ANALYSIS OF INCLUSIVE EDUCATION IN HARARE NORTHERN CENTRAL DISTRICT: POLICY VERSUS IMPLEMENTATION

By

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A Dissertation

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FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL POLICY

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I, Katsande Pandukai, Registration Number: R169159X hereby declare that this dissertation entitled, "**ANALYSIS OF INCLUSIVE EDUCATION IN HARARE NORTHERN CENTRAL DISTRICT: POLICY VERSUS IMPLEMENTATION"** is my original work. All the citations, references and borrowed ideas have been dully acknowledged. This dissertation has not been submitted to any other institution for the purpose of awarding a degree or any other qualification.

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ABSTRACT

This study sought to analyze inclusive education in Harare Northern Central District: Policy versus Implementation. The main research question sought the knowledge gaps between inclusive education policies and their implementation. Sub-questions drawn from the main question were asked to solicit data from school heads. Phenomenological research design was employed while a Purposive Criterion Sampling was used to come up with three school heads and nine teachers. An interview guide and classroom observation guide were the two research instruments used to gather data from the respondents, respectively. Thematic analysis was then used to analyze the data. The major research findings were that lack of expert human resources; infrastructure, ideal teaching and learning materials, financial and time resources lead to ineffective implementation of inclusive education. The study recommends among others, the involvement of educators in Policy formulation on educational matters for ownership of the programme while government should enact a binding policy on inclusivity to compel effective implementation. Furthermore, more schools should be built to reduce walking distance and sensitisation on inclusive education should be enhanced. Additionally, friendly inclusive education infrastructure development should be prioritised through government building grants and overall, a robust monitoring and evaluation should be enhanced to foster effective implementation of inclusivity in schools.

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DEDICATION

This work is dedicated to my lovely and hard working wife for her unwavering support and encouragement to further my professional qualification. Thank you for the backing and love. For my four daughters Natasha, Nicole, Nanziwe and Nonhle, this is a special dedication for have set a pace which I expect you shall surpass and reach greater heights. With the grace of the Almighty, all is possible.

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LIST OF ABBREVIATIONS

ACRWC	United Nations Convention on the Rights and Welfare of the Child
BEAM	Basic Education Assistance Module
CIDA	Canadian International Development Agency
CIET	Commission of Inquiry into Education and Training
ECD	Early Childhood Development
HI	Hearing Impairment
HNCD	Harare Northern Central District
LCZT	Leonard Cheshire Zimbabwe Trust
LD	Learning Disorder
MC	Mentally Challenged
MoHTE	Ministry of Higher and Tertiary Education
MoPSE	Ministry of Primary and Secondary Education
SPS & SNE	School Psychological Services and Special Needs Education
UNCRC	United Nations Conventions on the Rights of the Child
UNESCO	United Nations Educational, Scientific & Cultural Organisation
UNICEF	United Nations International Children Education Fund
VPA	Visual and Performing Arts

LIST OF APPENDICES

CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

1.0 Introduction

Inclusive education is a philosophy that all learners with disabilities should be enrolled in the mainstream school and learnt with their "normal" peers in the same class. Therefore, this research analysed Inclusive Education in Harare Northern Central District: policy versus implementation. This chapter covered background to the study, statement of the problem, the main research question and the sub-questions. The purpose of the study, significance and assumptions were also covered including delimitations of the study, limitations and finally the definition of key terms marked the end of the chapter.

1.1 Background to the study

The world adopted education as fundamental human right hence no child should be left behind regardless of learning challenges (Mittler, 2000). A number of World conferences and Conventions were held on inclusive education after being mooted by civil right movements in the 1550s in America. The aim was to accord equal access to all learners hence schools to adapt a nurturing culture of acceptance and belonging to meet the diverse needs of all learners (Meng and Zhiyong, 2007). The Salamanca World Conference (1994) in Spain, the World Education Forum (2000) in Dakar, Senegal and the United Nations Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (UNESCO 2004) on Special Needs Education, Access and Quality marked and adopted the road map to inclusive education. Focus was on all

learners despite their physical, intellectual, social, emotional or linguistic conditions in the same class with their peers (United Nations Educational, Scientific and Cultural Organisation (UNESCO) 1994; Nel, Nel and Lebeloene 2012a).

Though schools were affected by societal diversity and multiculturalism, removal of obstacles to the opportunity of accessing education should be a priority (Frederickson and Cline, 2002). Evidently, American learners with severe disabilities were having access in inclusive schools (MaLeskey, Henry and Axelrod 2009, Turnbull, Turnbull and Wehmeyer 2010; Downing and Peckham-Hardin, 2007). Furthermore, inclusive education had been adopted in New Zealand, Australia and Finland (Carroll-Lind and Less, 2009; Department of Education and Training, 2004; Jarvinen, 2007; Takala, Pirttimaa and Tomanen 2009). A number of African countries fulfilled the Salamanca Conference, the Dakar Forum, United Nations Conventions on the Rights of the Child (UNCRC) and the African Charter on the Rights and Welfare of the Child (ACRWC) on education. Among the African countries on inclusive education were among others South Africa, Botswana, Malawi, Ghana, Nigeria, Ethiopia, Kenya and Zimbabwe to mention but a few (Chireshe 2013).

The Zimbabwean Constitution Amendment (No 20) Act (2013) Section 75 paragraphs 1-4 have provisions on education as a fundamental right to all learners. In this vein, Zimbabwe was a signatory of the Salamanca Conference held in Spain, 1994 and the World Education Forum Dakar, Senegal in 2000 and many other related conferences (Chireshe, 2013; (Chimhenga, 2016). The foregoing cements the keenness of Zimbabwe in the Inclusive Education system. However, implementation of inclusive education has remained in the doldrums as it lacked specific legislation which binds its

implementation (Mpofu 2004). Numerous policy issues of commitment on inclusive education were in place as Zimbabwe was a signatory to the aforementioned Conferences and several related Charters and Conventions (Mpofu, Kasayira, Mhaka, Chireshe and Maunganidze 2007; Musengi, Mudyahoto and Chireshe2010; Chireshe 2011). These educational policies included the Zimbabwe Education Act (1996), the Disabled Persons Act (1996) (Mpofu, Mutepfa, Chireshe and Kasayira 2006) and other educational circulars as the Secretary's Policy Circular No. P36 of 1990, the Director's Circular No. 3 of 2001, Director's Circular No. 7 of 2005, Secretary's Circular No. 2 of 2007 and the Inclusive Education Policy (2010). In 2011, the government was partnered by Leonard Cheshire Zimbabwe Trust (LCZT) in advancing inclusivity in schools (Samukange, 2013) as a pilot project in twenty one schools. The Department of School Psychological Services and Special Education (SPS and SNE) had the primary responsibility to help schools on inclusion. There were great concerns around the gap of knowledge between policy and implementation in Zimbabwe whether there was a rejection of policy or a superficial implementation of policy. This had prompted the research to generate knowledge by analysing inclusive education in Harare Northern Central District schools fostering policy and implementation.

1.2 Statement of the problem

Ellis and Levy (2008) defined statement of the problem as a concise description of the issues that needed to be addressed by the research. In this study, the issues that needed to be addressed revolve around inclusive education policy in Zimbabwe and hoe it is being implementation. Implementation of inclusive education was not getting the attention it requires hence creation of a gap of knowledge between inclusive

education policy and its implementation. Despite deducing policies for this system, there was a dearth of studies to unearth its implementation. Therefore this study sought to generate knowledge by analysing policy versus its implementation in inclusive education in Harare's Northern Central District Schools.

1.3 Main research question

This research was guided by the following main research question:

> ➢ What were the knowledge gaps between inclusive education policies and their implementation in Harare Northern Central District schools?

1.3.1 Sub-questions

The above main research question had been translated into the following sub-questions:

a. What do you understand by inclusive education?

b. How were educators (school heads and teachers) capacitated to implement the programme?

c. What were the classes of learners with disabilities in your schools?

d. What challenges do you face in the implementation of inclusive education?

e. How can the inclusive education policies be implemented effectively in schools to minimize the gap between policy and implementation?

f. What do you think needs to be done or provided for successful implementation of inclusive education in the schools to reduce the gap between policy and implementation?

1.4 Purpose of the study

The purpose of the study was to analyse inclusive education in Harare Northern Central District schools focusing on policy versus implementation.

1.5 Significance of the study

When successfully completed, the research will make recommendations which will be used as benchmarks by all stakeholders in the education of the learner. Given the aforementioned, it's therefore prudent to have a positive mindset towards inclusive education in the mainstream schools equating policy and implementation.

1. To the researcher

   The study will be beneficial to the researcher in enhancing research skills encompassing analysis and evaluation of findings in partial fulfillment of the requirements of the Masters of Education in Educational Management at Midlands State University.

2. To other researchers

   It is hope that the findings shall be beneficial to other scholars in future research as a foundation for further arguments.

3. To school heads

   The research will help school heads to improve the implementation of inclusive education following the dictates of the policies and close the gaps that exist.

4. To parents

   The research will enhance parental support in school programmes that foster inclusive education.

5. The learners

   The disabled learners will be willing to attend school knowing that their concerns are being addressed to accommodate them.

6. Ministry of Primary and Secondary Education

   Acceptance of the research findings will facilitate the implementation of inclusivity in future thereby countering challenges and create opportunities for access to education for all learners.

1.6 Assumptions of the study

The study is based on the assumption that:

1. School heads and teachers were aware of the policies on inclusion.
2. schools had disabled learners who are categorically labeled
3. there were barriers to successful implementation of inclusion in schools
4. there were ways of eradicating barriers to inclusivity
5. schools were aware of stakeholders who can assist them in the implementation of inclusive education

1.7 Delimitation of the study

These were boundaries that delimit the research study and cover the following:

1.7.1 Geographical

The research was undertaken in Harare Northern Central District and the focus groups were the school heads and teachers who were practicing inclusivity.

1.7.2 Theoretical scope

The research's concern was to analyse inclusive education in Harare Northern Central District. It focused on policy versus implementation in selected schools and it did not focus on all school heads and teachers in the district.

1.8 Limitations of the study

The research was governed by:

1.8.1 Time

The research was undertaken within a limited time frame hence respondents were not accommodative during interviews and observations. Persuasion was the requisite stance undertaken for compliance from the respondents.

1.8.2 Financial constraints

The study warranted the researcher to maneuver within the district soliciting for information from the school heads and teachers hence financial burden incurred. To counter expenses, the researcher as a school head utilised heads meeting to gather information from the school heads while for selected teachers, the researcher visited them.

1.8.3 Attitudes

Some school heads and teachers failed to open up for fear of the unknown hence an assurance on confidentiality and that no names were published or recorded.

1.9 Definition of key terms

1.9.1 Inclusive education:

This referred to a development approach that sought to address and respond to the varied needs of all children by increasing participation in learning and reducing exclusion within and from the education system (UNESCO, 2005; Nguyet and Ha, 2010).

1.9.2 Inclusion:

The term referred to a set of processes fostering the removal of barriers to presence, partaking and progress in the acquisition of knowledge by all learners (Samukange, 2013). Furthermore, Hyde (2013) defined inclusion as the right to active participation and to educational equity through engagement in all aspects of daily life. In this study, it referred to having all learners in the same class despite learning challenges.

1.9.3 Policy

Organisation for Economic Co-operation and Development (OECD) (2015) regarded policy as a collection of rules and laws that presided over the operation of schools hence was a ratification that guided running of schools. Palao (2013) viewed policy as a definite course or method of action selected from among alternatives and in the light of a given condition to guide and usually to determine the present and future decisions. For this study, policy referred to enactments put in place to guide on the implementation of inclusive education.

1.9.4 Implementation

Fixsen, Naoom, Blasé, Friedman and Wallace (2005) viewed implementation as a specified set of activities designed to put into practice an activity or programme of known dimensions. In this study, implementation referred to putting into action the requirements of inclusive education.

1.9.5 Mainstreaming

Dreyer (2011) suggested that mainstreaming gives an opportunity to a learner in the regular class and keeps up with the work hence having all learners in the same class despite learning disabilities.

1.9.6 Barriers to education

Nel, Nel and Lebeloene (2012a) defined barriers to education as any feature that may cause a breakdown in learning or difficulties emanating in the education system, the learning site and/or within the learner, which prevent access to learning and development.

1.9.7 Disability

Cant (2001) and Dooley (2002) concurred that disability was a restriction in the ability to perform an obvious activity of daily living which others can.

1.9.8 School head

School head referred to any person who was responsible for the management of school affairs (Akello and Asiago, 2014). In this study, school head entailed any man or woman responsible for the day to day running of a school.

1.10 Organisation of the rest of the study

The study outspread according to the following structure:

Chapter 1: The problem and its context

Chapter 2: Review of related literature

Chapter 3: Research methodology

Chapter 4: Data presentation, analysis and discussion

Chapter 5: summary, conclusions and recommendations

1.11 Summary

This chapter covered the background to the study, statement of the problem, the main and sub-questions and the significance of the study. Furthermore, the assumptions, delimitations, limitations and definition of key terms were outlined. The following chapter reviewed the relevant and related literature in order to further lay the foundation on which the study will be built and further strengthen the rationale for carrying this research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The previous chapter focused at the introduction of the study to inclusive education. This chapter will focus on a comprehensive review of related literature in respect of inclusive education which fosters having all learners in the same class despite the diverse forms of disability. The areas to be covered include a brief historical background and the development of inclusion internationally, regionally and nationally paying attention to policy and its implementation. Learners for inclusion, stakeholders in inclusivity and the barriers faced by school heads and teachers in effectively implementing the policies of inclusive education are to be analysed and how an effective implementation could be done while empirical evidence on inclusion and the chapter's summary will be outlined.

2.1 Theoretical Framework

2.1.1 The Social Model of Disability

Schriner (2009) suggested that disability is caused by environmental, social and attitudinal barriers that bar the impaired from maximum participation in society. Smeltzer (2007) and Field and Jette (2007) concurred that disability is socially constructed and is a result of societal lack of awareness and concern for the impaired to live a full and productive life. The model rejects the idea that a person has a disability but rather the disability is that which a person experiences. Schriner (2009) further elucidated that removal of attitudinal, physical and institutional barriers will improve the lives of the

impaired and accord them the same opportunities as counterparts on an equitable footing. Therefore, this model has advantages in that the disabled are empowered, valued, lives independently and their rights are observed hence the researcher finds it prudent for this study to be undertaken considering policy versus implementation on inclusivity.

2.2 Inclusive Education

Walton 2017; Kusters et al. (2015) in Sibanda (2018) concurred defining inclusive education as the use of dynamic needs-based strategies to facilitate and promote equitable learning conditions, language access and cultural diversity within the mainstream school system where all learners, disabled or not are valued the same and benefit from equitable participation in the overall education process. Samukange (2013) in Chikwature, Oyedele and Ntini (2016) viewed inclusive education as a system of education pushing for the right to education for all learners. The main thrust of inclusive education is for schools to adapt to the needs of the impaired learners for them to benefit all from the education system. The Nevada Partnership for Inclusive Education (2016) further added that inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunity for academic and social participation and achievement. From this assertion, it must be noted that disability does not mean inability hence the disabled when properly catered for, can lead "normal" life.

2.3 Historical background and development of inclusive education

2.3.1 Globally

Mittler (2000) postulated that Civil rights movements around the 1950s mooted the idea on inclusive education. This was to accord universal education to all learners despite learning challenges in the United States of America (McLeskey, Henry and Axelrod, 2009, Turnbull, Turnbull and Wehmeyer, 2010; Downing and Peckham-Hardin, 2007). Inclusivity was operationalised by the Salamanca World Conference (1994) in Spain, Universal Declaration on Human Rights (1948), the Jomtien World Declaration on Education for All (1990), the World Education Forum (2000) in Dakar, Senegal and the United Nations Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (UNESCO 2004) focusing on Special Needs Education, Access and Quality. Focus was to proclaim universal education as a fundamental human right despite the physical, intellectual, social, emotional or linguistic conditions in the same class with their peers (United Nations Educational, Scientific and Cultural Organisation (UNESCO) 1994; Nel, Nel and Lebeloene 2012a). Further to the above, Article 24 of the United Nations Convention of the Rights of Persons with Disabilities (2006) to which Zimbabwe is a signatory, mandates member states to recognize the right of persons with disabilities to education without discrimination but on the basis of equal opportunities. The efforts were augmented by the following conferences among others (World Education Forum, 2000).

i. Sub-Saharan Conference on Education for All, Johannesburg, South Africa, 6-10 December 1999;

ii. Asia and Pacific Conference on the Education For All 2000 Assessment, Bangkok, Thailand, 17-20 January 2000;

iii. The Arab Regional Conference on Education for All, Cairo, Egypt, 24-27 January 2000;

iv. The Third Inter-Ministerial Review Meeting of the E-9 Countries, Recife, Brazil, 31 January- 2 February 2000

v. Conference on Education for All in Europe and North America, Warsaw, Poland, 6-8 February 2000; and

vi. Regional Education for All Conference in the Americas, Santo Domingo, Dominican Republic, 10-12 February 2000.

The popularity of inclusion cascaded to most nations which among them include New Zealand, Australia, Finland, South Africa, Nigeria, Ghana, Kenya, Lesotho, Botswana, Ethiopia and even Zimbabwe to mention a few (Carroll-Lind and Less 2009; Department of Education and Training 2004; Jarvinen 2007, Takala, Pirttimaa and Tomanen 2009; Chireshe 2013).

2.3.2 Regionally

After the adoption of the World Conferences by world countries, Africa as a continent viewed education as fundamental human right hence hosting the Dakar Conference in 2000. This witnessed the crafting of the African Charter on the Rights and Welfare of the Child (1990) hence the need for inclusive education. Bunch (2008) supported that inclusive education was a human right and social justice approach which was prudent to education as it is a symbol of respect for all humanity. From this assertion, the

education system has to change and accommodate the learning needs of all learners (Armstrong, 2005) apart from the learner adapting to the needs of the school.

2.3.3 Nationally

Zimbabwe is a signatory to a number of world conferences and conventions on inclusive education and special needs education hence has shown commitment to inclusive education by enacting a number of policy issues (Mpofu, Kasayira, Mhaka, Chireshe and Maunganidze, 2007; Musengi, Mudyahoto and Chireshe, 2010 and Chireshe, 2011). These policy issues are the ones to be unpacked in this study and include the:

a. Zimbabwe Education Act (1996), Part II which highlights on Fundamental Rights and Objectives of Education in Zimbabwe while Section 4 outlines the Children's fundamental right to education in Zimbabwe. Paragraph 1 and Paragraph 2 states, "Notwithstanding anything to the contrary contained in any other enactment, but subject to this Act, every child in Zimbabwe shall have the right to school education" and "No child in Zimbabwe shall be refused admission to any school on the grounds of race, tribe, colour, religion, creed, place of origin, political opinion of the social status of his parents" respectively.

b. Disabled Persons Act (1996) (Mpofu, Mutepfa, Chireshe and Kasayira 2006)

c. Secretary's Policy Circular No. P36 of 1990 that requires all learners despite race, religion, gender, creed and disability to have access to basic primary education up to Grade 7,

d. Director's Circular No. 3 of 2001 which sets Guidelines On Providing Equal Access To Education For Learners With Disability,

e. Director's Circular No. 7 of 2005 giving Guidelines For The Inclusion of Learners With Disabilities In All School Competitions,

f. Secretary's Circular No. 2 of 2007 which outlines on the Inclusion Of Learners With Albinism and the

g. Secretary's Circular unnumbered of 2007 on Special Examination Arrangements for Learners with Disabilities and other Special Needs.

Apart from the above, the Commission of Inquiry into Education and Training (CIET) popularly known as the Nziramasanga Commission (1999) which was instituted by the then President of the Republic of Zimbabwe, Comrade Mugabe realised that inclusive education was theoretically on paper. The commission recommended the adoption of inclusive education in Chapter 11 on Education and Training for the disabled. The commission was guided by the Term of Reference 2.1.2 which states, **".... identify specific areas in the education and training systems requiring reform on a short, medium and long basis".** The Nziramasanga Commission of Inquiry into Education in Zimbabwe (1999) referred to them as the vulnerable groups and recommended an inclusive system of education but are left out in teacher training programmes of their life circumstances.

However, effective implementation of inclusive education in Zimbabwe is being hampered by the fact that there is no mandatory legislation that enforces the implementation of inclusivity. In 2011, the government was partnered by Leonard Cheshire Zimbabwe Trust (LCZT) in advocating and implementation of inclusivity in schools (Samukange, (2013).

2.4 Classes of learners for inclusive education

According to the Leonard Cheshire Zimbabwe Trust (2011), the inclusive education in Zimbabwe focus on learners with Mental Challenges (M.C.) which Gates (2007) defined as referring to learners who develop slower in all areas in comparison to their peers and could be classified as mild, moderate, severe and profound while the causes could be attributed to environmental or hereditary effects. The Leonard Cheshire Zimbabwe Trust (LCZT) (2011) defines Visual Impairment (V.I.) referring to reduced vision which could be limited or complete absence of sight. Visual impairment could be classified as low vision or blindness. Hearing Impairment (H.I.) according to Cole, McCormack and Parmelee (2005) refers to loosing the sense of hearing and use of ordinary speech and could be classified as prelingual which occurs before learners acquire language, post lingual acquired after the acquisition of language while unilateral confers to loosing hearing in one ear and bilateral loosing hearing in all ears.

LCZT (2011) defines Learning Disorders (L. D) referring to learners who have normal or above learning capacity but have a below average performance in either spoken or written language or mathematical calculations. Furthermore, learners for inclusivity include those with Speech and language disorders which the LCZT (2011) viewed Speech disorder as an impairment of the voice articulation of speech and fluency while language disorder could be attributed to mental retardation, hearing loss, lack of experience in language stimulation, brain damage due to lack of oxygen or physical trauma or infection. The other class of learners for inclusion is the ones with physical and motor disorders. Furthermore, the approach include learners who have emotional and behaviour disorders, health related disorders and the gifted learners. Furthermore,

Chikwature, Oyedele and Ntini (2016) also focused on the mental retarded, HI, VI and those with learning disabilities for inclusive education. Although inclusive education fosters for all learners, there is need for specialised teachers.

2.5 Capacitation of teachers

In Zimbabwe, special education teacher training is conducted at the United College of Education in Bulawayo and focus on those with hearing impairment, visual impairment, mental retardation and learning disabilities (Musindo, 2013). However, these forms of disabilities are not exhaustive as there those with communication disorders, emotional behavioral disorders or physical disabilities. On the other hand, Great Zimbabwe University is multi-facetted covering those with intellectual disabilities, sensory disabilities, emotional and behavioral disorders, physical disabilities, health-related disabilities, learning disabilities, multiple disabilities, and giftedness. From the aforementioned, the University also trains special education teachers with skills in dealing with children of diverse kinds of impairments. There, the researcher is of the opinion of cascading the programme to all teacher training colleges and universities to equip teachers with relevant skills for inclusion.

2.6 Stakeholders in inclusive education

The Leonard Cheshire Zimbabwe Trust (2011) outlined that there are a number of stakeholders with varied roles involved in supporting the initiatives of government in implementing inclusivity working in cahoots with the School Psychological Services and Special Needs Education (SPS and SNE). These ministries among them include:

2.6.1 Ministry of Primary and Secondary Education

The main roles of this ministry in inclusive education include among others include the formulation of relevant policies which are appropriate to the doctrine of inclusion, formulation of relevant curriculum, planning for user friendly institutional buildings and other facilities, supervision for compliance in the implementation of inclusive education, staffing of specialist teachers, assessment and placement learners and staff development to equip teachers with relevant skills on inclusive education. Furthermore, the MoPSE also carries out advocacy/awareness campaigns to parents and provide psycho social support and act as the resource centre for schools on inclusion (Mpofu, Mutepfa, Chireshe and Kasayira, 2006).

2.6.2 Ministry of Health and Child Care

The MoHCC is responsible for screening and assessment of learners. Apart from this, it carries out psychotherapy, occupational therapy, counselling, provides medical clinics, conducts referrals and workshops on community awareness (Leonard Cheshire Zimbabwe Trust, 2011).

2.6.3 Public Service, Labour and Social Welfare

This ministry ensures that there are no discriminatory practices on the basis of disability and it provides social welfare services. Furthermore, it makes follow-ups on cases involving the abuse of learners and to add to the aforementioned, it provides financial support for learners with disabilities through Basic Education Assistance Module (BEAM).

2.6.4 Public Construction and National Housing

This ministry foresees the construction of user friendly public buildings/structures which are adaptable as toilets, ramps and schools. The ministry draws plans and monitors the construction of the structures and assigns the government property number.

2.6.5 Higher and Tertiary Education

The MoHTE plays a pivotal role in inclusive education as it train teachers and does research on the implementation of various educational programmes that include those on inclusion (LCTZ, 2011). There is United College of Education, Great Zimbabwe University among others that train teachers on inclusive education.

2.6.6 Finance

This is the ministry that supports inclusion in education through allocation of budgets to the MoPSE (Leonard Cheshire Trust of Zimbabwe, 2011). The funds are from the Consolidated Revenue Fund and the ministry also allocates funds earmarked for the remuneration of facilitators in education.

2.6.7 Zimbabwe School Examination Council

This is a national examination board in the MoPSE that plays a major role in inclusive education through setting of special examinations for learners with disability (Secretary's Circular unnumbered of 2007). Furthermore, it recruits item writers and examiners for examinations written by the disabled learners.

2.6.8 Faith based organisations

Their main role in inclusive education rests on spiritual, moral and psychosocial support to the learners of inclusivity (LCTZ, 2011).

2.6.9 Non Governmental Organisations

Chimedza and Peters (2001) argued that the non-governmental organisations encompass internal and external organisations that help people freely. Their main role includes advocacy, funding and psychosocial support to learners and parents whose children are disabled. They also built schools and health facilities in various parts of the country thereby promoting access to education.

2.6.10 Organisations for and of people with Disabilities

These organisations play a significance role in inclusive education through advocacy, funding various educational programmes including provision of infrastructure as classrooms and psychosocial support. These organisations include among others World Vision, Danida, Swedish International Development Agency (SIDA), Canadian International Development Agency (CIDA) and Save the Children.

2.6.11 United Nations (UN) Agencies

The major role played by the United Nations Agencies is on funding with the major contributor being UNICEF which plans for workshops in the capacitating of teachers and the provision of teaching and learning materials. In 2010, through the Education Transition Fund, UNICEF and its partners from the European Union donated over thirteen million textbooks to 5 575 primary schools in Zimbabwe covering the major learning areas namely English, Mathematics, Indigenous language, Environmental

Science and Social studies (Mutsekeya, 2010). In 2018, over 4, 7 million textbooks were donated for ECD"B", Grade 1-4 and Forms 1-6.

2.7 Barriers to inclusive education

Barriers are defined as any feature that may cause a breakdown in learning or difficulties emanating in the education system, the learning (Nel, Nel and Lebeloene, 2012a). Sibanda (2018) suggested that barriers that impedes accessibility to education for learners with disability include lack of resources, inaccessibility of schools, ambiguous/complete lack of policies and laws, lack of political will, structural barriers, cultural stereotypes, negative attitudes, low teacher-pupil ratio, curriculum inaccessibility, research concerns and lack of funding. Chireshe (2013) in Chikwature, Oyedele and Ntini (2016) elucidated that implementation of inclusive education is being hampered by lack of coordination between stakeholders in Malawi (Griender, 2010), in South Africa, lack of knowledge among teachers (Potas, 2005; Stofile and Green, 2007) and in Zimbabwe, lack of resources, lack of training among teachers and lack of commitment by policy makers (Peresu, 2000; Mushoriwa, 2002; Musengi et al. 2010). From the aforementioned, Mafa (2010) added the barriers of student related problems, methodological problems and lack of support and guidance from institutional leaders.

2.8 Empirical evidence on inclusive education

Numerous researches were carried out on inclusive education and a related topic to this study is the one that was conducted in South Africa by Harmuth (2012) entitled, **"Teaching in Inclusive Classrooms: Policy versus Implementation".** The research

was guided by the South African Policy Principles of Inclusive Education known as the **White Paper 6, 2001**. The research questions hovered on:

i.   policy principles of inclusive education

ii. how South African primary school teachers understand inclusive education policy

iii. implementation of the principles of inclusive education policy in South African primary school classrooms

iv. the most challenging policy principles to be implemented

v.   the most rewarding policy principles in implementing inclusive education and

vi. the suitable intervention measures to reduce the gap between policy and implementation.

The researcher noted various barriers impeding effective implementation of inclusive education in South Africa and among them were instructive, therapeutic and physical condition, socio-economic and systematic. The researcher then recommended valuable educator training, a broad knowledge on instruction, learning and measurement principles relevant to inclusive education, right of entry to policy and adequacy of human, material and financial resources to inclusive education, crafting school policies focusing on inclusive education, involvement of parents and the community and that instruction should address an array of learning style needs.

2.9 Summary

This chapter deliberated on the review of the related literature on inclusive education. It went on further to highlight the theoretical framework that accommodates inclusive education being the Social Model of Disability. The concept Inclusive education was

discussed and thereafter elucidated on the historical background and the development of inclusive education accounting for the global, regional and national, Zimbabwe. The chapter also outlined on the classes of learners for inclusion, the stakeholders who can help in implementation and the barriers that are encountered during implementation. Lastly, empirical evidence was briefly highlighted of a related topic researched in South Africa entitled, "Teaching in Inclusive Classrooms: Policy versus Implementation". The next chapter will focus on the research methodology to be adopted in this study as the researcher analysis Inclusive Education in Harare Northern Central District: Policy versus Implementation

CHAPTER THREE

Research Methodology

3.0 Introduction

The previous chapter focused on the review of the related literature on inclusive education. This chapter tagged the research methodology used in this study to analyse inclusive education: policy versus implementation translating it into practice. The areas covered were the research paradigm, design, target population, sampling procedures and sample size. Thereafter, the chapter deliberated on data collection instruments, data generation procedures, data analysis, ethical considerations, validity and reliability, data management and data analysis.

3.1 Research paradigm

Creswell (2009) defined a research paradigm as a set of basic beliefs that guide individual actions. Therefore, this study adopted the critical theory which Henning, Rensburg and Smith (2004) outlined that it aims at the promotion of critical perception and breaking down the institutional structures and arrangements that produce repressive ideologies and social inequalities. The lived experiences and social relations of participants guided the critical theory as the model assumed that people design their own worlds and aim at opinionated liberation (Creswell, 2009; Henning et al., 2004). Therefore, the paradigm involved research participants in data collection with the aim to create social awareness for change. The researcher in this study found it befitting to adopt the critical theory as it thrived on the emancipation of the oppressed being the

disabled and calls for a change of mindset to take them on board as the other learners who are regarded as "normal". This paradigm reflects to the Social Model of Disability.

3.2 Research approach

Chetty (2016) defined research approach as a sketch and course of action that sequentially follows steps of broad assumptions to detailed method of data compilation, scrutiny and explanation. Qualitative research design was used in this research as it accorded gathering information through interaction with the chosen participants in their natural setting as was highlighted by McMillan and Schumacher (2006). It entails that it involves an in-depth understanding and exploration of human behaviour, which this researcher wanted to achieve with the objectives formulated for the study. The researcher wanted to understand the experiences of teachers related to inclusive policy and its implementation in inclusive education.

Furthermore, the design explained, made sense of, transformed and drew closer to the meaning of certain occurrence in the societal world. During data collection using the qualitative research, five steps were followed as outlined by Creswell (2012) which included identification of participants and sites, gaining access, determining the types of data to be collected, developing data collection forms and administering the process in an ethically. Therefore, this study conformed to the above steps as it unfolded in Harare Northern Central District.

3.3 Research design

Creswell (2012) defined a research design as process of collecting, analysing and reporting research in both qualitative and quantitative research. This study adopted the

Phenomenological research which refers to a truth-seeking identity for the way of investigating or searching into the meanings of one's experiences. Gentles, Charles, Ploeg and McKibbon (2015) elucidated that phenomenology aims to expand new understandings of human lived experience, relying on first person accounts generally obtained through participant interviews. The researcher adopted the phenomenological research striving to understand the lived human experiences of the teachers and school heads as participants.

Mertens (2009) added that the basic premise of phenomenology is that the perceiver determines meaning and therefore human perception. In essence, phenomenological research uncovered and interpreted the inner quintessence of the participants' cognitive processing regarding inclusive education, policy versus implementation. Therefore, it accorded the researcher to understand the lived human experiences of participants with a specific observable fact as they portray. In this regard, the researcher had the lived experience of teachers and school heads who implemented inclusive education as the researcher analysed policy versus implementation.

3.4 Target Population

Creswell (2012) defined target population as a group of individuals with the same commonality the researcher identified with a set of names. Mugenda and Mugenda (2005) defined a population as a group of persons, events or objects that possess a common character that conforms to a given pattern. This research study had three selected school heads and nine teachers from the said school heads being three from

each school in Harare Northern Central District schools who were undertaking inclusive education considering policy versus implementation.

3.5 Sampling technique and sample size

Alvi (2016) defined sampling as the course of action from beginning to end in which a sample is chosen from a population. A sample is regarded as relatively small group (sub-group) from a population for investigation purposes (Creswell, 2012 &Alvi, 2016). Gentles, Charles, Ploeg and McKibbon (2015) highlighted that the general aim of sampling in qualitative research is to acquire information that is useful for understanding the complexity, depth, variation or context surrounding a phenomenon. Therefore, the critical case sampling technique was adopted. Patton (2001) suggested that critical case sampling was the process of selecting a small number of important cases that were likely to yield the most information and had the greatest impact on the development of knowledge. This was a non-probability (Purposive Criterion Sampling) in which participants had no equal chance of being selected. Nieuwenhuis (2007) and Merriam (2009) aired that participants were chosen because of their defining characteristics or criteria making them holders of needed data. In this research, it is assumed that the chosen teachers and school heads had the knowledge and expertise on inclusive education considering policy versus implementation.

3.6 Data generation instruments

Kabir (2016) defined data generation as a procedure of assembling and measuring information on variables of interest systematically in answering research questions, testing hypotheses and evaluating outcomes. Its main goal was to capture quality

evidence that will be translated to data analysis hence maintaining the integrity of the research. In this study, the data was gathered through interviews using semi-structured questions and naturalistic observations.

3.6.1 Interviews

Mbetu, Sikomwe, Mavhiki and Mapetere (2012) defined an interview as a two way method which permitted the exchange of ideas and information. Merriam (2009) and Nieuwenhuis (2007) concurred that an interview was a two way dialogue connecting the interviewer and participant in order to collect information as the researcher sees the world through the eyes of the participant. Furthermore, Kabir (2016) elucidated that an interview was a face to face conversation with the respondent. From these assertions, data was collected through direct verbal interaction between the interviewer and the interviewee. Therefore, in this study, the researcher had face to face interviews with the three chosen school heads in HNCD who were implementing inclusive education. Notes were jotted and augmented by audio recording so as to facilitate gathering verbal information.

3.6.1.1 Characteristics of semi-structured interviews

According to Kabir (2016), semi-structured interviews promoted engagement with the respondent in a formal conversation. From the aforementioned, there was the development and usage of interview guide where there were listed questions which the researcher followed but had the chance to stray when deemed fit. Merriam (2009) added that semi-structured interview encompassed structured and less structured

questions hence there is flexibility while soliciting for specific data from respondent. This researcher had questions structure to probe for knowledge on inclusive education.

3.6.1.2 Benefits of interviews

Interviews were beneficial in that they made use of already prepared questions and it accorded the respondent freedom to express his/her thoughts. Therefore, semi-structured interviews provided consistent, comparable qualitative data (Kabir, 2016). Furthermore, interviews promoted in-depth exploration of a topic and enhanced clarity of responses through probing. There was also flexibility between the interviewer and interviewee.

3.6.1.3 Demerits of interviews

Data collected through interviews may be deceptive and provided the perspective of the interviewer. To add to this, it only provided information filtered through the views of the interviewer and the researcher summarised the respondent's views. The other demerit of an interview rested on the need to have adequate recording and transcribing equipment in advance of the interview.

3.6.2 Observations

Marshall and Rossman (1989) cited in Kawulich (2015) defined observation as a methodical description of the proceedings, behaviors and artifacts of a natural setting. On the other hand, McLeod (2015) viewed observation as surveillance of what people do whereas Stenhouse (1975) in Kabir (2016) concurred with the above adding that information was made public as what was seen and heard was recorded for

examination and elucidation. The systematic aspect creped in as observation should be selective on subjects to be watched. Observations as a data collection method came in the form of controlled, naturalistic, participant, overt or covert (Kabir, 2016; Kawulich, 2015 & McLeod, 2015).

3.6.2.1 Characteristics of observations

Kawulich (2015) referring to Marshall and Rossman (1989) elucidated that observation was used for collecting data about people, processes and culture. Furthermore, observation accords an in-depth understanding about a situation under research. From the aforementioned, there was the collection of field notes which had the date and location of the observation. Overall, the observation had a focal point being what was to be specifically observed and in this study was an analysis on inclusive education: policy versus implementation. The researcher observed teachers as they implement the curriculum to the inclusive classroom. McLeod (2015) further highlighted that recording of data through observation rested on how to classify and record it hence the three main sampling methods namely event, time and on the spot. This study adopted the event sampling method. The event sampling method entails that the researcher decided in advance the behaviour of interest being policy versus implementation of inclusive education. In this regard, the study adopted the naturalistic observation whose merits and limitations were discussed below as the researcher implored policy versus implementation on inclusive education in HNCD.

3.6.2.2 Naturalistic observation

McLeod (2015) and Kabir (2016) concurred that under naturalistic observation; the researcher sees the behaviour of respondents in their natural surrounding and records what prevails. Kabir (2016) added that no efforts were made to bring any type of change in the behaviour of the observed implying that the improvement in collection of information and observation environment can be done. In this study, the researcher observed the teachers undertaking curriculum implementation in their natural setting considering policy on inclusion.

3.6.2.3. Strengths of naturalistic observation

 The strengths of the naturalistic observation were that it accorded a greater ecological validity as one observes the flow of events in its own setting (Kabir, 2016 & McLeod 2015). Furthermore, it results in the generation of new ideas as the researcher had the chance to study the whole situation creating avenues of enquiry. To add to the above, it was suitable for observing specific participants and in this scenario, there were teachers and school heads who were implementing inclusive education in the mainstream schools in Harare Northern Central District.

3.6.2.4 Limits of naturalistic observation

Marshall and Rossman (1989) (in Kawulich, 2016, McLeod, 2015 &Kabir, 2015) posited that naturalistic observation was conducted on a micro scale hence lacked adequacy of the representative sample resulting in setback in generalisation to a wider population. From the above, the other limit was that it was less reliable as other variables cannot be

controlled hence other researchers cannot repeat it the same way. After all, the cause and effect cannot be established entailing that there was no manipulation of variables under study.

3.7 Data generation procedure

The researcher interacted with the participants having interviews and observations upon having authorisation from the relevant authorities. These authorities include Midlands State University, Ministry of Primary and Secondary Education, the Harare Provincial Education Director and the District Schools Inspector, Harare Northern Central District.

3.8 Ethical consideration

Blumberg, Cooper and Schindler (2005) in Akaranga and Makau (2016) defined ethics as a philosophical branch that deals with the conduct of people and guides the norms or standards of behaviour of people and relationships with each other. Furthermore, it was a way of life or social norms for conduct that distinguished between acceptable and unacceptable behaviour (Shah, 2011; Akaranga & Ongong'a, 2013). Therefore, this research was guided by the following ethical considerations:

3.8.1 Right to informed consent

Beauchamp and Childress (2001) in Akaranga and Makau (2016) outlined that informed consent was the ability for self determination in an action according to a personal plan. The researcher obtained the agreement of the individual before gathering data. Therefore, informed entails the need for the participant to understand/comprehend that they are authorising someone to involve them in the research. Consent referred to the participant's voluntary agreement to the nature of research and their role within it. In this

scenario, the researcher explained to the participant the procedures to be undertaken and their purpose. Secondly, a description of foreseeable risks and discomforts to the participant were highlighted and also the benefits that may be expected. Furthermore, there was disclosure of any alternative procedures that might be advantageous to the participants. The participants offered to answer any questions concerning procedures and lastly, the researcher gave a statement outlining that the participation was voluntary and the respondent was free to withdraw at any time. Thereafter, a consent form was completed when the participant agreed to the dictates of the consent form.

3.8.2 Right to privacy

This called for the avoidance of infringing one's private life hence an individual had the right to decide what aspects of their attitudes, opinion and habits can be communicated or withheld from others. The use of concealed electronic devices such as microphones or video cameras threatened one's privacy hence were avoided unless there was consent from the participant. Therefore, the researcher highlighted to the respondents that there were protection of privacy on any information that they would provide.

3.8.3 Right to confidentiality

Akaranga and Makau (2016) highlighted that right to confidentiality implied not revealing any confidential information pertaining to anyone. This entailed that the identity of the individual remained anonymous to an extent that even a reader could not be able to deduce the identity of the individual. Therefore, there was the need for confidentiality to be upheld during creation, storage, accessing, transferring and displacing of records whether written, automated or in any form. In this research, the researcher made use of

codes/pseudo names when referring to the respondents and assure them that the information they provided would remain confidential with no names divulged.

3.8.4 Right to anonymity

Mugenda (2003) cited in Akaranga and Makau (2016) referred to anonymity as keeping secret the identity of a respondent, refraining from giving names or divulging any other sensitive information about a participant. Therefore, in this study, the researcher reassured the respondents that their identity were not disclosed neither any information related thereof.

3.8.5 Non-maleficence

Burns and Grove (2005) cited in Akaranga and Makau (2016) elucidated that non-maleficence expresses the potential risks of a participation in a research. Furthermore, it emphasised on what constitutes damage which could be physiological, emotional, social or even economic in nature. Therefore, there was avoidance of harm to the applicant during interaction. In this scenario, the researcher prevented any intentional / potential harm during questioning leading to embarrassment, disappointment or anxiety. From the aforementioned, the researcher outlined the repercussions associated with the study and tried to balance the risks involved.

3.8.6 Deception

Blumberg et al. (2005) postulated that deception occur when the researcher withholds some information to the respondent or expresses only part of it or when the truth is completely denied or compromised. Therefore, the researcher in this study told the truth

to the respondents so that they would be involved in the research willingly giving information on inclusive education.

3.9 Validity and reliability

Singh (2014) asserted that validity and reliability increases transparency and decreases opportunities to insert researcher bias in qualitative research. Furthermore, they were used for enhancing accuracy of the assessment and evaluation of research work (Tavakol and Dennick, 2011).

3.9.1 Validity

Robson (2011) elucidated that validity assesses the extent to which the instrument measured what it was designed to measure. From the above, Zohrabi (2013) added that validity refers to a matter of trustworthiness, utility and dependability. In this research, the researcher checked questions asked visa-vis objectives of the study. The researcher also liaised with experts in the field of inclusive education for content validity of the instruments before putting them to test.

3.9.2 Reliability

Blumberg et al. (2005) cited in Mohajan (2017) referred to reliability as a measure that supplied consistent results with equal values. This was supported by Chakrabartty (2013) who outlined that reliability measured consistency, precision, repeatability and trustworthiness of a research. Therefore, reliability entailed the ability of an instrument to produce similar results on repeated trials under constant conditions (Colton and Convert 2007). This entails that the use of such instrument in future should yield similar results. For reliability, triangulation was to be done which was a process of

corroborating evidence from different individuals by using interviews and observations. Furthermore, questions were matched to objectives and pilot study was carried out for testing questions and made amends.

3.10 Data management

The SAGE Encyclopedia of Qualitative Research Methods, Volume 1 and 2 (2008) posited that data management comprised what was to be managed and how to manage it. The data encompassed documents and other contextual and methodological information. Therefore, this research had data in the form of field notes, transcribed interviews and observations were in the form of descriptive notes. For interviews, the documents showed the biographic data and the responses given.

3.10.1 Importance of data management

According to the SAGE Encyclopedia of Qualitative Research Methods, Volume 1 and 2 (2008), data management was important in that it ensured safe keeping or future proofing of data during a research. From this, it also reduced the risk of data loss and also reduced the loss of productivity when participants withdrew from the research before its completion. Furthermore, data management increased accuracy and verifiability through reanalysing of older data set. To add to this, it also promoted long term data preservation.

3.10.2 Data management strategies

According to the Economic and Social Data Service (2006) in .the SAGE Encyclopedia of Qualitative Research Methods, Volume 1 and 2 (2008), data management strategies were in five basic protocols which encompassed data storage and this research had

data in a computer and hard copies. The second strategy was format conversion of which this research was on micro-soft. The third strategy encompassed back-up copies which saw the data being stored off site in a flush disk in case the computer might be corrupted. The fourth procedure called for authenticity and version control in which the research made use of a draft, interim and the final copy which were ready for presentation. Lastly, data management strategies needed control of access and security. The researcher in this study made use of a password to the draft copies in the computer to enhance confidentiality and privacy of information.

3.11 Data analysis and presentation procedures

This research was based on the qualitative research design hence the qualitative data analysis was adopted. Sunday (2007) and Cohen, Manion and Morrison (2007) concurred defining qualitative data analysis as a protocol that embodied organising, accounting for and elucidation on the data. Therefore, the study adopted the thematic analysis.

3.11.1 Thematic analysis

Boyatzis 1998 cited by Alhojailan (2012) suggested that thematic analysis fostered analysing, classifying and presenting themes/patterns that relate to the collected data. The authority further elucidated that thematic analysis illustrated the data immensely and deals with numerous subjects via interpretation. Braun and Clarke (2006) in Nowell, Morris, White and Moules (2017) added that thematic analysis was a method for identifying, analysing, describing and reporting themes found within a data set. This provided a systematic element of data analysis thereby allowing the researcher to

associate an analysis of the frequency of the theme with one of the whole content. This assertion will conferred precision and sophistication and enhance the research's whole meaning. Marks and Yardley (2004) added that thematic analysis gave a chance to understand the potential of any issue more widely. Namey, Guest, Thairu and Johnson (2008) further added that thematic analysis moves beyond counting of precise words/phrases and focuses on identification and describing both inherent and unambiguous ideas. The code developed for ideas/themes were applied to raw data as summary markers for later analysis which included comparing the relative frequencies of themes with a data set looking for codes co-occurrences or graphical displaying relationships.

3.11.2 Trustworthiness phases in thematic analysis

Lincoln and Guba (1985) in Nowell et al. (2017) and Braun and Clarke (2006) outlined six phased steps in realising trustworthiness in thematic analysis as tabulated below which this research was to conform to its dictates.

Thematic analysis phases	Means for trustworthiness
1. Familiarisation of data	Prolonged engagement with data, triangulation of different data collection modes, document theoretical and reflective thoughts, document thoughts about potential codes/themes, stored raw data, keeping records of field notes.
2. Generating initial codes	Peer debriefing, researcher triangulation, use of coding framework.
3. Generating themes	Researcher triangulation, diagramming theme connections, keeping detailed notes about development and hierarchies of concepts and themes.

4. Reviewing themes	Researcher triangulation, peer debriefing, vetting of themes by team members, testing for referential adequacy from raw data.
5. Defining and naming Themes	Researcher triangulation, peer debriefing, team consensus on themes.
6. Producing the report	Member checking, peer debriefing, outlining detailed process of coding and analysis, adequate description of context, reporting on methodological and analytical choices in the study.

Lincoln and Guba (1985)

3.12.2 Advantages of thematic analysis

Braun and Clarke (2006) and King (2004) concurred that thematic analysis provided a highly flexible approach giving a rich and detailed account of data. The authorities further added that it was useful in examining the perspectives of different research participants giving similarities and differences and generating unanticipated insights. From the aforementioned, it summarised key features of a larger data set thereby helping to produce a clear and final report Kin, 2004 (in Nowell et. al 2017). Beside, thematic analysis helped in the interpretation of themes backed up by data.

3.12.3 Disadvantages of thematic analysis

Nowell et al. (2017) citing Braun and Clarke (2006) highlighted that thematic analysis was disadvantageous in that it does not allow the researcher to make claims of language use. Holloway and Todres (2003) echoed that the flexibility of the thematic analysis leads to inconsistency and lack of coherence when developing themes derived from the research data. Furthermore, reliability was of concern prompted by the numerous interpretations from varied researchers.

3.13 Trustworthiness in qualitative research

Nowell et al. (2017) citing Lincoln and Guba (1985) outlined that trustworthiness among other things referred to the neutrality of the findings from the study. Therefore, this study adhered to Lincoln and Guba's criterion of credibility, transferability, dependability and confirmability.

3.13.1 Credibility

Tobin and Begley (2004) posited that credibility addresses the "fit" between respondent's views and the researcher's representations of them. Lincoln and Guba (1985) echoed the same sentiments adding that credibility would be determined when co-researchers encounter the same experiences and recognise it. Therefore, to enhance credibility the in this study, the researcher had prolonged engagement, persistent observation and data collection triangulation being interview and observation as was aired by Lincoln and Guba in 1985. Furthermore, there was peer debriefing for an external research process check and examining referential adequacy.

3.13.2 Transferability

Lincoln and Guba (1985) cited (in Nowell et al., 2017) elucidated that transferability was concerned with the generalisability of an inquiry. In this instance, the researcher had detailed descriptions in the study to enhance transferability to those who would need to seek transfer of the findings to their own sites in future.

3.13.3 Dependability

Nowell et al. (2017) citing Tobin and Begley (2004) outlined that dependability was achieved when there was a logical, traceable and clear documentation process. Lincoln

and Guba (1985) elaborated that when other researchers/readers were able to follow the research process then dependability was realised. To ensure dependability, this research conformed to audit trails which provided readers with evidence of the decisions and choices made in regard to theoretical and methodological issues in the entire study as postulated by Koch 1994 in Nowell et al. (2017). This entailed keeping records of raw data, field notes from observations and transcripts.

3.13.4 Confirmability

Tobin and Begley (2004) suggested that confirmability was concerned with the authenticity of the researcher's interpretations and findings from the data. Lincoln and Guba (1989) further explained that confirmability was recognised when there was the fulfillment of credibility, transferability and dependability. In this study, the researcher demonstrated how conclusions and interpretations were reached.

3.14 Data presentation

Data presentation entailed an exhibition or putting up data in a manner that accords easy interpretation. Yin (2010) outlined that data can be presented in the form of figures, tables, graphs, charts, maps of categories, narrative texts and quotations. The collected data in this research from the interviews and observations were categorised in themes and then presented in the form narratives and tables. The narratives and tables outlined the themes which were derived from the research questions and those created during the interaction and the participants' responses. There were no computer aided devices for coding of collected data as NVivo but was done manually.

3.14 Summary

This chapter covered the methodology in qualitative research as the research analysed the implementation of inclusive education, policy versus implementation in HNCD. It outlined the research paradigm, design, target population, sampling procedures and sample size. Thereafter, the chapter deliberated on data collection instruments, data generation procedures, data analysis, ethical considerations, validity and reliability, data management, data analysis and the summary of chapter.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The previous chapter focused on the methodology adopted in this study. This chapter focused on data presentation, analysis and discussion pertaining to the research findings from the interviews and the observations from curriculum implementation. The collected data were presented through grouping of verbal or behavioural data, for the purposes of classification, summarisation and tabulation as postulated by Hancock, Ockleford and Windridge (2009). Therefore, the researcher organised the colour coded responses from school heads in specific themes which addresses the sub-questions of the research. The major areas covered were the biographic data, responses from the three school heads interviewed and the results from the nine teachers observed during lesson delivery. The data were presented as cases unpacking schools A, B and C respectively. Thereafter, a cross case analysis was presented from the infants, junior and upper junior classes outlining similarities and differences.

4.1 School "A"

4.1.1 Biographic data of participants on Age

The school administrator was interviewed and had sixty three years of age pending retirement while the observed three teachers were middle aged being thirty four, thirty nine and one in the late forty five. In relation to inclusive education, this implied that the researcher have a strong base of knowledge as he collected data and heard their varied perceptions.

4.1.2 Biographic Information Gender

From the four participants from school A, two were male while two were female. The school administrator was a male hence showing the dominance of man in leadership roles perpetuating patriarchy (Mlama, Dioum, Makoye, Murage, Wagah and Washika, 2005). The researcher realised that the distribution of the ages portrayed a balanced scale of male and female participants entailing their perceptions could be beneficial to him.

4.1.3 Biographic Information on work Experience

The school head had eighteen years experience in administration hence vast experience in this aspect which the researcher found productive in the knowledge of inclusive education. The teachers had four, eight and twelve years experience in the field of teaching hence relative experience. The researcher found it prudent to know the experiences of the school head and the teachers as there was an adage which posited that experience was the best teacher. Therefore, the results obtained were a fair representation of varied experiences from the schools head.

4.1.4 Biographic Information on Qualifications

The school head had Masters in Business Administration (MBA) Degree while the ECD "B" teacher had a Bachelor of Science, Physical Education and Sports Degree while the Grade four and six teachers had Diploma in Education, General Course. The information posited that the respondents were qualified for their posts. The researcher realised that most teachers had Diploma in Education from the three schools under study. More so, some had higher qualifications past the Diploma level. This knowledge

was beneficial to the researcher as one's professional qualifications resemble depth of knowledge.

4.2 Interview Responses from School "A" Head

The researcher managed to interview the school head on inclusive education, policy versus implementation in Harare Northern Central District. The researcher was guided by the research questions herein attached as Appendix A. The verbatim responses from the school heads were as shown below. Themes were then derived from the responses obtained. A discussion was then done after the verbatim responses linking them to the related literature review gathered in Chapter 2.

4.2.1 Question 1: What do you understand by inclusive education?

Theme 1: Conceptualisation of inclusive education

The following were the verbatim quotes from the School "A" head during the interview.

> *"Inclusive education caters for all learners, the disabled and those who are said to be slow learners and the "normal" ones in the same classroom without segregation".*

The verbatim responses above from the Head of School "A" were supported by the Education Act (1996), Walton 2017; Kusters et al. (2015) in Sibanda (2018) that inclusive education was a school system where all learners, disabled or not were valued the same. The difference in the definition was that the latter further added that inclusive education was the use of dynamic needs-based strategies to facilitate and promote equitable learning conditions, language access and cultural diversity within the

mainstream school and benefit from equitable participation in the overall education process. These sentiments supported the theoretical framework of this study, the Social Model of Disability where Schriner (2009) posited that removal of barriers improved the lives of the impaired and accord them the same opportunities as counter parts on an equitable footing. This implies that learners should not be segregated on the grounds of disability, race, socio-economic background, and language or learning challenges. Therefore, the school head exhibited that he was aware of inclusivity that should be embraced in schools. This data gathered have equipped the researcher with the knowledge that the school head was slowly embracing the evolutions in the education sector though it was marred by a number of challenges.

4.2.2 Question 2: How were educators (school heads and teachers) capacitated to implement the programme?

Theme 2: Capacitation of educators to implement inclusive education

The verbatim response from the school "A" head was as quoted below:

> *"The school heads and teachers were capacitated through workshops conducted by the MoPSE being facilitated by the Department of SPS and SNE and in-service training".*

The school heads' responses revealed that educators were capacitated through workshops and in-service training facilitated by the MoPSE through the Department of School Psychological Services and Special Needs Education. This assertion was supported by Mpofu, Mutepfa, Chireshe and Kasayira, (2006) who posited that the MoPSE carried out workshops, advocacy/awareness campaigns to parents and provided psycho social support and acted as the resource centre for schools on

inclusive education. The Social Model of Disability adopted by this study as a theoretical framework in Smeltzer (2007), Field and Jette (2007) postulated that disability was socially constructed and was a result of societal lack of awareness and concern for the impaired to live a full productive life. Therefore, awareness should be always embraced to create buy in. However, this research noted from the interview that coverage to conscientise educators was minimal hence lacking relevant skill.

4.2.3 Question 3: What are the classes of learners with disabilities in your school?

Theme 3: Groups of learners with disabilities

During the interview, the following verbatim responses were recorded.

> *"The school has isolated cases of learners with partial visual impairment,*
>
> *hearing impairment, speech disorders and albinism"*

The verbal responses given by the school head outlined that there were learners with disability and were in inclusivity though there were numerous challenges hindering its effective implementation. However, the researcher realised that the enrolment of disabled learners was still minimal as learners with severe disability were referred to special schools according to the head. The same sentiments were echoed by the Leonard Cheshire Zimbabwe Trust (2011) and Harmuth (2012) that inclusive education in Zimbabwe and South Africa focused on learners with Mental Challenges (M.C.), Visual Impairment (V.I), Hearing Impairment (H.I), speech and Language Disorder and physical and motor disabilities among others. From the aforementioned, Secretary's

Circular No. 2 of 2007 in Zimbabwe added the Inclusion of learners with albinism in mainstream schools.

4.2.4 Question 4: What provisions are available in your school to facilitate the provision of inclusive education?

Theme 4: Provisions in schools to facilitate inclusive education

During the interview, the school head verbally responded as shown below:

> *"The school has built some ramps and special toilets in the infants block.*
>
> *We also have Policy circulars and a Pick up and drop off zone".*

The verbatim responses given by the school head above revealed that efforts have been put in place to embrace inclusivity by providing ramps, special toilets for use by the wheel chaired and he had policy guidelines from the MoPSE to assist them in implementation though challenges are at play. Having these physical features conforms to the Social Model of Disability which stipulates that disability was caused by environmental, social and attitudinal barriers that bar the impaired from maximum participation in society (Schriner, 2009). Mpofu, Mutepfa, Chireshe and Kasayira, (2006) echoed the same sentiments that MoPSE assisted in inclusive education through the formulation of relevant policies which were appropriate to the doctrine of inclusion and planning for user friendly institutional buildings and other facilities through the Public Works Department. However, the latter differs by the addition of formulation of relevant curriculum, supervision for compliance in the implementation of inclusive education, staffing of specialist teachers, assessment and placement of learners and staff development to equip teachers with relevant skills on inclusive education.

4.2.5 Question 5: What challenges do you face in the implementation of inclusive education?

Theme 5: Barriers to inclusivity

In this question, the researcher noted that Inclusive education was not being effectively implemented though policy provisions are in place. The verbatim responses given by the head at School "A" were herein quoted below:

> *"There is lack of resources being financial, human, material and time. Besides, there are ballooned enrolments which do not allow us to have inclusive education as teachers need to cater for individual differences".*

The researcher gathered from the responses that the major impediments to effective implementation of inclusivity were lack of financial, human, material, time resources and ballooned enrolments. These sentiments corroborate with the Social Model of Disability in Smeltzer (2007), Field and Jette (2007). The theoretical framework outlined environmental, social and attitudinal barriers as impeding effective accommodation of the impaired. The same assertions were echoed by Sibanda (2018) suggesting lack of human resources, structural barriers and lack of funding. However, the school head differed from Sibanda (2018) who added inaccessibility of schools, ambiguous or complete lack of policies and laws, lack of political will, cultural stereotypes, negative attitudes, low teacher-pupil ratio, curriculum inaccessibility and research concerns. Potas, 2005; Stofile and Green, (2007) in Chireshe (2013) cited lack of knowledge among teachers in South Africa. In Zimbabwe, Peresu (2000); Mushoriwa (2002) &Musengi et al. (2010) also highlighted lack of resources, lack of training among teachers and lack of commitment by policy makers as impeding effective inclusivity in

schools. My stand point from experience as a teacher, inclusive education was ideal when the enrolment was less than twenty not the prevailing of fifty plus learners.

4.2.6 Question 6: What do you think needs to be done or provided for successful implementation of inclusive education in the schools to reduce the gap between policy and implementation?

Theme 6: Mitigatory measures to effective inclusivity

The school head interviewed aired the following verbatim responses herein quoted as ways in which when done or provided could help in reducing the gap between policy and implementation.

> *"Deployment of specialized teachers, government assistance, availing material resources, training of teachers who are inclusive education compliant, review college curriculum to encompass inclusivity, change of mindset and involve the public private partnership [PPP"].*

The school head highlighted that the above provisions, when dedicated to schools for inclusive education, meaningful outcomes could be realised. These ideas were supported by Harmuth (2012) citing a research conducted by Engelbrecht et al. (2006), Eloff en Kgwete (2007), Mogare, Kitching and Roos (2010) and Korkmaz (2011) who indicated that successful implementation of inclusive education hinged on among others adequate teacher training in inclusive education, adequate human, financial and physical resources. Considering the needs of inclusivity, it was a mammoth task for effective implementation without adequacy of resources. The aforementioned also corresponded to the Social Model of Disability as a theoretical framework of this study in Schriner (2009) who posited that there was the need for the removal of attitudinal,

physical and institutional barriers to enhance inclusivity. However, from the researcher's point of view, adequate resources could be provided but alas nothing fruitful could be realised provided there was a robust monitoring and evaluation and assessment criterion from the MoPSE accorded to inclusive education.

4.3 School "B"

4.3.1 Biographic data of participants on Age

The researcher interviewed the school head and observed three teachers, one per section namely Grade 2, Grade 5 and Grade 6 respectively. The school head had fifty six years while the teachers had thirty two, twenty nine and sixty three years of age. The data collected indicated that the respondents (school head and teachers) were composed of the young and the elderly. This implied that the researcher would have a strong base of knowledge on inclusive education as he collected data and heard their varied perceptions.

4.3.2 Biographic Information on Gender

From the four participants from school B two were male while two were female. The researcher realised that the distribution of the gender portrays a balanced scale of male and female participants entailing their perceptions could be beneficial to him. Beside, women tend to be more patient than male in parental care.

4.3.3 Biographic Information on work Experience

The school head had seven years experience in administration hence a good experience in this aspect which the researcher found productive in the knowledge of inclusive education. The teachers had four, six and thirty seven years experience in the

field of teaching. The researcher found it prudent to know the experiences of the school head and the teachers as there was an adage which posited that experience was the best teacher. Therefore, the results obtained were a fair representation of varied experiences from the school head and the teachers on inclusion.

4.3.4 Biographic Information on Qualifications

The school head had Bachelor of Education Degree while the Grade 2 and 5 teachers had Diploma in Education, General Course while the Grade 6 teacher had a Certificate in Education. The information posited that the respondents were qualified for their posts. The researcher realised that most teachers had Diploma in Education in the school indicating the beneficial knowledge to the researcher as one's professional qualifications resemble depth of knowledge.

4.4 Interview responses from School "B" Head

4.4.1 Question 1: What do you understand by inclusive education?

Theme 1: Conceptualisation of inclusive education

The head from school B had the following colour coded verbatim response during the interview on his understanding of inclusive education.

> *"Inclusive education include both the poor and the rich in economics and*
> *also caters for all learners, those who are disabled and the able bodied in*
> *the same classroom".*

The verbatim responses above from the Head of School "B" emphasised on catering for all learners as was said by the head of School "A". These sentiments proclaimed

universal education despite the physical, intellectual, social, emotional or linguistic conditions in the same class with their peers (United Nations Educational, Scientific and Cultural Organisation (UNESCO) 1994; Nel, Nel and Lebeloene 2012a). In Zimbabwe, the Education Act (1996) posited that enrolment encompassed all learners without segregation. These sentiments supported the theoretical framework of this study, the Social Model of Disability where Schriner (2009) posited the need to accord all learners the same opportunities as counter parts on an equitable footing. This implied that learners should not be segregated on the grounds of any learning challenges. Therefore, the researcher noted that the school head had knowledge of inclusivity and was embracing inclusive education though at a snail's pace due to encountered challenges similar to school head A.

4.4.2 Question 2: How were educators (school heads and teachers) capacitated to implement the programme?

Theme 2: Capacitation of educators to implement inclusive education

The Head from school "B" had the following response on how educators were capacitated:

> *"Teachers were capacitated through, workshops, meetings, discussions and awareness, bulletins from the mass media. The other way was through in-service training"*

The school heads' responses revealed that educators were capacitated through workshops, meetings, discussions, bulletins from the mass media and in-service training. This was supported by Chikwature, Oyedele and Ntini (2016) who revealed that in 2012; a one week workshop on inclusive education was conducted drawing

participants of lecturers from the Zimbabwean teachers' colleges hosted by the Ministry of Higher and Tertiary Education. These provisions were facilitated by the MoPSE in the various educational Districts. This assertion was supported by Mpofu, Mutepfa, Chireshe and Kasayira, (2006) and Leonard Cheshire Zimbabwe Trust, 2011 who posited that the MoPSE carried out workshops, advocacy/awareness campaigns to parents and provided psycho social support and acted as the resource centre for schools on inclusive education. However, in Zimbabwe in-service training was offered at United College of Education, Great Zimbabwe University and Zimbabwe Open University (Chitiyo and Odongo, 2015). This research noted from the interview that coverage to conscientise educators was minimal hence minimized uptake of the programme and the adoption of Resource Units in schools where the disabled were housed in their own area within the school campus.

4.4.3 Question 3: *What are the classes of learners with disabilities in your school?*

Theme 3: **Groups of learners with disabilities**

The responses given for this question were noted from the responded as outlined below:

> *"In the school, we have few learners with disabilities. We have slow learners, those with albinism, partial hearing impairment and speech disorders"*

The verbal responses given by school head "B" outlined that there were impaired learners similar to responses of school head A in schools though there were a number of challenges hindering effective implementation of inclusive education. The

respondent's sentiments on inclusive education were supported by the Leonard Cheshire Zimbabwe Trust (2011), Musindo (2013) and Harmuth (2012) focusing on learners with Mental Challenges (M.C.), Visual Impairment (V.I), Hearing Impairment (H.I), speech and Language Disorder and physical. There was also the Inclusion of learners with albinism in mainstream schools (Secretary's Circular No. 2 of 2007). The researcher's view point was that enrolment of disabled learners in schools was in its infancy considering the number of impaired learners in school "B". Furthermore, there were other classes of disabilities that were not mentioned but were in existence.

4.4.4 Question 4: What provisions are available in your school to facilitate the provision of inclusive education?

Theme 4: **Provisions in schools that facilitate inclusive education**

The head of school "B" elucidated that he was taking inclusivity on board by saying the following:

> *"The school has the following provisions so as to accommodate disabled*
>
> *learners in the mainstream: Ramps, special toilets , policies on inclusion*
>
> *and a Special Needs Education teacher".*

The verbatim responses given by school head "B" above revealed that something on inclusivity had been initiated by providing ramps, special toilets for use by the wheel chaired, having Special Needs Education teacher and the school had policy guidelines on inclusive education. Having these physical features conforms to the Social Model of Disability which stipulates that disability is caused by environmental, social and attitudinal barriers that bar the impaired from maximum participation in society

(Schriner, 2009). Mpofu, Mutepfa, Chireshe and Kasayira, (2006) echoed the same sentiments that MoPSE assisted in inclusive education through the formulation of relevant policies which were appropriate to the doctrine of inclusion and planning for user friendly institutional buildings and other facilities through the Public Works Department. However, the researcher discovered that the ramps and special toilets were white elephants in the school as there are no learners with wheel chairs in the school. Policy guidelines in inclusive education were noted from the head's Circular file but its implementation remains dearth.

4.4.5 Question 5: What challenges do you face in the implementation of inclusive education?

Theme 5: **Barriers to inclusivity**

The researcher gathered during the interview that effective implementation of inclusive education was hampered by the following given by the respondent at school "B".

> *"Inclusive education is hampered by the inadequacy of proper infrastructure, shortage of time, lack of teaching and learning materials, inadequacy of funds and lack of government support"*

The researcher gathered that the major impediments to effective implementation of inclusivity were inadequacy of proper infrastructure, shortage of time, inadequacy of funds and lack of government support. Chireshe (2013) in Chikwature, Oyedele and Ntini (2016) posited that the major barrier on inclusive education in Zimbabwe hinged on lack of resources. These sentiments corroborated with the Social Model of Disability in Smeltzer (2007), Field and Jette (2007) which outlined environmental, social and

attitudinal barriers as hampering effective accommodation of the impaired. The same assertions were echoed by Sibanda (2018), Potas (2005); Stofile and Green (2007) in Chireshe (2013), Peresu (2000); Mushoriwa (2002) &Musengi et al. (2010) suggesting lack of human resources, structural barriers, lack of training among teachers and lack of funding. Besides, Sibanda (2018) added inaccessibility of schools, ambiguous or complete lack of policies and laws, lack of political will, cultural stereotypes, negative attitudes, low teacher-pupil ratio, curriculum inaccessibility and research concerns. My stand point from experience as a teacher, inclusive education was idyllic when the class enrolment was low compared to the prevailing levels of over fifty learners.

4.4.6 Question 6: What do you think needs to be done or provided for successful implementation of inclusive education in the schools to reduce the gap between policy and implementation?

Theme 6: **Mitigatory measures to effective inclusivity**

The researcher noted during the interview that successful implementation of inclusive education would be realised when the following head's concerns were addressed.

> *"Successful implementation of inclusive education can be realised when schools have specialised facilitators, government avails financial support. Besides, there should be   teacher training in inclusive education and also embrace public private partnership. On the other hand, institutes of tertiary education should review teacher training curriculum and there should be a change of mindset in teachers and stakeholders".*

School head "B" highlighted that the above provisions, when adopted for inclusive education, significant results would be realised. These ideas were supported by

Engelbrecht et al. (2006), Eloff en Kgwete (2007), Mogare, Kitching and Roos (2010) and Korkmaz (2011) in Harmuth (2012) who indicated that successful implementation of inclusive education hinged on among others adequate teacher training in inclusive education, adequate human, financial and physical resources. This was also supported by Chikwature, Oyedele and Ntini (2016) when they discussed on pre-service teacher education curriculum in Zimbabwean teachers' colleges. The school head also added the issue of Public Private Partnership, reviewing of the teacher training curriculum that would include inclusive education and the need for a change of mindset in teachers. The aforementioned also corresponded to the researcher's Social Model of Disability in Schriner (2009) who posited that there was the need for the removal of attitudinal, physical and institutional barriers to enhance inclusivity. However, from the researcher's point of view, adequate resources would be provided but without robust monitoring and evaluation and assessment criterion from the MoPSE it would not yield results in inclusive education.

4.5 School "C"

4.5.1 Biographic data of participants on Age

The researcher interviewed the school head who had fifty seven years of age while the three teachers in the school had twenty seven, fifty four and forty seven years of age. The data collected indicated that the respondents (school head and teachers) were composed of the middle aged and those advanced in age. This implied that the researcher had a strong base of knowledge on inclusive education as he collected data and heard their varied perceptions.

4.5.2 Biographic Information Gender

From the four participants from school "B", two were male and two were female. The researcher realised that the distribution of the gender portrays a balanced scale of participants entailing their perceptions could be beneficial to him as they considered inclusive education from different perspectives.

4.5.3 Biographic Information on work Experience

The school head had vast experience of thirty four years as school administrator hence the researcher found it productive in the knowledge of inclusive education. The teachers had three, twenty four and twenty one years experience in the field of teaching. The researcher found it prudent to know the experiences of the school head and the teachers as there was an adage which posited that experience was the best teacher. Therefore, the results obtained were a fair representation of varied experiences from the schools head.

4.5.4 Biographic Information on Qualifications

The school head had Masters in Business Administration (MBA) Degree while the ECD "A" teacher had a Diploma in Education, ECD while the Grade 3 teacher had Bachelor of Education, Special Needs Degree and the Grade 6 one had a Diploma in Education, General Course. The information posited that the respondents were qualified for their positions. The researcher realised that Diplomas are dominant among the teachers and more so, one had past the Diploma level. This knowledge obtained was beneficial to the researcher as one's professional qualifications resembled depth of knowledge.

4.6 Interview responses from School "B" Head

4.6.1 Question 1: What do you understand by inclusive education?

Theme 1: Conceptualisation of inclusive education

> *"Inclusive education focuses on all learners regardless of their physical or mental challenges and can be reviewed as a programme which seeks to remove stigmatisation and allow the mentally and physically challenged to be accepted by their neighbourhood".*

The verbatim responses above from the Head of School "C" catered for all learners. This clearly implied that no any form of segregation should be observed when in inclusivity. These sentiments were supported by the Education Act (1996) which states that "…no child in Zimbabwe shall be refused admission to any school on the grounds of race, tribe, colour, religion, creed, place of origin, political opinion or the social status of his parents". Walton 2017; Kusters et al. (2015) in Sibanda (2018) elucidated that inclusive education was a school system where all learners, disabled or not were valued the same. These sentiments supported the theoretical framework of this study, the Social Model of Disability where Schriner (2009) posited that removal of barriers improved the lives of the impaired and accord them the same opportunities as counter parts on an equitable footing. This implied that learners should not be segregated on the grounds of disability, race, socio-economic background, and language or learning challenges. Therefore, the school head exhibited that he was aware of inclusivity and that should be accommodated in schools. This data gathered equipped the researcher with the knowledge that the school head was slowly embracing inclusive education

though at a snail's pace. This researcher's point of view noted that when someone was aware, then implementation would be viable.

4.6.2 Question 2: How were educators (school heads and teachers) capacitated to implement the programme?

Theme 2: Capacitation of educators to implement inclusive education

The respondent had this to say:

> *"Educators were capacitated through workshops and in-service training. However, it was not adequate to take on inclusive education".*

The school heads' responses revealed that educators were capacitated through workshops and in-service training. Workshops were facilitated by the MoPSE through the Department of School Psychological Services and Special Needs Education while in-service training called for teachers to professionally update their skills. In-service in Zimbabwe was trained among others at United College of Education, Great Zimbabwe University and Zimbabwe Open University (Chikwature, Oyedele and Ntini, 2016). This assertion was supported by Mpofu, Mutepfa, Chireshe and Kasayira, (2006) who posited that the MoPSE carried out workshops, and provided psycho social support and acted as the resource centre for schools on inclusive education. This saw the MoHTE in 2012 holding a one week workshop on inclusive education drawing its participants from teachers' colleges lecturers in Zimbabwe. The Social Model of Disability adopted by this study as a theoretical framework in Smeltzer (2007), Field and Jette (2007) postulated that disability was socially constructed and was a result of societal lack of awareness and concern for the impaired to live a full productive life. Therefore, buy in and support

would be though awareness. However, this researcher noted from the interview that coverage to conscientise educators was inadequate hence minimal uptake.

4.6.3 Question 3: What are the classes of learners with disabilities in your school?

Theme 3: Groups of learners with disabilities

The school head "C" had the following verbatim responses on the classes of learners in his school. He had this to say:

> *"In the school are, slow learners, learners with albinism, learners with partial hearing impairment and one who is physically handicapped"*

The verbal responses given by the school head "C" outlined that there were learners with disabilities as above and were taking on inclusive education though marred by challenges hindering its effective implementation. Chikwature, Oyedele and Ntini (2016) supported school "C" head suggesting inclusive education earmarked the mental retarded, hearing impaired, visual impaired and those with learning disabilities. However, the researcher realised that the enrolment of disabled learners was still minimal as learners with severe disability were referred to special schools or were confined in Resource Units within the school. The same sentiments were echoed by the Leonard Cheshire Zimbabwe Trust (2011) and Harmuth (2012) that inclusive education in Zimbabwe and South Africa focused on learners with Mental Challenges (M.C.), Visual Impairment (V.I), Hearing Impairment (H.I), speech and Language Disorder and physical and motor disabilities among others. There was also the inclusion of learners with albinism in the mainstream schools (Secretary's Circular No. 2 of 2007). However,

the researcher noted that not all learners are being accommodated in schools as teachers complained that they would not help those with severe citing lack of skills.

4.6.4 Question 4: What provisions are available in your school to facilitate the provision of inclusive education?

Theme 4: **Facilitation of inclusive education**

The respondent said the following:

> *"The ECD block has ramps and special toilets. Apart from that the school has Policy guidelines on inclusivity provided by the School Psychological Services from the District".*

The verbatim responses given by the school head "C" above exposed that efforts have been put in place to embrace inclusivity by providing ramps, special toilets for use by the wheel chaired and have policy guidelines from the MoPSE. Having these physical features conformed to the Social Model of Disability which stipulated that disability was caused by environmental, social and attitudinal barriers that barred the impaired from maximum participation in society (Schriner, 2009). Mpofu, Mutepfa, Chireshe and Kasayira, (2006) echoed that same sentiments that MoPSE assist in inclusive education through the formulation of relevant policies to address inclusion and planning for user friendly institutional buildings and other facilities through the Public Works Department. Besides, these infrastructural improvements and policy guidelines, the researcher noted that the ramps and special toilets were white elephants as wheel chaired learners were not in the school. From the aforementioned, the latter differs from the responses from school head "C" by the addition of formulation of relevant curriculum, supervision for

compliance in the implementation of inclusive education, staffing of specialist teachers, assessment and placement of learners and staff development to equip teachers with relevant skills on inclusive education.

4.6.5 Question 5: What challenges do you face in the implementation of inclusive education?

Theme 5: **Barriers to inclusivity**

The respondent said:

> *"Inclusive education is not being fully implemented due to lack of material and financial resources, lack of skills in teachers to deal with learners in inclusivity, time, lack of government support and inadequacy of special needs teachers".*

The researcher gathered from the responses of the head at school "C" that the major impediments to effective implementation of inclusivity were lack of material and financial resources, lack of skills in teachers, lack of government support and inadequacy of Special Needs Education teachers. These sentiments were supported by Harmuth (2012) who conducted a related research in South Africa. These sentiments corroborate with the Social Model of Disability, the theoretical framework in this study where Smeltzer (2007), Field and Jette (2007) outlined environmental, social and attitudinal barriers as impeding effective accommodation of the impaired. The same assertions were echoed by Sibanda (2018) suggesting lack of human resources, structural barriers and lack of funding. However, the school head differed from Sibanda (2018) who added inaccessibility of schools, ambiguous or complete lack of policies and laws, lack of

political will, cultural stereotypes, negative attitudes, low teacher-pupil ratio, curriculum inaccessibility and research concerns as barriers to inclusive education. Potas, 2005; Stofile and Green, (2007) in Chireshe (2013) also cited lack of knowledge among teachers in South Africa while in Zimbabwe, Peresu (2000); Mushoriwa (2002) &Musengi et al. (2010) also highlighted lack of resources, lack of training among teachers and lack of commitment by policy makers as impeding effective inclusivity in schools. The researcher, as a school head, suggested that even all barriers are removed, without robust monitoring and evaluation and assessment inclusive education would not be realised.

4.6.6 Question 6: What do you think needs to be done or provided for successful implementation of inclusive education in the schools to reduce the gap between policy and implementation?

Theme 6: **Mitigatory measures to effective inclusivity**

The researcher noted during the interview with the school "C" head and recorded the following verbatim responses herein listed:

> *"For inclusive education to be a successful programme in schools there is need for teacher training in inclusive education, deployment of specialized teachers and provision of government building grants. Furthermore, government should build more schools to reduce walking distance and adopt the public private partnership. Besides, college curriculum should be reviewed while there should be a positive change of mindset on inclusive education. Teachers should be motivated*

through better remuneration and there must be refurbishment of sporting facilities to be user friendly for inclusivity".

There was an adage which states that wine gets better with age and so was the head at school "C" whose thirty four years of experience as a school head proved his mantle. The head provided a number of mitigatory measures which when embraced would lead to an effective policy implementation of inclusive education as highlighted above. The aforementioned head's assertions suited well in this study's theoretical framework of Social Model of Disability in Schriner (2009) which posited the need for the removal of attitudinal, physical and institutional barriers to enhance effective implementation of inclusivity. The same ideas were also supported by Harmuth (2012) citing a research conducted by Engelbrecht et al. (2006), Eloff en Kgwete (2007), Mogare, Kitching and Roos (2010) and Korkmaz (2011) who indicated that successful implementation of inclusive education hinged on among others adequate teacher training in inclusive education, adequate human, financial and physical resources. As the researcher, the programme of inclusive education would remain on paper whenever the necessary support from the policy makers was not provided in the form of building grants and building more schools to reduce walking distances. Schools needed to improve their infrastructure for inclusivity, procure teaching and learning materials that caters for inclusivity as braille for the visually impaired or hearing aids for the hearing impaired which were beyond reach for many schools whose levies and fees cannot afford to purchase textbook in the school. As long as there was no assistance in schools, Zimbabwe will forever have implementation challenges as was aired by Mafa (2012) in Chikwature, Oyedele and Ntini (2016).

4.7 Cross case analysis of the three cases from school head "A", "B" and "C'

Khan and VanWynsberghe (2008) highlighted that cross case analysis facilitated comparison of commonalities and differences in the events, activities and processes that are units of analysis in case studies. The same sentiments were echoed by Braun and Clarke (2006) and King (2004) equating cross case analysis to thematic analysis which examined the perspectives of different research participants giving similarities and differences and generating unanticipated insights. Therefore, this section was to outline the similarities and differences observed by the researcher when he interviewed school heads pertaining to inclusive education. The data was presented in a tabulated form as illustrated below.

Table 4.1: Cross case analysis in responses from school heads

Question	Similarities	Differences
1	Catered for all the learners	Programme that seeks to remove discrimination. Allowed the mentally and physically challenged to be accepted by their neighbourhood.
2	Workshops In-service training	Meetings, Discussions and Bulletins
3	Albinism Hearing impairment	Speech disorder Visual impairment Slow learner Physical handicap

4	Ramps Special toilets Policy circulars	Pick up and drop off zone Special Needs teacher
5	Lack of human, material and financial resources Time	Inadequacy of school funds Lack of government support Lack of skills in teachers Inadequacy of Special Needs teachers
6	Change of mindset Review teacher training curriculum Training of teachers Government grants Having specialized teachers Engage in PPP	Government to build schools Government to provide building grants Teacher motivation Revamping sporting facilities

4.8 Classroom Observation for Teachers

This section presented, analysed and discussed the outcomes observed during classroom interactions when teachers were implementing the curriculum. The researcher focused on an analysis in inclusive education, policy versus implementation. Therefore, the teachers were categorised into groups three namely infants, junior and upper junior. Three teachers from each category were observed teaching different subjects and topics but the focus of the researcher was on how the disabled were being accommodated. The researcher's observations were presented from the infant, junior and upper junior observing the areas herein attached as Appendix B.

4.8.1 School "A" [ECD B]: Areas Observed

4.8.1.1 Class of Disability

The researcher first observed an Early Childhood Development (ECD) "B" class at school 'A' which was being taught by a female teacher. The researcher was of the view that a lady teacher in infants was ideal as women had the motherly love as compared to fathers when dealing with toddlers. In the class was a learner with albinism which conformed to Secretary's Circular No. 2 of 2007 which advocated for the Inclusion of learners with albinism and the LCZT (2011).

4.8.1.2 Subject matter/content

The teacher exhibited that she was aware of her content covering all the learners despite disability. At school "A", teacher 1 conducted a Physical Education (PE) lesson on balances, head stand. The content covered commensurate with the MoPSE (2015) Physical Education (PE) Syllabus. The researcher was convinced that the teacher had played her part following the syllabus.

4.8.1.3 Organisation

Teacher 1 at school "A" organised her class so well being ready for the lesson on balances and her scheme had SMART objectives which were achievable. She explained on weight transference highlighting the safety rules as learners were to balance as individuals and groups conforming to the MoPSE (2015) PE Syllabus.

4.8.1.4 Rapport

There was good rapport during the lesson delivery. During the balancing lesson at school "A", teacher 1 urged those failing to balance to keep trying and she helped them by holding their legs upright. This showed her commitment and desire to see learners do well creating a friendly learning environment.

4.8.1.5 Teaching methods

During PE at school "A", teacher 1 used demonstration and discovery methods as pupils explored on head balancing while legs were upright. She had to demonstrate and augment with the use of pictures from visuals. She had to achieve her set objectives. The teacher had adequate mats for use by the learners. The researcher's focus was on the involvement of the learner with albinism. The researcher realised that the teacher had to conform to the dictates of learner centered approach as outlined in the MoPSE (2014) Competency Framework for Primary and Secondary Education 2015-2022.

4.8.1.6 Presentation

The classroom practitioner created a conducive learning environment that caters for inclusivity. The teachers' voice projection was audible to all learners. The researcher had keen interest on the learner with albinism who was the researcher's focal point. The teacher kept eye contact on all learners to draw their attention and they exhibited a high tact in English.

4.8.1.7 Management

The teacher managed to control her learners hence were well disciplined during the lesson demonstrating leadership abilities. The teacher had to effectively manage their classes during group interactions. However, she failed to complete the lesson within the twenty minutes allocated to the lesson as per the MoPSE (2015) PE Syllabus as she took thirty five minutes for the lesson.

4.8.1.8 Sensitivity

The teacher was gender responsive and sensitive to all learners. The learner with albinism was putting on a hat to counter the sun's heat. The researcher paid much focus on how the learner with albinism was being accommodated. The teacher accorded the learner equal participation in the balances assigned and she monitored progress. The teacher also encouraged the other learners to assist the learner during group balances. In class, the learner with albinism was seated in front close to the whiteboard for visibility and close to the teacher. They had to attend to learners regarding their areas of weaknesses. Emphasis was also on the learners with disabilities as highlighted by the LCZT (2011).

4.8.1.9 Personal

The observed teacher exhibited a high tact for their duties being confident and maintained professional comportment and appearance. She was well dressed as per code of dressing prescribed by the MoPSE, Circular 10 of 2006 on Public Service Standards of Dress.

4.8.1.10 Physical aspects of classroom

The observed teacher had a well ventilated classroom, with colourful charts on display in the respective learning areas. The outdoor lesson conducted in PE had a demarcated area to show the playing area. Taking the impaired learner for PE, she conformed to the dictates of Secretary's Circular 7 of 2005 which give guidelines on involving disabled learners in sporting competitions. The classes had twenty learners hence manageable. The researcher also observed that the use of ramps is confined to the ECD blocks which were newly built to embrace inclusivity as highlighted by Mpofu, Mutepfa, Chireshe and Kasayira, (2006).

4.8.2 School "A" [Grade 4]: Areas Observed

4.8.2.1 Class of disabilities

The researcher observed that there was a learner with speech disorder in the class hence had a keen interest to see how the learner was being accommodated by the male teacher. This class of disability is one of those that were highlighted by Leonard Cheshire Zimbabwe Trust (2011).

4.8.2.2 Subject matter/content

The teacher observed was teaching English, creative work on a business letter and exhibited a good account in the respective subject. The content in the Scheme Cum Plan was varied and covered learners of varied abilities. The content conformed to the MoPSE (2015) English Junior Syllabus and the researcher paid much attention to see conformity to Circular 10/2005 which outlines how letters should be written.

4.8.2.3 Organisation

The teacher showed that he had adequately prepared for the lesson with clearly stated objectives which were derived from the MoPSE (2015) English Junior Syllabus and the activities progressed chronologically from the introduction to the conclusion. He had to emphasize on the main points though the researcher observed that the teacher was not knowledgeable of Circular 10/2005 on composition writing. However, he move around the class monitoring the learner's progress and tried to accommodate the impaired learner but showed lack of skills.

4.8.2.4 Rapport

The teacher was motivational thereby drawing the attention of all learners including the one with speech disorder who was the focal point of the researcher. He moved together with the learners as evidence of good rapport. The learners participated well during the interaction with the teacher though the impaired learner had challenges to express self when given the chance. The teacher was fair, respectful and impartial showing enthusiasm.

4.8.2.5 Teaching methods

Learner centred approaches where used as the learners discussed in groups, discovered themselves and give feedback which was fruitful. The teacher used samples of business letters for groups where learners had to discover the layout. When giving feedback, the researcher realised that the learner need much attention to expresses oneself. The methodologies used commensurate to the MoPSE (2014). Class

discussion was also adopted after feedback and the teacher focused on objective achievement.

4.8.2.6 Presentation

The teachers created favourable teaching and learning environment catering for inclusive learning. His voice projection was audible and clearly understood being evidenced by the participation of the learners. He had a good command of English. However, the teacher at times lacked eye contact to all the learners. The researcher observed that his focal point was not being given adequate attention as the teacher lacked skills to deal with such a learner though he tried to accommodate him.

4.8.2.7 Management

The teachers managed to control his learners and they were well disciplined during the lesson demonstrating leadership abilities. As the teacher had a creative work lesson, an hour was allocated to it but assignment of individual eloped into the next lesson. However, the researcher noted that the teacher failed to conform to Circular P36 which outlines on the assignment of written work in compositions.

4.8.2.8 Sensitivity

The researcher's focal point, a learner with speech disorder, was not being adequately accommodated as at times the teacher avoided him from participating citing much attention is needed to comprehend what he was saying contrary to the dictates of inclusivity which called for catering for all learners (Walton 2017; Kusters et al., 2015) in Sibanda (2018).

4.8.2.9 Personal

The teacher was composed exhibiting self confidence thereby maintaining professional comportment and appearance. He conformed to Circular 10 of 2006 on Public Service Standards of Dress which outlines the code of dressing expected in the MoPSE.

4.8.2.10 Physical aspect of classroom

The classroom had colourful charts on display with mobiles hanging and their height was at equilibrium hence not distracting content delivery. The learner with speech disorder was seated close to the teacher and whiteboard in the class of thirty five learners. However, the researcher observed that there were no physical facilities that could promote inclusivity to the class in the form of either ramp as per Director's Circular No. 3 of 2001 which sets strategy on giving equal access to education for learners with disability.

4.8.3 School "A" [Grade 6]: Areas Observed

4.8.3.1 Classes of disabilities

In the upper junior class, the researcher observed a Grade 6 class where a learner had hearing impairment though using a hearing device and a partially visual impaired, and was putting on spectacles. All these cases fell into the category of disabled persons and were in inclusivity (Leonard Cheshire Zimbabwe Trust, 2011). The two became the focal points of the researcher to observe how they were taken on board.

4.8.3.2 Subject matter content

The observed teacher showed masterly in her content as she had a Mathematical lesson on calculating speed. She demonstrated breadth and depth covering her learners. The content was extracted from the MoPSE (2006) Mathematics Syllabus. Mastery was shown evidenced by the presentation of the work to the satisfaction of the researcher whose focus was on how inclusivity was being upheld.

4.8.3.3 Organisation

Adequate preparation was shown by the teacher as the Scheme Cum Plan progressed from simple to complex catering for the learners. Clear objectives were crafted that were achievable. During lesson delivery, the teacher moved around monitoring progress and highlighted the main aspects on calculating speed with group tasks on the matter.

4.8.3.4 Rapport

A positive rapport was observed from the female Grade 6 teacher as she interacted with the learners. She managed to draw the attention of the learners and it was a marvel to watch. Prompt feedback was given by the teacher to emphasize on the learner's responses and exhibited enthusiasm being fair, respectful and impartial. It was motivational to all learners and included the disabled as shown by their participation. As Walton (2017), Kusters et al., (2015) in Sibanda (2018) posited, all the learners were accommodated.

4.8.3.5 Teaching methods

Group work, discussion, demonstration and discovery methods were observed from the class following the dictates of the MoPSE (2014) Curriculum Framework 2015-2022 during the lesson in Mathematics. The media used was relevant with simple, clear, precise and appropriate examples. She had a class chart and group tasks on calculating speed and pupil to pupil interaction was conducted with fruitful feedback given from group tasks.

4.8.3.6 Presentation

The learning atmosphere exhibited by the teacher was child friendly, inclusive and promoted effective teaching and learning. The teacher maintained eye contact with the learners as they paid attention to the facilitator. The voice projection was audible and easily understood evidenced by their participation. She had a good command for English and the researcher was pleased by her caliber and wished if all were devoted to such a manner.

4.8.3.7 Management

The teacher failed to cope up with her time allocation as it had to overlap into the coming lesson. Besides, she attended to lesson interactions so well demonstrating leadership prowess thereby maintaining discipline in learners during the lesson showing effective management. Individual work was assigned following Circular P36 on number of exercises per week.

4.8.3.8 Sensitivity

The teacher showed her sensitivity as the disabled were seated at the front row so as to accord visibility on the whiteboard and hearing instructions from the teacher. She managed to accommodate all the learners according those equal opportunities to participate and air their views despite challenges and responded to them appropriately without any form of threats of segregation which was the point of attention to be observed by the researcher as per Circular 3 of 2001.

4.8.3.9 Personal

Dictates of Circular 10 of 2006 on Public Service Standards of Dress were observed as the teacher was immaculately dressed as per code of dressing expected of a professional thereby maintaining comportment and appearance to the satisfaction of the researcher.

4.8.3.10 Physical aspect of classroom

The physical aspect of the classroom was not accommodative as it had no provisions for inclusivity to the class. However, there were no any physical distracters that could hinder content delivery during the classroom interactions. The class had mobiles hanging and was at an equilibrium height with colourful charts displayed in the respective learning areas. The classes had thirty learners hence ideal for according individual differences. The researcher was convinced that dictates of Circular 3 of 2001 was not being adhered to in the event of having the physically impaired in the school.

4.8.4 SCHOOL "B" Grade 2 Class

4.8.4.1 Class of disabilities

The researcher observed a Grade 2 class which had a learner with hearing impairment conforming to the LCZT (2011) which outlined the various classes of disabilities. The learner was using a hearing aid and was being taught by a young female teacher. The learner became the centre of attraction of this researcher as I was analysing inclusive education: policy versus implementation.

4.8.4.2 Subject matter/content

The observed teacher at school "B", showed a good command of her subject matter. She was having a Mass Display (MD) lesson on the topic skipping with ropes. The content was derived from the MoPSE (2015) Mass Display Infant Syllabus. The learning area had to draw the researcher's attention with keen interest on the accommodation of the learner with hearing impairment.

4.8.4.3 Organisation

The teacher exhibited that she was prepared for her lesson emanating from the scheme cum with clear set objectives drawn from the Mass Display Syllabus. As someone who has PE as a main subject, she was well organised and took the learners outdoors for practices after showing them motion pictures using ICT gargets.

4.8.4.4 Rapport

The researcher evidenced a good rapport between the teacher and the learners during the teaching and learning. She showed enthusiasm to her learners and assisted them

as they skipped to and fro the marked area. The researcher was convinced that the teacher was accommodative as she took all learners on board without segregation as postulated by Harmuth (2012).

4.8.4.5 Teaching methods

During the MD lesson with her class, the teacher used child centered approaches advocated by the MoPSE (2014). In groups and as individuals, learners demonstrated skipping in a marked area which was a marvel to watch including the one with hearing impairment. This scenario conformed to Circular number 7 of 2005 which pave way for the inclusion of learners with disabilities in all school competitions. The researcher realised that the teacher was engaged to her work following the concept of inclusion.

4.8.4.6 Presentation

The classroom practitioner created a conducive learning environment that caters for inclusivity to the delight of the researcher conforming to the Social Model of Disability in Schriner (2009) which calls for removal of barriers that impede participation by the disabled. The teachers' voice projection was audible to all learners as she gave instructions. The researcher's point of attraction was being accommodated. With the help of the hearing device, the learner responded so well to the teacher's instructions. Overall, the teacher kept an eye contact on all learners to draw their attention and she exhibited a high tact in English.

4.8.4.7 Management

She managed to control her learners hence were well disciplined during the lesson in and outdoors demonstrating acceptable leadership abilities. However, she failed to follow her time as she completed the lesson in thirty minutes apart from twenty minutes allocated to it. The researcher noted those twenty minutes were not adequate to cover all the activities from warm up to cool down and proposed more time per lesson.

4.8.4.8 Sensitivity

Sensitivity was exhibited by the teacher as she was motherly and gender responsive to all learners. The researcher paid much focus on how the hearing impaired was being accommodated. Equal participation was observed and she moved in groups monitoring progress. The teacher also encouraged the other learners to assist their peer during group tasks as posited by the MoPSE (2014). Indoors, the learner was seated in front close to the teacher to enhance audibility from the teacher.

4.8.4.9 Personal

The teacher exhibited a high tact for their duties being confident and maintained professional comportment and appearance in compliance to Circular 10 of 2006 on Public Service Standards of Dress as she was well dressed as per code of dressing prescribed by the MoPSE.

4.8.4.10 Physical aspects of classroom

The observed teacher had a well ventilated classroom, with colourful charts on display in the respective learning areas. The class had twenty learners hence being manageable. The researcher also observed that the infant block had ramps asymptotically running with the steps into the class and ablutions as advocated by LCZT (2011).

4.8.5 School "B" [Grade 5]: Areas Observed

4.8.5.1 Class of disability

The researcher noted that there were twin learners with albinism in the class observed. Albinism was one of the classes listed by the Leonard Cheshire Zimbabwe Trust (2011), Secretary Circular 2 of 2007 and Musindo (2013). There, the researcher was glued to see the treatment accorded to the two in the class.

4.8.5.2 Subject matter/content

An Agriculture lesson was conducted in which the teacher covered rearing poultry, housing, feeding and caring in compliance to the MoPSE (2015) Agriculture Junior Syllabus. The teacher exhibited a good account in learning area commencing from simple to complex covering learners of varied abilities.

4.8.5.3 Organisation

The lesson showed adequate preparation with SMART objectives crafted. The activities were chronologically laid out from the introduction to the ending. Main points were noted

on the specific learning topics. Constant monitoring of pupils' activities was done as they were in and outdoors.

4.8.5.4 Rapport

The teacher was motivational thereby drawing the attention of all learners including the focal point of the researcher, those with albinism. He moved together with the learners as evidence of good rapport. The learners freely participated during interaction with the teacher. The researcher observed that the teacher was fair, respectful and impartial showing enthusiasm thereby negating barriers that could hinder learning.

4.8.5.5 Teaching methods

The Agriculture lesson exposed all the learners to hands on approach they were actively involved at the fowl run. The learners discussed, discovered and explained how poultry should be housed, fed and cared. They then cleaned the fowl run and feed the chickens under the supervision of the facilitator (MoPSE, 2014). Inclusivity was observed by the researcher as he was keen to see the participation of the learners with albinism.

4.8.5.6 Presentation

Favourable teaching and learning environments were created catering for inclusive learning. The voice projection of the teacher was audible and clearly understood being evidenced by the participation of all learners. The researcher was pleased as his focal points received adequate attention as postulated by Sibanda (2013) advocating for non segregatory situation.

4.8.5.7 Management

Acceptable leadership abilities were exhibited by the teacher as he managed to control the learners hence was all disciplined during the lesson. Learners worked in groups to clean the fowl run and feed the poultry with discrimination as elucidated Harmuth (2012). The researcher welcomed the management of the teacher as he exhibited empathy to the twins who had albinism. Time management was observed as it was a double lesson.

4.8.5.8 Sensitivity

Those learners with albinism were well accommodated showing sensitivity to them despite differences and disabilities. The teachers responded to the learner's needs so well and in class, those with disability were seated in front to enhance nearness to the whiteboard for visibility. The learner's questions were received with compassionate and responded to appropriately without threats creating a friendly environment according oneness (UNESCO, 1994; Nel, Nel & Lebeloene, 2012a).

4.8.5.9 Personal

The teacher exhibited self confidence thereby maintaining professional comportment and appearance. He complied with Circular 10 of 2006 on Public Service Standards of Dress as he was dressed as per code of dressing expected of a teacher.

4.8.5.10 Physical aspect of classroom

The classroom had colourful charts on display with mobiles hanging at an equilibrium height hence not distracting content delivery. There were forty one learners in the class which does not conform to inclusivity as it advocates for less (Msindo, 2013). Furthermore, the researcher failed to identify any physical structures that could promote inclusivity as ramps to accommodate the wheel chaired when they seek enrolment.

4.8.6 School "B" [Grade 6]: Areas Observed

4.8.6.1 Classes of disabilities

In agreement with the Leonard Cheshire Zimbabwe Trust (2011), the researcher observed a Grade 6 class in which there was a learner with speech disorder. Therefore, this became the researcher's point of attraction to observe how the teacher was accommodating the learner.

4.8.6.2 Subject matter/content

Home Economics, the kitchen sink, parts and unblocking was the content being taught by a female teacher. She showed a good command and knowledge of her subject matter casing all the learners in accordance to Circular 3 of 2001 which sets guidelines on providing equal access to education for learners with disability to the satisfaction of the researcher whose focus was on how inclusivity was being upheld.

4.8.6.3 Organisation

The teacher had prepared her lesson to accord theory and practice in compliance to the MoPSE (2014) Curriculum Framework 2015-2022. It was crafted from simple to complex catering for all learners. Clear objectives were crafted that was achievable. During indoor and outdoor activities, the teacher monitored progress and highlighted the main aspects of the content also drawing the researcher's attention.

4.8.6.4 Rapport

A positive rapport was observed as learners interact with the teacher. She was motivational to all learners and includes the disabled as shown by the participation. However, the teacher faced challenges in comprehending the responses given by the learner who had speech disorder but tried her best to take him on board.

4.8.6.5 Teaching methods

Group work, discussion, demonstration and discovery methods were observed during curriculum implementation. During the Home Economics lesson, the teacher discussed with the learners and moved outdoors to the school kitchen where the learners discovered the kitchen sink, the S-trap and how it can be unblocked. Hands on approach were shown focusing on the set objects following MoPSE (2014) Curriculum Framework to the delight of the researcher.

4.8.6.6 Presentation

The learning atmosphere exhibited was child friendly and promoted inclusive learning. The teachers maintained eye contact with the learners as they paid attention to the facilitator. Her voice projection was audible that the learners easily understood evidenced by their participation and had a good command for English.

4.8.6.7 Management

Teacher 2 from School C managed to cope up with her time allocation though she had a practical lesson. Besides, she demonstrated positive leadership prowess thereby maintaining discipline in learners during the lesson which shows effective management.

4.8.6.8 Sensitivity

Sensitivity was evident as the learner with speech disorder sits close to the teacher's table so as to accord the teacher easy comprehension when giving responses. The teacher tried her best to accommodate all the learners and accord equal opportunities to participate and air their views despite challenges (LCZT, 2011). She responded appropriately without any form of threats or segregation which was the point of attention to be the researcher.

4.8.6.9 Personal

Composure was observed the teacher implemented the curriculum in her classes. She was immaculately dressed as per code of dressing expected of a professional thereby

maintaining comportment and appearance as required by Circular 10 of 2006 on Public Service Standards of Dress.

4.8.6.10 Physical aspect of classroom

The physical aspect of the classroom was accommodative as it had a ramp parallel to the steps leading into the classes fitting well into the Social Model of Disability, the theoretical framework for this study. There were no any physical distracters that could hinder content delivery during the classroom interactions. The class had thirty learners hence conducive for according individual differences.

4.8.7 SCHOOL "C" Grade ECD "A"

4.8.7.1 Class of disabilities

There was a learner with hearing impairment though was using a hearing device. At this school, the researcher observed an ECD "A" class being manned by a female teacher. This draws the researcher's attention to analyse how the learner was being assisted in compliance with Circular 3 of 2001 which guides on promoting equal access to education.

4.8.7.2 Subject matter/content

The teacher exhibited an awareness of her content covering all the learners despite disability. The teacher had a Visual and Performing Arts (VPA) lesson on the topic Art Technology covering Music videos and pictures. The matter covered commensurate with the MoPSE (2015) VPA Syllabus.

4.8.7.3 Organisation

Preparation was shown as SMART objectives were set and the activities highlighted the tasks to be undertaken in conformity with the MoPSE (2015) Syllabus of the lesson. Besides, she had to monitor all the learners.

4.8.7.4 Rapport

There was a good rapport exhibited by the teacher as she interacted with the learners during the lesson. She played local music videos and showing pictures in the VPA lesson where learners had to identify the musician and the instruments being played. The researcher noted that the teacher was considerate to all the learners as expected in Harmuth (2012).

4.8.7.5 Teaching methods

The teacher promoted discovery in learners and pupil to pupil interaction. The teacher used the class televisions having a USB device where music videos were recorded. This was eye catching to the researcher as this prompted discussion in groups involving the hearing impaired where they observed the videos being played and then give a feedback. The teaching methods used were learner centered (MoPSE, 2014) as they enhanced critical thinking and discovery.

4.8.7.6 Presentation

There was a conducive learning environment that caters for inclusivity. The teacher's voice projection was audible to the delight of the researcher. The researcher had keen

interest on the learner with hearing impairment to identify whether inclusivity was observed. With the help of the hearing device, the learner responded so well to the teacher's questions. The teacher kept an eye contact on all learners without segregation as enshrined in the Education Act (1996).

4.8.7.7 Management

The teacher managed to control her learners hence they were well disciplined during the lesson demonstrating positive leadership abilities. The teacher had to effectively manage the class discussions considering was an ECD class where they learn through play. The researcher positively envied the class.

4.8.7.8 Sensitivity

Gender responsiveness and sensitivity to all learners was exhibited by the teacher. The researcher paid much focus on how the learner with hearing impairment was accommodated. The teacher accorded the learner an equal participation in the tasks assigned and they moved around monitoring progress. The learner with hearing impairment was seated in front close to the teacher without being discriminated (Education Act, 1996; Disabled Person's Act, 1996) in Mutepfa, Mpofu and Chataika (2007). The researcher noted that inclusive education was being embraced though at a snail's pace.

4.8.7.9 Personal

The observed teacher exhibited a high tact for her duties being confident and maintained professional comportment and appearance. She was well dressed as per

code of dressing prescribed by the Circular 10 of 2006 on Public Service Standards of Dress.

4.8.7.10 Physical aspects of classroom

The researcher was pleased to note that the ECD block had ramps to the classroom and also were special toilets conforming to the Director's Circular No. 3 of 2001 which sets guidelines on providing equal access to education for learners with disability.

4.8.8 School "C" [Grade 5]: Areas Observed

4.8.8.1 Classes of disabilities

The researcher observed that there were two slow learners in the class and they became the focal point of interest to see how they were being handled. This class of disability conformed to those that were highlighted by Leonard Cheshire Zimbabwe Trust (2011).

4.8.8.2 Subject matter/content

The teacher showed that she was aware of her content and was conducting a Shona lesson in which the topic was on comprehension, reading a friendly letter in which the learners were to answer comprehension questions. The content in the Scheme Cum Plans covered learners of varied abilities as outlined in Bumbiro ReZvidzidzo ZveChishona RePuraimairi (2006).

4.8.8.3 Organisation

The teacher had her lesson on comprehension and the work was simplified to cater for the slow learners. She had a short passage solely for the two as she found it difficult to have the long letter with them. This convinced the researcher that the teacher was catering for individual differences. Above all, monitoring was constantly done on learners' progress.

4.8.8.4 Rapport

The teacher was motivational thereby drawing the attention of all learners including the slow learners who were the focal point of the researcher. She showed commitment to help them read the passage and answer questions. The learners participated well during the interaction with the teacher. The teacher was fair, respectful and impartial showing enthusiasm.

4.8.8.5 Teaching methods

Child centered teaching methodologies were used as pupils worked in groups and the individually during answering the comprehension questions. As a class the pupils then read the passages and individually attempted the questions. The teaching methods and aids were appropriate. With the researcher's focal point, the slow learners, the teacher had to assist them in reading and attempting to answer the comprehension questions (MoPSE, 2015).

4.8.8.6 Presentation

The teacher created a favourable teaching and learning environment catering for inclusive learning (Msindo, 2013). Her voice projection was audible and clearly understood being evidenced by the participation of the learners and she had a good command of English. The researcher was pleased as his focal point, the slow learners gained adequate attention from the teacher.

4.8.8.7 Management

The teacher observed exhibited good leadership qualities as she managed to control the learners thereby instilling discipline in them. She had to move around during the pupil to pupil interactions as she monitored progress. However, time management was a challenge to the teacher to accommodate the slow learners. She spent had more time helping the learners to the detriment of other learners as they were not given extension work.

4.8.8.8 Sensitivity

The teacher exhibited sensitivity to the slow learners during class interaction despite differences and disabilities to the delight of the researcher. The teacher responded to the learner's questions so well and the slow learners were seated close to the teacher's table in front. The learner's questions were received with compassionate and responded to appropriately without threats and created a friendly environment complying with the Disabled Persons Act (1996) and the Education Act (1996) calling for non-segregatory conditions. The teachers really attended for individual differences.

4.8.8.9 Personal

The teacher was composed exhibiting self confidence thereby maintaining professional comportment and appearance. She conformed to the code of dressing expected in the MoPSE, (Circular 10 of 2006 on Public Service Standards of Dress).

4.8.8.10 Physical aspect of classroom

The classroom had colourful charts on display with mobiles hanging and their height was at equilibrium hence not distracting content delivery. There were twenty six learners ideal for inclusivity which calls for all learners being in the same mainstream with the "normal" peers (Harmuth, 2012). Furthermore, the researcher failed to identify ramps to accommodate the wheel chaired or visually impaired when they happen to be enrolled in the school.

4.8.9 School "C" [Grade 6]: Areas Observed

4.8.9.1 Classes of disabilities

In the upper junior class, the researcher observed a physical disabled learner whose leg was amputated leg. The Leonard Cheshire Zimbabwe Trust (2011) concurred with this form of disability.

4.8.9.2 Subject matter content

Knowledge of the content was exhibited as the teacher had an Environmental Science lesson covering Materials and Technology on useful friction. Mastery was shown evidenced by the presentation of the work to the satisfaction of the researcher whose

focus was on how inclusivity was being upheld on the physical handicapped learner. Content was drawn from the MoPSE (2006) Environmental Science Syllabus.

4.8.9.3 Organisation

Adequate preparation was shown by the teacher as the Scheme Cum Plans progressed from simple to complex to cater for the learners. Clear objectives were crafted that was achievable and followed the BEST Approach of scheming. During lesson delivery, the teachers moved around monitoring progress and highlighted the main aspects of the content. Media for the lesson were concrete objects depicting useful friction.

4.8.9.4 Rapport

A positive rapport was observed from the class observed as the learners interacted with the teacher. He managed to draw the attention of the learners and it was a marvel to watch. Prompt feedback was given by the teacher to emphasize on the learner's responses and exhibited enthusiasm being fair, respectful and impartial. It was motivational to all learners and includes the handicapped.

4.8.9.5 Teaching methods

Group work, discussion, demonstration and discovery methods were observed from the class during the curriculum implementation. The concrete media used were relevant, precise and appropriate. Hands on approach were shown focusing on the set objects (MoPSE, 2014). The Science lesson conducted had practical work as learners discover on useful friction from the real objects as the water tap and he demonstrated using his

car on braking as useful friction. The researcher was delighted on the involvement of the learner whose leg was amputated.

4.8.9.6 Presentation

The learning atmosphere exhibited was child friendly and promoted effective teaching and learning. The teacher maintained eye contact with the learners and they paid attention to the facilitator. The voice projection of the facilitator was perceptible that the learners easily understood evidenced by their participation. The teachers had a good command for English and pronounced so well which was augmented by the learner's responses which was a marvel to hear.

4.8.9.7 Management

Teacher from school C managed to cope up with his time allocation although he had a practical lesson in and outside the class. Besides, they attended to lesson interactions so well demonstrating leadership prowess thereby maintaining discipline in learners during the lesson which shows effective management.

4.8.9.8 Sensitivity

Sensitivity was accorded to the amputee as she was seated in the front row for accessibility to the whiteboard. The learner has an artificial leg which helps when maneuvering. In compliance to providing access and equal opportunity to education, the teacher complied with Director's Circular No. 3 of 2001 which sets guidelines on providing equal access to education for learners with disability. He accommodated all the learners giving equal opportunities to participate and air their views despite

challenges and responded to them appropriately without any form of threats of segregation which was the point of attraction for the researcher.

4.8.9.9 Personal

Composure was observed as the teacher implemented the curriculum. He was immaculately dressed as per code of dressing expected of a professional thereby maintaining comportment and appearance. This was in compliance with Circular 10 of 2006 on Public Service Standards of Dress.

4.8.9.10 Physical aspect of classroom

The physical aspect of the classroom was accommodative as it had a ramp parallel to the steps leading into the classes thereby accommodating the amputee as was using a clutch. Furthermore, there were no any physical distracters that would hinder content delivery during the classroom interactions. Colourful charts were on display in the respective learning areas and thirty six learners were in the class.

4.8.10 Cross case analysis of the three schools A, B and C

This section highlighted the similarities and differences observed during the classroom observations of the nine teachers. The researcher presented the data in a tabulated format categorizing the three schools as infants, junior and upper junior classes. The areas covered were herein attached as Appendix B and encompassed class of disabilities, subject matter/content and organisation. The rapport, teaching methods, presentation, management and sensitivity were covered including personal and physical aspect of classroom will be considered.

4.8.10.1 Infant Section: School A, B and C

Table 4.2 Cross case analysis in infants (Teacher Observations)

Area Observed	Similarities	Differences
Class of disability	There were learners with disabilities in the infant section from the three schools A, B and C as was outlined in LCZT (2011).	The disabilities from the three schools were not uniform but vary and two schools had HI learners while one had an albinism student.
Subject matter/Content	The three teachers exhibited mastery in their content demonstrating breadth and depth. Content was from the relevant syllabuses.	Different learning areas were being taught, PE, Mass Display and VPA.
Organisation	The teachers proved to have been well prepared with SMART objectives set in the different learning areas.	Organisation of activities varied from class to class considering learning areas taught.
Rapport	There was good rapport between the teachers and the learners during the lesson creating an ideal inclusive learning atmosphere.	No differences were noted in this aspect as the facilitators exhibited good rapport.

Teaching methods	Learner centered approaches were used as advocated by the MoPSE (2014) in the different learning areas accommodating inclusivity.	The methods adopted differ with the cognitive level of the learners as the classes were ECD A, B and Grade 2.
Presentation	The facilitators established conducive inclusive education classroom environments. Audibility was the positive to the delight of the researcher with a good command of English.	One of the teachers lacked eye contact with the learners during the interaction as the researcher observed hence deviating from inclusion.
Management	The teachers demonstrated good leadership prowess thereby maintaining positive discipline.	Time management was observed during the teacher pupil interaction
Sensitivity	The infant teachers were sensitive to the impaired learners and accorded them the chance to sit in front close the whiteboard and the teachers conforming to inclusion (Harmuth, 2012).	Despite being sensitive, lack of relevant skills were noticed by the researcher coinciding with the school head's responses.
Personal	There was compliance with Circular 10 of 2006 on Public Service Standards of Dress among the three	The Mass Display teacher was in her sporting attire suitable for the activities to

	teachers and were composed thereby maintaining professional comportment and appearance.	be undertaken on skipping.
Physical aspect of classroom	The rooms were well furnished with colourful charts that promote inclusivity. The classes had normal enrolment with mobiles hanging at an equilibrium height not hindering learning.	The ECD blocks had provisions of ramps as evidenced by the school heads' assertions during the interviews.

4.8.10.2 Junior Classes: School A, B and C

4.2: Cross case analysis in middle junior classes

Area Observed	Similarities	Differences
Class of disability	Schools had impaired learners but not severe agreeing with LCZT (2011) that there were various forms of disabilities. This also concurred with the sentiments of the school heads.	Forms of disability were not uniform as observed were those with speech disorder, albinism and slow learners.
Subject matter/Content	Mastery of content was shown and it catered for inclusivity as it progressed from simple to complex	Different learning areas were taught, English, Agriculture and Shona by the observed

	(Blooms taxonomy).	teachers.
Organisation	Organisation of matter captured the notion of inclusion and had clear objectives (MoPSE, 2014). All teachers had to monitor their learners.	On the comprehension, the slow learners were given a short passage different from their peers where the researcher feel is contrary to the ethics of inclusion agreeing with the Education Act (1996).
Rapport	Teachers were motivational as they interacted with the learners. They were accommodative and give feed to learners showing enthusiasm.	The researcher never noted any difference from the observed teachers in rapport.
Teaching methods	Adoption of learner centered approaches was exhibited by the teachers agreeing with MoPSE (2014) Curriculum Framework in the learning areas observed corresponding to their experiences.	The different learning areas observed called for different methodologies however were relevant to the satisfaction of the researcher.
Presentation	Harmuth (2012) called for a conducive classroom environment which was observed during this	The teacher with slow learners lacked eye contact with the learners though was articulate

	study by the three facilitators concurring with Circular 3/2001 which calls for equal access to education for all learners.	in all aspects. Inclusivity advocates for much attention to learners (Musindo, 2013).
Management	The facilitators attended to class interactions and demonstrated positive leadership prowess thereby maintaining discipline and control being non-discriminatory (Disabled Persons Act, 1996)	Time management was a failure from teacher C who had slow learners. However, the researcher felt the facilitator did justice to accommodate them complying with Circular 3/2001.
Sensitivity	The researcher was delighted with the way facilitators showed compassionate to all learners. The impaired were in the front seats and close to the teacher either for visibility at the whiteboard or audibility from the teacher (Schriner, 2009).	The facilitator who had slow learners had no patience with the one having speech disorder. The learner needed an ear to comprehend the responses. However, not much was being accorded due to lack of skills (Peresu, 2000; Mushoriwa, 2002; Musengi et al. 2010).
Personal	Conformity to Circular 10 of 2006 on code of dressing was exhibited to the satisfaction of the researcher.	Nothing negative was observed by the researcher in this area of observation.

Area Observed	Similarities	Differences
	The facilitators were had composure and showed professionalism.	
Physical aspect of classroom	The physical aspects of the rooms were accommodative considering the classes of disabilities in them. Class enrolment was manageable for inclusion and there were removal of physical distracters, Social Model of Disability (Schriner, 2009) that could hinder content delivery.	Notably, no provisions of inclusion in the form of ramps were observed by the researcher possibly because there are no learners who require such infrastructure in the classes.

4.8.10.3 Upper Junior Classes: School A, B and C

Table 4.3: Cross case analysis in Upper junior classes

Area Observed	Similarities	Differences
Class of disability	The three classes observed have impaired learners concurring to the school heads' remarks and (LCZT, 2011).	Classes had learners with hearing, visual impairment. Speech disorder and a leg amputee.
Subject matter/Content	Good command and mastery of content drawn from different syllabuses were noted from the observed three facilitators. They	Facilitators presented different learning areas, Mathematics, Home Economics and

	demonstrated breadth and depth to the satisfaction of the researcher to enhance inclusion.	Environmental Science.
Organisation	Evidence of adequate reparation was observed by the researcher. SMART objectives were set and all the facilitators closely monitored their learners so as to counter discrimination among them (Education Act, 1996 & Disabled Persons Act, 1996).	The content to be covered by the slow learner was not differentiated from the peers which the researchers feels does not augur well considering retention span as Harmuth (2012) advocated for suitable curriculum content for them.
Rapport	The three facilitators worked so well with their learners creating a child friendly atmosphere for all learners without discrimination (Education Act, 1996).	The researcher was convinced in this aspect as the facilitators were accommodative to all.
Teaching methods	Critical thinking, discovery and problem solving approaches were shown by the facilitators concurring to the MoPSE (2014) Curriculum Framework. Theory and practice	Though child centred approaches were used, pupil to pupil was not used which the researcher thought was helpful in

	was done which the researcher found prudent for inclusion (Walton 2017; Kusters et al., 2015) in Sibanda (2018).	inclusion as it promoted unison and interactions avoiding passengers.
Presentation	A conducive classroom environment was observed from the three facilitators concurring with Harmuth (2012). The teachers maintained eye contact and used clear voice projections with a good command of English.	Displayed of charts in Grade 6 at school C were not at an equilibrium height for the learner with visual impairment defeating readability by the learner.
Management	The facilitators showed good leadership abilities hence maintaining discipline and control. They attended to classroom interactions thereby exhibiting effective management without discrimination of learners (Education Act, 1996 & Disabled Persons Act, 1996).	The facilitator would not manage her time properly as the lesson spilled into the next. This was attributed to lack of skills (Peresu, 2000; Mushoriwa, 2002; Musengi et al. 2010).
Sensitivity	The three facilitators showed sensitivity to students' culture, gender differences and disabilities	The researcher was concerned with the display of class charts which were

	concurring with the Social Model of Disability in Schriner (2009). They positively responded to learners' questions hence observing inclusion.	higher up to the disadvantage of the visual impaired though the learners used spectacles.
Personal	The researcher was delighted with the composure and professional comportment of the facilitators in compliance with Circular 10 of 2006. Individual differences were observed.	The researcher was convinced that the three facilitators had no any difference noted in this aspect.
Physical aspect of classroom	The location and physical attributes of classroom was ideal as the three classes had less than thirty learners considering that the classes of disability were not severe but rather mild.	All the three classes had no any provision for inclusion in the event that the physically handicapped seek enrolment. The researcher suggests that removal of barriers should be a priority as advanced by the Social Model of Disability (Field, 2007).

4.9 Summary

The chapter presented, analysed and discussed the results from the study. The major areas covered in the chapter encompassed the biographic data of the three school heads and the nine teachers from the three schools under study namely school A, B and C. Furthermore, it covered the verbatim responses from the interviewed school heads, classroom observations of teachers and the discussion of findings from the observations in the infant, junior and upper junior classes. The data was presented in tabulated and descriptive form.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The previous chapter focused on data presentation, analysis and discussion from the respondents who were school heads and teachers. The data was tabulated and discussed in descriptive form. This chapter covered the summary of the research, the conclusions drawn from the findings and made recommendations on inclusive education, policy versus implementation.

5.1 Summary

The main focus of this study was an analysis on inclusive education, policy versus implementation. The research was bound by the main research question which questions the knowledge gaps between inclusive education policies and their implementation in Harare Northern Central District schools. A critical case sampling technique was adopted as it is a course of action for selecting a small number of important cases that are likely to yield the most information and have the greatest impact on the development of knowledge. Three schools were selected in which the respondents were three school heads and nine teachers drawn from the infant, junior and upper junior classes respectively.

The research commenced with chapter one which introduced the subject matter of the study by outlining the key areas namely background to the study, statement of the problem, the main research question and sub-questions and the purpose of the study.

The significance of the study, assumptions, delimitations and limitations were highlighted while the definition of key terms marked off the chapter.

The review of related literature marked the beginning of chapter two which gave detailed data on inclusive education to fulfill the advocacy put forward by the MoPSE in Zimbabwe. The chapter gave a brief historical background and the development of inclusion internationally, regionally and nationally paying attention to policy and its implementation. Learners for inclusion, stakeholders involved and the challenges faced in effectively implementing the policies of inclusivity were analysed and what could be done or provided for successful implementation of inclusive education in the schools to reduce the gap between policy and implementation were unpacked. Lastly, an empirical evidence research on a related topic done in South African on inclusion was endorsed before the chapter's summary.

Chapter three outlined the methodology and it covered the research paradigm, approach, design, target population, sampling procedures and the sample size. Thereafter, data generation instruments, data generation procedures, ethical considerations, validity and reliability, data management, data analysis and presentation procedures, trustworthiness in qualitative research, data presentation and a summary were chronologically laid out. The data collected was qualitatively analysed and interview responses were tabulated.

5.2 Major findings

The major findings realised by the researcher in this study were:

- ❖ There were equal representation of respondents by gender

- ❖ Schools are manned and curriculum is implemented by qualified heads and teachers respectively with varying experiences

- ❖ School heads and teachers were aware of the programme of inclusivity.

- ❖ Educators were capacitated to implement inclusive education through workshops and in-service training though it was minimal hence lacks relevant skills.

- ❖ There were learners with disability in schools but the enrolment was minimal.

- ❖ Schools were embracing inclusivity at snail's pace and were improving their infrastructure following policy guidelines.

- ❖ Schools encountered lack of human, financial, physical and time resources as major challenges that impedes effective policy implementation on inclusive education in HNCD.

- ❖ School heads suggested various intervention strategies for successful implementation of inclusivity in schools to mitigate the gap between policy and implementation.

- ❖ Teachers were trying their best to accommodate inclusivity in their classrooms tough it had its own prowess.

- ❖ Disabled learners felt wanted when they were in inclusive classrooms interacting with their peers.

5.3 Conclusions

Substantial policy guidelines were in schools guiding the implementation of inclusive education. These included the Education Act (1996) and Secretary's Circular P36 which is against segregation in schools despite race, creed, disability, religion or social status of parents. Furthermore, Director's Circular 3 of 2001 and Secretary's Circular 2 of 2007

advocated for providing access to education to all learners with disability and inclusion of learners with albinism in the main stream schools. From the above mentioned, there was Director's Circular 7 of 2005 which outlined the involvement of learners with disabilities in all sporting competitions.

Despite the above guidelines, lack of skilled human capital, material, financial and time resources proved to outweigh the efforts for effective implementation of inclusive education in schools. Schools were slowly embracing inclusivity evidenced by minimal enrolment of learners with disability especially those with mild conditions. Schools were not enrolling learners with severe conditions hence referred them to SPS and SNE for placement of the learners. Apart from that, schools were improving their infrastructure by building ramps and special toilets. Following the MoPSE (2017), school teachers had changed their pedagogy fostering child centered approaches moving away from the norm that teachers were the fountain of knowledge hence promoting inclusive education.

Therefore, there was the need for public private partnership to apportion a supportive kitty to inclusive education for effective implementation. Besides, there was the need for policy makers to enact binding policies that compel schools to undertake effective implementation and adopt monitoring and evaluation for feasibility.

5.4 Recommendations

The research study therefore recommended the following:

i. Policy formulation on educational matters should involve educators (heads and teachers) as implementers for ownership of the programme.

ii. The government, on behalf of the MoPSE should enact a binding policy on inclusivity to compel effective implementation.

iii. Sensitisation on inclusive education through the print and electronic media should be enhanced to accord access to education for learners with disability especially those in the peripheries.

iv. Friendly inclusive education infrastructure development should be a priority from the government by providing building grants.

v. Monitoring and evaluation should be enhanced by the MoPSE to foster effective implementation of inclusivity in schools.

vi. There was the need to review teacher training curriculum to equip teachers with the relevant skills and knowledge to embrace inclusivity.

vii. More schools should be built to reduce the ballooned teacher-pupil ratio and walking distances to accommodate inclusive education.

viii. A positive mindset should be adopted for inclusive education to be a success as disability does not mean inability.

Recommendations for further research

To conclude the study, it is recommended that further studies be conducted on:

a. The perceptions of teachers on the implementation of inclusive education for learners with severe disabilities.

b. An analysis on the effectiveness of parental involvement in inclusive education for learner's achievements.

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APPENDIX A

Interview Guide for School Heads

This interview session is designed to help the researcher have an analysis on inclusive education in Harare Northern Central District: Policy versus Implementation. The information given will be used for the purpose of the study only hence observing confidentiality.

Date of interview _____/_____/2019

Time _____

A. Biographic information
   ❖ Age
   ❖ Gender
   ❖ Qualification
   ❖ Experience

B. Interview questions

1. What do you understand by inclusive education?

2. How were educators (teachers and school heads) capacitated to implement the programme?

3. What are the classes of learners with disabilities in your school?

4. What provisions are available in your school to facilitate the provision of inclusive education?

5. What challenges do you face in the implementation of inclusive education?

6. What do you think needs to be done or provided for successful implementation of inclusive education in the schools to reduce the gap between policy and implementation?

Thank you for your co-operation

APPENDIX B

Classroom Observation Guide for Teachers

Subject _____   Topic _____

Date _____   Grade _____

Time _____

Biographic information
- ❖ Age
- ❖ Gender
- ❖ Qualification
- ❖ Experience

Area Observed	Comments
1. **Classes of disabilities** (hearing impairment, visual impairment, mentally challenged, learning disorders, physically challenged, speech and language disorders)	
2. **Subject matter content** (shows good command and knowledge of subject matter covering all learners; demonstrates breadth and depth of mastery)	
3. **Organization** (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors learners)	

Area Observed	Comments
4. **Rapport** (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	
5. **Teaching methods** (uses relevant teaching methods, aids, materials, techniques and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)	
6. Presentation (establishes classroom environment conducive to inclusive learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	
7. **Management** (uses time wisely; attends to lesson interaction; demonstrates leadership ability; maintains discipline and control; maintains effective management)	
8. **Sensitivity** (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)	

Area Observed	Comments
9. **Personal** (evidences self-confidence; maintains professional comportment and appearance)	
10. **Physical aspects of classroom (state, location and physical attributes of classroom, number of students in attendance, layout of room, distractions; physical aspects that affect content delivery)**	

APPENDIX C: Transmittal Letter

MIDLANDS STATE UNIVERSITY

P. BAG 9055   Tel: (263) 54 260404/260337/260667/260450
Gweru   Fax: (263) 54 260233
Zimbabwe

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP

HARARE CAMPUS

16 September 16, 2019

TO WHOM IT MAY CONCERN

The bearer K̲A̲T̲S̲A̲N̲D̲E̲ ̲P̲A̲N̲D̲U̲K̲A̲I̲ ̲R̲E̲G̲ ̲N̲o̲ ̲R̲1̲6̲9̲1̲5̲9̲X̲ is a B.Ed/MED/ student at this University. S/he has to undertake **research** and thereafter present a **Research Project** in partial fulfilment of the degree programme.

In this regard, the University kindly requests both your institution and personnel's assistance in this student's research endeavors.

Your cooperation and assistance is greatly appreciated.

Thank you

Dr W. Mazani
(Harare Campus Coordinator - Department of Educational Policy Studies and Leadership)

MIDLANDS STATE UNIVERSITY
HARARE CAMPUS DIRECTOR

1 4 OCT 2019

NUMBER 1 KWAME NKRUMAH
HARARE, ZIMBABWE

APPENDIX D

House Number 150
ZRP Support Unit Camp
Greendale
Harare

14 October 2019

The Director
Policy Planning, Research and Development
Ministry of Primary and Secondary Education
Harare

Dear Sir/Madam

RE: REQUEST TO CARRYOUT A RESEARCH PROJECT IN HARARE NORTHERN
CENTRAL DISTRICT PRIMARY SCHOOLS: ADMIRAL TAIT, GREYSTONE AND
BORROWDALE

I, **Katsande Pandukai** I.D. No. **49-041752 B 49** is requesting for permission to enter into Harare Northern Central District Primary schools to undertake a research on the following topic:

ANALYSIS ON INCLUSIVE EDUCATION IN HARARE NORTHERN CENTRAL DISTRICT: POLICY VERSUS IMPLEMENTATION.

I am a student from Midlands State University, Faculty of Education, Educational Foundations, Management and Curriculum Studies Department doing Masters Degree in Educational Management.

My research will target school heads and observe teachers conducting their lessons and the findings from this research will be strictly used for academic purposes.

Attached are the following documents: Transmittal letter from Midlands State University, Copies of national identity card and Student I.D, Instruments for collecting data and the Abstract.

Respectfully forwarded for your consideration

Yours faithfully

Katsande Pandukai [0777 878 080 / 0712 513 012]

APPENDIX E

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 Harare
Ministry of Primary and
Secondary Education
P.O Box CY 121
Causeway
HARARE

14 October 2019

Katsande Pandukai
House no 150
ZRP Support Unit Camp
Greendale

Re: **PERMISSION TO CARRY OUT RESEARCH IN HARARE PROVINCE, HARARE NORTHERN CENTRAL DISTRICT: ADMIRAL TAIT, GREYSTONE AND BORROWDALE PRIMARY SCHOOLS.**

Reference is made to your application to visit schools to collect data for research purposes at the above mentioned schools in Harare Province on the research title:

"ANALYSIS ON INCLUSIVE EDUCATION IN HARARE NORTHERN CENTRAL DISTRICT: POLICY VERSUS IMPLEMENTATION."

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Harare Province, who is responsible for the school which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education.

L. Mkwala
Acting Deputy Director: Innovation and Development
For: SECRETARY FOR PRIMARY AND SECONDARY EDUCATION
cc: PED – Harare Province

1 5 OCT 2019

CY 121, CAUSEWAY

APPENDIX F

All communications should be addressed to
"The Provincial Education Director"

Telephone : 339334
Fax : 339518
E-mail:
hararemetropolitanprovince@gmail.com

ZIMBABWE

Ministry of Primary and Secondary Education
Harare Provincial Education Office
P. O. Box CY 1343
Causeway
Zimbabwe

15 October 2019

STAFF/CONFIDENTIAL

Katsande Pandukai
House No. 150
ZRP Support Unit Camp
Greendale
Harare

Dear Madam

RE: PERMISSION TO CARRY OUT RESEARCH AT ADMIRAL TAIT, GREYSTONE AND BORROWDALE PRIMARY SCHOOLS: NORTHERN CENTRAL: HARARE METROPOLITAN PROVINCE

Reference is made to your application to carry out a research at the above mentioned schools in Harare Metropolitan Province on the following research title:

"ANALYSIS ON INCLUSIVE EDUCATION IN HARARE NORTHERN CENTRAL DISTRICT: POLICY VERSUS IMPLEMENTATION"

Please be advised that the Provincial Education Director grants you permission to carry out your research on the above mentioned topic. You are required to supply the Provincial Office with a copy of your research findings soon after the completion of your research.

M. Muguraumwe
FOR THE PROVINCIAL EDUCATION DIRECTOR
HARARE METROPOLITAN PROVINCE

MIN. OF PRY. & SEC. EDUCATION
DISCIPLINE SECTION
HARARE PROVINCE
1 5 OCT 2019
P.O. BOX CY 1343, CAUSEWAY
ZIM. TEL: 04-792671/7/798146

MIN. OF PRY SEC EDUCATION
NORTHERN CENTRAL DISTRICT
DISTRICT EDUCATION OFFICER
1 5 OCT 2019
P.O. BOX CY 1343, CAUSEWAY
ZIMBABWE TEL 04-303683

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