance the education of my child is not without hiccups as I sometimes disagree with teachers on some issues, but generally speaking it has been going on well<Internals\\Interviews\\Parents\\Parent A3 Interview> - § 1 reference coded [2.27% Coverage]

Parents experience good working relationships with teachers, but the relationships are not without hiccups. Setbacks in IE, as parents who were interviewed view it, could be because of resource shortage and inadequate information or education about IE on the part of parents. Lee and Hawkins (2008) however, urge both parents and teachers to take advantage of community resources that are usually cheap or free of charge. Education of parents on IE and the need for it may also see parents and teachers collaborating, e.g. in writing projects, dialogue journaling and curricula newsletter creation (Endrizzi, 2008).

4.5.2 Personal contribution to IE

The study also sought to find out what parents and teachers have personally contributed towards the success of IE. The ways in which the parents and teachers assisted in making IE successful are presented in Figure 4.31 below.

Figure 4.31 shows how parents and teachers contribute to the success of inclusive education.

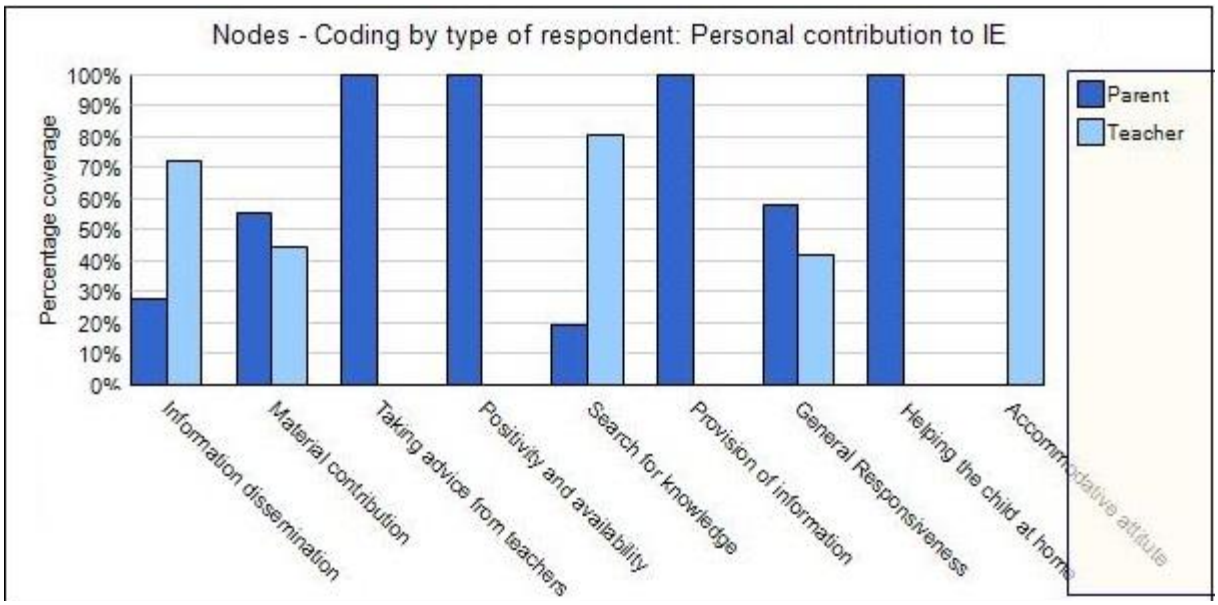


Figure 4.31: Parent and teacher contribution to inclusive education.

4.5.2.1 Information dissemination

Parents get some of the information they need about IE from teachers at their local schools, and help by way of encouraging other parents to work hard towards improving IE:

> ….and have been encouraging fellow parents to play their role in making IE a success <Internals\\Interviews\\Parents\\Parent B4 Interview> - § 1 reference coded [1.03% Coverage]

> I have made it a policy that I speak positively about IE to influence minds of those who are against change and for the benefit of all, especially those with disabilities.<Internals\\Interviews\\Parents\\Parent B5 Interview> - § 1 reference coded [1.90% Coverage]

> I share the information I get with teachers while seeking more information on how best I can contribute to the success of IE. <Internals\\Interviews\\Parents\\Parent B6 Interview> - § 1 reference coded [1.60% Coverage]

Some parents had always had positive attitudes towards IE and had always advocated it. Some parents do research on IE and share their findings with their children's teachers. Thus, as Leyser and Kirk (2011) affirm, the degree to which inclusion is put into practice is determined by different understanding of the notion, among other factors. In the same vein,

Fakolade et al., (2009) reiterate that mindsets about inclusive education are tremendously multifaceted and differ not only from teacher to teacher and school to school, but also from parent to parent.

Some teachers take it upon themselves to work hard towards improving IE. They partake in identifying children with special needs, and educate the parents about the advantages of having these children learn in an inclusive setting:

> We are experiencing inclusive education and to improve it, I have personally helped educate parents through campaigns and meetings so they bring children who are blind, deaf and crippled to nearest schools nearest to them than to hide them at home. I helped in alerting them that these children can learn and secure good jobs in future.[4] <Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [3.46% Coverage]
>
> I have helped by finding some children in the community with disabilities and educate their parents about inclusive education so that they could see the importance of inclusive education <Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [2.33% Coverage]
>
> I hold meetings with parents of children living with disabilities and persuade them to send their children to the school nearest to them. I advise them not to over protect their children. I also educate other learners (peers) on how they should accept their counterparts with disabilities, which I do once every month[6] <Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference coded [3.49% Coverage]
>
> I contributed to inclusive education by way of encouraging parents to send their children to school despite having any disabilities.[7] <Internals\\Interviews\\Teachers\\Teacher B4 Interview> - § 1 reference coded [1.78% Coverage]

Educating parents and learners about inclusive education is one other important thing teachers can do to boost prospects of the practice. Teachers can contribute to inclusive education by way of encouraging parents to send their children to school. This positive response by schools and teachers benefits learners with special educational needs in inclusive settings as they get to acquire social skills in atmospheres that approximate the 'normal'

circumstances of growth and development (Salend, 2001).

4.5.2.2 Material contribution

Some parents seek advice from teachers on how to help their children who are in IE, and also provide teachers with necessary information about the children. Some parents have experiences of helping their children who are in IE with help and advice of their teachers:

> I also would assist as much as I could in securing material and equipment for my child's education.[1]<Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [0.91% Coverage]

> I would also contribute towards making available some of the equipment and material needed for my child's education.[2]<Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [1.28% Coverage]

> The community pays fees and levies that are used to secure equipment and material for use in inclusive education.[3]<Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [1.27% Coverage]

Some parents make material contributions towards the learning of their children in inclusive settings. They normally do so with advice from teachers. Teachers who have positive attitudes towards inclusive education and who perceive special needs education curriculum as deficient (Chireshe, 2011) are the ones most likely to assist parents make informed rather than uniformed contributions to IE. However, some parents, in particular those of children without disabilities, have no clear understanding of disability (Chireshe, 2011), and hence are less likely to contribute materially or in any other way.

There is collaboration between communities and schools for IE. Teachers partake in identifying children with special needs and educate the parents about the advantages of having these children learn in an inclusive setting:

> I also have given some learning materials which I could afford like books and pencils.[4]<Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [1.09% Coverage]

> I improvise materials for the benefit of

learners.[5]<Internals\\Interviews\\Teachers\\Teacher A6 Interview> - § 1 reference coded [0.68% Coverage]

I personally contributed to effective inclusive education by providing what I can materially towards all children's learning.[6]<Internals\\Interviews\\Teachers\\Teacher B1 Interview> - § 1 reference coded [1.44% Coverage]

Furthering one's education as a teacher helps towards improving IE. Agbenyega (2007, p.52) quoted teachers in Ghana as saying, "You cannot work on your farm without a farming tool …, different farming activities require different tools and appropriate expertise". The same also applies with inclusive education where teachers have to have the necessary knowledge. A good example are teachers have to be well equipped, if they have not specialized in Braille and sign language, if they are to effectively work with learners with visual and auditory disabilities, respectively. Teachers can also contribute to material sourcing or availing for IE.

4.5.2.3 Taking advice from teachers

Most parents reported taking advice from their children's teachers. Some parents seek advice from teachers on how to help their children who are in IE, and also provide teachers with necessary information about the children. Some parents have experiences of helping their children who are in IE with the help and advice by teachers:

I would take advice from my child's teachers <Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [0.41% Coverage]

I would try to help the child at home as would have been advised by my child's teacher<Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [0.95% Coverage]

Listening to the teachers of my child and playing my role in the education of my child as advised by the teachers<Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [1.11% Coverage]

I am always prepared to listen to advice by teachers on what I can do to contribute to inclusive education.<Internals\\Interviews\\Parents\\Parent A5 Interview> - § 1 reference coded [1.28% Coverage]

By being ready to listen to my child's teachers <Internals\\Interviews\\Parents\\Parent B1

Interview> - § 1 reference coded [0.55% Coverage]

Parents found that playing their role in IE in line with teachers' advice is what bears fruit. One of the ways by which parents contributed to IE is through being prepared to take teachers' advice, in as much as the parents would also provide the teachers with important information about their children. Some parents cooperate with teachers for progress of IE. However, some parents are forced not to be as cooperative as they would want to be because of obstructing situations in which they find themselves in. The lack of parental involvement thus may not necessarily result from the lack of interest, but may also culminate from poverty, single-parenthood, the lack of training and being unsure of how to get involved (Mestry & Grobler, 2007; Felix et al, 2008; Makgopa & Mokhele,2013). Thus certain situations may force parents not to be involved in their children's learning; hence they will not be in a position to get advice from teachers in the first place. These situations also obstruct parents from getting basic education and training on how they can be involved (Njuki et al, 2008), hence further limiting their chances of getting involved.

4.5.2.4 Positivity and availability

Some parents have always been ready to help by any means that they had. Some parents cooperate with teachers for the progress of IE:

> By being positive about IE and being prepared to help whenever necessary and in whatever way possible I contribute to the success of IE[1].<Internals\\Interviews\\Parents\\Parent A6 Interview> - § 1 reference coded [1.54% Coverage]

> …being ready to help by means I can<Internals\\Interviews\\Parents\\Parent B1 Interview> - § 1 reference coded [0.39% Coverage]

> I have made it a policy that I speak positively about IE to influence minds of those who are against change and for the benefit of all, especially those with disabilities.<Internals\\Interviews\\Parents\\Parent B5 Interview> - § 1 reference coded [1.90% Coverage]

> …read and do research on IE as a parent who has a child who started her education in a special school but is now in an inclusive school<Internals\\Interviews\\Parents\\Parent B6 Interview> - § 1 reference coded [1.71% Coverage]

Some parents had always had positive attitudes towards IE and had always advocated it. Some parents do research on IE and share their findings with their children's teachers. Like has been mentioned earlier on, poverty, single-parenthood, the lack of training and being unsure of how to get involved may interfere with the parents' availability for involvement in their children's education (Mestry & Grobler, 2007; Felix et al, 2008; Makgopa & Mokhele, 2013). This can also have a negative effect on their positivity with involvement.

4.5.2.5 Search for knowledge

Parents get some of the information they need about IE from teachers at their local schools, and help by way of encouraging other parents to work hard towards improving IE. Furthering one's education as a teacher does help improve IE:

> I have always sought more information on IE from the school administration and teachers[1]<Internals\\Interviews\\Parents\\Parent B4 Interview> - § 1 reference coded [1.05% Coverage]
>
> I completed my studies in Special Needs Education Honours Degree. I practise what I learnt to benefit the learners.[2]<Internals\\Interviews\\Teachers\\Teacher A6 Interview> - § 1 reference coded [1.57% Coverage]
>
> As a teacher, I source materials and information for use in making inclusive education a success. I also consult resource persons.[3]<Internals\\Interviews\\Teachers\\Teacher B3 Interview> - § 1 reference coded [1.53% Coverage]
>
> By having interest in studying different disabilities, I found myself being very useful in inclusive education.[4]<Internals\\Interviews\\Teachers\\Teacher B5 Interview> - § 1 reference coded [1.41% Coverage]

Material and information gathering on and for IE are other ways in which parents and teachers can boost success prospects of IE. It is important that teachers have an interest in knowing more about disabilities for it enables them to work effectively with people different learners. Searching for more information on inclusive education for personal enrichment depends largely on one's attitude towards the IE idea and practice. From Vygotsky's constructionist view on disability, the genesis of ability, i.e. ontogenesis results from positive attitudes, while the genesis of disability, i.e. dysontogenesis culminates from negative

attitudes. Thus parents and teachers with positive attitudes towards disability and inclusion are the ones who would more likely search for more information on IE, while those with negative attitudes tend to give up hope on those with disabilities. Thus, while the former see opportunities and tends to utilise them as much as possible, i.e. salutogenesis, the latter view disability as catastrophic, i.e. pathogenesis (Vygotsky, 1993).

4.5.2.6 Provision of information

Some parents seek advice from teachers on how to help their children who are in IE, and also provide teachers with necessary information about the children:

> …provide teachers with necessary information regarding my child and his learning <Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [0.74% Coverage]

> …be it providing teachers on information they need or taking part in making the learning environment conducive<Internals\\Interviews\\Parents\\Parent B1 Interview> - § 1 reference coded [1.26% Coverage]

> I always make sure there is a workable relationship between me and my child's teacher, where the teacher and I constantly share notes on strengths and weaknesses of the child and on how best to assist the child either from school or from home <Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [2.72% Coverage]

Some parents cooperate with teachers for progress of IE. Parents who are really concerned about their children's development maintain good relations with their children's teachers. Actually understanding inclusive education more is indispensable on the part of both parents and teachers. As Zechello (2012) suggests, IE stakeholders who include parents and teachers, need to have a clear understanding of IE if they are to make any meaningful contribution. Nonetheless, parents and teachers alike often face hurdles accessing information about IE (Giffing et al, 2009), hence provision of information about inclusive education needs to be in such a manner that access would be easy, for instance through awareness campaigns and staff development workshops.

4.5.2.7 Accommodative attitude

Some teachers are accommodative of all learners. Accepting pupils in mainstream education is the genesis of a teacher's contribution to IE:

> My major contribution to inclusive education is by way of accommodating all children in the class, despite differences <Internals\\Interviews\\Teachers\\Teacher A4 Interview> - § 1 reference coded [1.71% Coverage]

> By accepting the different children in my class entire heartedly, I personally have contributed to making inclusive education a success <Internals\\Interviews\\Teachers\\Teacher B2 Interview> - § 1 reference coded [1.47% Coverage]

The positive attitude of stakeholders who include parents and teachers is essential in IE. Engelbrecht et al, (2005) postulate that the attitudes, whether positive or negative, of teachers do not only affect performance by children, but also have intense influence on the inclusive education experiences of parents. It, therefore, implies that teachers' attitudes towards IE may eventually determine parents' attitudes towards the same.

4.5.2.8 General Responsiveness

Parents contribute to IE at person level normally by simply being responsive to the demands of their children's schools and teachers:

> Personally I have been very responsive to the demands of the school and teachers that have to do with learning at the school and of my child in particular.[1]<Internals\\Interviews\\Parents\\Parent A3 Interview> - § 1 reference coded [1.66% Coverage]

> I also always ascertain I work well and progressively with the school so that together we make IE a success.[2]<Internals\\Interviews\\Parents\\Parent B5 Interview> - § 1 reference coded [1.30% Coverage]

> By working together with parents and other stakeholders, and understanding and helping in resolving any problems that would arise, I contributed towards making inclusive education a success.[3]<Internals\\Interviews\\Teachers\\Teacher B6 Interview> - § 1 reference coded [2.68% Coverage]

Some parents had always had a positive attitude towards IE and have always advocated it. By being cooperative and playing one's part entire-heartedly and passionately a teacher contributes a great deal to the success of IE. Regarding parents' responsiveness to IE, Kitching and Eloff (2005) believe that parents, more often than not, deem it their obligation to provide support to teachers and other professionals for progress in inclusive education. Gasteiger et al (2013) also believe good stakeholder responsiveness enables a collective effort towards nurturing diverse development of all children, and ascertains that all that is needed for IE is met.

4.5.2.9 Helping the child at home

When children are at home parents would help them with their school work as was evident in what parents had to say with regard to helping their children at home:

> I would try to help the child at home<Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [0.41% Coverage]

> …by practically involving myself in my child's learning<Internals\\Interviews\\Parents\\Parent B1 Interview> - § 1 reference coded [0.62% Coverage]

Some parents have experiences of helping their children who are in IE with help of advice by teachers. Some parents cooperate with teachers for progress of IE. However, parents who consider disability as the beginning of disaster tend to be not so keen when it comes to assisting their children with their school work at home. Nicholl, Tracey, Begley, King and Lynch (2017) say that some parents go to the extent of using the internet in their attempt to gain more understanding of their children's conditions so they can offer more effective help from home.

4.5.3 School-community collaborations

Parents and teachers also talked about the importance of collaboration between schools and communities to IE. Areas in which school-community collaborations are possible are given in Figure 4.32 below.

Figure 4.32 shows areas in which schools and communities collaborate in effort to enhance inclusive education.

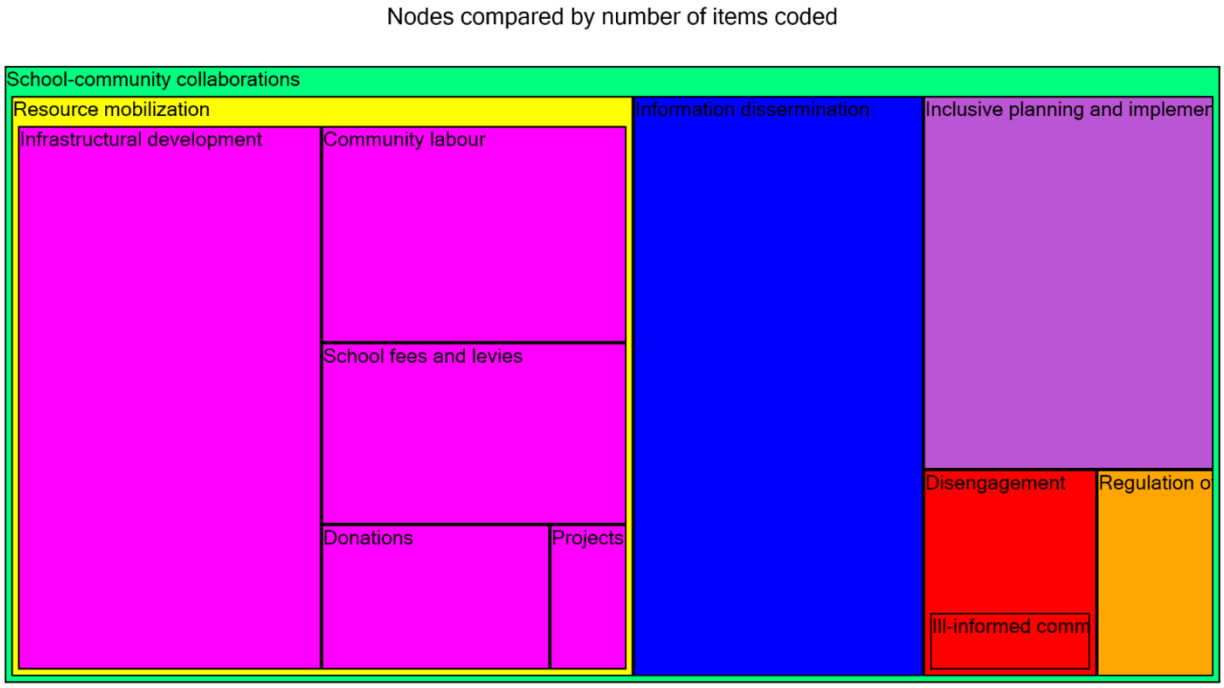


Figure 4.32: Areas of school-community collaboration.

4.5.3.1 Resource mobilisation

As shown in the tree map above, the school-community's endeavours for resource mobilisation were in infrastructural development, provision of community labour, donations and the payment of fees and levies. It was also revealed that some communities are engaged in some projects meant to raise funds or mobilise other resources for IE. Cohen, McCabe, Michelli and Pickeral (2009) advocate school-community collaboration to be considered as important, sharing support and in constant communication.

School-community collaboration for infrastructural development was reported as crucial by most of the participants. As part of their IE experiences, parents learnt that they, as a community they should work together with schools to buttress schools' efforts as inclusive schools. Parents had IE experiences whereby communities were involved in the improvement of school environments for IE:

> They also work hand in glove in resource sourcing and improving of the school environment so it is sensitive to learner differences.[1]<Internals\\FGDs\\Parents FGD> - § 1 reference coded [1.45% Coverage]

Parents and the larger school community work together to improve IE through sprucing up the school environment.[2]<Internals\\Interviews\\Parents\\Parent A3 Interview> - § 1 reference coded [1.19% Coverage]

For example the community assist in improving the school infrastructure and surroundings so the school becomes a home to all the children, despite their diversity <Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [1.62% Coverage]

The community partakes in sprucing up the school infrastructure so it is user-friendly to all learners <Internals\\Interviews\\Parents\\Parent A5 Interview> - § 1 reference coded [1.23% Coverage]

The community helps through supporting the school materially and in the infrastructural improvement of the school.[5]<Internals\\Interviews\\Parents\\Parent B1 Interview> - § 1 reference coded [1.31% Coverage]

It also mobilises resources for use by teachers and children in IE. <Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [0.78% Coverage]

They also work together for the general improvement and maintenance of the school infrastructure… The community helps through sending all children to school, paying levies and providing labour when needed.[8]<Internals\\Interviews\\Parents\\Parent B4 Interview> - § 2 references coded [2.47% Coverage]

…helping in upgrading school infrastructure the community contributes towards the success of IE.[9]<Internals\\Interviews\\Parents\\Parent B5 Interview> - § 1 reference coded [1.14% Coverage]

Parents witnessed school-community cooperation towards enhancing the success of IE. Parents have had the community participating in improving school infrastructure so it caters for the needs of all learners. The community has an important role to play in IE. Parents witnessed communities donate labour and mobilize resources for IE. Parents found school-community meetings to be important as they permit sharing of ideas on improving education in general and IE in particular. Sending children to school is the best contribution a community can make towards IE. Cooperation has always been the best way in which a community can contribute to IE success. Like Cohen et al (2009) encourage, school-

community partnership for IE can take different forms including parent contribution in school decision-making, mutual parent-teacher customs vis-à-vis education and conduct, as well as pupil home assistance programs.

Teachers also acknowledged the communities' cooperation in infrastructural development:

> The community constructed classroom entrances so they are user friendly to every child<Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [0.89% Coverage]
>
> The community participates in making of rumps at the school and in constructing of play center equipment such as see saws, swings, pit sand, among other things. <Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [2.01% Coverage]
>
> The community can contribute towards inclusive education through building user friendly toilets, and sending their children to school, disabled or not. <Internals\\Interviews\\Teachers\\Teacher A4 Interview> - § 1 reference coded [2.17% Coverage]
>
> Building of ramps, user friendly toilets, provision of computers are some of the ways through which the community supports inclusive education. <Internals\\Interviews\\Teachers\\Teacher A6 Interview> - § 1 reference coded [1.96% Coverage]
>
> …while the community helps with infrastructure construction to make the learning environment conducive for all children… help provide learning material and to improve school infrastructure in a bid to make a contribution towards making inclusive education a success<Internals\\Interviews\\Teachers\\Teacher B1 Interview> - § 2 references coded [3.02% Coverage]
>
> …provides labour in the construction of structures to cater for navigation of the school by pupils with disabilities, e.g. construction of disability friendly structures such as ramps and rails. <Internals\\Interviews\\Teachers\\Teacher B3 Interview> - § 1 reference coded [2.29% Coverage]
>
> The community donates material for infrastructure construction. <Internals\\Interviews\\Teachers\\Teacher B5 Interview> - § 1 reference coded [0.80%

Coverage]

Teachers reported that communities often participate in improving IE in a several ways. Sending all children to school marks the beginning of community contribution to IE. School communities can help improve infrastructure, and secure technological gadgets. Communities can complement schools in their effort to make IE a success. Community is an important stakeholder in IE. Communities participate in sprucing up the school environments so they become user-friendly to all learners. Communities donate material and upgrade school infrastructure in effort to improve IE. However, communities' non-material contributions including cleanliness promotion, ample space provision, as well as curricular and extracurricular offerings in an effort to improve IE (Cohen et al., 2009) It has also been deemed the obligation of both the school and community to always ascertain health promotion and risk prevention for a safe, compassionate, participatory and open school climate (Berkowitz & Bier, 2005).

Provision of community labour was also revealed as the way in which the schools and communities are cooperating. By cooperating with government, schools and teachers, and by paying school fees, as well as providing labour, the community contributes to progress in inclusive education, while schools play the role of raising awareness among people about inclusive education:

…also provide labour in some projects that are meant to enhance IE<Internals\\FGDs\\Teachers FGD> - § 1 reference coded [0.69% Coverage]

The community helps especially with labour when the school wants to build any structures for the improvement of the learning environment. <Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [1.53% Coverage]

The community donates laboureach time the school is in need. <Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [0.69% Coverage]

…providing labour when needed[4]<Internals\\Interviews\\Parents\\Parent B4 Interview> - § 1 reference coded [0.34% Coverage]

> It also assists by providing free labour for construction purposes, among other ways. <Internals\\Interviews\\Parents\\Parent B6 Interview> - § 1 reference coded [1.08% Coverage]

> The community avails labour when need arises.[6]<Internals\\Interviews\\Teachers\\Teacher B3 Interview> - § 1 reference coded [0.53% Coverage]

The community has an important role to play in IE. Parents witnessed communities donate labour and mobilize resources for IE. Sending children to school is the best contribution a community can make towards IE. Parents have as a community provided free labour to schools for construction as a means of support to IE. Through providing labour and paying levies, communities help sustain IE. Sending children to school is the best contribution a community can make towards IE. Cooperation has always been the best way in which a community can contribute to IE success. Communities participate in sprucing up the school environments so they become user friendly to all learners. With regard to how valuable school connectedness is, Shochet, Dadds, Ham and Montague (2006), as well as Whitlock (2006) contend that how connected a school is acts as a predictor of its learners' general welfare and academic outcomes.

Other communities were also reported to engage in community projects to support IE:

> The community has co-operatives of various types like poultry, gardening and basket making where everyone is included, including those living with disabilities, as a way of complementing inclusive education<Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference coded [2.27% Coverage]

As has been alluded to earlier, community engagement in projects for resource mobilisation is crucial for inclusive education. The community can make a huge contribution towards realizing goals of IE. Donations were also mentioned as another way through which the community and school are working together:

> During these occasions well-wishers and the donor community are also given the opportunity to donate and support inclusive education.[1]<Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [1.32% Coverage]

Some business people donated a few items for learner with disabilities, e.g. hearing aids <Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [0.84% Coverage]

School and community help by sourcing some donations so as to get some devices and provisions needed at an inclusive school<Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference coded [1.35% Coverage]

Parents found the community, including the donor community to contribute in motivating the children in IE. The community cooperates to improve IE. The donor community has a crucial role to play towards ensuring the success of IE. The resources donated to schools go a long way towards ensuring a conducive learning environment, as well as effective didactic processes for effective inclusive education. Summing up the importance of the donor community to education, Ng'ambi (2011) says donor support helps improve access and equity in, as well as the quality and relevance of education.

4.5.3.2 Information dissemination

As part of their IE experiences, parents learnt that they, as a community should work together with schools to buttress schools' efforts as inclusive schools. One of the ways parents would mostly use was through spreading the information and knowledge about IE. Some parents who received counselling have their children's progress monitored from and by the school respectively. They also have had the community's understanding of those with disabilities. Parents found school-community meetings to be important as they permit the sharing of ideas on improving education in general and IE in particular. Parent- teacher associations or community-school cooperation are/is very crucial, not only in the planning, monitoring and evaluation of progress in education (Ng'ambi, 2011), but also in information dissemination.

Cooperation has always been the best way in which a community can contribute to IE success. Some parents had smooth working relationships with their children's teachers in IE. Parents, have, as a community provided free labour to schools for constructions meant to support IE. Schools are cardinal stakeholders in IE and have the role to help other stakeholders play their roles. Teachers and other stakeholders need constant education on IE. Community is an important stakeholder in IE. Sending children to school is one way the community can help in making IE successful. The school does awareness campaigns and the

community responds by sending children to school. It is important for parents with children in IE to meet often to discuss improving their children's education.

4.5.3.3 Inclusive planning and implementation

As part of their IE experiences, parents learnt that they, as a community, should work together with schools to buttress the schools' efforts as inclusive schools:

> The school implements inclusive education with the support of its community… The school, to me is part of the community and together they implement inclusive education.[1]<Internals\\FGDs\\Parents FGD> - § 2 references coded [1.81% Coverage]
>
> The school tries by all means to involve the community and the community in response also tries to play its part as would be advised from the school.[2]<Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [1.47% Coverage]
>
> The school and the community plan and implement together activities that are meant to make inclusive education bear fruit.[3]<Internals\\Interviews\\Parents\\Parent A5 Interview> - § 1 reference coded [1.46% Coverage]
>
> The two work cooperatively towards improving school environments so they become conducive to all the learners, despite their assortment.A school community can support IE through complementing teachers and school administration in their efforts to educate and build a conducive learning environment for their children.[4]<Internals\\Interviews\\Parents\\Parent A6 Interview> - § 2 references coded [3.59% Coverage]
>
> By exchanging notes and cooperating towards improving teaching and learning the school and its community help make IE thrive.[5]<Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [1.40% Coverage]
>
> The school and the community try by all means to work hand in glove in order to realize goals of IE.[6]<Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [1.13% Coverage]
>
> They work together as school and the community to help the learner to get his/her education.[7]<Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference

coded [1.15% Coverage]

The school builds toilets and pathways that cater for all learner differences and the community partners the school in doing so.[8]<Internals\\Interviews\\Teachers\\Teacher B2 Interview> - § 1 reference coded [1.38% Coverage]

They need to have team work, i.e. schools should have the infrastructure which is accessible to all pupils, despite their differences, and the community must cooperate by way of sending all children to school and helping teachers help children from the communities.[9]<Internals\\Interviews\\Teachers\\Teacher B5 Interview> - § 1 reference coded [3.38% Coverage]

Parents witnessed school-community cooperation towards enhancing the success of IE. Parents have seen the school and community joining hands in planning and implementing IE. Parents found complementing schools' activities by the community to be the way to go if IE is to have its goals achieved. Parent-teacher cooperation is crucial to the success of IE. Communities and schools cooperate towards enhancing IE. In the majority of cases of IE, teachers and parents work together amicably and progressively to enhance IE. The community can play that role of partnering the school in improving the infrastructure to enable effective IE. Teamwork between school and community is the way to go if the IE goal is to be achieved.

4.5.3.4 Regulation of fair treatment of children

Fair treatment of children, particularly those with disabilities, by other children was considered very important by both parents and teachers. This was said to be possible also through school-community collaboration:

Urging their children to respect those who are different from them and spreading positive information about inclusive education. <Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [1.42% Coverage]

The school administration lays emphasis on fair treatment of those with disabilities by both peers and teachers and the community by simply accepting inclusive education it supports the practice <Internals\\Interviews\\Parents\\Parent A3 Interview> - § 1 reference coded [1.97% Coverage]

Parents have experienced instances where parents do or do not encourage their children to respect those who are different from them in IE. Cohen et al, (2017) advocate mutual learner to learner relationship characterised by respect which can only be achieved with involvement of both the school and the community. Parents reported having received community and school support in their children's IE. However, some parents, particularly those of children without disabilities, were reported to be not cooperative.

4.5.3.5 Disengagement

The lack of cooperation between schools and communities was said to have adverse effects on and hence to be retrogressive in IE:

> Both the school and community are not doing much towards making inclusive education a success. I am saying this because whatever schools do, they do it at school level without really involving the community. The community itself does not even know how to assist as it usually is not clear on what inclusive education is. <Internals\\Interviews\\Parents\\Parent A1 Interview> - § 2 references coded [2.94% Coverage]

> There are no activities done by my community to aid inclusive education. <Internals\\Interviews\\Teachers\\Teacher A2 Interview> - § 1 reference coded [0.99% Coverage]

From parents' experiences of IE, some schools do not work hand in hand with their communities for IE. Some communities are not doing anything significant to help in IE. These scenarios are rather retrogressive. They interfere with progress in inclusive education.

4.5.4 Conflicts of rights

Parents and teachers acknowledged the prevalence of conflicts of rights in IE. The conflicts are between different parties and have been found to also have influence on the success of IE. Some of the conflicts are presented in Figure 4.33 below.

Figure 4.33 depicts conflicts of rights that parents and teachers experienced as occurring in inclusive education.

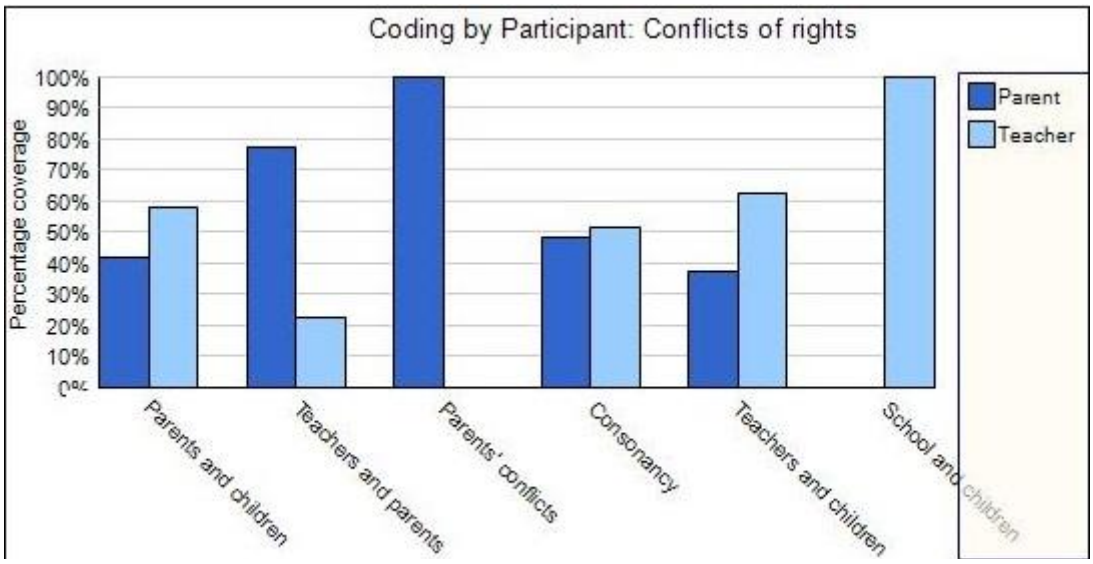


Figure 4.33: Conflicts of rights in inclusive education

4.5.4.1 Parents and children

The conflict of rights between parents and their children with disabilities was revealed as the most common conflict. Parents experienced clash of their and their children's rights in IE. Conflicts in IE that tend to violate rights are common between teachers and parents. Conflicts of rights can happen between any pair of stakeholders. Parents are sometimes at loggerheads with their children regarding the type of school their children should attend:

> Sometimes we fail to agree with our children with disabilities as to what type of schools they should attend, inclusive or special. In such scenarios we, the parents decide for the children, normally from a well-informed viewpoint. Nevertheless, this interferes with the child's right of choice… Also failure by parents to avail all that a child needs to make their education effective violates the child's right to education, and hence to adequate care by the parent… In inclusive education those with disabilities are more prone to abuse than any other children. They therefore need protection from both home and school. Some of the parents fail to provide the much needed protection, thereby infringing the child's right to protection. <Internals\\FGDs\\Parents FGD> - § 3 references coded [7.83% Coverage]

> …between parents and children… parents and children may have conflicting choices regarding the type of school the child should attend; [3]<Internals\\Interviews\\Parents\\Parent B2 Interview> - § 2 references coded [1.47% Coverage]

> It is us parents and our children who often are found to be at loggerheads about the type of school the child should attend. In some cases it is me choosing a special school for my child while the child wants to attend the local mainstream school, but sometimes the opposite obtains.[4] <Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [3.20% Coverage]

> Conflicts of rights in IE usually arise between parents and their children on choosing the type of school to attend, and between parents and teachers on who should take a leading role in moulding the development of a child.[5] <Internals\\Interviews\\Parents\\Parent B6 Interview> - § 1 reference coded [2.82% Coverage]

Parents and their children would sometimes clash over their rights regarding the choice of school the child should attend. Some parents do not understand and so cannot respect children's rights. Teachers also revealed that parents' choices regarding their children's education often prevail over those of their children:

> Some parents lack knowledge on their children's rights, and as such tend to deprive the children of the rights. Sometimes parents fail to buy proper resources for the child to use for their learning, such as reading glasses.[6] <Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [2.31% Coverage]

> The learner has the right to go to a school he/she wants and the parent is there to support the child, but in the majority of cases the parent makes decisions on behalf of the child <Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [2.27% Coverage]

> We encountered a conflict that some parents insisted on sending children to special schools regardless of children's right to mainstream education.[8] <Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference coded [1.62% Coverage]

> There are often conflicts of rights in that while all children have the right to mainstream education where there are equal learning opportunities but resources are usually in short supply, they also have the right to being supplied with adequate learning resources, a situation possible in special schools where there are no equal opportunities to education. <Internals\\Interviews\\Teachers\\Teacher B1 Interview> - § 1 reference coded [4.13% Coverage]

Parents sometimes do what pleases them at the expense of observing the children's right to

belong to a normal learning environment. Conflicts of rights mainly concern choices by parents and their children. The fact that almost all, if not all decisions, lie in the hands of parents, implies conflicts of rights are inevitable:

> Some parents would rather have their children with disabilities in special schools and the right to making a choice on behalf of their children would allow them to do so, but the children also had the right to belong to mainstream education and to being provided with all they need for their learning in inclusive settings to bear fruit <Internals\\Interviews\\Teachers\\Teacher B2 Interview> - § 1 reference coded [3.55% Coverage]

> I hardly experienced any conflict of rights as the parents or guardians would make decisions on behalf of their children. It is only on rare occasions when some children, due to peer pressure would request to go to a special school, a decision that contradicts their parent's. [1]<Internals\\Interviews\\Teachers\\Teacher B3 Interview> - § 1 reference coded [3.26% Coverage]

> Parents may abuse the rights of the child because they sometimes choose schools where pupils learn for free but where children would not be getting the education they require to survive without hassles among other people in society. <Internals\\Interviews\\Teachers\\Teacher B5 Interview> - § 1 reference coded [2.95% Coverage]

> Parents always have the last say in as far as their children's education is concerned; a situation that often leaves children's wishes sometimes not met. <Internals\\Interviews\\Teachers\\Teacher B6 Interview> - § 1 reference coded [2.16% Coverage]

Conflicts of rights happen when children's choices regarding the type of education contradict those of the parent, but this is infrequent. Parents sometimes choose schools for their children based on other reasons other than the quality of the school. Parents' decisions about their children's education are not always in tandem with their children's wishes.

4.5.4.2 Teachers and parents

Teachers and parents acknowledge having had experiences of witnessing conflicting rights in inclusive education between stakeholders, more of which is between the teacher and the parent:

> Wherever people work together towards achieving certain goals, like in IE, there is always encroaching into each other's path with regard to rights. In IE this is common

between teachers and parents whose boundaries with regard to helping children in IE are not clear, if at all there should be boundaries.[1]<Internals\\FGDs\\Teachers FGD> - § 1 reference coded [3.26% Coverage]

When I try to help my child in ways I feel can be effective I sometimes get into conflict with the teachers who often tell me I should only intervene upon their request. <Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [1.87% Coverage]

I experienced conflicts of rights in that while I thought as a parent I have to have a say in the education of my disabled child like any other parents have in their children's education, some teachers are not prepared to give me an audience when I want to advise them on my child's education.[3]<Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [2.89% Coverage]

Yes, sometimes the parent and teacher are at loggerheads about the child's learning. While teachers should assume the leading role in the education of the child, they should also allow room for the parent bring forth suggestions on the way forward, lest there will be conflicts of rights[4]<Internals\\Interviews\\Parents\\Parent A6 Interview> - § 1 reference coded [3.25% Coverage]

Some parents had conflicts with teachers on when to and how to help their children with disabilities in IE. Conflicts of rights parents experience include failure to get an audience from teachers who themselves expect parents to give them an audience on issues to do with children's learning in IE. Some parents have had clashes with teachers on who should take a leading role in the child's learning:

…parents and teachers… For instance some teachers would not allow parents to involve themselves in their children's education, while some parents involve themselves to an extent of interfering with the teacher's responsibilities.[5]<Internals\\Interviews\\Parents\\Parent B1 Interview> - § 2 references coded [2.64% Coverage]

Conflicts of rights would be seen mainly between parent and teacher. When parents seek to know about their children's progress, some teachers are not cooperative, arguing everything about the children's learning is in their hands. They say parents know nothing and so their involvement in children's learning is more of

> interference.[6]<Internals\\Interviews\\Parents\\Parent B4 Interview> - § 1 reference coded [4.03% Coverage]
>
> Conflicts of rights would normally arise when teachers who indeed have the right to oversee learning by pupils play the "know all" type of game whereby they resist contribution from parents, disregarding parents' right to monitor and help in their children's education and development in general.[7]<Internals\\Interviews\\Parents\\Parent B5 Interview> - § 1 reference coded [3.52% Coverage]
>
> There can be disagreement between teacher and parent. Parent can deny children to mix with others or to choose schools when in actual fact they have the right to. <Internals\\Interviews\\Teachers\\Teacher A6 Interview> - § 1 reference coded [2.22% Coverage]

Conflicts in IE that tend to violate rights are common between teachers and parents. Some conflicts arise because teachers fail to play their role as expected. Parents have had their contributions to their children's learning disregarded by teachers in IE. Conflicts of rights can be between parents and children, parents and teachers, or any pair of IE stakeholders.

4.5.4.3 Teachers and children

It was also revealed that conflicts of rights also occur between teachers and the pupils:

> …between teachers and pupils… teachers and pupils may clash on what activities a pupil should partake in. <Internals\\Interviews\\Parents\\Parent B2 Interview> - § 2 references coded [1.14% Coverage]
>
> Conflicts happen as the child meets problems of the lack of attention by the teachers and ends up opting for special education, which contradicts their parents' desire for them to learn in mainstream schools. <Internals\\Interviews\\Teachers\\Teacher B4 Interview> - § 1 reference coded [2.75% Coverage]

Conflicts in IE that tend to violate rights are common between teachers and parents. Conflicts of rights can happen between any pair of stakeholders. Conflicts of rights emanate from different sources and can be dynamic.

4.5.4.4 Parents' conflicts

Parents, on their own were also said to be found in conflict:

> In my case, my child was prepared to accept whatever decision we, the parents would have made – going the special education way or the inclusive education way. However, it is us the parents who could not agree as my spouse was for special needs education and I was for inclusive education. It took me time to win the case. <Internals\\Interviews\\Parents\\Parent A3 Interview>- § 1 reference coded [3.44% Coverage]

> Conflicts of rights in IE are rife and can be among parents<Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [0.66% Coverage]

Parents, as couples, sometimes fail to agree on what type of education their child has to undergo. Parents of children with disabilities may also find themselves not agreeing with parents of children without disabilities on certain issues. Usually, while the former would want patience on the part of teachers and other learners and a slow learning pace for their children, the later would feel children with disabilities negatively affect their children's learning. Conflicts of rights can happen between any pair of stakeholders.

4.5.4.5 School and children

Conflicts were also found to exist between schools and learners:

> Also while schools have the right to enrol all children, which normally results in high teacher-pupil ratios, the high ratios tend to violate children's right to getting adequate individual attention from the teachers. <Internals\\FGDs\\Teachers FGD> - § 1 reference coded [2.31% Coverage]

In as much as the school may not want to violate the children's enrolment rights, it is also apparent that if the staff complement is not proportional to enrolment, the child's right to effective education is violated. If a teacher has a large number of pupils per class learning gets compromised. Teachers acknowledge having had experiences of witnessing conflicting rights in inclusive education between stakeholders.

4.5.4.6 Consonance

On the other hand, some participants reported that they hardly experience any conflict of rights, a feeling mostly felt by teachers. They revealed that the stakeholders' rights are in consonance:

Usually the wishes of parents and of children about inclusive education compare very well. This is more so when both parents and their children have an understanding of inclusive education and factors that influence it.[1]<Internals\\FGDs\\Parents FGD> - § 1 reference coded [2.39% Coverage]

Teachers' wishes about IE are the same as the pupils' and include wishing if IE could be funded and well-resourced so it at least gets closer to being ideal.[2]<Internals\\FGDs\\Teachers FGD> - § 1 reference coded [1.67% Coverage]

I have not encountered any yet.[3]<Internals\\Interviews\\Parents\\Parent A5 Interview> - § 1 reference coded [0.37% Coverage]

I have never witnessed any conflicts of rights.[4]<Internals\\Interviews\\Teachers\\Teacher A2 Interview> - § 1 reference coded [0.64% Coverage]

I did not come across cases where there are conflicts of rights. <Internals\\Interviews\\Teachers\\Teacher A4 Interview> - § 1 reference coded [0.92% Coverage]

Teacher and pupil wishes about inclusive education are sometimes similar. Some parents never had experiences of conflicts of rights in IE. Conflicts of rights are not common or not easy to identify in IE. Conflicts of rights do arise in IE, but not always.

4.5.5 Interaction of equity and excellence

Parents and teachers felt that it is possible to achieve both equity and excellence at the same time. However, different factors tend to hamper the possibility, and some of the factors surfaced as parents and teachers highlighted their feelings about the equity-excellence debate.

Reflected in Figure 4.34 are parents and teachers categorized according to their feelings with regard to the equity versus excellence debate.

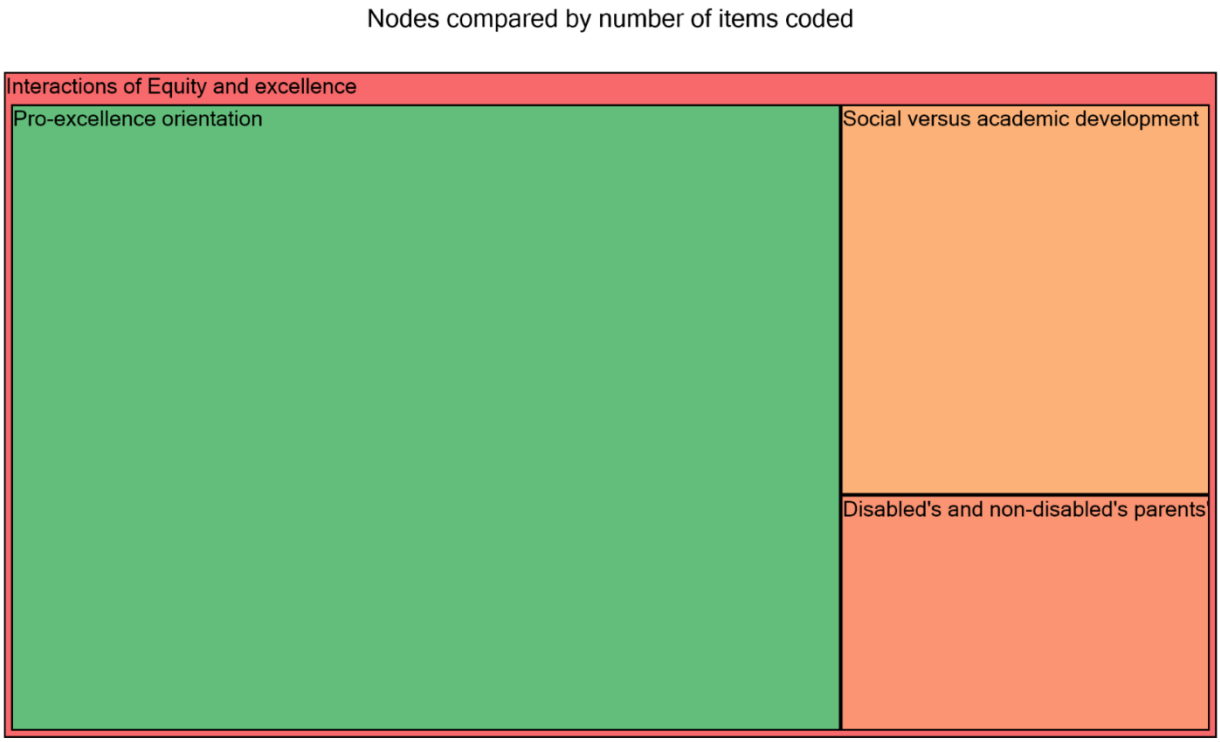


Figure 4.34: Participants' feelings about the equity versus excellence debate.

4.5.5.1 Pro-excellence orientation

It was revealed that prioritisation of excellence over equity was rampant and a major concern and source of conflict for parents:

> Yes, schools in general and teachers in particular tend to teach for excellence rather than for equity. This is exacerbated by schools competing to produce high pass rates especially in national examinations.[1]<Internals\\Interviews\\Parents\\Parent A5 Interview> - § 1 reference coded [2.48% Coverage]

> These problems are common in schools as many, if not all teachers aim to impress through managing good results which are better than other teachers' come summative evaluation. Thus, they would rather have all with the potential pass rather than attending to all equally, a situation that may compromise pass rate.[2]<Internals\\Interviews\\Parents\\Parent A6 Interview> - § 1 reference coded [3.53% Coverage]

> Yes, most teachers teach for excellence and concentrate on those capable at the expense of slow learners for they are worried more about the school's performance in summative examinations in comparison to other schools.[3]<Internals\\Interviews\\Parents\\Parent B1 Interview> - § 1 reference coded [2.52% Coverage]
>
> Competition among schools to do with pass rates exacerbates emphasis on excellence at the expense of equity.[4]<Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [1.23% Coverage]
>
> I have experienced a situation where teachers would emphasise academic achievement, which tends to undermine equity, giving an urge to the non-disabled over those with disabilities. Such a scenario also tends not to emphasise cognitive development at the expense of development in other dimensions such as socio-emotional. <Internals\\Interviews\\Parents\\Parent B4 Interview> - § 1 reference coded [3.77% Coverage]
>
> While schools and parents of the non-children with disabilities emphasise academic excellence, parents of children with disabilities emphasise equity in the provision of opportunities. <Internals\\Interviews\\Parents\\Parent B5 Interview> - § 1 reference coded [1.98% Coverage]
>
> The equity versus excellence conflict is inevitable as schools are always in a dilemma on whether to aim high rating results, or concentrate on provision of equal opportunities without really making academic excellence a priority. <Internals\\Interviews\\Parents\\Parent B6 Interview> - § 1 reference coded [2.91% Coverage]

Parents experienced situations where teachers would teach for excellence in ways that would compromise equity. The majority of teachers want competitive summative results and they teach for excellence at the expense of equity. Competition for good results in summative examinations hampers provision of equal opportunity to all learners. Parents favour either equity or excellence, depending on whether their child has disabilities or not, respectively. Academic achievement tends to be emphasized more at the expense of equity. Parents witnessed situations where schools were faced with a dilemma on whether to stress equity or excellence for the two hardly go hand in glove.

Teachers also pointed out how they are entangled in the competitive drive:

In our country most parents favour excellence so that their children quickly learn and get jobs so they financially support themselves and the parents. Only a few educated parents prefer equity and proper education for the impaired.[8] <Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [2.42% Coverage]

There is no equal opportunity on the part of the learner as schools tend to focus more on school performance in comparison to other schools in national examinations.[9] <Internals\\Interviews\\Teachers\\Teacher A2 Interview> - § 1 reference coded [2.26% Coverage]

Equity is key to inclusive education but not easy to achieve. Competition for results among teachers and schools often leads to learners being treated differently.[10] <Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [2.06% Coverage]

Schools and teachers usually go for excellence at the expense of equity in inclusive education.[11] <Internals\\Interviews\\Teachers\\Teacher A4 Interview> - § 1 reference coded [1.37% Coverage]

Equity versus academic excellence is there because most of the teachers in the school prefer academic excellence to the provision of equal opportunity to all learners.[12] <Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference coded [1.84% Coverage]

Equal opportunities are not possible due to resource deficiency. Children with disabilities can also progress well but may need more time to master concepts.[13] <Internals\\Interviews\\Teachers\\Teacher A6 Interview> - § 1 reference coded [2.03% Coverage]

The equity versus excellence conflict is very rife in inclusive education as while schools are expected to ascertain all learners are attended to equally well, the schools normally compete on overall performance, a trend that sees teachers rather working towards producing good results than towards promoting equity in the learning of all children. <Internals\\Interviews\\Teachers\\Teacher B1 Interview> - § 1 reference coded [4.00% Coverage]

Teachers also reveal that parents tend to prefer excellence to equity in IE. Competing for high pass rates by teachers and schools seems common in IE in Zimbabwe, and this compromises

equity in IE. Thus, equity usually suffers in the face of schools and teachers competing for excellence. Equity is impossible where there is competition. It is difficult to achieve equity and excellence concurrently. Such conflicts are inevitable and striking a balance between equity and excellence is like mixing oil and water:

> Yes, while there is need to ascertain equity in inclusive education, it is a fact that, as long as there is summative evaluation after some period of tuition, schools would compete for results and excellence would always take precedence over equity.[15]<Internals\\Interviews\\Teachers\\Teacher B2 Interview> - § 1 reference coded[2.69% Coverage]

> These problems are met since teachers have a feeling that those children who are disabled cannot produce anything so more attention can be given to the able-bodied to ascertain the school produces good results and competes well with other schools.[16]<Internals\\Interviews\\Teachers\\Teacher B4 Interview> - § 1 reference coded [3.32% Coverage]

> The aim for equity may fail at the school which practices inclusive because schools compete for excellence at the expense of taking equal care of the learners.[17]<Internals\\Interviews\\Teachers\\Teacher B5 Interview> - § 1 reference coded [2.02% Coverage]

> We have these problems in cases where teachers are just being there for the job, whether they have the necessary specialties or not. These teachers hardly understand how to achieve equilibrium between equity and excellence.[18]<Internals\\Interviews\\Teachers\\Teacher B6 Interview> - § 1 reference coded [3.12% Coverage]

Addressing the problem of emphasising summative evaluation may help reduce the equity versus excellence conflict. Teachers have a tendency of attending to the 'normal' child at the expense of those with disabilities, as they believe the former performs better. The equity versus excellence challenge is one of the major problems in IE. The equity-excellence conflict is common where teachers lack passion for their job and the progress of all learners.

4.5.5.2 Conflicts between parents of learners with disabilities and of those without

Parents of learners with disabilities and those of learners without disabilities were found to be

in conflict with regard to their valuing of equity and excellence in IE:

> This is exactly what happens between parents of those with disabilities and those of the non-disabled. The former would rather prefer equity while the latter would emphasise academic excellence of their children. <Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [2.25% Coverage]

> Yes, most teachers and parents of non-children with disabilities alike tend to favour excellence while only a few teachers and parents of those with disabilities tend to favour equity.<Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [1.85% Coverage]

> While schools and parents of the non-children with disabilities emphasise academic excellence, parents of children with disabilities emphasise equity in the provision of opportunities. <Internals\\Interviews\\Parents\\Parent B5 Interview> - § 1 reference coded [1.98% Coverage]

The equity versus excellence conflict is part and parcel of IE. As has been mentioned before, parents favour equity or excellence, depending on whether their child has disabilities or not. Parents' emphasis on either equity or excellence may also depend on other factors that include the level of education in general and in particular about inclusive education.

4.5.5.3 Social versus academic development

It seems most parents believe that their children with disabilities benefit more with social development in the IE setup but would benefit more academically in SE setups. This creates a dilemma with decision making on whether to prioritise social or academic development:

> To a certain extent I can say yes. Matters to do with performance and equity have been affecting me. At one moment I would think my child would do better in his education in a special school, but would never match those in inclusive education when it comes to social skills development.[1]<Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [2.63% Coverage]

> Yes, while teachers would be more concerned about equity issues whereby those with disabilities child has the opportunity to learn in a normal mainstream learning environment, I would be more worried about my child's educational achievement. <Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [2.54%

Coverage]

More often than not it is us the parents who look forward to our child excelling in education. The rest of the people, including teachers tend to think having equal educational opportunity is enough for a disabled child, no matter what their performance is like. <Internals\\Interviews\\Parents\\Parent A3 Interview> - § 1 reference coded [2.80% Coverage]

Yes, some of my close relatives always tell me my child could excel academically in a special school than in one that is inclusive but I personally strongly feel that it is in inclusive education that my child has an equal chance of gaining a more holistic development. <Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [2.64% Coverage]

I have experienced a situation where teachers would emphasise academic achievement, which tends to undermine equity, giving an urge to the non-disabled over those with disabilities. Such a scenario also tends not to emphasise cognitive development at the expense of development in other dimensions such as socio-emotional. <Internals\\Interviews\\Parents\\Parent B4 Interview> - § 1 reference coded [3.77% Coverage]

Equity versus excellence controversy is common among parents as it sometimes depends on a child's disability. Some parents are happy about the equity provision in IE but are still concerned about their children's academic achievement with time, and in comparison to that of other children. Parents with children in IE are the ones most affected by the equity-excellence dilemma as they dream high about their children's lives. Parents are sometimes pressured by close relatives to prioritise excellence over equity. Academic achievement tends to be emphasized more at the expense of equity.

4.5.6 Labelling

Both parent and teacher participants had varying experiences of and feelings towards labelling in IE, like Figure 4.35 below depicts.

Presented in Figure 4.35 are parent and teacher experiences and feelings about labelling that take place in inclusive education.

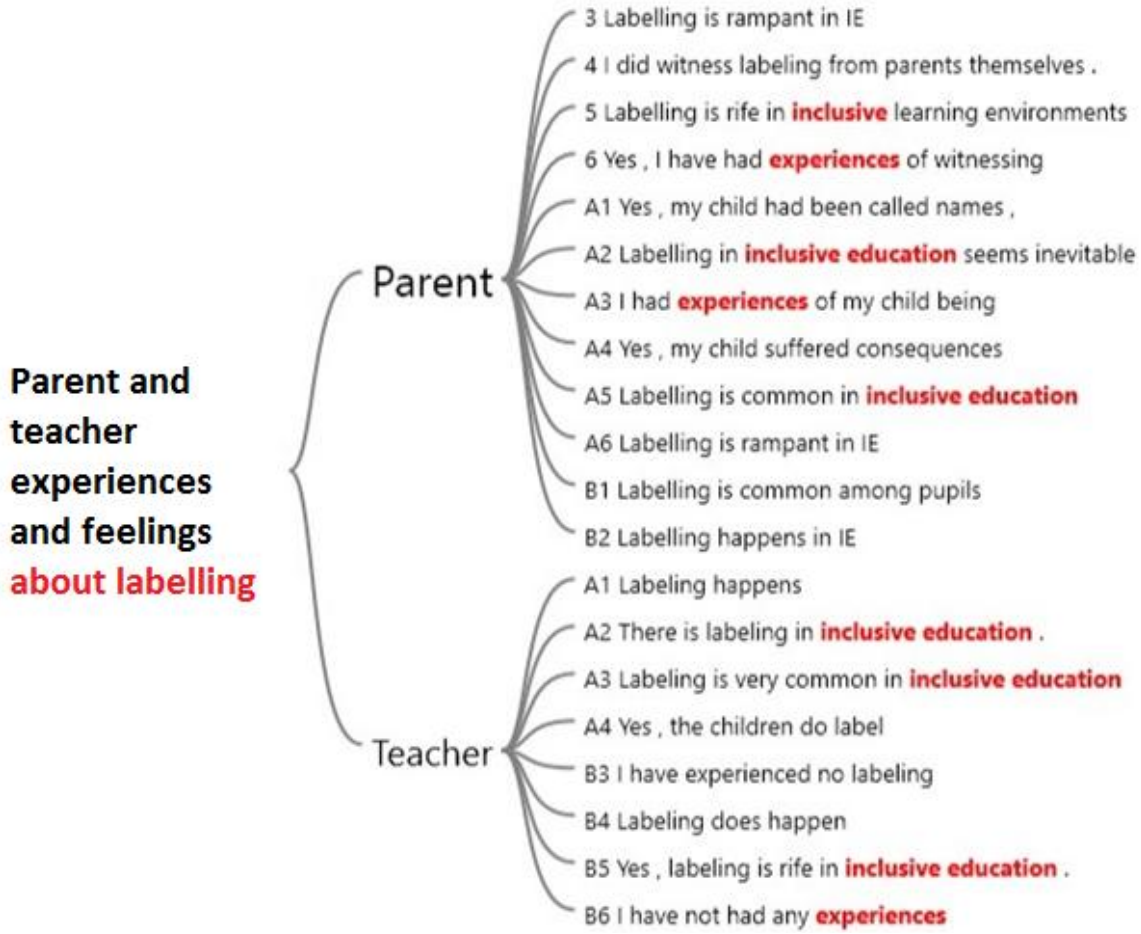


Figure 4.35: Participants' experiences and feelings about labelling

Most parents, especially of children with disabilities who are in IE, have had experiences of their children, and sometimes even themselves being labelled. In agreement with labelling taking place in IE, Hastings, Sonunga-Burke and Remington (1993) assert that there are labelling cycles in inclusive education. While some, for instance, Soder (1992) argue for the refutation of labels, other argue that rejecting labels is considerably the same as denying differences (Norwich, 2002).Some parents experienced positive labelling while others have had negative labelling happen to their children in IE. Parents have experiences of their children in IE being labelled. Parents found time of their children in an IE institution and the likelihood of them being labelled to be negatively related. Thus learners with disabilities are more prone to being labelled upon joining mainstream education than when they have been in inclusion for a long ting time. Parents experienced labelling in IE, both against their children and against the parents themselves. As highlighted earlier, parents experience labelling of their children, particularly in the children's early days in an inclusive school. Labelling is

rampant upon learners with disabilities in IE and teachers and parents can be culprits, exacerbating it. Condemning categorization and labelling, Ballard (1999, p.8 cited in Messiou, 2003) states that grouping and naming children as special, identifies them as different from the rest in ways not meaningful in current mainstream schools and society.

Parents have had experiences of not only their children, but also themselves being labelled in IE. Parents whose children do not have disabilities have a tendency to label children with disabilities and their parents. Experiences of having their children labelled are common among parents of the children with disabilities. Labelling, verbal or non-verbal is rife in IE. Teachers should discourage instead of exacerbating labelling. Almost all teachers have had experiences of labelling of some form against some of their pupils. The more people get used to mixing and mingling with those with disabilities, the less likely the unbecoming behaviour of labelling. Labelling is a complex phenomenon because it takes various forms. Labelling can take place without necessarily being noticed. While some say grouping and labelling act as barricades to a more comprehensive view of the concept of inclusivity (Ainscow, 2006), others feel it can be a necessary evil as it lays conspicuous the need for segregated provision for the different learners (Jones, 2004).

4.5.6.1 Names

Parents and teachers have had experiences of various terms being used in IE to refer to learners, in particular those with disabilities.

Figure 4.36 depicts the terms that are mostly or commonly used for labelling in inclusive education.

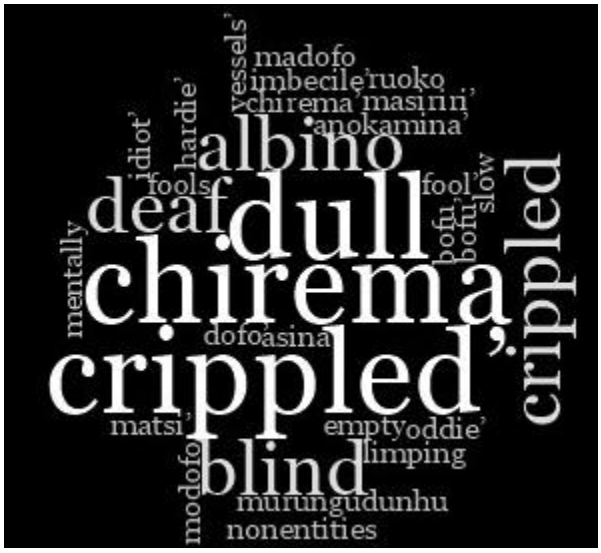


Figure 4.36: Names used for labelling those with disabilities

Labels used on children with disabilities normally depend on the child's disability. Some parents and their children have experienced only labelling that hurts and is discouraging. Parents had experiences of their children being called names that are derogatory and demeaning, of children resenting to go to school and of children isolating selves from the others. These labels not only make disabilities eye-catching, but also disturbs children's learning and infringes children's rights (Putnam, 1998; Jump, 1992).Parents have experiences of their children with disabilities being treated as lesser beings than other children who do not have disabilities, hence all sorts of demeaning labels were attached to them. Labels parents have had being used on their children include derogatory and degrading terms or names like fool, dull, crippled (*chirema in Shona*), among several others. Name-calling is the most common form of labelling in IE. Almost all teachers have had experiences of labelling of some form against some of their pupils. Labelling is more prevalent against those with learning disabilities, and most of the labels are not only derogatory, but also demeaning and dehumanizing.

4.5.7 Special assistance in IE

Parents and teachers also shared their feelings towards the idea of providing special assistance mainly to learners with disabilities in IE.

Shown in Figure 4.37 are parent and teacher feelings about the various forms of assistance

offered in inclusive education.

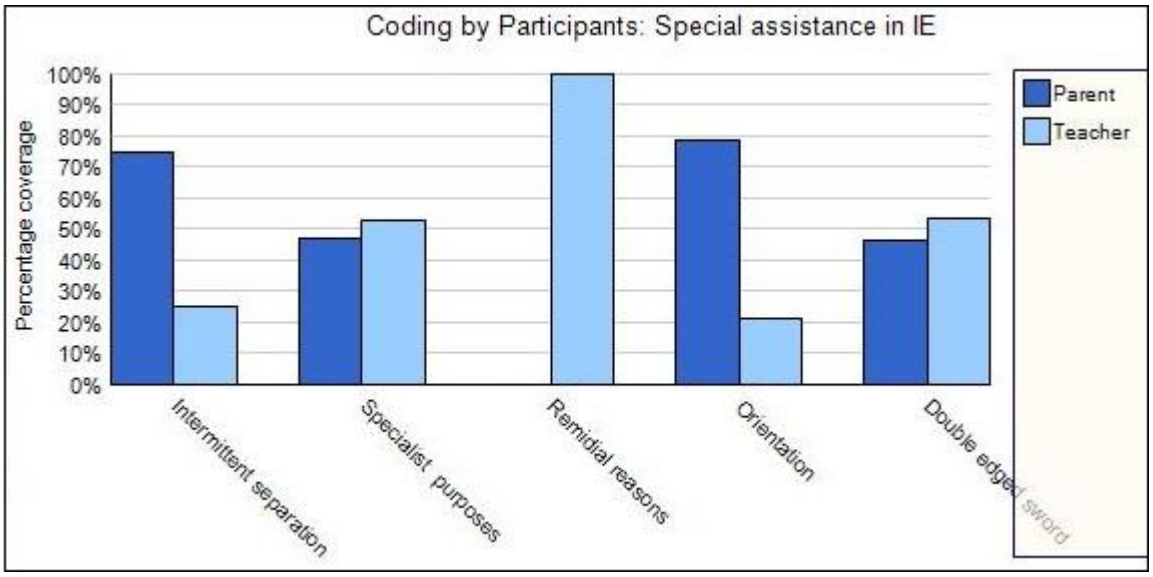


Figure 4.37: Participants' feelings about the forms of special assistance offered in inclusive education.

4.5.7.1 Intermittent separation

Separation for special assistance does not often happen but often yields intended results. Parents with children with disabilities in IE experience infrequent separation of their children for special assistance. They seldom had their children with disabilities separated from mainstream classes for special assistance:

> They rarely do so, but it is usually very effective. As it is done when really necessary, teachers would usually ascertain their efforts are not in vain.<Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [1.41% Coverage]

> Like I said before, not very often and when it happens it is usually effective since it is done when really necessary[2]<Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [1.29% Coverage]

> Hardly so, most probably because the gist of inclusive education is to avoid separate child learning by all means possible.[3]<Internals\\Interviews\\Parents\\Parent A5 Interview> - § 1 reference coded [1.47% Coverage]

> Only when it is inevitably necessary, for example when the children who are blind need

to learn on how to use Braille, do our children get separated from the mainstream class. <Internals\\Interviews\\Parents\\Parent A6 Interview> - § 1 reference coded [1.98% Coverage]

Some children in IE indeed get removed from the inclusive environment to receive special assistance as and when it is necessary.[5] <Internals\\Interviews\\Parents\\Parent B1 Interview> - § 1 reference coded [1.47% Coverage]

Depending on the child's disability and the skill they need to be taught, it is sometimes necessary to have the child or children with a common need attended to separately. This is however, kept as infrequent as possible[6] <Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [2.46% Coverage]

It used to happen occasionally throughout a child's life at the school, but the school, working in consultation with parents, has now restricted separating children for special assistance only to the children's initial days at the school for they may need to be equipped with certain requisite skills depending on their disability.[7] <Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [3.76% Coverage]

They only get separated when there is real need to do so, especially when they need to be equipped with certain skills that would make their learning in an inclusive environment more effective.[8] <Internals\\Interviews\\Parents\\Parent B4 Interview> - § 1 reference coded [2.34% Coverage]

Removing children from the mainstream class for special assistance rarely happens and it is when it is inevitably necessary that it happens.[9] <Internals\\Interviews\\Parents\\Parent B6 Interview> - § 1 reference coded [1.77% Coverage]

The separation of children that parents experienced is what happens once in a while, and when it is very necessary. There are times when it is necessary to separate children with disabilities from the mainstream class so they can get special assistance. Separating pupils for no apparent reason is discouraged in IE. Parents have experienced separation of their children from mainstream classes which, in the majority of cases is rare and necessary. Separation of children for special assistance is only when really necessary. Parents had their children with disabilities removed from mainstream class only if there were skills they need to be equipped with which were important specifically to them. Teachers also revealed that separation of children happens in schools that are supposed to be fully inclusive:

> There is a special class where slow developers are assisted for a short period and those who do well will return to their normal classes, but the children themselves feel undermined… The children are removed once in a while, e.g. once a week until they improve in areas they are found wanting. These children are sometimes forced to enter special class as a result they end up grouping themselves in response to silent or open labeling. <Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 2 references coded [4.47% Coverage]

> They hardly are separated for special assistance, and it happens only when very necessary to do so <Internals\\Interviews\\Teachers\\Teacher B5 Interview> - § 1 reference coded [1.25% Coverage]

Individual attention is not always given in mainstream classes which is ideal for IE. Separation of learners for special attention needs to be kept on the lowest rung of the ladder, and should happen only when extremely necessary and for purposes of improving IE.

4.5.7.2 Specialist purposes

The separation was reported by parents to be infrequent and done for specialist attention. Isolation of children with disabilities in IE that parents experience is that which is inevitable and is very necessary:

> It hardly happens but helps a great deal in improving inclusive education. A case in cite is my own child had problems with his temper but with special assistance that came in form of counselling the temper tantrums could be regulated <Internals\\Interviews\\Parents\\Parent A3 Interview> - § 1 reference coded [2.51% Coverage]

> Yes, they are sometimes removed from the mainstream class but only so that they can gain skills that matter specifically to them, and which serves the purpose of their learning in an inclusive environment more effective… The separation happens often before requisite skills mastery has not been perfected, but mastery has been achieved the separation seldom takes place <Internals\\Interviews\\Parents\\Parent B5 Interview> - § 2 references coded [4.39% Coverage]

> It seldom happens but when done it does pay dividends, for instance when the blind and partially sighted are taught how to use Braille, they then use the Braille in the mainstream class to aid their learning.[4]<Internals\\Interviews\\Parents\\Parent B6

Interview> - § 1 reference coded [2.63% Coverage]

The separation is rare and as and when it is extremely necessary. Parents hardly had experiences of their children being separated from the mainstream classes in IE. Teachers, however, stressed the importance of separation for specialist requirements as it helped to improve efficiency in the IE classes:

> The child is helped until the teacher notices progressive changes and the child is then allowed to fully belong to the mainstream class[5]<Internals\\Interviews\\Teachers\\Teacher A4 Interview> - § 1 reference coded [1.94% Coverage]
>
> Yes, some children with learning disabilities are removed and sent to a special class. Those with visual impairment are also sent to the Braille specialist teachers for Braille lessons.<Internals\\Interviews\\Teachers\\Teacher A5 Interview> - § 1 reference coded [2.04% Coverage]
>
> They are always taught together with the rest of the class, serve for times when they need to undergo some individual counseling sessions.<Internals\\Interviews\\Teachers\\Teacher B1 Interview> - § 1 reference coded [1.59% Coverage]
>
> + in inclusive education at our school are rarely taken away from the others for special assistance as most of the special assistance is provided for in the normal learning setting<Internals\\Interviews\\Teachers\\Teacher B2 Interview> - § 1 reference coded [2.12% Coverage]
>
> Yes, there is inclusive education with partial withdrawal in the case of the visually impaired when they are separated from the others so they have lessons on Braille.<Internals\\Interviews\\Teachers\\Teacher B3 Interview> - § 1 reference coded [2.01% Coverage]
>
> They are sometimes removed taking into consideration the lack of resources in the main stream<Internals\\Interviews\\Teachers\\Teacher B4 Interview> - § 1 reference coded [1.20% Coverage]

Special assistance needed for pupils differs with individual learners. Separate special assistance is sometimes necessary for learners with disabilities. Separation for special

assistance is necessary in IE when, and only when, it is inevitable. Separation of those with disabilities for special assistance varies from school to school. The lack of resources may compel schools and teachers to separate and attend to the needy children on their own.

4.5.7.3 Remedial reasons

Remediation was also revealed as one of the reasons, but this seems to have nothing to do with physical disability. The purpose of which was also said to increase efficiency in the IE classes:

> The children are removed once in a while, e.g. once a week until they improve in areas they are found wanting. These children are sometimes forced to enter special class as a result they end up grouping themselves in response to silent or open labeling<Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [2.60% Coverage]
>
> Yes learners will be removed to get special assistance <Internals\\Interviews\\Teachers\\Teacher A2 Interview> - § 1 reference coded [0.75% Coverage]
>
> In infant classes they are not removed but in junior classes they are sometimes removed from the mainstream to the special class.[3]<Internals\\Interviews\\Teachers\\Teacher A3 Interview> - § 1 reference coded [1.62% Coverage]
>
> Yes, they sometimes go to a special class to get help on other subjects like English, Shona and Mathematics… The child is helped until the teacher notices progressive changes and the child is then allowed to fully belong to the mainstream class<Internals\\Interviews\\Teachers\\Teacher A4 Interview> - § 2 references coded [3.41% Coverage]
>
> Yes they are removed for remediation in the special class[6]. <Internals\\Interviews\\Teachers\\Teacher A6 Interview> - § 1 reference coded [0.81% Coverage]
>
> We have children sometimes attending special class. The special class caters for some of the needs of children with learning difficulties.[7]<Internals\\Interviews\\Teachers\\Teacher B6 Interview> - § 1 reference coded [1.95% Coverage]

Individual attention is not always given in mainstream classes which is ideal for IE. The gist of IE is hardly upheld. Separation of the needy from their classes for special assistance depends on grade levels in some schools, but still does not work hand in hand with IE.IE with partial withdrawal is common in schools in Zimbabwe, and perhaps in the entire of Zimbabwe. Special assistance needed for pupils differ with individual learners.IE in Zimbabwe involves occasionally separating the learning disabled from the mainstream classes. Helping children with learning difficulties on their own so they can catch up with their counterparts is sometimes crucial and necessitates partial withdrawal from IE.

4.5.7.4 Orientation

Separation was also said to be done during the first time at school and for orientation purposes:

> This happens often when the child is at the school for the first time and lacks certain skills, and less often or never when the child has mastered the requisite skills <Internals\\Interviews\\Parents\\Parent A6 Interview> - § 1 reference coded [1.91% Coverage]

> The separation produces very good results and is more often upon joining the school than later on in one's time at a school.[2]<Internals\\Interviews\\Parents\\Parent B4 Interview> - § 1 reference coded [1.50% Coverage]

> This only occurs during the beginning of year and especially for new learners <Internals\\Interviews\\Teachers\\Teacher B3 Interview> - § 1 reference coded [0.92% Coverage]

Child separation for special assistance rarely happens, but when done it usually pays dividends. Separation of their children that parents experienced is that which would hardly happen. It is more common when the learner just joins the school and is being assisted to adjust to the new inclusive situation.

4.5.7.5 Double edged sword

It was also found that the separation had a double effect, both negative and positive:

> Rarely are children separated for special assistance as it is done as and when it is very necessary and for the major reason that separation of children for a variety of reasons

tends to counter the idea of inclusivity.<Internals\\Interviews\\Parents\\Parent B2 Interview> - § 1 reference coded [2.45% Coverage]

Children with special needs are attended to once every week and this tends to have double-edged consequences as it helps increase time for individual attention while at the same time contributing to stigmatization of those with learning difficulties.<Internals\\Interviews\\Teachers\\Teacher B6 Interview> - § 1 reference coded [3.53% Coverage]

Separation in IE is rare and only when deemed very necessary. Teachers need to take precautionary measures when separately helping those needing extra help for that may have negative effects. In as much as separation for special assistance may be necessary and beneficial to learners with disabilities, it increases the chances of them being labelled, while eating into their time of acquiring social skills.

4.6 Theme 4: Guidelines to improve IE

Basing on their conceptualisation and experiences of inclusive education, parents and teachers suggested guidelines which, when adhered to, may help improve IE. The guidelines are presented in Figure 4.38 below.

Presented in Figure 4.38 are guidelines that can be utilised for improving inclusive education as provided by parents and teachers.

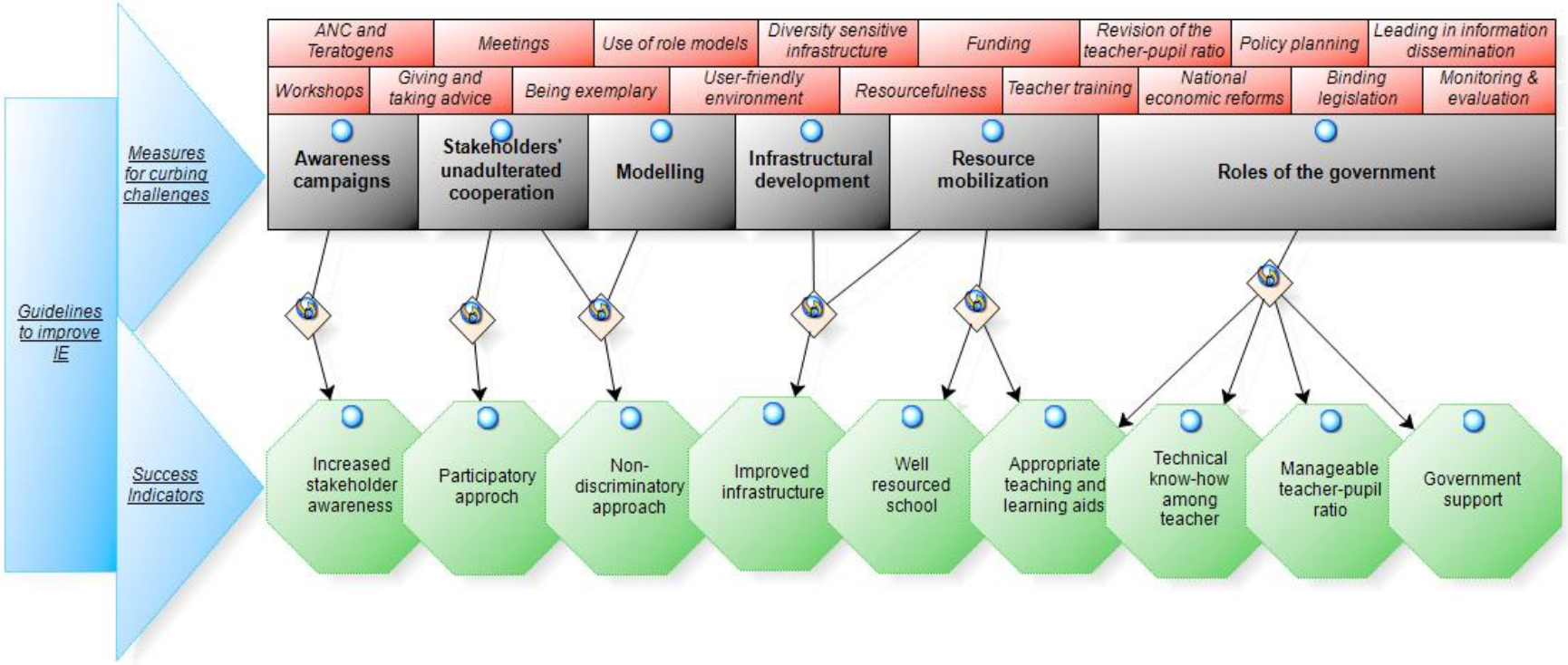


Figure 4.38: Guidelines for improving inclusive education

4.6.1 Awareness campaigns

If anything was to be changed, most of the teachers and parents cited that awareness levels among people about inclusive would be the number one factor to be increased, so that most, if not all people, become sufficiently educated so as to boost their involvement and contribution to inclusive education. This was said to in turn positively change people's attitudes towards both disability and inclusive education. As stakeholders in IE, parents wish they could raise awareness levels among people about IE, boost resource provision and change people's attitudes towards IE for the improvement of IE. Awareness was also said to raise role identification and accountability:

> Awareness campaigns should also be improved so parents become very aware of their role in inclusive education <Internals\\FGDs\\Teachers FGD> - § 1 reference coded [1.15% Coverage]

Among things that teachers want changed in inclusive education is parent involvement in inclusive education to be achieved through awareness campaigns. To the same effect, some parents found educating all IE stakeholders to be the best solution to the challenges faced in IE:

> The solution to challenges that relate to inclusive education can only be alleviated through educating all-inclusive education stakeholders on inclusive education and its importance to each of the stakeholders. Information on inclusive education should never be secretive. Instead, it should be made accessible to all people, even those in the most remote parts of the country <Internals\\Interviews\\Parents\\Parent A1 Interview> - § 1 reference coded [3.46% Coverage]

> Awareness campaigns are also necessary to educate the entire community on inclusive education and its purposes <Internals\\Interviews\\Parents\\Parent A2 Interview> - § 1 reference coded [1.23% Coverage]

> The only solution is to educate all stakeholders about IE so all end up willingly and entire-heartedly participating in it <Internals\\Interviews\\Parents\\Parent A6 Interview> - § 1 reference coded [1.39% Coverage]

> People should access information which can be achieved through use of awareness campaigns, fliers, pamphlets, <Internals\\Interviews\\Parents\\Parent B1 Interview> - § 1 reference coded [1.26% Coverage]

There should be awareness campaigns to educate people about IE, with those with disabilities and experts taking the leading role.[7] <Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [1.33% Coverage]

Parents have feelings that schools need more funding, and awareness campaigns should be regular if IE is to bear fruits. Stakeholder education has been cited as a possible solution to challenges faced in IE. As indicated by Parent B1, it is important to ascertain that stakeholders have the necessary information about a programme before it is introduced. Parents have found it effective to use examples of live beneficiaries of IE in awareness campaigns as this increases chances of people appreciating IE. The issue of awareness was strongly reiterated by teachers:

…awareness campaigns can help alleviate the challenges encountered in inclusive education <Internals\\Interviews\\Teachers\\Teacher A6 Interview> - § 1 reference coded [1.16% Coverage]

There should be awareness campaigns on inclusive education. <Internals\\Interviews\\Teachers\\Teacher B5 Interview> - § 1 reference coded [0.75% Coverage]

…awareness campaigns help curb inclusive education challenges. <Internals\\Interviews\\Teachers\\Teacher B6 Interview> - § 1 reference coded [1.16% Coverage]

Teacher A6 revealed that parents have been and still call for more awareness campaigns about IE and how to avail themselves of resources for IE. Teacher B5 found awareness campaigns and resource mobilization to be very important in IE. More awareness campaigns were said to be necessary to keep stakeholders conscious of their roles in IE.

There was also a call for the involvement of Ante-Natal Care (ANC) specialists and information sharing on teratogens in the awareness campaigns. Teacher A1 felt strongly about how some parents are ignorant before and during their pregnancy:

Parents should seek medication before and when expecting<Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [0.58% Coverage]

Parent education should include prenatal child care and what parents' own health implies to their offspring.

4.6.1.1 Increased stakeholder awareness

Increased stakeholder awareness was revealed to be a success indicator of IE. To improve the success and relevance of inclusive education all stakeholders need to be made conscious of the benefits of inclusive education to individuals, communities and the country. Educating the community about inclusive education boosts the successfulness of inclusive education. It also enhances the relevance of inclusive education to all the immediate stakeholders who include the child, the teacher and the parent. It is part of their IE experiences that parents discovered the need for a teacher-pupil ratio reduction and for an increase in the spread of information so everyone is clearly aware of IE, as well as ways in which they can contribute to its success. Teachers and parents have learned through experience that community education improves effectiveness of inclusive education. From parents' experience of IE, educating the children without disabilities in inclusive settings is imperative as this culminates in them accepting their peers with disabilities, hence all eventually become comfortable in an inclusive school. The issue of awareness campaigns recurred as indispensable in IE.

4.6.2 Stakeholders' unadulterated cooperation

Steadfast cooperation was called for among the stakeholders:

> I would change the way parents are involved in inclusive education. I believe parents' contributions should be taken more seriously… Also more education should be extended to both teachers and parents on how best they can make their relationship in inclusive education productive. <Internals\\FGDs\\Teachers FGD> - § 2 references coded [2.95% Coverage]

> Mutual understanding and respect as well as constant interaction between parents and teachers can go a long way in curbing the challenges that we often encounter in inclusive education. In fact unadulterated cooperation among all stakeholders is the answer to the challenges we experience in inclusive education.[2]<Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [2.99% Coverage]

> Stakeholders need to put heads together. <Internals\\Interviews\\Parents\\Parent A5 Interview> - § 1 reference coded [0.48% Coverage]

> All stakeholders in inclusive education should play their roles to avert the challenges encountered. <Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [0.99% Coverage]

Among things that teachers and parents want changed in inclusive education is the stakeholders' involvement in inclusive education. Parents found mutual understanding and respect, as well as constant parent-teacher interaction as the panacea to the challenges faced in IE. Many parents have a belief that if IE stakeholders work together well, and if teachers receive adequate and relevant training, the challenges encountered in IE get at least reduced.

4.6.2.1 Participatory approach

From parent and teacher experiences, it was found that unadulterated cooperation birthed a participatory approach as a success indicator. Parents commended teachers and parents, among other stakeholders for the concerted efforts they are making to make inclusive education at least feasible in the face of resource scarcity. It was highlighted that teacher-parent coordination and intervention by experts, community and the donor community all contribute to the success of IE.

From the parents' IE experiences, honest cooperation, coupled with diligence among IE stakeholders is a recipe for IE success, while the reverse is indeed a recipe for disaster. Parents emphasized stakeholder cooperation for the success of IE. In their experiences of IE parents found stakeholder cooperation to be the most important factor in IE. The right attitude, hard work and cooperation by all stakeholders are factors that parents found to contribute greatly to the success of IE.

4.6.3 Modelling

It was highlighted by parents and that giving examples of people who benefited from IE and ways in which they benefited actually helps in popularising the idea of inclusive education:

> Use of names of people who are real life examples of beneficiaries of IE is encouraged as that increases people's chances of appreciating the whole idea of inclusion. <Internals\\Interviews\\Parents\\Parent B3 Interview> - § 1 reference coded [1.87% Coverage]

Parents have found it effective to use examples of live beneficiaries of IE in awareness campaigns as this increases chances of people appreciating IE.

4.6.3.1 Non-discriminatory approach

From parent and teacher experiences, it was found that unadulterated cooperation together with modelling established a non-discriminatory approach as a success indicator:

> …encouraging them to unconditionally accept their disabled peers is key to flourishing inclusive education. It is when a child has been accepted by peers that they are able to learn and tell those at home they enjoyed their day at school. <Internals\\Interviews\\Parents\\Parent A4 Interview> - § 1 reference coded [2.33% Coverage]

> The factors include fairness to all children in class. All children need to be loved, to have their efforts recognized and to be afforded chance to partake in learning and play activities. Also when delegating duties it is good to give all children the duties so that the child feels they are a whole <Internals\\Interviews\\Teachers\\Teacher A1 interview> - § 1 reference coded [3.10% Coverage]

From parents' experience of IE, educating the peers without disabilities is very important in IE, as their acceptance of their counterparts with disabilities makes the latter feel at home in an inclusive school.

4.6.4 Infrastructural development

Both parents and teachers wished the school environment could be made more user-friendly to suit all children, regardless of their disabilities, and if more trained personnel could be hired for inclusive education, as well as provision made for a diversity-sensitive infrastructure.

4.6.4.1 Improved infrastructure

It was revealed that if the resources allowed, a user-friendly school infrastructure for all learners is an indicator of success in IE.

4.6.5 Resource mobilization

The majority of the teachers and parents complained that resource provision should be boosted in order to improve the effectiveness of inclusive education, and to lessen the burden of teaching without adequate resources on the part of the teacher. It was revealed that the current arrangements in schools could certainly be improved with sufficient resources. As stakeholders in IE, parents wish they could raise awareness levels among people about IE, boost resource provision and change people's attitudes towards IE for the improvement of IE. Current inclusive education arrangements in schools may be the best schools can manage given the limited resources, but the arrangements are far from being ideal. This sometimes compels some parents of children with disabilities to settle for special education provided by special schools. Among other things that teachers want changed in inclusive education are teacher training, resource needs for assessment and provision, and parent involvement in inclusive education. Parents found awareness campaigns and resource mobilization to be very important in IE. Parents found resource mobilization, relevant teacher training and awareness campaigns to provide solutions to some major challenges faced in IE. Teachers and learners view IE as a positive development and wish IE could be sufficiently supported.

Funding was revealed to be a crucial part of resource mobilisation. It was felt that schools should get enough funding from the government and the donor community so they are always ready to cater for the needs of diverse learners. Teacher B2 felt that Nongovernmental Organizations (NGOs) should channel or be encouraged to channel funds towards the procurement of resources for use in inclusive education as a way of complementing government efforts to improve inclusive education. Parents feel that schools need more funding and awareness campaigns should be regular if IE is to bear fruits.

As part of resource mobilisation, schools and communities were also encouraged to be resourceful. Parent B1 strongly felt that resourcefulness should be shown by schools and communities by being innovative and improvise some material and even infrastructure.

4.6.5.1 Well-resourced school

To improve the effectiveness of inclusive education enough of the relevant resources must be made available. Ozoji’s (1995) observation is that in most schools in developing countries, there is a lack of rudimentary components and materials that are required for the provision of

effective IE. Improved effectiveness implies improved relevance of inclusive education to the child, the parent and the teacher. Therefore, resource mobilisation established a well-resourced school as a success indicator. Teachers have learned through experience that small classes, community education as well as resource mobilization are some of the factors that improve effectiveness of inclusive education. Parents found improved teacher training, resource mobilisation and awareness campaigns to be major factors that influence IE. Availability of resources and information are crucial to the success of IE.

4.6.5.2 Appropriate teaching and learning aids

Availability of teaching and learning materials, as well as ICT gadgets, were linked to resource mobilisation as a success indicator.

4.6.6 Roles of the government

There are several roles which participants felt were obligatory for the government to perform if goals behind the idea of inclusive education are to be achieved. The roles suggested are given in Figure 4.39 below.

Figure 4.39 presents parent and teacher views on the roles the government is expected to play in inclusive education.

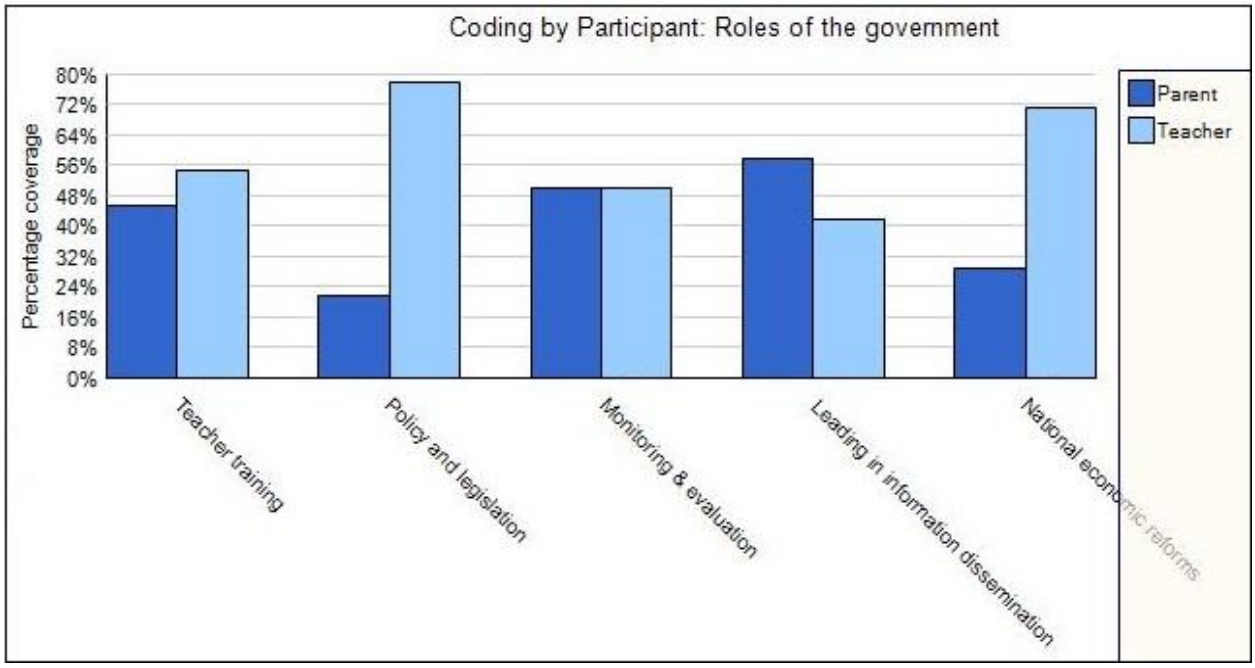


Figure 4.39: Participants' views on government's roles in inclusive education.

Teacher training was the most common role that the parents and mostly teachers wanted the government to put more effort into. This is, however, contrary to the situation in most of the African nations, as observed by Abosi (1996), where governments are not giving robust backing to the implementation of IE. FGD parents wanted teacher training curriculum to be revised so it aligns well with the knowledge demands of inclusive education. Similarly, the FGD teachers agreed that the government should also see to it that teacher training prepares all teachers for IE. Most respondents revealed that given the opportunity, they would change teacher training so it equips teachers with enough knowledge and the right attitude for inclusive education. Actually, training that includes disability education has been found to positively influence teachers' attitudes towards IE (Loreman, Forlin & Sharma, 2007; Loreman & Earle, 2007; Sharma, Forlin, Loreman & Earle, 2006; Subban & Sharma, 2006; Avramidis & Norwich, 2002). Parent A3 reasoned that all stakeholders need to constantly be in touch with developments in inclusive education, but teachers who are at the centre of children's learning need to have requisite training and the necessary support, both materially and in terms of knowledge, on how best to execute their duties in inclusive learning environments. Teachers were said to be in need for further training which can be in form of in-service or staff development programmes. Teacher A1 felt strongly that the government needs to facilitate opening of new training facility, or that modification of existing training institutions was required for teachers to be trained to become inclusive education specialists.

Policy and legislation was the role of government, the teachers strongly felt (Figure 4.40). Resonating very well with the teachers' feeling is a postulation by Eleweke and Rodda (2002) that policies and laws that support inclusive education implementation are mandatory. It was revealed that the government needs to do the policy planning for the national education system and all its programmes, including inclusive education. Therefore, it was felt that it should craft clearer policies on IE. One teacher mentioned it that the Zimbabwean government should first put binding legislation in place towards the practice, and then considers it mandatory to budget for the practice, and provide the necessary resources in all schools. McConachie and Zinkin (1995) state that the fact that in the majority of developing countries, financial and material resources for educational assistance of learners with disabilities are mainly provided by non-governmental organisations (NGOs). (Brouillette, 1993), implies there could be problems whereby the NGOs then impose conditions that are imperialist in nature. As part of this policy and legislation, Teacher B4 felt the responsible

ministry should consider lowering teacher-pupil ratios for teachers to sufficiently cater for individual differences. Generally, teachers consider the role of the government in inclusive education as those funding it, improving the teacher training curriculum in order to prepare all teachers for inclusive education, and evaluating the progress of inclusive education on a regular basis. Proper legislation has to be put in place and resources provided. Responsible ministry can see to it the teacher-pupil ratio challenge, and that other challenges are rectified expeditiously if IE is to flourish.

Monitoring and evaluation was a role equally felt as very necessary by both teachers and parents (Figure 4.40). FGD parents pointed that the government has the role of supervising implementation and the success levels of inclusive education, evaluating progress of inclusive education and makes recommendations on improving it. Parents' IE experiences made them realise the government plays major roles in inclusive education, which span from policy formulation to evaluation of implementation. Similarly, the FGD teachers emphasised that the government should monitor IE progress. Through its workers, it should regularly evaluate the progress of IE and produce detailed reports on the progress, making recommendations on what needs to be done.

It was also felt (mostly by parents) that the government should lead in information dissemination. FGD parents strongly agreed that the government should help provide resources needed for inclusive education and should play a major role in awareness campaigns meant to educate people on inclusive education. These campaigns were also pointed to by FGD teachers as very important in raising awareness so that people become aware of IE and the roles they should play as stakeholders.

National economic reforms were highly recommended, a position mostly felt by the teachers. FGD teachers argued that rating the current IE arrangement may not be fair as it is the best that the schools can afford at the mean time. They felt that it is only fair to rate the timing for implementation of inclusive education by the government of Zimbabwe. They felt that implementation was ill-timed given the current not so well-performing national economy; waiting for the right economic climate for the implementation would then mean waiting for unpredictable period of time while children, especially those with disabilities remain with limited educational opportunities, or have to endure life and education in the confinement of separatist special schools. FGD parents said that considering the economic challenges the

country is currently going through, inclusive education at any other school in the province and country cannot be anywhere near perfection, given resources that are insufficient. Current inclusive education arrangements in schools may be the best schools can manage, given the limited resources, but the arrangements are far from being ideal. This sometimes coerces some parents of children with disabilities to settle for special education provided by special schools.

4.6.6.1 Technical know-how among teacher

Government teacher training was said to improve the technical know-how among the teachers as a success indicator. Thus, as Eleweke and Rodda (2002) suggest, teacher training institutions need to at least consider using the UNESCO Teacher Resource Pack in their teacher training programmes as the pack facilitates training for implementing IE. Teacher A2 felt that the government should facilitate the training of teachers to make them specialist teachers. Teacher B3 said availability of skilled personnel and in-servicing of those without knowledge of inclusive education helps make inclusive education thrive. As has been mentioned earlier on, training that includes disability education has been found to positively influence teachers' attitudes towards IE (Loreman et al, 2007; Loreman & Earle, 2007; Sharma et al., 2006; Subban & Sharma, 2006; Avramidis & Norwich, 2002).Appropriate teacher training is among factors that influence the extent of success in IE.

4.6.6.2 Manageable teacher-pupil ratio

One important way of improving the effectiveness and relevance of inclusive education was reported by FGD parents to be the lowering of teacher-pupil ratios which are at the moment very high, making it impossible for teachers to give to all pupils enough attention and support. Findings by Agbenyega (2007) point to teachers' dissatisfaction with teacher-pupil ratios they work with in inclusive education. As part of policy and legislative reforms, reducing pupil -teacher ratios contributes a great deal to the success of inclusive education. It is part of their IE experiences that parents discovered the need for a reduction in the teacher-pupil ratio and for an increase in the spread of information so all are clearly aware of IE, as well as ways in which they can contribute to its success. Teachers have learned through experience that small classes, community education as well as resource mobilization are some of the factors that improve effectiveness of inclusive education.

4.6.6.3 Government support

To sum up, more government support was called for. It was felt that government should take a leading role in raising awareness, policy formulation and implementation, monitoring and evaluation as well as funding and infrastructural development.

4.7 Summary

The fourth chapter had presenting, analysing and interpreting data that was collected for the study. Before presenting data collected for the study, some demographic information, though not much, was given on the sources of data, which happen to be parents and teachers involved in IE. This was done using graphs, and so that whoever is to consume of the research results and/or findings is in position to access at least some information about the sources. Data were processed through the use of qualitative data processing software, NVivo. NVivo enabled me to thematically analyse the data and present it in tree diagrams and models. Presenting the data using tree diagrams and models made it easy to understand and follow the relationships between the issues of interest in the study. The data were then discussed for further comprehension and to situate new knowledge in the existing body of knowledge.

Information gathered and processed for the study revolved around four major themes which are in line with the research questions. It is from those four themes that categories (sub-themes) and sub-categories (sub-sub-themes) emerged.

Research results showed that while some parents and teachers were optimistic about IE and its prospects, some were pessimistic and others were ambivalent. The first group of participants positively viewed IE as a development that promotes equality and normality for all children, and which instils feelings of hope mainly in learners with disabilities. Participants who viewed IE negatively believe it is filled with empty promises, causes a lot of anxiety, and is overemphasized. Those in dilemma about IE were unsure of the benefits or detriment that IE has or can have on their children. Inclusive education is perceived as multi-beneficial and as beneficial to all, albeit magnitudes of benefits tend to differ with beneficiaries. Inclusive education has been found to play roles of developing social skills, raising self-esteem and confidence, and reducing stigmatisation and discrimination, among other roles. The beneficiaries of IE include children with or without disabilities, parents,

teachers and communities.

Inclusive education has been found to be a success story with indications to that effect that include promotion of equal opportunities, improved social skills, elevated confidence levels and competitiveness among learners. Other indications are reduced stigmatization and discrimination in schools and societies, improved societal productivity, as well as general normalisation of lives for all and for people with disabilities in particular.

Parents and teachers felt that, instead of worrying about conflicts between inclusive education and special education, emphasis should actually be on how certain aspects of special education can be utilised for purposes of improving inclusive education. The extent of meeting the children's needs, especially those of learners with disabilities in IE was found to be compromised by a number of the challenges experienced in IE. The challenges include shortage of the requisite resources, inadequate stakeholder awareness, the lack of professional expertise on the part of teachers and administrators, learning environments that are not conducive, as well as not particularly binding legislation, a depressed economy at national level, and prohibitive teacher-pupil ratios.

Certain practices were also found to interfere with the success of IE. The practices comprise stakeholder impatience, rejection, labelling, minoritisation, stereotyping and prejudicing, resistance, despising, and sympathising; all which were found to further cripple the crippled. Also found to influence prospective triumph of IE are stakeholder collaborations. Strained relationships due to competition, disrespecting each other or constrained resources were found to negatively affect collaboration. Conversely positive relationships where there is information sharing, mutual participatory interactions and positive attitudes open up opportunities for collaborations. Collaborations can be parent-teacher, school-community or any other.

Parents and teachers can also make various individual contributions towards enhancing IE. The contributions can be in form of positive and accommodative attitudes, general responsiveness, information dissemination and both material and/or service contribution. A constant search for knowledge was also found to be necessary in inclusive education.

There are conflicts of rights that arise in the process of trying to ensure success of IE, and the conflicts can be between any stakeholders. Equity-excellence conflict, where stakeholders

prioritise one of the two at the expense of the other is common in IE. Nonetheless, consonance in most issues important for IE makes the programme a success.

Labelling was found to be one of the most common counterproductive practices in IE. It is most commonly in the form of derogatory and demeaning naming, although it can also assume salient forms like simple exclusion, looking down upon, or prejudicing. It is mostly used by those without disabilities against those with disabilities. Special assistance, particularly of those with disabilities was said to be relevant, but should be as and when it is inevitably necessary.

Parent and teacher participants believe there are ways of improving IE. Curbing challenges was given as the major means of improving IE, and this is possible through holding awareness campaigns, infrastructural development, resource mobilization, and ensuring stakeholders' unadulterated cooperation. Inclusive education can also be improved if the government plays its role as one of the very major stakeholders in inclusive education, such as crafting clearer and binding policies, ensuring effective or IE appropriate teacher training, adequate teaching and learning resource provision, and ascertaining workable teacher-pupil ratios. Efforts should also be made to ensure that the national economic environment is conducive.

CHAPTER FIVE
NEW KNOWLEDGE

5.0 INTRODUCTION

This chapter, short though it is, devotes itself to providing what the researcher feels is new knowledge about inclusive education, in general and in Zimbabwe, which was particularly gained through carrying out this specific study. The new knowledge is derived from the four main themes which are in line with the research questions, and that comprise the crux of the study. As such, new knowledge from the current study is given under four sub-headings which are: perception of inclusive education, extent of achievement in inclusive education, interaction for inclusive education, and guidelines for improving inclusive education.

5.1 PERCEPTION OF INCLUSIVE EDUCATION

Parent and teacher experiences of inclusive education seem to indicate that feelings and/or perceptions of IE among parents and teachers differ and can be put into three main categories. The categories are: positive, negative and mixed feelings and/or perceptions about inclusive education.

Those whose feelings and perceptions are positive are optimistic about inclusive education and believe inclusive education fosters a sense of hope, particularly in learners with disabilities and their parents. They also consider inclusive education as an effective way of making the lives of children with disabilities ordinary or at least close to normal. They acknowledge improved life skills and joy among learners with disabilities and their families and friends as a result of inclusive education.

However, parents and teachers with negative feelings and/or perceptions about inclusive education consider inclusive education as an overambitious move, replete with anxiety and empty promises. They believe inclusive education brings more harm than good to the lives of learners with disabilities and their families.

The third category comprises parents and teachers who tend to be confused about and ambivalent of inclusive education, and hence cannot make clear judgments about inclusive education. They take the middle of the road approach to viewing inclusive education. They deem inclusive education as having merits and demerits that culminate mainly from its

novelty.

5.2 ACHIEVEMENT IN INCLUSIVE EDUCATION

The study findings generally show that there is a lot of achievement being realised in inclusive education. Parents and teachers feel inclusive education elevates confidence levels and enhances social skills in all children, chiefly in those with disabilities. It necessitates self-advancement for all, but manly on teachers and parents in terms of their knowledge about child diversity. Upon realising they understand and can work more effectively with different children, the parents and teachers feel contented and happy. It also allows parents the opportunity to constantly monitor the educational and general developmental progress.

Achievement in inclusive education is also signified by the promotion of equality among learners with disabilities and their counterparts without disabilities. This in turn develops a sense of competitiveness, especially in the learners with disabilities. Through inclusive education, stigmatization and discrimination are reduced and in some instances eradicated. Increase in individual and community productivity is also achieved as all have their chance of being effective and productive in any social and work environments enhanced.

Nonetheless, achievement in inclusive education is held back by a number of factors which include inadequate resources, insufficient stakeholder expertise and unconducive learning environments. Other factors that also tend to hamper progress in inclusive education are high teacher-pupil ratios, partial or no fulfilment of material and immaterial needs of the learner, disparities in time requirement by the learners, as well as a generally underperforming economy at national level.

5.3 INTERACTION/COLLABORATION FOR INCLUSIVE EDUCATION

The findings of the current study indicate the indispensable role stakeholder interaction or collaboration has towards making inclusive education more effective. A positive attitude and mutually trusting relationships were found to be necessary for mutual participatory interaction and information sharing among inclusive education stakeholders.

Collaboration for inclusive education can be between or among any stakeholders and for different purposes. It can be parent-teacher, parent-parent, school- community, or any other

as long as it is for the betterment of inclusive education and the improvement of the livelihoods of all, especially of those living with disabilities.

Nevertheless, there are some factors that make stakeholder interactions counterproductive. These factors include disrespectful relationships, resource constrained relationships and sporadic cooperation. General repugnance towards inclusive education, ill-informed relationships, parents' competition for teacher attention and immaterial stakeholder disagreements interfere with progress in inclusive education.

Found to complement stakeholder collaborations for inclusive education is personal contribution. Personal contribution can be in form of information dissemination, being positive and available for inclusive education, search for knowledge and taking advice from other stakeholders. An accommodative attitude, general responsiveness and assisting children at home are other forms of personal contribution towards successful inclusive education. Personal contribution, like collaborative contribution, can also be material or non-material.

5.4 GUIDELINES FOR IMPROVING INCLUSIVE EDUCATION

Among the ways of improving inclusive education are measures for curbing the challenges encountered in inclusive education. Awareness campaigns which can be through holding workshops are important for increasing stakeholder awareness. The stakeholders' unadulterated cooperation, coupled with modelling whereby parent and teachers, among other influential stakeholders are exemplary and take a non-discriminatory approach to inclusive education, is equally important.

Infrastructural development is also mandatory for improved inclusive education. Thus, infrastructure such as classrooms for inclusive education needs to be improved. This can be complemented by resource mobilisation that ascertains well-resourced learning institutions and the availability of appropriate learning and teaching aids.

The government also has to play its roles of ensuring general governmental support for effective inclusive education. The roles include making sure teachers training institutions do training that is proper for inclusive education, which equip teachers with the necessary technical know-how. The government also has to ascertain conducive learning environments through providing funding for use in securing equipment and material for effective inclusive

learning. Equally crucial is the government effort towards developing policies that serve to enhance inclusive education.

5.5 GENERAL FINDINGS

Parents and teachers have positive feelings, negative feelings and mixed feelings about IE. The feelings mainly depend on their experiences of IE. Those who have had some substantial education on inclusive education, whether formal or informal are more positive and receptive of IE than those who never had any learning about IE, or had very little of it. Those who indicated they need more awareness programmes were sceptical, and hence had mixed feelings about IE; while those who are yet to some form of education on inclusive education have negative feelings towards IE.

Parents and teachers consider inclusive education as important. Most of them believe inclusive education does not only benefit the child with disability, but that it also benefits all the other children as well as the community as a whole, either directly or indirectly. Negative perceptions of IE are attributable mainly to the lack of stakeholder education and not so committed role playing by stakeholders.

The fact that inclusive education reduces stigmatization and discrimination implies that inclusivity reduces behaviours that perpetrate the inequality of opportunities and the feelings of superiority and inferiority among people. It also entails elevated confidence and self-esteem levels, principally for the learners with disabilities and their close relatives. IE also permits children with disabilities to lead normal lives in inclusion, rather than artificial lives in seclusion. It promotes individual and community self-sufficiency.

Inclusive education is not meant to burden anyone but to benefit all, directly or indirectly. Only the loopholes in IE that need plugging up make some stakeholders, in particular teachers, sometimes feel IE exacerbates their work-related miseries. IE calls for teachers to be multi-skilled and a reduction in the parents' anxiety about their children's general development, and education in particular.

5.6 SUMMARY

Parents and teachers have been found to be generally positive about inclusive education, believing that it improves life for all, especially for those people with disabilities. Some

perceive it negatively, considering it to be anxiety-stimulating and as a programme that has been prematurely embraced. Some are still sceptical, and hence ambivalent about inclusive education, arguing that, despite it being a noble idea, it is loophole infested and requires more than just hard work to plug the loopholes. Inclusive education in Zimbabwe has, however, been viewed as having achieved some of the inclusive education goals, among the social skills development, stigmatization and discrimination reduction, as well as equality promotion and self-esteem elevation. The stakeholders unwavering cooperation in teacher training, resource mobilisation, infrastructure development, information dissemination, among other things has been found to be indispensable in inclusive education. Unadulterated cooperation has been found to be the only way of circumventing or easing the challenges in inclusive education. Improved effort by all stakeholders, including the government is essential if inclusive education is to pay dividends as expected.

CHAPTER SIX
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0 INTRODUCTION

The previous chapter presented and analysed data collected, highlighted the research findings, and went on further to discuss the findings. This chapter serves to provide the summary of the entire thesis. It highlights the subject of the study, what motivated the study, and where the study took place. It also shows the literature position before the study came up with its own findings. Methods used for data gathering, presentation and analysis are also provided, as well as the research findings.

6.1 SUMMARY

The study investigated parent and teacher experiences of Zimbabwean inclusive education. The lack of clarity on the subject of inclusive education and on the methods of effectively putting it into practice, limited research on experiences of parents and teachers of inclusive education, as well as ongoing controversies with regard to inclusive education prompted the current study. Preliminary review of literature from the international, continental, regional, and national arenas indicated that different parents and teachers have had different experiences of inclusive education, hence have various perceptions of it. The problem for which the study has been carried out includes that: inclusive education experiences of parents and teachers in Zimbabwe have not been adequately investigated, have hardly been utilised for appraising and informing inclusive education in the province and country.Thus, the experiences, not amply unearthed, had hardly been considered as a launch pad for improving inclusive education practice in Zimbabwe and the entire of Zimbabwe. The rationale for the study was mainly that, with sufficient information on parent and teacher experiences of inclusive education, strengths and weaknesses regarding the implementation of inclusive education could be divulged, and ways of improving effectiveness of the practice discerned.

History, based on reviewed related literature, indicates that special education and disability, which were focal areas in the 19th century, preceded and formed the ancestry of inclusive education. Inclusive education was found to be less restrictive compared to special education, and hence more appropriate for learners with disabilities. In fact, the idea of inclusive education, which saw those learners with disabilities being accorded the opportunity and

licence to belong to mainstream education, was deeply rooted in human rights ideology. Human rights ideology called for reorganisation of schools to cater for learner variations. The definition of inclusive education, however, is still not agreed upon. Despite controversies in people's understanding of inclusive education, it is widely regarded as education that allows for full participation of learners with disabilities in mainstream education. Thus, inclusive education leaves no room for isolation or segregation of learners on whatever grounds.

Inclusive education is controversy-infested. The controversies include whether implementation of inclusive education should simply be inclusion or full inclusion, whether inclusive education emphasis should be on equity or on excellence, and whether inclusive education can completely be dissociated from special education or not. Another hullabaloo in inclusive education has to do with conflicts of rights as is evident in clashes between parent's choice and child's choice. Parents' experiences of inclusive education include schools' resistance to consider parents as collaborators in inclusive education, parents' varying attitudes and expectations towards inclusive education, and preferences regarding to inclusive education forms and implementation styles. Among teachers' experiences of inclusive education are attitudes and beliefs about inclusion, their concerns about inclusive education, their roles in inclusive education, and their working together with other stakeholders in inclusive education. Vygotsky's constructionist view of disability provided the theoretical framework for the current study, providing sources of both positive and negative perceptions of disability, as well as measures to enable catering for learner peculiarities.

The study made use of constructivism for the research paradigm, which enabled me to obtain and accept in-depth information despite it having the potential to have multiple meanings. A qualitative research design which took the form of multiple-case study was espoused. Its major merits were: it allowed me to analyse data within each setting and across settings, and to check for consistencies in my research results. Parents and teachers of learners with disabilities in inclusive education comprised the unit of study for the investigation, where a total of 145 people (113 parents and 32 teachers) made up the study population. A sample of 24 (12 parents and 12 teachers) was conveniently and purposively selected for research participants. This was in order to ascertain the right people who could easily be accessed were picked on to partake in the study. Semi-structured interviews and focus groups were the research methods employed for depth and breadth of information, respectively. Ethical

considerations observed during the study included ethical clearance, informed consent, confidentiality and protection of participants. To ensure the quality of the whole research process, credibility, dependability, conformability and transferability were ascertained.

Data gathered was presented, analysed, interpreted and discussed, and findings indicate that participants had various experience-based feelings and/or perceptions about IE which can be viewed as positive, negative or mixed. Thus, while some parents and teachers were optimistic about IE and its prospects, some were pessimistic, and others were ambivalent. Those who positively viewed IE considered it as a development that promotes equality and normality for all children, and which instils feelings of hope mainly in learners with disabilities. Parents and teachers who viewed IE negatively believe it is filled with empty promises, causes a lot of anxiety, and is overemphasized. Those with the middle of the road view of IE are unsure of the benefits or detriment that IE has or can have on their children.

Inclusive education is however, perceived as multi-beneficial and as beneficial to all, albeit magnitudes of benefits tend to differ with beneficiaries. Inclusive education has been found to develop social skills, raise self-esteem and confidence, reduce stigmatisation and discrimination, pave way for equal opportunities, lower education costs, allow people room for staying together as families, and increase normality in lives that people, especially those with disabilities, lead. It was also found to improve employability of those with disabilities and to culminate in self-sufficient societies. The beneficiaries of IE include children with or without disabilities, parents, teachers and communities.

Inclusive education has been found to be a success story with plentiful indications that are testimonial of its success. The promotion of equal opportunities, improved social skills, elevated confidence levels and competitiveness among learners are some of the signs of the success of IE. Other indications of successful IE are the eradication of stigmatization and discrimination in schools and societies, more happiness among children, parents and teachers, the balance of social and academic progress in learners, professional advancement by teachers, improved societal productivity, as well as the general normalisation of lives for all and for people with disabilities in particular.

Since IE emerged or was put in place to address the weaknesses of its predecessor programme, special education, making comparisons between the two was inevitable. To that

end participants felt services provided for the two need not be comparable as the two are there to serve different purposes. However, instead of seeing more of conflicts between inclusive education and special education, parents and teachers felt emphasis should actually be on how certain aspects of special education can be utilised for purposes of complementing inclusive education. The extent of meeting the children's needs, especially those of learners with disabilities in IE, was found to be compromised by a number of factors that can also be referred to as the challenges experienced in IE.

The factors working against the success of IE include the shortage of the requisite resources, inadequate stakeholder awareness, and the lack of professional expertise on the part of teachers and administrators, as well as learning environments that are not conducive. Other obstacles include unclear and not so binding legislation, a depressed economy at national level which results in prohibitive teacher-pupil ratios, insufficient stakeholder cooperation, improperly placed priorities, and generally not very supportive attitudes among some stakeholders.

In addition to the above given impediments to inclusive education, there are certain practices that also were found to interfere with the success of IE. The practices comprise stakeholder impatience, rejection, labelling, minoritisation, stereotyping and prejudicing, resistance, despising, and sympathising: all which further cripple the crippled. Support staff, and hence, support services have also been found to be inadequate in IE.

Also found to influence prospective triumph of IE are stakeholder collaborations which largely depend on whether working relationships are positive or negative. Strained relationship due to competition, disrespecting each other or constrained resources negatively affects collaboration: while positive relationships when there is information sharing, mutual participatory interactions and positive attitudes open up opportunities for collaborations. Collaborations can be parent-teacher, school-community or any other, as long as it is for the good of inclusive education.

Some of the areas that require collaboration are infrastructural development, labour provision, fee and levy payment, project planning and execution, and material, equipment and donation sourcing. However, stakeholder disengagements, the lack of information, and failure to regulate learner treatment counterinfluence the idea of inclusivity.

Despite factors that militate against the success of IE, parents and teachers can make various individual contributions towards enhancing IE. The contributions can be in the form of positive and accommodative attitudes, general responsiveness, information dissemination and both material and/or service contribution. A constant search for knowledge was also found to be necessary in inclusive education.

Inclusive education has also been found to be conflict-infested. There are conflicts of rights that arise in the process of trying to ensure the success of IE, and the conflicts can be between any stakeholders, for example between parents and children, parents and parents, parents and teachers, or school and community. Equity-excellence conflict, where stakeholders prioritise one of the two at the expense of the other is common in IE. Nonetheless, consonance in most of issues important for IE, makes the programme a success.

Dealing with one of the most common counterproductive practices in IE, labelling was found to not be easy. Labelling is most commonly in the form of derogatory and demeaning naming. It can also assume salient forms like simple exclusion, looking down upon, or prejudicing. It is mostly used by those without disabilities against those with disabilities. Special assistance of particularly those with disabilities was said to be relevant, but should be as and when it is inevitably necessary, and ought not to be used as a basis for segregation and labelling. However, chances of being labelled tended to negatively correlate with the time that one has been with a particular class or has been at an institution.

Parent and teacher participants expressed hope in IE as they believe there are ways of improving it. Curbing the challenges was given as the major means of improving IE. Challenges can be curtailed through holding awareness campaigns, infrastructural development, resource mobilization, and ensuring stakeholders' unadulterated cooperation. Inclusive education can also be made better if the government plays its role as one of the very major stakeholders in inclusive education. The government thus should ascertain crafting of clearer and binding policies, effective or IE appropriate teacher training, adequate teaching and learning resource provision, at least reasonable financial support, and workable teacher-pupil ratios. Efforts should also be made to ensure the national economic environment is conducive.

6.2 CONCLUSION

From the research findings it can be concluded that parents and teachers in Zimbabwe have varying perceptions of, and feelings towards inclusive education. However, inclusive education benefits all in a number of ways, though differently. Inclusive education in Zimbabwe is successful even though a number of issues still need to be addressed for full realisation of inclusive education goals. Inclusive education is not comparable to special education for the simple reason that the two were put in place to achieve different goals. The success of inclusive education in Zimbabwe is hampered by factors that can be done away with through candid cooperation and determination by stakeholders. The lack of adequate information about inclusive education culminates in some stakeholders ignorantly engaging in practises that are counterproductive. Stakeholder collaborations for inclusive education in Zimbabwe are not up to scratch and can be improved. Contributions towards the success of IE can be made collaboratively or individually, and can be tangible or non-tangible. Inclusive education involves stakeholders conflicting on a number of issues, including those which deal with rights, whether the emphasis in IE should be on equity or on excellence, and whether inclusion should be full inclusion or not. Labelling is one retrogressive practice in IE which is difficult to eradicate, but measures for reducing it are not totally unavailable. Since IE involves working with diverse learners, individualised support and special attention in inclusive education is inevitable. Curbing the challenges encountered in IE is the preeminent way of ensuring the success of IE. The government of Zimbabwe is yet to put maximum effort towards the enhancement of inclusive education. Inclusive education policy in Zimbabwe is not elaborate enough on issues necessary for the realisation of inclusive education goals.

6.3 LIMITATIONS OF THE STUDY

Potential limitations for the study included issues to do with the long distance between the researcher's place of work and the place of study, imminent challenges with regard to assembling parents for focus groups, and funding of the whole study.

6.3.1 Distance

The distance between the researcher's place of work and the place where fieldwork was to be carried out was more than three hundred kilometres and would not allow me to acclimatise with the study area before the actual fieldwork. However, I was able to take some days off so I could have at least two days in the area of study before commencing data collection. I also had to secure accommodation where it was convenient for me to do the study.

6.3.2 Assembling parents for FGDs:

Assembling parents for focus group discussions was not easy as they were staying in places quite distant from each other. I had to do interviews with teachers and parents, and focus group discussions with teachers while still strategising on how best I could bring together the parents. The parents, therefore, were allowed ample time to make adjustments to their busy schedules so they could avail themselves for the focus groups.

6.3.3 Funding

I had no funding whatsoever from anywhere for my research. I had to make a do with what I could spare from my little earnings so I could meet my travel, accommodation and stationery expenses. I also drew from the same what I needed to buy snacks for those who participated in the study.

6.4 RECOMMENDATIONS

Based on research findings and conclusions made thereof, recommendations were made which, when taken seriously could result in the enhancement of IE in Zimbabwe and other countries, most particularly those that are still developing. The recommendations are in three sections, withrecommendations for policy, for research, as well as fortraining and practice.

6.4.1 Recommendations for public policy

There is a need for policy development at different levels, from national to schools, on

inclusive education in general and on mainstreaming learners with disabilities in schools and communities.

Public policy development or revision in Zimbabwe is recommended which is intended to change not only attitudes, but also because organisational cultures interfere with inclusive education preparation and practice. I also recommend policy development on stakeholder cooperation that clearly highlights what they are least expected to do for the success of inclusive education. I recommend policy on teacher training which specifies unmistakably the requisite content of the teachers' training curriculum.

6.4.2 Recommendations for research

I recommend that research should be done to find out how best certain aspects of special education can be utilised for improving inclusive education, so that people talk of special education in inclusion rather than special education versus inclusion. I recommend comparative studies on inclusive education policy designing and implementation among developing countries and between the developed and the developing world.

6.4.3 Recommendations for training and practice

I recommend that education get the first priority when allocating resources, no matter where the resources are from, so that education, whether primary, secondary, or tertiary, becomes effective to the highest extent possible. This is because a person educated, whether with or without disabilities, is better equipped for self-sufficiency than one who is uneducated. I recommend that teacher training curriculum be improved to encompass teacher education for inclusive education whereby specific service skills and social skills are enhanced. I also recommend that inclusive education be made compulsory for all schools so learners with disabilities are catered for in their community schools. Inclusive education should also be utilised as the basis for promoting inclusivity in societies.

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APPENDICES

APPENDIX 1: ETHICAL CLEARANCE LETTER

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Ethics Committee
17 October 2016

Dear Mr. J. Magumise,

REFERENCE: EP 16/06/02

We received proof that you have met the conditions outlined. Your application is thus approved, and you may **continue with your fieldwork**. Should any changes to the study occur after approval was given, it is your responsibility to notify the Ethics Committee immediately.

Please note that this is **not a clearance certificate.** Upon completion of your research, you need to submit the following documentation to the Ethics Committee:

- Integrated Declaration Form (Form D08),
- Initial Ethics Approval letter and,
- Approval of Title.

Please note:

- *Any amendments to this approved protocol need to be submitted to the Ethics Committee for review prior to data collection. Non-compliance implies that the Committee's approval is null and void.*
- *Final data collection protocols and supporting evidence (e.g.: questionnaires, interview schedules, observation schedules) have to be submitted to the Ethics Committee before they are used for data collection.*
- *Should your research be conducted in schools, please note that you have to submit proof of how you adhered to the Department of Basic Education (DBE) policy for research.*
- *Please note that you need to keep to the protocol you were granted approval on should your research project be amended, you need to submit the amendments for review.*
- *The Ethics Committee of the Faculty of Education does not accept any liability for research misconduct, of whatsoever nature, committed by the researcher(s) in the implementation of the approved protocol.*
- *On receipt of the above-mentioned documents you will be issued a clearance certificate. Please quote the reference number: EP 16/06/02 in any communication with the Ethics Committee.*

Best wishes

Prof Liesel Ebersöhn
Chair: Ethics Committee
Faculty of Education

APPENDIX 2: PERMISSION FROM THE MINISTRY OF EDUCATION

All communications should be addressed to "The Secretary for Primary and Secondary Education
Telephone: 732006
Telegraphic address : "EDUCATION"
Fax:794505

ZIMBABWE

Reference: C/426/3 Masvingo
Ministry of Primary and Secondary Education
P.O Box CY 121
Causeway
HARARE

21 November 2016

Mr J Magumise
30458
Unit p
Seke
Chitungwiza
ZIMBABWE

Re: **PERMISSION TO CARRY OUT RESEARCH IN MASVINGO PROVINCE: MASVINGOP DISTRICT: MORGENSTER CENTRAL AND CHAMARARE PRIMARY SCHOOLS:**

Reference is made to your application to carry out research at the above mentioned schools in Masvingo Province on the research title:

"PARENTS' AND TEACHERS' EXPERIENCES OF INCLUSIVE EDUCATION IN MASVINGO PROVINCE"

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director, Masvingo Province, who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education.

E. Chinyowa
Acting Director: Planning, Research and Statistics
For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**
cc: PED – Masvingo Province

MIN. OF PRY. & SEC. EDUCATION
POLICY PLANNING RESEARCH AND DEVELOPMENT
21 NOV 2016
P.O. BOX CY 121, CAUSEWAY
ZIMBABWE

APPENDIX 3: PERMISSION FROM THE PROVINCIAL OFFICE

ALL communications should be addressed to
"The Provincial Education Director for Primary and Secondary Education"
Telephone: 263585/264331
Fax: 039-263261

ZIMBABWE

Reference: Magumise.J

Ministry of Primary and Secondary Education
P O Box 89
Masvingo

08 December 2016

The Head
Morgenster Primary School
Chamarare Primary School

RE: PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH AT MORGENSTER CENTRAL AND CHAMARARE PRIMARY SCHOOLS IN MASVINGO DISTRICT: MASVINGO PROVINCE: MAPWANYIRE SIPWANYIRE: UNIVERSITY OF PRETORIA

The above matter refers.

Mr Magumise.J, a student at University of Pretoria has been granted permission to carry out research on the above mentioned Primary Schools in Masvingo District on,

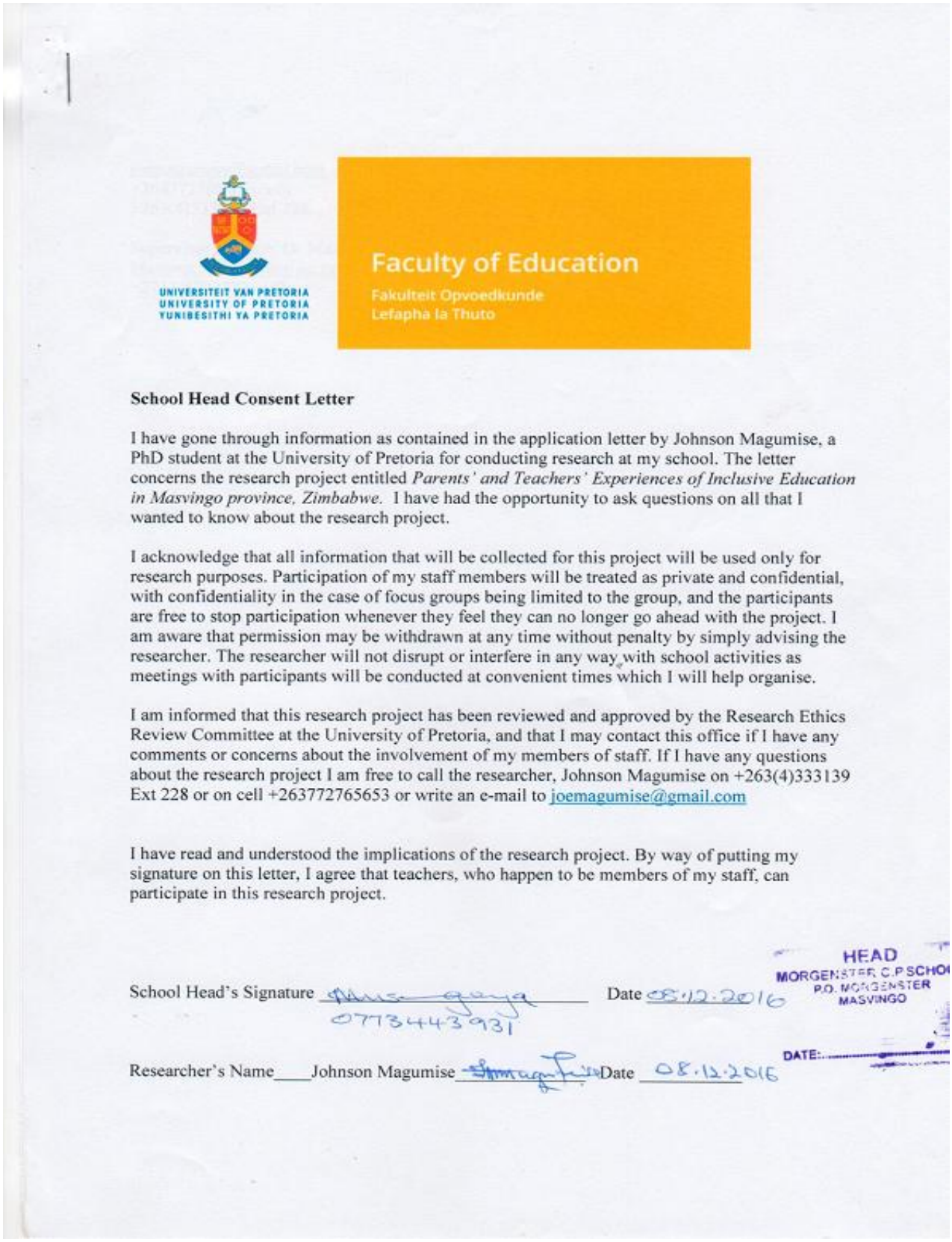
"PARENTS AND TEACHERS' EXPERIENCE OF INCLUSIVE EDUCATION IN MASVINGO PROVINCE".

Please assist him wherever possible.

Z.M. Chitiga
Provincial Education Director
MASVINGO PROVINCE

MINISTRY OF PRIMARY & SECONDARY EDUCATION
PROVINCIAL EDUCATION DIRECTOR
MASVINGO
08 DEC 2016
P.O. BOX 89, MASVINGO
ZIMBABWE
TEL: 039 - 264331
FAX: 039 - 263261

APPENDIX 4: SCHOOL HEAD CONSENT LETTER 1



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Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

School Head Consent Letter

I have gone through information as contained in the application letter by Johnson Magumise, a PhD student at the University of Pretoria for conducting research at my school. The letter concerns the research project entitled *Parents' and Teachers' Experiences of Inclusive Education in Masvingo province, Zimbabwe.* I have had the opportunity to ask questions on all that I wanted to know about the research project.

I acknowledge that all information that will be collected for this project will be used only for research purposes. Participation of my staff members will be treated as private and confidential, with confidentiality in the case of focus groups being limited to the group, and the participants are free to stop participation whenever they feel they can no longer go ahead with the project. I am aware that permission may be withdrawn at any time without penalty by simply advising the researcher. The researcher will not disrupt or interfere in any way with school activities as meetings with participants will be conducted at convenient times which I will help organise.

I am informed that this research project has been reviewed and approved by the Research Ethics Review Committee at the University of Pretoria, and that I may contact this office if I have any comments or concerns about the involvement of my members of staff. If I have any questions about the research project I am free to call the researcher, Johnson Magumise on +263(4)333139 Ext 228 or on cell +263772765653 or write an e-mail to joemagumise@gmail.com

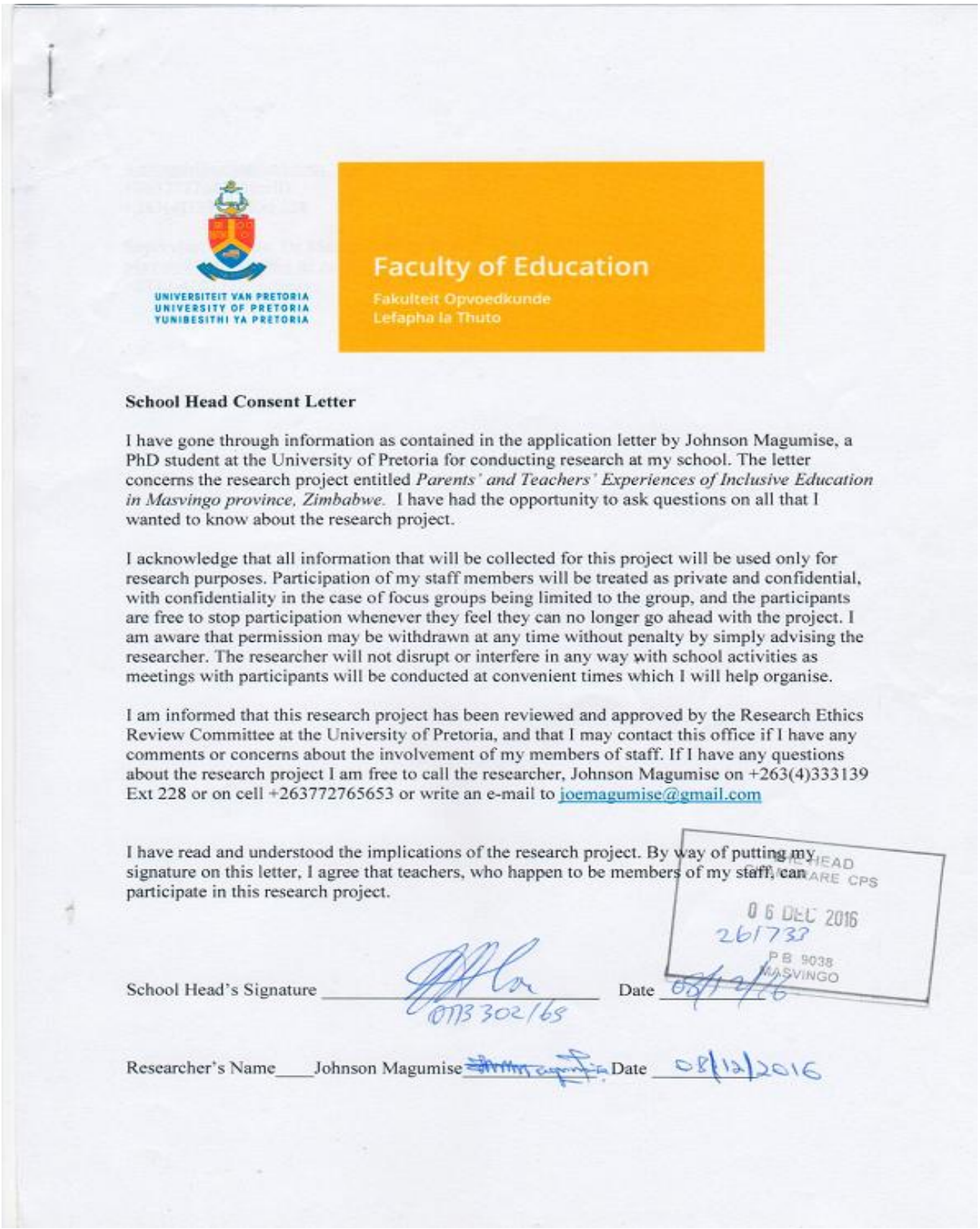
I have read and understood the implications of the research project. By way of putting my signature on this letter, I agree that teachers, who happen to be members of my staff, can participate in this research project.

School Head's Signature _____ Date 08.12.2016
0773443931

HEAD
MORGENSTER C.P SCHO
P.O. MORGENSTER
MASVINGO
DATE:

Researcher's Name Johnson Magumise _____ Date 08.12.2016

APPENDIX 5: SCHOOL HEAD CONSENT LETTER 2



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Faculty of Education
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Lefapha la Thuto

School Head Consent Letter

I have gone through information as contained in the application letter by Johnson Magumise, a PhD student at the University of Pretoria for conducting research at my school. The letter concerns the research project entitled *Parents' and Teachers' Experiences of Inclusive Education in Masvingo province, Zimbabwe.* I have had the opportunity to ask questions on all that I wanted to know about the research project.

I acknowledge that all information that will be collected for this project will be used only for research purposes. Participation of my staff members will be treated as private and confidential, with confidentiality in the case of focus groups being limited to the group, and the participants are free to stop participation whenever they feel they can no longer go ahead with the project. I am aware that permission may be withdrawn at any time without penalty by simply advising the researcher. The researcher will not disrupt or interfere in any way with school activities as meetings with participants will be conducted at convenient times which I will help organise.

I am informed that this research project has been reviewed and approved by the Research Ethics Review Committee at the University of Pretoria, and that I may contact this office if I have any comments or concerns about the involvement of my members of staff. If I have any questions about the research project I am free to call the researcher, Johnson Magumise on +263(4)333139 Ext 228 or on cell +263772765653 or write an e-mail to joemagumise@gmail.com

I have read and understood the implications of the research project. By way of putting my signature on this letter, I agree that teachers, who happen to be members of my staff, can participate in this research project.

HEAD ... ARE CPS
06 DEC 2016
261733
P.B. 9038
MASVINGO

School Head's Signature _____ Date 06/12/16
0773 302 165

Researcher's Name Johnson Magumise Date 08/12/2016

APPENDIX 6: LETTER TO MINISTRY OF PRIMARY AND SECONDARY EDUCATION

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Date.....

The Permanent Secretary

Ministry of Primary and Secondary Education

P O Box CY 121

Causeway

Harare

Dear Sir/ Madam

RE: APPLICATION FOR PERMISSION TO CARRY OUT RESEARCH IN PRIMARY SCHOOLS IN ZIMBABWE

I, Johnson Magumise, am a PhD student at the University of Pretoria and I hereby apply for permission to carry out research at selected secondary schools in Zimbabwe. The title of my research is: ***Parent and teacher experiences of Zimbabwean inclusive education***. I look forward to submitting the final report by **October 30, 2017**.

My research project is on the experiences of inclusive education of parents and teachers in Zimbabwe. Parents and teachers, as primary stakeholders in inclusive education, have experiences that can help show the obtaining state of inclusive education. They can serve as

indicators of progress or its absence in inclusive education, showing achievements made so far as well as the challenges that are being faced in inclusive education. I, therefore, in the current study, want to find out what the parent and teacher experiences of inclusive education are. From the experiences, achievements and challenges can be inferred.

The project will involve parent and teacher participants from **Chamarare Primary School** and **Morgenster Primary School** engaging in face-to-face individual **interviews** with me, as well as **group discussions** with other participants drawn from two schools and the schools' communities. Individual interviews will be conducted at the school or at venues the participants find comfortable. Focus group discussions will be conducted at the schools. I will strictly follow all the ethical issues regarding human participation. It is also important to note that participation in this research project is voluntary. Participants are free to withdraw from the research project at any time without fear of victimisation. What the participants say during the research project will be kept confidential even during the report writing and dissemination phases. I also undertake to keep disruption of school activities at a minimum.

Since focus group discussions may be long, I will provide participants with a snack just to keep them going.

If you have any questions regarding the information I have provided, please do not hesitate to call me on the landline number +263(4)333139 Ext 228 or cell +263772765653. You can also write me on my e-mail address: joemagumise@mail.com, or physical address:30458, Unit 'P', Seke, Chitungwiza.

Thank you.

Yours faithfully

Johnson Magumise .....Researcher

Dr. Maximus M. Sefotho.....Supervisor

Maximus.Sefotho@up.ac.za

+2712-4202772(office)

APPENDIX 7: LETTER TO PROVINCIAL OFFICE

Date.....

The Provincial Education Director

Ministry of Primary and Secondary Education

Zimbabwe

P O Box 328

Masvingo

Dear Sir/ Madam

RE: APPLICATION FOR PERMISSION TO CARRY OUT RESEARCH IN PRIMARY SCHOOLS IN ZIMBABWE

I, Johnson Magumise, am a PhD student at the University of Pretoria and I hereby apply for permission to carry out research at selected secondary schools in Zimbabwe. The title of my research is: ***Parent and teacher experiences of Zimbabwean inclusive education***.

My research project is on experiences of inclusive education of parents and teachers in Zimbabwe. Parents and teachers, as primary stakeholders in inclusive education, have experiences that can help show the obtaining state of inclusive education. They can serve as indicators of progress or its absence in inclusive education, showing achievements made so far as well as the challenges that are being faced in inclusive education. I, therefore, in the

current study, want to find out what the parent and teacher experiences of inclusive education are. From the experiences, related achievements and challenges in inclusive education can be inferred. .

The project will involve parent and teacher participants engaging in face to face individual interviews with me as well as group discussions with other participants drawn from two schools and the schools' communities. Individual interviews will be conducted at the school or at venues the participants find comfortable. Focus group discussions will be conducted at the schools. I will strictly follow all the ethical issues regarding human participation. It is also important to note that participation in this research project is voluntary. Participants are free to withdraw from the research project at any time without fear of victimisation. What the participants say during the research project will be kept confidential even during the report writing and dissemination phases. Confidentiality in the case of focus groups will, however, be limited to the group. I also undertake to keep disruption of school activities at a minimum.

Since focus group discussions may be long, I will provide participants with a snack just to keep them going.

If you have any questions regarding the information I have provided, please do not hesitate to call me on the landline number +263(4)333139 Ext 228 or cell +263772765653. You can also write me on my e-mail address: joemagumise@mail.com

Find attached to this letter my research proposal and research instruments.

Thank you.

Yours faithfully

Johnson Magumise .....Researcher

Dr. Maximus M. Sefotho.....Supervisor

Maximus.Sefotho@up.ac.za

+2712-4202772(office)

APPENDIX 8: LETTER TO SCHOOL HEAD 1

Date……..

The Head

Morgenster Primary School

P O Box .....

Masvingo

Dear Sir/ Madam

RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I, Johnson Magumise, am a PhD student at the University of Pretoria and I hereby apply for permission to carry out research at your school. The title of my research is: ***Parent and teacher experiences of Zimbabwean inclusive education.***

My research project is on experiences of inclusive education of parents and teachers in Zimbabwe. Parents and teachers, as primary stakeholders in inclusive education, have experiences that can help show the obtaining state of inclusive education. They can serve as indicators of progress or its absence in inclusive education, showing achievements made so far as well as the challenges that are being faced in inclusive education. I, therefore, in the current study, want to find out what the parent and teacher experiences of inclusive education

are. From the experiences, related achievements and challenges in inclusive education can be inferred. As part of the research process, I kindly ask for your assistance in accessing the sample and arranging meetings with participants at the school. The project involves participants drawn from your school and one other school taking part in face to face individual interviews with me, as well as group discussions with other participants. Individual interviews will be conducted either at school or at places participants feel comfortable in. Focus group discussions will be conducted at school. I will strictly follow the ethical issues regarding human participation in research. Participation in this research project is voluntary. Participants are free to withdraw from the research project at any time without fear of victimisation. What the participants say during the study will be kept private and confidential even during the report writing and dissemination phases. Confidentiality in the case of focus groups will, however, be limited to the group.

I also undertake to keep interference with school activities at a minimum. I will also provide the participants with a snack during group discussions just to keep them going since group discussions may be long.

If you have any questions regarding the information I have provided, please do not hesitate to call me on the landline number **+263(4)333139 Ext 228 or cell +263772765653.** You can also write me on my e-mail address: joemagumise@gmail.com

Thank you

Yours faithfully

Johnson Magumise.....Researcher

Dr. Maximus M. Sefotho .....Supervisor

Maximus.Sefotho@up.ac.za

+2712-4202772(office)

APPENDIX 9: LETTER TO SCHOOL HEAD 2

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Date……..

The Head

Chamarare Primary School

P O Box .....

Masvingo

Dear Sir/ Madam

RE: APPLICATION FOR PERMISSION TO CONDUCT RESEARCH AT YOUR SCHOOL

I, Johnson Magumise, am a PhD student at the University of Pretoria and I hereby apply for permission to carry out research at your school. The title of my research is: ***Parent and teacher experiences of Zimbabwean inclusive education.***

My research project is on the experiences of inclusive education of parents and teachers in Zimbabwe. Parents and teachers, as primary stakeholders in inclusive education, have experiences that can help show the obtaining state of inclusive education. They can serve as indicators of progress or its absence in inclusive education, showing achievements made so far, as well as the challenges that are being faced in inclusive education. I, therefore, in the current study, want to find out what the parent and teacher experiences of inclusive education are. From the experiences, related achievements and challenges in inclusive education can be inferred.

As part of the research process, I kindly ask for your assistance in accessing the sample and arranging meetings with participants at the school. The project involves participants drawn from your school and one other school taking part in face to face individual interviews with me, as well as group discussions with other participants. Individual interviews will be conducted either at school or at places participants feel comfortable in. Focus group discussions will be conducted at school. I will strictly follow the ethical issues regarding human participation in research. Participation in this research project is voluntary. Participants are free to withdraw from the research project at any time without fear of victimisation. What the participants say during the study will be kept private and confidential, even during the report writing and dissemination phases. Confidentiality in the case of focus groups will, however, be limited to the group.

I also undertake to keep interference with school activities at a minimum. I will also provide the participants with a snack during group discussions just to keep them going since group discussions may be long.

If you have any questions regarding the information I have provided please do not hesitate to call me on the landline number **+263(4)333139 Ext 228 or cell +263772765653**. You can also write me on my e-mail address: joemagumise@gmail.com

Thank you

Yours faithfully

Johnson Magumise.....Researcher

Dr. Maximus M. Sefotho .....Supervisor

Maximus.Sefotho@up.ac.za

+2712-4202772(office)

APPENDIX 10: INTERVIEW GUIDE

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Semi-structured interview schedule for parents and teachers of children in inclusive education

Research title: Parent and teacher experiences of Zimbabwean inclusive education

1. What comes to your mind when you hear the phrase 'inclusive education'?
2. Would you mind sharing with me what you think is the purpose of inclusive education?
3. Can you to tell me who the beneficiaries of inclusive education are?
4. Can you share with me the ways in which the beneficiaries benefit from inclusive education?
5. Can you share with me your experience of children being marginalised or excluded in inclusive education, if any?
6. Can you tell me about your experience of having parents resisting inclusive education, if any?
7. In your own opinion, do you think the needs of children in inclusive education settings are being met?
8. Can you tell me how happy you are with the inclusive education practice?
9. Would you like to share with me if your children get enough individualised support to maximise social, emotional and academic development under inclusive education?
10. How would you compare individualised support in inclusive education with individualised support in special education?
11. Can you share with me your experience of working together as parents and teachers towards improving children's learning in inclusive education settings?
12. Would you like to tell me how you have personally contributed towards making

inclusive education a success?

13. From your experience of inclusive education, can you give the challenges that you encountered with regard to the inclusive education practice?
14. After sharing with me some of the challenges you experienced with regard to inclusive education, what would you suggest as measures for curbing those challenges?
15. Can you highlight ways through which your school and its community help in making inclusive education thrive?
16. Would you tell me if, in your inclusive education, you get adequate services of effective support staff?
17. From your experience of inclusive education, can you highlight any conflicts of rights that you encountered or witnessed?
18. Would you share with me your viewpoint on the compatibility of wishes about inclusive education between you and children in inclusive education?
19. In your experience of inclusive education, have you ever encountered equity versus excellence type problems?
20. Have you ever had experiences of labelling in inclusive education?
21. If your response to item 20 is ‘yes’, can you elaborate on the labelling that would happen?
22. Do your children in inclusive education sometimes get removed from inclusive education to receive special assistance?
23. If so, how often and what are the results of having children separately receive special assistance?
24. From your inclusive education experience, can you share with me what you consider to be evidence of successful inclusive education?
25. Would you share with me factors that you, from your inclusive education experience, consider to be contributing to the success of inclusive education?
26. Can you highlight any activities in your community that are meant to support inclusive education?

APPENDIX 11: FGD GUIDE

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA
Faculty of Education

Focus Group Discussion guiding questions for parents and teachers

Research title: Parent and teacher experiences of Zimbabwean inclusive education.

1. How would you describe inclusive education in your own words?
2. What do you consider to be the benefits of inclusive education?
3. What have you experienced to be the challenges of inclusive education?
4. What are the roles of the government in inclusive education?
5. How do you think schools and communities can contribute to the success of inclusive education?
6. What chances are there of balancing social and academic progress in children in inclusive education?
7. What can you say about the provision of resources needed for inclusive education?
8. What human rights promotion issues are experienced between children in inclusive education and their parents and/or teachers?
9. How do parents'/teachers' wishes with regard to inclusive education and those of the children involved in inclusive education compare?
10. What problems with regard to equity and excellence promotion did you encounter as stakeholders in inclusive education?
11. How do you rate the inclusive education arrangement at your school?
12. What evidence is there to show the success stories of inclusive education, if any?
13. Given an opportunity, what are some of the things that you would change about inclusive education in your schools?
14. How do you think inclusive education could be made more successful and relevant to

children in inclusive education?

15. After this discussion, how do you summarise your thoughts and feelings about the inclusive education?

APPENDIX 12: LETTER TO PARENT/TEACHER

Letter to Parent/Teacher

Date……..

Dear Sir/ Madam

RE: SEEKING YOUR PARTICIPATION IN MY RESEARCH PROJECT

I, Johnson Magumise, am a PhD student at the University of Pretoria and I hereby kindly seek your participation in my research project. The title of my research is: ***Parent and teacher experiences of Zimbabwean inclusive education.***

My research project is on experiences of inclusive education of parents and teachers in Zimbabwe. Parents and teachers, as primary stakeholders in inclusive education, have experiences that can help show the obtaining state of inclusive education. They can serve as indicators of progress or its absence in inclusive education, showing achievements made so far as well as the challenges that are being faced in inclusive education. I, therefore, in the current study, want to find out what the parent and teacher experiences of inclusive education are. From the experiences, inclusive education related achievements and challenges can be inferred.

Your participation in individual and group discussions is kindly sought. Individual interviews will be conducted either at school or at places you, as a participant are comfortable with. Separate focus group discussions will be conducted with teachers at school. I will strictly follow ethical issues regarding human participation in research. Participation in this research project is voluntary. You, as a participant, are free to withdraw from the research project at any time without fear of victimisation. What the participants will say during the study will be kept private and confidential even during the report writing and dissemination phases.

I also undertake to keep interference with your work activities at a minimum. I will also provide you with a snack during group discussions just to keep you going since group discussions may be long.

If you have any questions or concerns regarding your participation, please feel free talk to me or to call me on the landline number +263(4)333139 Ext 228 or cell +263772765653. You can also write me on my e-mail address: joemagumise@gmail.com

Thank you

Yours faithfully

Johnson Magumise.....Researcher

Dr. Maximus M. Sefotho .....Supervisor

Maximus.Sefotho@up.ac.za

+2712-4202772(office)

APPENDIX 13: PARENT'S CONSENT LETTER

Parent's Consent Letter

I have gone through information as contained in the self-introduction letter by Johnson Magumise, a PhD student at the University of Pretoria for conducting a research project entitled ***Parent and teacher experiences of Zimbabwean inclusive education***,with me as one of the participants. I have had the opportunity to ask questions on all that I wanted to know about the research project.

I acknowledge that all information that will be collected for this project will be used only for research purposes. My participation in the research will be treated as private and confidential, with confidentiality for focus groups being limited to the group. I am aware that I may withdraw from participating in the study at any time without penalty by simply advising the researcher. The researcher will not disrupt or interfere in any way with my daily activities as meetings will be conducted at convenient times.

I am informed that this research project has been reviewed and approved by the Research Ethics Review Committee at the University of Pretoria. If I have any comments or concerns about my involvement in the research or any questions about the research project I am free to call the researcher, Johnson Magumise on +263(4)333139 Ext 228 or on cell +263772765653 or write an e-mail to joemagumise@gmail.com

I have read and understood the implications of the research project. By way of putting my signature on this letter, I agree to participate in this research project.

Parent's Signature _____ Date _____

Researcher's Name:_JohnsonMagumise_____ Date _____

joemagumise@gmail.com

+263772765653(cell)

+263(4)333139 Ext 228

Supervisor's Name: Dr. Maximus M. Sefotho_____Date_____

Maxmus.Sefotho@up.ac.za

+2712-4202772(office)

APPENDIX 14: TEACHER'S CONSENT LETTER

Teacher's Consent Letter

I have gone through the information as contained in the self-introduction letter by Johnson Magumise, a PhD student at the University of Pretoria for conducting a research project entitled ***Parent and teacher experiences of Zimbabwean inclusive education***,with me as one of the participants. I have had the opportunity to ask questions on all that I wanted to know about the research project.

I acknowledge that all information that will be collected for this project will be used only for research purposes. My participation in the research will be treated as private and confidential, with the confidentiality for focus groups being limited to the group. I am aware that I may withdraw from participating in the study at any time without penalty by simply advising the researcher. The researcher will not disrupt or interfere in any way with my work activities as meetings will be conducted at convenient times.

I am informed that this research project has been reviewed and approved by the Research Ethics Review Committee at the University of Pretoria. If I have any comments or concerns about my involvement in the research or any questions about the research project, I am free to call the researcher, Johnson Magumise on +263(4)333139 Ext 228 or on cell +263772765653 or write an e-mail to joemagumise@gmail.com

I have read and understood the implications of the research project. By way of putting my

signature on this letter, I agree to participate in this research project.

Teacher's Signature _____ Date _____

Researcher's Name____JohnsonMagumise_____ Date _____

joemagumise@gmail.com

+263772765653(cell)

+263(4)333139 Ext 228

Supervisor's Name: Dr. Maximus M. Sefotho_____Date_____

Maxmus.Sefotho@up.ac.za

+2712-4202772(office)