



**UNIVERSITY OF KWAZULU-NATAL**

**EDUCATIONAL MANAGERS' UNDERSTANDING AND  
EXPERIENCES OF THE IMPLEMENTATION OF  
INCLUSIVE EDUCATION: EVIDENCE FROM  
SELECTED URBAN PRIMARY SCHOOLS IN  
ZIMBABWE**

**A dissertation submitted in fulfilment of the academic  
requirements for the degree of**

**Master of Education**

**(Education Leadership, Management and Policy)**

**by**

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**February 2016**

## ABSTRACT

This study focused on the school heads' understanding and experiences of the implementation of Inclusive Education in selected urban primary schools in Zimbabwe. The apparent absence of a tentative policy statement that informs the understanding and implementation of Inclusive Education in Zimbabwe results in different understandings and experiences. Using the multiple site case study design, I interviewed four primary school heads. I used observation and document analysis as supplementary data generation instruments. The theoretical framework identified the Social Ecological Model and the Transformational Leadership theory as the lens through which inclusion maybe understood and successfully implemented and managed in the schools. Findings show that inclusion and integration characterised by special classes and Resource Units have been implemented in the schools. A pull-out programme was being used for language and learners who needed individualised instruction. Issues such as lack of knowledge and experience among the school heads, government mandating the implementation of inclusion in the schools, lack of resources, issues of assessment and absence of inclusive curriculum, large classes and negative attitudes by teachers have been cited as issues that affect the school heads' understanding and experiences of Inclusion. The study concludes that the school heads' understanding and experiences of Inclusive Education bear great significance towards its effective implementation in the schools. With better understandings and experiences, there are indications that the school heads can enhance the implementation of I.E. in the participant schools leading to improved inclusive practices.

# DECLARATION

Submitted in fulfilment / partial fulfilment of the requirements for the  
degree of

**Masters in Education**, in the Graduate Programme in **Educational  
Leadership and Policy**, University of KwaZulu-Natal,  
Pietermaritzburg,  
South Africa.

I, **Mutyavaviri Pamela Nyarai**, declare that

1. The research reported in this thesis, except where otherwise indicated, is my original research.
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7 December 2015

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Dear Ms Mutyavaviri

Protocol reference number: HSS/0606/015M

Project title: Educational Managers' Understanding and Experiences of the Implementation of Inclusive Education: Evidence from Selected Urban Schools in Zimbabwe

**Full Approval – Expedited Application**

In response to your application received 29 May 2015 the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

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Humanities & Social Sciences Research Ethics Committee

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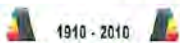
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100 YEARS OF ACADEMIC EXCELLENCE

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## List of Abbreviations

I. E.	Inclusive Education
EO	Education Officer
NGO	Non-Governmental Organisation
EFA	Education for All
ECD	Early Childhood Development
ECDC	Early Childhood Development Centre
SPS	Schools Psychological Services
SNE	Special Education Needs
SMTs	Schools Management Teams



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## **CHAPTER ONE**

### **Introduction to Study**

#### **1. Introduction**

Education managers play a significant role in the implementation of Inclusive Education (I.E.), (Waldron, 2011). They are responsible for building the school vision, setting direction, transformation of the organisation to suit the intended vision, managing the teaching and learning environment and providing instructional guidance. I think that their experiences and understanding are essential in determining how I.E. is implemented and managed in the schools. It is on this premise that my study examined these experiences and understandings and how they impact on the implementation and management of I.E. in selected urban primary schools in Zimbabwe.

In this chapter, I provide the introduction and background to the study, the statement of the problem, critical questions, and the significance of the study. I define the key terms as they apply to this study. Finally I give the organization of the report.

#### **1.1 Background to the Study**

This study explored educational managers' understanding and experiences of the implementation of I.E. in selected urban primary schools in Zimbabwe and identified factors that affect these understandings and experiences. The study drew lessons from these managers that could be used to enhance the implementation of I. E. in the selected schools. In this study, these educational managers are the school heads selected from four primary schools in the same district where I expect their practices to be similar.

#### **1.2 Why Inclusive Education**

I.E is currently topical in Zimbabwe and the world over in that it is viewed as politically correct for countries to implement inclusion in the schools as it is a rights based issue and a response to the call by the marginalised people and those living with disabilities to be recognized (UNISA, 2006). The realisation that Education for All (EFA) advocated for by the international community at the Jomtien conference in 1990 has not achieved its intended goal of educating all

learners has given momentum to the call for the implementation of I.E. across the globe (Landsberg, 2011). Education still excludes some groups of learners based on a number of barriers which include disability, language, culture, ethnicity, diseases like HIV/AIDs and poverty hence the need for I.E. so as to try and accommodate all these learners into the education system, (UNISA, 2006, Landsberg, 2011). Apparently Zimbabwe has also realised that EFA advocated for at independence in 1980, still excludes some learners on the basis of language, disability, culture and gender hence the need for I.E. (Mandina, 2012).

In Zimbabwe, the history of children living with disabilities has been characterised by segregation and specialisation (Chitiyo and Wheeler, 2004). Learners living with disabilities were identified, assessed and enrolled in specialised institutions that catered for the different disabilities. However, it should be noted from the onset that I.E. is not only about disability, but for this study, I have decided to focus only on disabilities and how learners living with these disabilities are included in the mainstream schools. I. E. recognizes that all children can learn. It caters for all the learners and realises that the learner is not the problem but the education system that is rigid and does not accommodate differences in learners (Green, 1991).

According to UNISA (2006), the thrust for the I.E. approach was propounded at the Salamanca Declaration of 1994. It was declared that all children regardless of their physical, intellectual, social, emotional, linguistic or any other conditions must be included in the ordinary schools. The call was for the transformation of the regular schools into inclusive schools. A number of studies have been conducted in Zimbabwe on inclusion among them the attitudes of teachers towards I.E (Chireshe, 2013), challenges on the implementation of I.E (Mafa, 2012) and lack of resources in the implementation of I.E (Mandina, 2012). Edmunds and Macmillan (2010), lament that studies have negated the critical role played by the educational managers in the implementation and successful management of inclusion. This critical role includes among other functions vision building, providing support and instructional guidance and ensuring that the teaching/learning process in the schools actually benefit the learners.

I think that it is critical for countries to adopt and develop their own understanding and perspective of I.E that will help in the ownership and implementation of this innovation. The absence of a tentative policy statement on I.E. in Zimbabwe opens up room for different

understandings and experiences (Mafa, 2012 and Chireshe, 2013). The policy statement would give legal binding and provide direction on how to understand and implement I.E.

South Africa has the White Paper 6, Botswana White Paper 2, and Swaziland has the Inclusive Education policy of 2005 all enunciated with the sole aim of understanding and informing the respective countries on the implementation of I.E. The White Paper 6, not only gives the definition of I.E. in the South African perspective, but it also gives an overview of what I.E. is all about and what is expected of all the role-players. It gives indications on how learners living with disabilities will be identified, assessed and incorporated into special, full-service or ordinary schools. It identifies strategies and interventions that will assist educators to cope with the diversity of learners. White Paper 6 elaborates how human resources will be developed, curriculum managed and the role of special schools in an Inclusive setting. The White paper sets the tone and clears any misunderstandings that might arise in the implementation of I.E. in South Africa.

The Botswana White Paper likewise provides a roadmap for the implementation of I.E. It gives an overview of how I.E. is understood in the Botswana context. It also identifies barriers encountered by the learners in Botswana and how these will be dealt with and how various support services will be provided. Likewise, the Swaziland document provides the definition of I.E according to the Swazi perspective. It provides guidelines on how implementation of I.E. will be managed and strategies that will be put in place to ensure its successful implementation like free primary education from 2010 and free feeding in all primary and secondary schools.

It seems the implementation of I.E in Zimbabwe may still be informed by the Zimbabwe Education Act of 1996 and the Zimbabwe's Disabled Persons' Act of 1992 (Chireshe, 2013, Mafa, 2012, and Mandina, 2012). The Zimbabwe Education Act of 1987 categorically states that no child in Zimbabwe shall be discriminated against in regard to his/her admission to any school on the basis of disability, race, tribe, culture, ethnic origins, colour, creed or gender thus inclusive in nature. Even though the Disabled Persons' Act does not specify on education, it gives a blanket statement that there should be no discrimination against people with disabilities. Samkange (2013, p.955) even alludes to the Ministry of Education, Sports, Arts and Culture's mission statement which aims "to promote and facilitate provisions of high quality, inclusive and relevant Early Childhood Development (ECD), Primary....., Special Education ....., " as informing

the direction regarding inclusion. The question is whether a mere mission statement carries enough impetus to see the successful implementation of I.E, whether it clarifies the issue of I.E and how it is understood and the guidelines of its implementation in Zimbabwe.

Studies conducted by people like Mafa (2012), Samkange (2013), Mandina (2012) and Chireshe (2013) provide evidence that inclusion is being implemented in the Zimbabwean schools but it is not known how Zimbabwean school heads understand and experience its implementation. I sincerely hope that through this study of limited scope, the selected school heads in Zimbabwe will be able to provide a picture of what is actually happening in the selected schools in as far as the implementation of I.E. is concerned.

### **1.3 Rationale for Implementing I.E.**

I.E. advocates for an understanding of the barriers that impede effective learning (UNISA, 2006). The I.E. approach suggests that challenges faced by learners living with disabilities are not as a result of the learners' impairment but rather it is a result of some features of the education system like the badly designed curriculum, poorly trained teachers, inappropriate medium of instruction, inaccessible buildings that create barriers to learning for these learners instead. I.E. strives to reduce these barriers to learning and develop ordinary schools which are capable of meeting the needs of all learners (UNISA, 2006). Disability does not mean inability. Children living with disabilities need to be afforded the same educational opportunities as their non-disabled counterparts.

### **1.4 Statement of the Problem**

Due to the apparent lack of information on the understanding of what informs the implementation of I.E. in Zimbabwe, this study seeks to investigate the school heads' understanding and experiences in as far as they inform the implementation of I.E. in selected schools. Evidence will be solicited from selected school heads from urban primary schools in Zimbabwe.

### **1.5 Critical Questions**

The study seeks to address the following critical questions:



1. How do the selected educational managers understand and experience the implementation of I.E?
2. What factors affect the educational managers' understanding and experiences of I.E?
3. What lessons can be drawn from the managers' understanding and experiences regarding the possibilities for enhancing the implementation of I.E in the selected schools?

## **1.6 Significance of the study**

This study attempted to establish the critical role that education managers play in the implementation of I.E. in the selected schools. Research done so far on I.E. in Zimbabwe seems to have focused on issues such as lack of resources and attitude of teachers among others. This study hopes to bring into perspective how educational managers are responsible for making decisions, leading and managing the change process and bringing the vision of I.E. in focus (Rantsie and Hay, 2013).

The study hopes to add to the existing knowledge on how to effectively implement I.E. in the selected schools. It is also hoped that the recommendations and outcomes of this study would not only serve as basis for further research on a much wider scale but also improve on the implementation of I.E in the participant schools.

## **1.7 Delimitation of the study**

This study was carried out in selected urban primary schools in a selected province in Zimbabwe. The participants were four school heads selected on the basis of their involvement in the implementation of I.E. and their schools having implemented or are in the process of implementing I.E.

## **1.8 Key terms**

### **1.8.1 Inclusive Education**

An education system that advocates for all learners, irrespective of the challenges faced to be accommodated and learn in the same classrooms with their peers (Landsberg, 2011). It recognizes that all children can learn and advocates for the removal of barriers in the education

system that impede the learning of some groups of learners and calls for the education system to change so as to accommodate all learners (UNESCO, 1994). I. E. is about establishing regular schools that accommodate the diverse learning needs of all learners, (Landsberg, 2011). In my study, the term inclusion will be used interchangeably with the term Inclusive Education and inclusivity.

### **1.8.2 Disability**

According to Gous, (2009), this refers to a person's loss or limitation of some bodily functions and capabilities. The person's ability to function properly in the environment is limited because of the presence of some barriers in the environment like inaccessible buildings and language of communication. In the education sector, these barriers include language of instruction, rigid and irrelevant curriculum and non accessible, hostile and non inclusive environments.

### **1.8.3 Mainstream**

Landsberg (2011) positions that mainstreaming brings learners living with disabilities into the so-called normal, ordinary schools as much as is possible. It advocates for the removal of the separate system of education for learners living with or without disabilities.

### **1.8.4 Special Education**

This is an education system of specially designed instruction to provide support and services to learners with identified disabilities. Their instructional program is individually designed to meet the unique needs of a particular learner ([www.dodea.edu/Curriculum/specialEduc/](http://www.dodea.edu/Curriculum/specialEduc/)). It looks for problems of educational failure within the learners who are then assessed to determine their strengths and weaknesses followed by a regime of remedial activities to try and normalize the child as much as is possible (Landsberg, 2011).

## **1.9 Limitations of the Study**

Finance and time were the major limiting factors in this study. I did not get any financial assistance towards conducting this study and had limited time within which to carry out the field work. There was fear that the participants might have felt intimidated by the research and gave

exaggerated information which might have influenced the research findings. I tried by all means to assure the participants and give guarantee that the study was purely for research purposes. The study findings apply only to these participating schools and cannot be generalized.

### **1.10 Organisation of the study**

This report is made up of five chapters. Chapter one introduces the study, highlighting the contextual basis of the study, the critical research questions and the goals that the research intends to fulfil.

Chapter two is a presentation of the literature that I found pertinent to my study. Discussion of I.E both as it applies to the international arena and Zimbabwe was carried out. Theories of I.E were discussed in as far as they apply to the participant schools in Zimbabwe. Theories of leadership in as far they affect the implementation of I.E in the schools were also discussed.

Chapter three addresses the research methodology applied to my study. I discussed the research paradigm in which my study is located and the research design suitable therein. I also identified the data generation instruments, participants, sampling methods and data analysis strategies.

Chapter four presents and discusses the research findings. Data generated was thematically presented and discussed with meaning derived from the data.

Lastly, chapter five presents the summary, conclusion and recommendations.

## **CHAPTER TWO**

### **Literature Review**

#### **2. Introduction**

This chapter deals with the literature I found pertinent for my study. In the first section, I define and examine the concept of Inclusive Education. In section 2, I discuss the Medical, the Lay and the Charity Models of Inclusive Education in as far as they impact on the understanding and implementation of I.E. in the participant schools. In the third section, I identify related studies on issues of inclusion conducted in countries like South Africa, Swaziland, Botswana, India and Zimbabwe. Under this section, I identify the key findings from these studies and lessons pertinent to my own study. In the fourth section, I identify and discuss the Instructional and the Contingent theories of leadership as other important theories that may be useful in the implementation of I.E. in the selected schools. Lastly, I discuss the Social Ecological Model and the Transformational Leadership Theory which form the theoretical framework of my study. Here I explain why it is important for heads to understand these theories and why they seem suitable for the implementation of Inclusive Education in the schools involved in my study.

#### **2.1 The concept of Inclusive Education**

I.E. is about establishing regular schools that address and respond to the diverse needs of learners through their increased participation in learning and it aims at eliminating exclusion from and within education (Landsberg, 2011; Nguyet and Ha, 2010 and Booth and Ainscow, 2002). UNESCO (2008) further elaborates that I.E. is a process that is aimed at providing quality education for all learners and involves changes and modification in content, approaches, structures and strategies, with a common vision of teaching all learners. It brings with it an understanding that it is the responsibility of the regular school system to educate all learners (UNESCO, 2003). Lee (2010, citing Friend, 2006), Pletser (2012) and Sebba and Ainscow (1996) view I.E. as an ongoing process rather than static and that all schools can continue to develop towards greater inclusivity despite their current state in order to respond to increased diversity of learners in the schools.

Sebba and Ainscow (1996) posit that I.E. changes the focus of educational failure from the individual child and their families towards the identification of barriers to participation and learning experienced by learners in the education system. The barriers to participation and achievement of some students include disability, lack of resources and expertise, inappropriate curricular, teaching methods and attitudes. Mafa (2012, p. 15) adds that I.E. is

a guiding principle to attain reasonable levels of school integration for all learners and it implies the conception and implementation of a vast repertoire of learning strategies to respond in a personalised way to learner diversities.

Dagneu (2013) elaborates that inclusion means enabling all learners to fully participate in the life and mainstream settings of education whatever their needs.

I.E. is about creating a welcoming and supportive school culture and the curriculum assessment methods are tailor-made to suit all the learners (Stewart, 1983). The emphasis is on the provision of support and conditions that will enable learners to achieve specified educational goals within the mainstream environment (Green and Engelbrecht, 2007). Chakuchichi, Chimedza and Chiinze (2003) add that the aim is to create an even learning environment for all learners. I.E. is based on the principal that all children regardless of the challenges faced have a basic right to be educated alongside their peers in the neighborhood schools with supplementary aids and support services availed to them (UNESCO, 1994 and Landsberg, 2011).

According to Landsberg (2011) I.E. has come to mean different things to different people. I think ultimately, it is how a people understand and experience it that will give it its definition. It is not known how I.E. is defined and understood in the schools selected for my study. For the purpose of this study, I think I will only be able to give a definition of I.E. from the perspective of the participating school heads.

From the definitions above, it emerges that I.E. acknowledges that all children can learn, respects differences and diversities in learners and aims at establishing regular schools that respond to this diversity. It also emerges that I.E. enables the education structures, systems and methodologies

to change so as to accommodate the needs of all learners. Thirdly, I.E. is a dynamic process that is aimed at providing quality education through the participation of all learners. Fourthly, I.E. in its true sense is neither about disability nor does it focus on disability alone. It is about changing the focus of educational failure from the learner to the education system and advocates for changes and modification of curriculum and content, approaches and strategies allowing for the teaching and learning of all students. Fifthly, I.E. brings in the concept of integration and have curriculum assessment methods tailor made to suit all learners. Lastly, I.E. positions education as a basic right and brings in an emphasis of supporting all the learners in the regular mainstream schools.

## **2.2 Features and criticisms against I.E.**

Interpretations of I.E. range from schools with special units attached to them to those with full inclusion. According to Sebba and Ainscow (1996) different schools from different countries interpret and embrace inclusion differently. Dyson (2010) cautions that there is no one definition of I.E. that can be used across the education systems, nor one model of inclusive schools, nor one process for developing such schools.

UNISA (2006 citing Farrel, 2001) argues that the basic right espoused in I.E. is for all learners to receive a good education and not just focus on learners living with disabilities. If the focus is only on learners with disabilities, then I.E. might be seen to be infringing on the rights of other learners without disabilities. UNISA (2006) further argues that inclusion of learners with disabilities in the mainstream classes deters the pace at which instruction is delivered and the placement of learners with special needs may pose a threat to the right of their non-disabled peers to receive what can be considered a good education. UNISA (2006) and Hornby (2012) argue that there is a limitation of the inclusive education knowledge base, lack of distinctive pedagogy and curriculum for special education and this is compounded by the lack of empirical evidence to support the effectiveness of I.E. Savich (2008) contends that the placing of learners with special needs in the general education classrooms may prevent some learners from getting the individualised attention that they require. Savich (2008) also argues that there are no adequate financial resources to make inclusion really effective. For inclusion to be viable there is need for funds to be availed to the mainstream schools for provision of resources and training needs. Savich (2008) also positions that general education teachers do not possess the requisite

knowledge and training required for teaching learners with disabilities. In addition, class sizes in the general schools are too big and not viable for inclusion. Class sizes need to be reduced if learners with special needs are to benefit (Savich, 2008).

According to Hornby, (2012), some sources take I.E. as meaning the increasing of the numbers of learners with Special Education Needs (SEN) in mainstream schools whilst other sources use the term inclusion to mean a state of affairs in which all children are educated in the mainstream classes within mainstream schools with only temporary withdrawal when the situation demands it.

A critical confusion concerns the rights of children with SEN (Hornby, 2012). Arguments in favour of full inclusion state that it is a basic right of all children to be educated alongside their peers in the mainstream, but all children have a right to appropriate education suited to their needs. Hornby (2012) argues that it is the right to an appropriate education that meets a child's specific needs that is more important rather than the right to be educated alongside their mainstream peers. Another area that causes confusion is that of labelling. Proponents of I.E. argue that when learners are identified as having SEN there is risk of stigmatization and labelling. However, with no identification there is the greater risk that the learners will not get the help that they need, (Hornby, 2012).

Inclusion is more than just enrolling learners with disabilities in the mainstream. It involves issues of changing the school climate, curriculum, infrastructure and support to address the learning challenges presented by learners living with disabilities. The challenge then is to identify the meaning that I.E. has to the schools participating in my study and to find out whether there have been changes pertaining to school climate, curriculum and infrastructure among others in these schools so as to address the specific needs of individual learners.

### **2.3 Barriers against the successful implementation of I.E. in Zimbabwe**

From the studies carried out by Mandina (2012), Mafa (2012) and Samkange (2013), a number of barriers impede the successful implementation of inclusion in Zimbabwe. One such issue is the apparent lack of a tentative policy to guide the understanding and implementation of I.E. which potentially results in different understandings and implementation of inclusion in the schools. Another issue is the lack of adequate human and physical resources, thus resulting in

negative attitudes among the teachers towards the implementation of inclusion. The lack of adequate and effective staff development and teacher training is another deterrent towards the effective implementation of I.E. in the schools. In addition, the lack of an informed leadership that guides and support subordinates in the implementation of I.E. in the schools was cited as a barrier towards its successful implementation. The lack of appropriate assessment and curriculum for individual learners and the rigidity and centralisation of the Zimbabwean education system also act as barriers towards the effective implementation of inclusion in the schools. Another issue is the lack of participation in decision making by school heads resulting in the implementation of I.E. being forced on the schools. However, these challenges will be analysed from the perspective of the participant school heads.

## **2.4 Some Relevant Studies**

A number of studies relating to the role of leadership in the implementation of I.E. in the schools have been carried out in a number of countries like South Africa, Swaziland, Botswana, India and Zimbabwe. I am going to briefly explore the main research findings and the implications that some of these studies have on this study. These countries have been purposively selected because they like Zimbabwe are developing countries that are still battling to implement Inclusive Education.

Yeni (2012) investigated the role of School Management Teams (SMTs) in the creation of inclusive schools in South Africa. The study identified that SMTs were not sure of what they consider critical in the process of developing inclusive schools. This lack of knowledge it was found impacted negatively on the successful implementation of I.E. In another study, Gous (2009) investigated how I.E. is understood by principals of independent schools in South Africa. From their studies, both Yeni (2012) and Gous (2009), found out that there is a variety of understandings by principals of I.E. which impacts on the way it is implemented in the schools. Drawing from these studies, I shall seek to find out how the school heads in the selected Zimbabwean schools understand the concept of I.E. and the implications these understandings have on its implementation in the schools. Gous (2009) interrogates the aspect of leadership and change. Change in my study is brought about by the implementation of I.E. Gous's (2009) study identified that school change and success are as a result of strong motivated leadership that has the courage to implement the required change.



In another study conducted in South Africa by Rantsie and Hay (2013) focusing on Educators views on management practices in the implementation of I.E, found out that teachers felt that school managers did not have adequate knowledge and are not managing the process of I.E. efficiently and effectively. The lesson derived from this study was that there was need for empowerment of school managers so as to enable them to create inclusive ecologies in their schools. Zimbabwe has a centralised system and school heads are only middle managers who are expected to just implement policies. Basing on this lesson, I would want to find out whether the school managers in Zimbabwe have been empowered to create inclusive ecologies in their schools. To be able to create these inclusive ecologies, heads need to be knowledgeable about issues pertaining to inclusion. Landsberg (2011) positions that the issue of I.E. needs knowledgeable leaders capable of supporting and guiding teachers in the implementation of I.E. in the schools. The question which then arises from this study is whether the Zimbabwean school managers have the required knowledge to manage and help their staff to effectively create inclusive ecologies.

Kalenga and Chikoko (2014) investigated the state of inclusion in a selected South African primary school. They found that although the school selected for their study was purported to be inclusive, evidence on the ground showed otherwise. The school did not support learners with special needs and the school environment remained unchanged. The study also identified that leadership has a critical role to play in the transformation of the schools. A pertinent issue raised by this study was about the attitudes of the leader towards I.E. and how this attitude affect the vision of the school.

From this study it can be seen that learners with special needs are found in South African ordinary schools with or without the presence of the I.E. policy. The second lesson is that there is need for individual schools to develop their own answers to inclusion. Is this possible under a highly centralised education system? I hope through my interaction with the school heads, I will be able to understand how they are able to develop answers to their unique situations in this centralised education system. The third lesson is that as long as leaders do not realise their role, there will always be finger pointing and blame shifting. It is important for leaders to take ownership and responsibility for the implementation of I.E. in their schools rather than shift blame for their failure to implement and manage it effectively. Lastly, the study reflected that the

school principal is a key factor in school change agenda and all other challenges are overshadowed by the need for strong leadership that drives the transformation agenda.

Zimba (2011) investigated the issue of managing an inclusive school in Swaziland. The focus of the study was on how a school management board responds to the challenges of managing an inclusive school. The study identified that there was purported lack of support from the government. Both the Zimbabwean and Swaziland schools are funded by their respective governments. The question is how then the schools can sustain inclusion if no support is forthcoming from the government and whether there are any other sources of funding available to the schools. The study identified the need for stakeholders to participate in the implementation of I.E. in the schools. Zimba (2011) also explored the need for cultural change and curriculum modification to provide coherent and relevant curricular appropriate for pupils with special needs. With a centralised education system and prescribed curriculum, it will be interesting to find out how the school heads in Zimbabwe are dealing with the issue of curriculum modification. From this study, I learnt that although school managers are critical for the implementation of I.E., other stakeholders like parents, government and teachers are instrumental in making I.E. a success. The second lesson was that lack of information on I.E. results in different understandings and often problems in effectively and efficiently managing its implementation in the schools.

In a comparative study on the contrasting visions of I.E. between Zimbabwe and Botswana, Mukhopadhyay and Musengi (2012) sought to examine principals' perceptions and attitudes towards inclusion. Like Yeni (2012) and Kalenga and Chikoko (2014), Mukhopadhyay and Musengi (2012) identified that principals/managers are key in the implementation of I.E. in the schools. It emerged that principals in the study were ill-prepared for inclusion and special-education leadership. According to Mukhopadhyay and Musengi (2012) success of I.E. depends on the beliefs, leadership style and commitment of the principals. There is thus need to investigate the issue of leadership styles and how they impact on the management and implementation of I.E. in the schools. My study endeavoured to investigate leadership preparedness for successful implementation and management of I.E. in the selected schools in Zimbabwe.

Mutepfa, Mpfu and Chataika (2007) in a study that focused on issues of policy and curriculum in Inclusive Education in Zimbabwe identified three types of inclusion namely Locational Inclusion, Inclusion with partial withdrawal and the De Facto or Unplanned Inclusion as being practiced in Zimbabwe. They explain Locational Inclusion as a practice where students with profound to severe mental and physical impairments attend ordinary schools and are taught the ordinary curriculum in separate resource rooms attached to the school. It is the responsibility of the Schools Psychological Services (SPS), to diagnose learners and recommend learning intervention programs for them. Inclusion with partial withdrawal occurs when learners are enrolled in an ordinary school but are pulled out from the class and put in a resource room for specialised assistance. The most common withdrawal is for Clinical Remediation. Clinical Remediation refers to instruction that is specifically designed to target a student's specific learning difficulty rather than the broader curriculum competencies. Remediation is a process where there is accommodation and adaptation of the curriculum content so as to facilitate mastery of a given concept (Pelletier, Bartlett, Powell and Kusuma-Powell, 2013). However, it should be noted that this is targeted at those learners who score a certain range in an administered diagnostic test and are deemed remediable. The diagnostic tests are only administered to Grade Four learners as per the Education Secretary's Policy Circular no 12 of 1987. Learning intervention is offered in Mathematics and English Language. According to Mutepfa, Mpfu and Chataika (2007) the De facto or the unplanned inclusion is the most common and prevalent form of inclusion practiced in Zimbabwe. This is where enrolment is mostly by default. Learners are enrolled in the ordinary schools and are exposed to the national curriculum without any specialist intervention. In their study, Mutepfa, Mpfu and Chataika (2007) noted that large numbers of learners are likely to drop out because of frustration with the system as there are no specialist interventions for them, teachers not qualified to deal with their specific disabilities and no facilities to cater for their needs. Also learners experience a lot of stigmatisation, labelling and negative attitudes from both teachers and learners alike.

In India Singal and Rouse (2003) studied principals' perceptions and experiences of I.E. One of their findings was that integration, with pull-out programs is practiced in India. There is no planned program of inclusion in India and teachers do not participate in the process. The study identified that there is confusion on the meaning of I.E. with the majority of the respondents regarding integration and inclusion to be the same thing. Singal and Rouse (2003) state that India

has no policy on inclusion nor does it have an accepted national definition and understanding of inclusion. The study revealed that India faces the pressure of an inflexible and examination oriented curriculum and these poses as barriers to inclusion. Basing on these findings, I would want to explore the issues of lack of policy, confusion on the meaning of I.E. and an inflexible and examination oriented curriculum further and find out how the participant school heads in Zimbabwe deal with these issues in the quest to manage and implement inclusion.

Mafa (2012) studied the implementation of inclusion in Zimbabwe's education system. The focus of the study was on identifying challenges thereof. It emerged that the lack of policy on inclusion, inadequate resources, teachers' limited skills and lack of support from instructional supervisors negatively impacted on the implementation of inclusion in the schools.

Dakwa (2014) studied the inclusion of learners with visual impairment within regular school settings from a Zimbabwean perspective. It was interesting to learn that inclusion in Zimbabwe started as early as 1962. This study raises a very pertinent question on whether there has been any advancement on the inclusive continuum in Zimbabwe or the country has stagnated on integration and accepted it as inclusion. I learnt that integration, a pull-out program, labelled as inclusion is being used in Zimbabwe. This is a practice where learners with perceived challenges are accommodated in resource rooms attached to the school for intervention programs. Basing on this study, I would want to establish whether this is the scenario in the selected schools and what informs this choice of inclusion.

Mandina (2012) investigated the perceptions and attitudes that Bachelor of Education Degree in-service trainee teachers held towards I.E. in Zimbabwe. The study identified that teacher trainees perceived themselves as unprepared for I.E. because they lacked appropriate training. According to the study, this resulted in the development of negative attitudes towards inclusion due to lack of confidence in an inclusive environment. The study showed that the issue of attitudes towards learners with profound disabilities has not changed much. In a case study Samkange (2013) investigated steps that have been taken by the government of Zimbabwe to make education inclusive. Both Samkange (2013) and Mandina (2012) identified the lack of resources as impeding the successful implementation of inclusion in Zimbabwe. Mandina (2012) further identified the large teacher-pupil ratio as another issue negatively affecting the implementation of I.E. in Zimbabwe. This study brought with it evidence that Non Governmental Organisations

like the Leonard Cheshire Foundation are playing a crucial role in partnering with the government to make inclusion a success in Zimbabwe.

From these and many other studies, I.E. seems to be of great concern to many stakeholders in education and there seems to be many gray areas that need to be clarified and investigated in as far as its successful implementation and management is concerned. I think my study has managed to identify a gap and this puts me in a good position to contribute tangible and relevant information on the issue of the implementation and management of I.E. in the schools. I sincerely hope that the participant school heads will be able to shed some light on these and other pertinent issues in as far as the implementation and management of I.E. are concerned in the schools.

## **2.5 Some key theories of I.E. and their implications**

The knowledge and understanding of the theories of I.E. is important in accommodating and dealing with the learners living with disabilities in the schools. My study has identified four models of I.E. Three models, the Medical Model, the Lay Model and the Charity Discourse will be discussed in this section. The fourth, the Social Ecological Model will be discussed under the theoretical framework section.

### **2.5.1 The Medical Model**

According to Landsberg (2011) this model of I.E. focuses on pathology. It advocates for diagnosis and treatment of perceived anomalies in a learner. Education from this perspective focuses on treatment and remediation. Edmunds and Mcmillan (2010) and Stubbs (2002) purports that learners with special needs are viewed as problematic, unhealthy and in need of specialised interventions in the hope of curing or normalising them as much as is possible. The Medical Model is rarely used to describe remediable conditions and is often used to imply that learners who need specific pedagogical adaptations are somehow ill and must be cured (Lansberg, 2011). Emphasis of this model is that deformity and defects are repugnant. The learner is separated and treated differently with programmes designed to „fix“ the problem so as to alleviate their differences (Stubbs, 2002). Education from this perspective views disability as inability and learners are excluded from the education system a scenario which inclusion aims to eradicate.

### 2.5.2 The Lay Model

The Lay Model assumes that life must be awful for those living with disabilities and that having a disability is a dreadful tragedy (Gous, 2009). The prevalent attitude is that those with disabilities should be institutionalized and kept away from the mainstream of society for everyone's benefit. For educators, the belief is that disability is shameful, embarrassing and very difficult to address in regular schools hence the need to create a separate system of education. Edmund and Mcmillan (2010) purport that the learner is not really part of the class and must be assigned a teacher-aide in the mainstream or simply enrol them in specialised institutions.

Segregation based on disability is believed to benefit the learner as well as the other learners who do not have any perceived disabilities. According to Gous (2009) individuals with disabilities are stereotyped and construed as being pitiable, unhappy and bitter. When schools focus on individual deficits, this is likely to have negative effects on the teachers' perceptions of the learners and prevents schools from analyzing and changing the curriculum, school structure and teaching practice. It does not focus on the environment that needs to be changed so as to accommodate all learners and this result in appropriate educational interventions being ignored in favour of treating the bodily impairment (Landsberg, 2011). Understanding of these models changes the way school heads understand and experience the education of learners with disabilities. The school head will understand the need to create real inclusive ecologies that do not alienate the learners but instead empower them and make them part of the class. This will prevent what has been termed „mainstream dumping“ of learners with disabilities (Hornby, 2012).

### 2.5.3 Charity Discourse

According to Stubbs (2002) the Charity discourse positions learners with disabilities as weak, powerless, in need of care, attention and protection from a world in which they cannot cope. This discourse fails to acknowledge the capabilities of these learners hence their voices are rarely heard and less often sought in the classroom (Stubbs, 2002). This discourse reinforces feelings of inadequacy and helplessness in the learners. Classrooms under this discourse often have roosters of buddies, non-disabled learners, who take turns to assist the disabled learner(s) (Landsberg, 2011). This buddy system reinforces a one-way, helper-helped relationship which effectively

disempowers the student living with disabilities. This discourse reflects the human trait of compassion, a desire to help others who we perceive to be in need and it can lead to both learners and teachers objectifying and dominating students with disabilities in ways that are both unhealthy and dehumanising, (Edmunds and Mcmillan, 2010).

School leaders need to understand these discourses and ways in which they perpetuate the dehumanisation and the disempowerment of students with disabilities. Leaders must educate their staff about these discourses and how schools can unconsciously perpetuate negative attitudes towards learners with disabilities. It is the school managers' role to promote an alternative discourse such as the I.E. which positions that those with disabilities are capable of learning and that they deserve respect and dignity (Edmunds and Mcmillan, 2010).

## **2.6 Some useful leadership theories**

The Transformational Theory of leadership has been targeted in this study as the main theory suitable for inclusion. However, it is important to note that no one theory is suitable for all scenarios hence the need to look at characteristics of other leadership theories which can also be used to successfully implement and manage inclusion in the selected schools.

### **2.6.1 Instructional Leadership**

According to Stewart (2006), this theory focuses on how administrators improve on teaching and learning. Bush (2003) adds that the theory focuses predominantly on the role of the school heads in coordinating, controlling, supervising and developing curriculum and instruction in the school. Leaders lead from a combination of expertise and charisma, hands-on principals and working with teachers on the improvement of the teaching/ learning process. Hallinger (2003), Leithwood (2005) and Stewart (2006) propose three dimensions of the Instructional Leadership construct: defining the school's mission, managing the instructional program and promoting a positive school learning climate.

This is a hands-on approach type of leadership that is responsible for promoting professional development and aligning the school's standards and practices with the school mission and to create a climate that supports teaching and learning of all learners (Leithwood, 2005 and

Hallinger, 2003). Stewart (2006) adds that this type of leadership is based on a strong technical knowledge of teaching and learning and the leader must be well versed with curriculum design and evaluation.

The components of this theory can successfully be used by education managers to effectively implement and manage inclusive practices in the schools. The manager is responsible for the dissemination of the concept of inclusion, its goals and ensuring that the teachers have a proper understanding of the innovation. The leader has to ensure that his / her staff is trained on what is expected of them in the implementation of I.E. in their school. They have to support the teachers through the provision of resources and in their interaction with the community and the responsible authorities. The school heads are expected to be knowledgeable about the teaching and learning process so that they are able to explain or even demonstrate how teachers should deal with problematic learners in their classes. They should also be capable of giving advice on instructional issues and buffer teachers from unnecessary workload (Stewart, 2006).

This paradigm has been perceived to be very narrow as it positions school heads as educational experts. However, the leader may have less expertise than the teachers they supervise (Stewart, 2006). The leaders may lack sufficient knowledge of teaching and learning hence will not be able to offer the much needed assistance to their subordinates and this will impact negatively on the implementation of desired goals.

In most instances, school heads perceive their role to be administrative hence they distance themselves from the classroom situation resulting in frustration and low morale among the teachers as they do not get the support that they require (Leithwood, 1994). Further compounding this is the fact that the authority of school heads is limited as they occupy a middle management position with the ultimate authority resting with the senior managers in the district offices (Leithwood, 1994). This stifles progress in many schools as the school heads are engrossed in management and daily administrative tasks of the school. Their role is simply that of managers and as a result they rarely have time to lead others in areas of teaching and learning (Leithwood, 1994).

This theory gives the implication that the school head is the centre of all school functions and that without him/her, the whole structure will crumble. Teachers also have a role to play as they



are leaders in their own right. This theory ferments disgruntlement among teachers as they have no ownership of the school goals and innovations. Leithwood (1994) contends that instructional leadership is no longer adequate for educational leadership as it is heavily classroom focused and does not address issues such as organisational building.

### 2.6.2 Participative Theory

According to Leithwood (1999), this theory assumes that the decision making process of the group ought to be the central focus of the group. Leithwood (1999) posits that this approach succeeds in bonding staff together, easing pressures on school principals and lightening the burdens of leadership where leadership functions and roles are shared. The basis of this model is that people are more likely to accept and implement decisions in which they have contributed, especially those decisions that relate directly to their individual jobs. Attributes of this model can be successfully integrated into leadership attributes suitable for successful management and implementation of I.E in the schools.

However, it is not at all times that democracy works. Management of I.E. needs strong leaders who are accountable and own-up to the implementation of I.E. Thus alone, the Participatory theory will not be adequate to sustain the management and visionary leadership needed for the sustained management of I.E.

According to Ainscow and Miles (2008), learner diversity and inclusion offer key challenges for educational management and leadership. Ryan (2010), states that it is not always easy to establish inclusive practices in schools because of obstacles like the hierarchical systems in which schools exist, resistance from fellow educators, parents and students, traditional exclusive practices and unmanageable workloads. Ryan (2008) elaborates that inclusive practices will not succeed or sustain themselves with no effective leadership. At school level, it is the principal/head that must ensure that the curriculum, pedagogy and various school initiatives are inclusive. Waldron and McLeskey (2011) position that school heads/ principals play an important role in managing and developing inclusive schools.

## 2.7 Theoretical Framework

In this section, I discuss the Social Ecological Model of I. E. and the Transformational Leadership theory. These two theories form the theoretical framework of this study in that I view them as essential for the effective implementation and successful management of inclusion in the participant schools.

### 2.7.1 The Social Ecological Model

The Social Ecological Model which was born out of criticism of the Medical Model advocates for the removal of barriers within the education system to allow for the participation of all learners (Stubbs, 2002). This model advocates for normalization, a system of making available to all learners living with disabilities patterns of life and conditions of normal everyday living (Stubbs, 2002). Normalization led to mainstreaming and then integration.

### 2.7.2 Mainstreaming

According to Landsberg (2011), this concept originated from the U.S.A. where learners with disabilities visited general education classes for short periods of time mostly in non-academic areas such as art, music and physical education. It positions that learners with disabilities have a right to education that is the same or similar to their non-disabled counterparts. Ainscow (1999) and Landsberg (2011) view the goal of mainstreaming as returning learners with disabilities to the mainstream of education as much as is possible. Mainstreaming was deemed suitable for learners with mild disabilities but the learners needed to prove their readiness to „fit“ into the mainstream as no special services follow them into the mainstream. Mainstreaming maintained and reinforced the Medical Discourse as it focused on the problem within the child (Landsberg, 2011). As a result, it was criticised for not providing learners with adequate support to allow them to benefit from regular education (Ainscow, 1999). Landsberg (2011) adds that in mainstreaming, the school and classroom remained largely unchanged thus not ready to accept a learner living with disabilities. Landsberg (2011, citing Corbett, 2001) refers to mainstreaming as „mainstream-dumping“ and the South African Department of Education refers to it as „mainstreaming by default“.

However, Salend (1998) in contradiction defines mainstreaming as the carefully planned and monitored placement of learners in ordinary classrooms for their academic and social educational

programs. The different views expressed are proof that the definition depends on the level of I.E that a people are at in the I.E continuum. The stages that others are disposing of could yet be the starting point of others.

### 2.7.3 Integration

The goal of integration is to ensure that learners with disabilities are assigned equal membership in the school community (Landsberg, 2011). Integration strives to maximise the social interaction between learners with disabilities and those without. However, just like with mainstreaming, the onus still is with the learner to „fit in“ and instructions in separate settings prevail (Landsberg, 2011 and Stubbs, 2002). Criticism of integration led to the development of I.E. which advocates for the accommodation of all learners regardless of their physical, intellectual, social, emotional or other conditions.

## 2.8 Leadership

Management has been identified as a key aspect in the successful implementation of innovations in any organization. In the Zimbabwean school scenario, school heads hold both the leadership and managerial roles in their schools. Management and leadership may be viewed as synonymous terms and for the purpose of this study I will be focusing on the leadership aspect of managers. It is from this aspect that I would want investigate the various leadership theories as they form the basis of the roles and responsibilities of the school heads in their day to day management of the schools and in their quest to implement inclusion.

### 2.8.1 Transformational Leadership

According to Leithwood (1992, p. 9), Transformational Leadership can be conceptualised along eight dimensions which are:

- Building school vision
- Establishing school goals
- Providing intellectual stimulation

- Offering individualised support
- Modelling best practices and important organisational values
- Demonstrating high performance expectations
- Creating a productive school culture
- Establishing school goals
- Developing structures to foster participation in school decision making.

This model does not assume that the principal alone will provide leadership. Leadership may be shared, coming from teachers as well as from the head. According to Leithwood (1994), it brings with it the ownership of change and transformation of the school. The change process builds from the bottom to the top. Transformational leadership strives to help staff members to develop and maintain a collaborative and professional school culture. Stewart (2006) explains that it fosters development and helps organisational members solve problems together more effectively.

According to Hallinger (2003), Transformational Leadership attempts to influence conditions that directly impact on the quality of curriculum and instruction delivered to students in the classroom, targets variables in the change process, using strategies such as encouraging continuous learning among staff, sharing learning throughout the organisation and working with the community towards achieving broader organisational goals. Brown (1991) views Transformational Leadership as leadership for change as it seeks new ways of working and is less likely to support the status quo. Transformational Leaders attempt to shape and create environments that reflect the change process.

Setting directions is a critical practice for transformational leaders because it helps a group develop a shared understanding of the organisation and it is these activities and goals that give the group a sense of purpose and vision (Leithwood, 1992). Developing people depends on how the leader displays personal attention to an employee's capabilities which can ultimately increase the levels of enthusiasm and optimism thus reducing work related frustrations (Leithwood, 1992). Leadership practices that positively influence these experiences include offering intellectual stimulation, providing individualized support and providing appropriate model.

Successful school heads develop their schools as effective organisations that support and sustain the performance of teachers and students alike.

### 2.8.2 Why the Transformational theory of Leadership is suitable for I.E.

Leadership motivates and inspires subordinates by helping them understand the importance of the task and goals of creating inclusive ecologies that have to be achieved. According to Avolio and Bass (1988), this type of leadership seeks new ways of working and is less likely to support the status quo which in this case is the exclusion of learners living with disabilities.

Transformational leaders create the environment that is conducive to the success of desired outcomes (Avolio and Bass, 1988). This implies that the school head as the leader is tasked with creating new inclusive environments and in the process sell his/her vision to the staff members who also have to participate in the creation of the new environment. The school heads' goals are achieved through fostering group goals, modelling desired behaviours for others, providing intellectual stimulation and individualised support. This model assesses how the leader interacts with his/ her subordinates and conveys his/her values to each of the members thus engaging and transforming them to accept these values of inclusion as their own. The leader conveys these values to organisational members through behaviour attributes like charisma, intellectual stimulation and individual consideration.

Avolio and Bass (1988) summarised the characteristics of Transformational Leadership when they said that transformational leadership becomes a source of inspiration to others through commitment to those who work with them, their perseverance to a mission, willingness to take risks and their strong desire to achieve.

### 2.8.3 Criticism of Transformational Leadership theory

This model has been criticised as being a vehicle through which the school head assumes control over teachers. The model is more likely to be accepted by the leader than by those who are being led (Avolio and Bass, 1988). Transformational Leadership assumes that leaders and staff have shared values and common interests (Bush, 2008). Where it works well, it has the potential to engage all stakeholders in the achievement of educational objectives (Bush, 2008).

## 2.9 Conclusion

The literature review raised a number of pertinent issues which I think have a bearing on my study. I discussed the definitions and models of I.E. because I think their understanding is paramount for the effective implementation and management of I.E. in the schools. I highlighted the features and criticisms against I.E. because I feel the understanding of these issues lead to an informed implementation of I.E. and creation of an awareness of the features that can militate against its successful implementation. School heads must be aware of the various barriers militating against the successful implementation of I.E. so that wherever possible they try to eradicate these barriers so as to ensure a viable and effective implementation process. To that effect, I highlighted barriers against the implementation of I.E. raised in studies by Mandina (2012), Mafa (2012) and Samkange (2013) among others. The relevant studies raised in this literature review provide pertinent lessons for my study and I used some of these lessons as basis for my own investigation in the selected schools. In the theoretical framework section, I discussed the Social Ecological Model of inclusion and the Transformational Theory of Leadership which I think can be used by the school heads for the effective implementation of I.E. in the selected schools. I sincerely hope features raised in this chapter will be relevant to my study and can be used to explain issues pertaining to the implementation of I.E. in the participant schools in Zimbabwe.

## Chapter Three

### Research Design and Methodology

#### 3 Introduction

In this chapter, I discuss the research design and methodology followed in this study. The chapter is made up of three sections. In the first section I identify and explain the study's paradigm. In the next section, I interrogate the methodology issues. Under this section, I deal with the issues of the delimitation of the study, sampling strategies, data generation instruments, data generation and data analysis procedures, ethical considerations and trustworthiness of my study. In the last, section I conclude the chapter.

##### 3.1 Research Paradigm

This study was a qualitative study located within the interpretive paradigm. The interpretive paradigm explores the meaning of events and phenomena from the participant's perspectives (Dawn, 2012). Cohen et al, (2007, p.21) position that the central focus of the interpretive paradigm is to understand, "the subjective world of human experience and efforts are made to maintain the integrity of the phenomenon under study by getting inside the person so as to understand from within". The use of the interpretive paradigm was ideal for my study as it enabled me to understand the issue of inclusion from the school heads' experiences and understandings.

##### 3.2 Qualitative study

A qualitative study is a systematic approach used to describe life experiences and give them meaning (www.umsl.edu). Its goal is to gain insight, explore the depth, the richness and the complexity found in the school heads on their understanding and experiences on the implementation of I.E. in their individual schools. Denzim and Lincoln (2005) elaborate that qualitative researchers study a given phenomenon in its natural setting and attempt to make meaning of the phenomena in terms of how the participants explain it. According to Mukopadhyay and Musengi (2012), the use of the qualitative approach allows for educational

managers to express their lived experiences and opinions about the inclusion of diverse learners in the natural settings of their schools.

The use of the qualitative approach benefited my study in that it allowed for the generation of rich descriptive data that was concerned with the understanding of participants' behaviour, thoughts, feelings and experiences as they occur in real life (Maree, 2007 and Dawn, 2012). As I gained better understanding of the phenomenon under study, the flexibility of this approach enabled me to make changes to my study when and where necessary (Tsifura, 2012). The use of this design helped me understand the social world where inclusion is being implemented in the schools through direct contact with heads that have personal experience of this phenomenon (Dawn, 2012). The approach also helped to bring out the feelings of the participants and their lived experiences in the implementation of I.E. in their unique environments (Mukophaday and Musengi, 2012).

Despite these strengths, the subjective nature is one of the major weaknesses of the qualitative design (Cohen et al, 2007). However, I was able to eliminate this subjective nature through the use of document analysis and observation to augment the main data generation strategy, the in-depth interviews. Another major weakness is the issue of ethics where the individual's right to privacy is compromised by the public's right to knowledge (Cohen et al, 2007). I dealt with this weakness by explaining all the possible risks to the participants and assuring them of the protection of their identity through the use of pseudonyms.

### **3.3 Research Design**

McMillan and Schumacher (2010, p.20) explain that the research design "specifies a plan for generating empirical evidence that will be used to answer the research questions". For the purpose of this study, I used the multiple-site case study design. This design is used to investigate a defined phenomenon that is common to two or more real-world settings. Studying the individuals' experiences of a phenomenon in more than one setting results in a wider understanding of that particular phenomenon (<http://srmo.sagepub.com>). The multiple-sites comprised four participant schools and school heads in the same education district where I expected their practices to be similar. According to Yin (2003) each head is the subject of an



individual case and the fact that the whole study involves several school heads makes it a multiple-site case design.

According to Yin (2003), the case study is a flexible form of inquiry best suited for studying a particular phenomenon within its natural context. The case study which is an intense analysis of a bounded system strives to provide a comprehensive and holistic understanding of how participants relate to and make meaning of the phenomenon under study, (Dawn, 2012; Maree, 2007 and Mcmillan and Schumacher, 2010). Cohen et al (2007, p. 254) further positions that “case studies strive to portray what it is like to be in a particular situation, to catch-up on the close reality and unique descriptions of participants” lived experiences”. Mcmillan and Schumacher (2010) explain that case studies apart from the narrative voice and perspectives of the participants, also consider the artefacts in the environment thus allowing for observation and document analysis for the purposes of generating data. This research design suits the purpose of my study in that it focuses on individuals, seeks to understand their perceptions of events in the schools and it highlights specific issues that are relevant to the case (Cohen et al 2007).

One advantage of the case study design is its intensity which allowed me to reach conclusions through the examination of a small group of participants (Dawn, 2012). The second advantage is its singularity of purpose which makes the study easy to manage especially in research situations like mine faced with constraints of time and resources (Cohen et al, 2007). In addition, the case study allowed for original ideas to surface through vigilant and detailed observations. Also, the case study can be undertaken by a single researcher without the need for a full research team hence ideal in my situation (Dawn, 2012). Another advantage pertains to the fact that the case study provides unique examples of real people in real situations that would enable one to understand the phenomena under study more clearly (Dawn, 2012 and Cohen et al, 2007). The case study again allows the readers to understand the school heads’ views more clearly than merely through the presentation of abstract theories which are not easily understood (Dawns, 2012). Lastly, Dawn (2012) states that the analysis of personal and unique individual school heads’ experiences, is a vital way of learning about their experiences in the field of education. I sought for what Waldron and McLeskey (2011) refer to as an insider’s perspective on the issues of inclusion.

However, Cohen et al (2007) explain that the case study is not easily open to cross-checking because of its tendency to be selective, biased, personal and subjective. To avoid these tendencies and minimise my own personal bias, I made use of triangulation and respondent validation. Triangulation is the use of two or more methods of data collection in a study. I used the in-depth interviews complimented with observation and document analysis. Also with this design, generalisation is not always possible (Cohen et al, 2007). However, Rule and John (2011) suggest that it is the uniqueness and rigor of case studies that make the findings dependable.

### **3.4 Methodology**

Mcmillan and Schumacher (2006), define research methodology as the plan through which relevant data will be generated. It is a generic term that encompasses a group of methods, kinds of tools and procedures that can be used to generate data necessary to answer the research questions (Maree, 2007 and Yeni, 2012). The research methodology comprises the delimitation of the study, the sampling procedure and the research participants, the data generation instruments, ethical consideration and the issues of trustworthiness. Below I explain each of these methodology issues.

#### **3.4.1 Delimitation of Study**

The study was located in a selected province in Zimbabwe. The study was initially supposed to be restricted to one Education Officer (E.O.) who I presumed to be responsible for the implementation of I.E. in this chosen district and five (5) primary school heads whose schools were deemed to have implemented inclusion. However, it turned out that there was no E.O. responsible for I.E. but instead a committee which comprised officials from the Schools Psychological Services/ Special Education Needs (SPS/SNE) which is not involved in the management of the implementation of I.E. in these schools. To get better coverage and a wider perception of the school heads understandings and experiences of the implementation of inclusion in their schools I had purposively opted to have a sample of five (5) heads. However, only four heads agreed to participate in the study. I deliberately selected this area for my study for the sole reason that it was easily accessible to me and as a result helped in cutting costs incurred during this study.

### 3.4.2 Sampling

Sampling is a strategy used to select the participants from a given population that could be used in a study. In planning and preparing for this study, I had intended to use purposive sampling for the selection of the E.O. participant who I presumed to have in-depth knowledge about the implementation and management of I.E. in the schools, (Cohen et al, 2007). According to Cohen et al (2007), purposive sampling is a feature of qualitative research where the researcher hand-picks the cases to be included in the sample on the basis of their potential possession of the particular attributes being sought for. This sample is in no way purported to represent the wider population. Cohen et al (2007) explains that the sample is deliberately selective and biased so as to boost the sample since it will only include participants that make meaningful contributions to the study. However, when I entered the field I found out that there was no E.O. for I.E. in Zimbabwe. I thus had to abort the use of purposive sampling. This then meant that I now only had school head participants.

For the selection of the school heads participant I had intended to use snowball sampling. Snowballing is a sampling strategy that is used to identify individuals who have the characteristics in which the researcher is interested in. This individual is then instrumental in identifying others who have the relevant attributes sought for by the researcher, hence the term snowballing (Cohen et al, 2007, Mcmillan and Schumacher, 2010). The relevant attribute sought for was the school head's interest and participation in the implementation of I.E. in his/her school.

However, to get authorisation from the gatekeepers in Zimbabwe, it was mandatory that there be a list of the schools which I intended to use for my study. All schools in Zimbabwe have been mandated to implement I.E. hence five schools were randomly selected for me by the gatekeeper from the chosen district.

### 3.4.3 Data Generation Instruments

Data generation in a qualitative study usually involves the gathering of information through a variety of instruments. The primary instrument that I used to generate data was the individual face-to-face in-depth interviews. Document analysis and observation were used to augment the data generated through the interviews.

### 3.4.3.1 Individual Face-to-Face in-depth Interviews

In-depth interviews were used to gather data on the school heads' understanding and experiences on the implementation of I.E. in four selected schools. In-depth interviews use "open ended questions to obtain data on how individuals conceive of their world and how they explain or make sense of the important events in their lives", (Mcmillan and Schumacher, 2010, p. 355). Bless and Smith (2000) called this method „the method of authority“ because the participant is regarded as the authority due to his/her knowledge of the issue under study. I used the face to face interaction so as to acquire in-depth information that I could use to answer proposed research questions (Tsifura, 2012). I used questions that were pre-formulated along identified themes to steer the interview in the desired direction and solicit for relevant information (Dawn, 2012). The use of this method allowed for the natural flow of conversation and for the participants to provide as much information as was possible regarding the issue under study (Mcmillan and Schumacher, 2010). I personally conducted the interviews with the individual participants.

On average, the interviews lasted for two hours and I was able to cover all the questions on my interview schedule in a single session. A second session was scheduled with most of the participants for the purpose of clarification of issues and respondent validation. With one of the participants, validation was done telephonically. The interview questions focused on the understanding and experiences that these heads had, challenges faced in the implementation of inclusion and how they managed its implementation in their various schools, (see appendix, 5 for the interview schedule).

As much as the interviews were scheduled during times when disruptions were minimal, it was very difficult in some instances to curtail these disruptions. For the interview with Mr. Simba of Budiro primary school, disturbances were partially avoided as the interview started at 0700 hours and lasted for close to two hours. In the second interview with Mrs. Rwizi, disruptions were minimal as this interview was conducted after hours on Friday afternoon. The notable interruptions were as a result of the school head consulting with her subordinates who had been involved in the pilot study on I.E. carried out at the school with an NGO in conjunction with the government on issues pertaining to inclusion. As a result this interview also ended up taking close to two hours. The third interview with Mrs. Mutsa started at 0730 hours coinciding with the

start of the school day. The interview was constantly disrupted by the teachers coming in to consult with the head on numerous issues resulting in the interview prolonging and taking more than two hours. The last interview with Mr. Gore had very few disruptions and took roughly one and a half hours. All the interviews were conducted in the school heads' individual school offices.

Bailey (1989) identified flexibility as the major strength of the face-to-face individual interviews. This allowed me to probe for more specific responses. Another major strength is that it allowed for repetition and rephrasing of questions when there was an indication that the respondent had not understood the question properly (Mathopa, 2007). In addition, it allowed me control over the question order and the direction of the discussion.

However the use of this method is prone to subjectivity and bias on the part of the interviewer, (Cohen et al, 2007). Respondent validation was used to deal with this weakness. Griffiths (2011) identified that the respondents might feel uncomfortable answering specific questions thus affecting the quality of data collected. To counteract this weakness, I created a relationship with the participants before the actual interview. Another weakness is the tendency to ask leading questions that sway the respondent in a certain direction (Griffiths, 2011). I tested my interview schedule on a trusted head so as to ensure that it was reliable and could be used to generate relevant data. James (2012) adds that this method is time consuming and generates large volumes of data hence limiting the participants. According to Callan (2013) the skills and attributes of the interviewer can have a negative impact on the quality of data collected. Before the interview sessions, I prepared by familiarising myself with the relevant issues on inclusion in Zimbabwe and during the interview I resorted to using the vernacular language (Shona) wherever I felt the school head was not comfortable responding in English. The use of the in-depth interviews resulted in the generation of quality and comprehensive data that could be very useful in answering the research questions.

#### 3.4.3.2 Document Analysis

Zimba (2011), positions that documents are any artefacts that have written text as their central feature. Analysis of documents to augment data generation is supported by Ryan (2010) in a study that looked at the role of leadership in the establishment of inclusion in new schools. The

purpose of document analysis was to validate and support data provided through the in-depth interviews. I used a prepared schedule (see appendix 7) so as to ensure that I had access to all the relevant documents that the head was willing to share. Documents availed to me in the different schools included school policies, mission statements for both the school and the parent ministry, statistics on the pass rates of the individual schools and records of challenges that present and past learners at the schools experienced.

#### 3.4.3.3 Observation

According to Cohen et al (2007), observation is the gathering of data from naturally occurring social situations. It is a systematic way of watching, recording, describing, interpreting, and analysing what is naturally happening in the field (Mcmillan and Schumacher, 2010 and Robson, 1993). Observation is an unobtrusive technique for gathering data on non-verbal behaviour and may be used in conjunction with document analysis so as to maximise on data generation (Gous, 2009, Bailey, 1989 and Mathopa, 2007) Direct observation allowed me to capture what was taking place “in situ rather than relying on second hand account”, (Cohen et al 2007, p. 396).

Observation was relevant for my study in that it revealed information on the salient issues such as the environment, shared and private space, accessibility and signs which all conveyed messages about inclusion in the schools (Cohen et al, 2007). The focal points of my observation were signs like the interaction of the heads and their teachers, learners with teachers and learners amongst themselves in the inclusive schools, the school environments, settings, and accessibility of the classrooms, accessibility of the toilets and school grounds and any other signs that reflected an inclusive environment.

Since this was not my main data collection instrument I did not spend much time doing the observations. I used the odd fifteen or so minutes whilst waiting for my interviews to observe learners arriving for school and how wheelchair bound learners were assisted to the assembly points. After the interview sessions, in two of the schools, the school heads took me on guided tour of the schools so that I could note issues such as accessibility of the buildings, the ramps built to ensure easy access to learners using wheelchairs, the improvised resource rooms and classes used for the remedial lessons.

#### 3.4.4 Data Generation Procedures

To effectively capture the data, I had planned on tape recording the interview sessions and augment this with note taking. However, all the participants were not willing to be recorded. This could be attributed to the prevailing situation in Zimbabwe, where the people have lost trust in anyone and do not believe in promises of anonymity and confidentiality any longer. Note-taking was my only strategy of capturing the data. I took as much informative notes as was possible using short hand.

On my initial visits to the schools, I asked for and was granted permission to observe the school settings and the head's interaction with both staff and pupils. This was instrumental in giving me a holistic picture on the extent to which the schools had implemented inclusion. After compilation of my data, I visited the schools so as to allow my participants to validate the information I had gathered and add in any relevant information.

#### 3.4.5 Data Analysis Procedures

Data analysis is a process that involves organizing and making sense of raw data gathered in the field (Cohen et al, 2007). Data analysis was a continuous process during the data generation process (Yeni, 2012). During the data generation process, I constantly wrote notes, making meaning of the preliminary emerging thematic issues. Data was categorised according to the research questions so as to ensure that all critical research questions had been answered and research objectives achieved. Data gathered during the interviews was analysed at the earliest convenient time before conducting the next interview. This was especially important so as to ensure that data was not lost.

Data generation and data analysis were done concurrently. I constantly reviewed my interview schedule so as to ensure that it still served its intended purpose of gathering relevant data. I also constantly reviewed my literature so as to refresh my memory on the issues of inclusion in Zimbabwe. This helped in giving me an insight of what to expect in the schools dependent on information gathered from the other heads I had already interviewed.

Data generation started with the in-depth interviews because this was my main data collection instrument followed by observation and then document analysis. Through the interviews, I was

able to identify the documents that the individual schools used and the structural changes put in place by the schools so as to create inclusive environments. At the end of the interview sessions, I then requested for the documents that came-up in our discussions. This was in some schools followed by a guided tour of the schools for observation of the infrastructural changes and the contingent measures put in place so as to create learning centres for the so called special classes and the resource units.

### **3.5 Ethical Consideration**

According to Zimba, (2011), ethics in research deal with the interaction between participants and the researcher. Cohen et al, (2007) and Mcmillan and Schumacher, (2001) define ethics as a matter of principled sensitivity to the rights of others and are concerned with beliefs of what is right or wrong from a moral perspective when engaging with participants. Mathopa, (2007) adds that the criteria for the research design involve not only the selection of information-rich participants and efficient research strategies, but also adherence to research ethics. Hence before embarking on my study I complied with the various ethical considerations like seeking for ethical clearance from the University of KwaZulu Natal and securing permission from the Zimbabwe Ministry of Education, Sports and Culture to conduct the research before I entered the field. I visited all the participants prior to the interviews so as to establish relationships and to explain the purpose of my study. All participants read and signed the consent forms, which informed them of their voluntary participation and their right to withdraw at any stage of the study. I guaranteed the participants that confidentiality and anonymity would be ascertained through the use of code names for both people and schools.

### **3.6 Trustworthiness (Validity and Reliability)**

Trustworthiness is considered an important aspect to effective research. In qualitative research, trustworthiness might be addressed through honesty, richness and the scope of the data collected, the participants approached and the extent of triangulation and objectivity of the researcher (Cohen et al, 2007). Credibility was addressed through triangulation and respondent validation to correct any factual errors. Correspondent validation also offered the participants the opportunity to add further information and to check for the adequacy of presentation and analysis.



Reliability refers to the quality of the data collected. It is regarded as a fit between what the researcher records as data and what naturally occurs in the field. Cohen et al, (2007) call it the degree of accuracy and comprehensiveness of coverage. According to Mathopa (2007), the quality of data is dependent on the participants. Information rich participants are trusted and relied upon to provide data of high quality as they are deemed knowledgeable of the phenomenon under study. Trustworthiness was ascertained through participant review meaning that participants were asked to review the interview transcripts and check for accuracy of representation, (Henning, 2005). Trustworthiness was also guaranteed through verbatim presentation of research findings wherever possible.

### **3.7 Conclusion**

Undertaking of the field work was not easy. Despite the thorough planning and preparations, some aspects of the study were completely beyond my control. The pre-selection of the schools to be involved in my study was a great set back since I could not guarantee whether I had secured information rich participants. I would have wanted to use recommended participants who were really interested and knowledgeable about inclusion and whose schools were known for having implemented it. However, since all schools in Zimbabwe have been mandated to implement I.E. then maybe this would enable me to ascertain whether the government had really thought out this innovation and had put in place measures to see real success in its implementation. The realisation that there was no E.O. for inclusion in Zimbabwe was another setback as I had hoped the E.O. would have explained the national understanding and perspective of I.E. in Zimbabwe.

However, despite all these setbacks, I did manage to conduct very informative interviews with the participants. My interview schedule was quite useful as it was able to generate data that is hoped to provide answers and insights into the school heads' experiences and understanding of the implementation of inclusion in the selected schools. The observation and document analysis were also quite useful as they generated useful data which augmented that already collected through the interviews. I am quite confident that the methodology used in this study was quite relevant and would enable me to answer all my research questions. The discussion of this data is my next chapter.

## CHAPTER FOUR

### Data Presentation and Discussion

#### 4 Introduction

This chapter is based on the presentation and discussion of data. In this chapter, I start by giving a brief profile of the participating schools and school heads followed by a brief overview of the policy of inclusion in Zimbabwe. I then identify the array of disabilities found in the participant schools and a brief summary of the current state of inclusion in these schools. Next I highlight the school heads' understanding of Inclusive Education (I.E.) and the factors that influence their understandings and experiences. I then move on to investigate how the school heads managed inclusion in their schools and the challenges faced in this process. In the next section I discuss the suggestions given by the participating school heads on how to effectively manage and implement inclusion in the schools. I conclude this chapter by highlighting the successes realised in the implementation of I.E. in the participant schools.

#### 4.1 Profile of the school heads

I interviewed four primary school heads in a selected urban district in Zimbabwe. Mr. Simba was the head of Budiro primary school, Mrs. Mutsa was the head of Sango primary school, Mrs. Rwizi was the head of Mbizi primary school and Mr. Gore was the head of Kudzai primary school. Budiro, Mbizi and Kudzai primary schools are all located in and around the Central Business District whereas Sango is located in a high density area on the periphery of the town. The heads from Budiro and Kudzai primary schools, explained that their schools became inclusive way before the government mandate (Budiro in 1986 and Kudzai in 2000). The other primary schools, Sango and Mbizi were involved in the pilot study on the implementation of I.E. in the schools initiated by a Non-Governmental Organisation from 2010 to 2014 thus became inclusive due to their participation in this study. Mr. Simba explained that:

Our school voluntarily decided to implement inclusion because we saw no justification in separating the learners. The instruments used to separate the learners were unfair and the segregated learners were greatly disadvantaged as they were treated unfairly, stigmatised

and made to feel worthless. Segregation of the learners is akin to preparing the learners for failure which goes against the mandate of education and the purpose of the schools.

When it became inclusive, the school abandoned the system of streaming learners according to ability and also abolished the special class.

Mr. Gore explained that Kudzai primary school decided to become an inclusive school because:

We wanted to create a home for all learners away from home where all learners irrespective of challenges faced would learn, eat and play together.

Mrs. Mutsa of Sango primary school stated that:

We had no choice but to become inclusive as this was mandated by the government.

Mrs. Rwizi went on further to explain that:

The government mandated the implementation of I.E. when our school was not ready for its implementation. But we had no choice because this was a directive so we had to comply.

From the information presented by the participant school heads on the implementation of I.E., it seemed two scenarios existed. Some schools like Budiriro and Kudzai primary schools voluntarily decided to become inclusive and the other schools were mandated by the government to do so. According to Mr. Simba, Budiriro primary school's vision when it implemented I.E. was to remove the dehumanising and disabling segregation of learners with disabilities. For Kudzai primary school, the vision was to provide a home for these learners. Maybe for these schools, the aim should be now to better their current state of inclusivity and establish better inclusive ecologies in their schools.

#### 4.1.1 Range of impairments presented by learners in the participant schools

The school heads explained that some learners in the participant schools presented with an array of impairments. From the enrolment records seen, Budiriro primary school had learners with moderate physical impairments such as short limbs and a learner with one eye, moderate visual impairments where learners needed spectacles and mild learning disabilities commonly referred

to as slow learners. Sango primary school presented a scenario of learners with mild to profound physical, mental impairments and multiple disabilities. Records showed that since 2011, Sango primary school had enrolled at least two learners using wheelchairs, six mentally challenged-learners, twelve learners with multiple disabilities, fifteen hearing impaired, twenty-six visually challenged in addition to learners with behavioural, health and other mild challenges. Kudzai primary school had learners with mild disabilities in their normal classes ranging from a learner with one eye, a number of learners with visual impairments wearing spectacles, one with a deformed spinal cord and one with speech defect (stammering). Mbizi primary school had no record of the actual challenges that the learners faced. Mrs. Rwizi, however, indicated that the school had learners with mild to profound physical and mental challenges and multiple disabilities.

#### 4.1.2 Duration as head of an inclusive school

Inclusion was initiated at Budiriro primary school when Mr. Simba was still an ordinary teacher at that school. He has sustained the implementation of inclusion at the school as he understands it. His view was that:

Labelling learners and putting them in special classes or the so called streaming is pushing them to accept their label and at the end of the day they become retarded or dump because that is what we as teachers have positioned them to be. Even the teachers of these learners are positioned to believe that there is not much that they can do with these learners and very little, if any learning, takes place hence they become perennial failures.

Mr. Gore has been heading this school for ten years now. Kudzai primary school has managed to build new classroom blocks conforming to the new government regulations to cater for inclusivity. The classrooms have wide entrances and ramps for easy accessibility to learners with wheelchairs.

Mrs. Mutsa came into the school after inclusion had already been initiated. She said:

I have to constantly consult with my staff that were at the school during the implementation stages and have more knowledge on inclusion.

Mrs. Rwizi presented a similar situation to Mrs. Mutsa. She also came into the school when inclusion had already been started. She also lamented that:

I still have a lot that I do not know about the learners especially those presenting with mental challenges. I usually have to rely on those teachers who were involved in the implementation stages and those trained on I.E. or Special Education. I have to consult with my staff on issues pertaining to inclusion.

The duration that a school head has been at a particular school seems to have an impact on the way they experienced the implementation of I.E. Mr. Simba has been at Budiriro school since 1985. He was involved in the formulation of the vision of inclusion for the school and has managed to sustain the system through the years. His continued presence at the school seemed to have ensured continuity in the vision and implementation of inclusion. He has seen progress towards the elimination of special classes and all learners are now accommodated in the „normal“ classes. Data gathered through document analysis reflects that Budiriro primary school is rated one of the best schools in the district in terms of qualitative and quantitative pass rates. Mr. Simba attributed this achievement to the inclusive methods adopted at the school where he says every learner is valued and accommodated.

Although Mr. Gore joined the school when inclusion had already been initiated, I think he has been at the school long enough to entrench the vision, values and goals of inclusion. Despite the challenging economic environment existing in the country, the school had managed to complete the construction of two blocks of classrooms meeting the new government regulation for creating inclusive environments. Learners at this school are accommodated in the same classes although they have a special class to accommodate learners pulled out from their classes for specialised assistance in identified learning areas.

However, the same cannot be said for Mrs. Mutsa and Mrs. Rwizi. These two came into their respective schools when inclusion had already been launched. The mere fact that they do not have adequate knowledge about inclusion and that they still rely on their subordinates for help makes one wonder whether they have managed to grasp the vision of I.E. and own up to its implementation at their schools. For successful inclusion in the schools, there is need for the school heads owning up to and taking responsibility of the change process (Kalenga and

Chikoko, 2014). I am of the opinion that it was a real challenge for Mrs. Mutsa and Mbizi to champion the vision of I.E. in their schools and provide the much needed leadership to their staff on the implementation of I.E. when they still did not have adequate knowledge themselves.

#### 4.1.3 The Policy of Inclusion in Zimbabwe

Data generated reflected that a number of policy documents are being used as the basis for the implementation of inclusion in the schools. Although this array of policy statements in one or another reflects an element of inclusion, they still do not directly deal with the issue of how inclusion in Zimbabwe should be understood or implemented. The Ministry of Education vision displayed in all the participating schools aims

To promote and facilitate the provision of high quality, inclusive and relevant Early Childhood Development (ECD), Primary and Secondary Education, Special Education, Life Long and Continuing Education, Sports, Arts and Culture.

This mission statement together with the following policy statements and circulars seem to inform the implementation of I.E. in Zimbabwe:

1. Education Act of 1987 amended in May 2006 specifying the right for education to all children regardless of their disabilities, race, colour, ethnicity etc.
2. Director's circular No 3 of 2001- Guidance on providing Equal access to education for learners with disabilities
3. Director's circular No 7 of 2005 – Guidelines for the inclusion of learners with disabilities in all school competitions
4. Secretary's circular No 2 of 2000 – Inclusion of learners with Albinism
5. Director's circular No 2 of 2001- Sign language being taught in all primary schools in Zimbabwe
6. Secretary's circular of 2007 on special examination arrangements

7. Director's circular minute No 24 of 2001- Examination of candidates with visual and hearing impairments: Braille transcript and Sign language interpretation.
8. The Disabled Person's Act of 1992 revised in 1996 which prohibits all forms of discrimination against people with disabilities.

The Education Act of 1987 (Amended May 2006) seems to provide the anchor on which the provision of I.E. is based as it gives the non-discriminatory clause and promotes equal access to education. Although there is this whole array of policy statements, the missing factor is the guideline on how inclusion is to be understood in the schools. These documents do not enlighten one on the Zimbabwean understanding of I.E. nor do they give guidelines on how it should be implemented. Examples cited in my literature of the South African White Paper 6, the Swaziland Inclusive Policy of 2005 and the Botswana White Paper 2 give detailed guidelines on how I.E. is understood, defined and how it should be implemented in these respective countries. The absence of these pertinent details results in different understandings and implementation of inclusion in the schools. The Zimbabwean government seems to have implemented what UNISA, (2006, p. 30) refers to as "the mandating of fundamental inclusive practices" which requires that all schools educate all learners in their communities irrespective of their disabilities.

#### 4.1.4 State of Inclusion in the Sample Schools

In the implementation of I.E. in Zimbabwe, the schools appear to have implemented different forms of inclusion. Mrs. Rwizi explained that:

Our school is practicing both inclusion and integration. We have learners with mild physical handicaps in our normal classes and those diagnosed with learning challenges are accommodated in our special classes. Those with profound mental and physical challenges are the ones accommodated in the Resource Unit.

Almost the same scenario exists at Sango primary school. Mrs. Mutsa had this to say:

On top of inclusion and integration, our school also practices a pull-out program for our Ndebele speaking students. For the Ndebele lessons, the Ndebele teacher pulls-out learners from their individual classes and they go back to their classes after the lesson.

Mr. Gore stated that:

This school has no cases of severe impairments. We accommodate all our learners with learning challenges in the special class. A learner with identified learning challenges is pulled-out from his/her class for a period of not more than a year and offered individualised support in the identified concepts.

Mr. Simba stressed that his school accommodates all its learners in the normal classes. His stance was that:

Given a conducive and supporting environment, all children can learn. We offer our entire learners equal, conducive learning opportunities. Our mandate is to include all learners into the education system.

Thus it is evident that both integration and inclusion are operational in the sample schools. Both Sango and Mbizi primary schools practice what Mutepfa et al, (2007) refer to as Locational inclusion. This is a practice where learners with profound to severe mental and physical impairments are taught in separate Resource Units. Kudzai primary school practices inclusion with Partial Withdrawal. This is where learners with specific identified learning challenges are pulled out from their classes and put in resource rooms for specialised assistance. For the Ndebele lessons, Sango primary school also practices inclusion with partial withdrawal.

For schools presented with mild impairments like Budiro and Kudzai primary schools, it might have been easier to place learners into the mainstream classes whereas with schools like Sango and Mbizi it was imperative that learners with profound impairments be accommodated in special classes and the Resource Units as it would be a real challenge to include some of these learners in the ordinary classes and afford them the opportunity to learn side by side with their peers.

It is important to note that inclusion is a process. It presents a continuum starting from segregation, moving on to integration and then finally the idealistic state of full inclusion which might not be attainable any time soon more so in the schools involved in my study riddled by lack of resources, finance and manpower. Evidence reflected that schools in my study have



implemented what they term inclusion dependent on their understanding of the process and available resources.

Three schools in this study seemed to be using the Social Ecological model as their basis for the implementation of inclusion. The Socio Ecological Model brings with it mainstreaming and integration. In mainstreaming, the classrooms remain largely unchanged and the onus is still on the learner to try and „fit in“ (Landsberg, 2011 and Stubbs, 2002) Integration strives to maximise the social interaction between learners with disabilities and those without. Budiriro primary school has moved on further along the continuum of inclusion and is operating on what the school head understood as inclusion where they have done away with special classes and the segregation of learners with impairments.

## **4.2 Heads' understanding of Inclusive Education**

Within this theme, I asked the school heads what their understanding of I.E. was. In response, Mr. Simba explained that:

I.E. is the putting together of the able bodied learners with learners living with disabilities in the same class, for example, learners with visual impairment, the physically and the mentally challenged. It is a system where all learners irrespective of challenges faced, should be catered for in a single class.

Mrs. Rwizi surmised that:

I.E. is the inclusion of learners with disabilities in the mainstream of education. In inclusivity per se all learners irrespective of their disabilities should be included in the mainstream classes and a special teacher is allocated to interpret work in such cases where there are the visually impaired who use Braille.

Mr. Gore of explained that:

It is a system where children, regardless of their ability, physical, intellectual or religious status are accepted and learn side by side with their peers.

The issue of same class and learning side by side articulated by the school heads brings across the concept of full inclusion. Full inclusion is the ultimate vision of I.E. where learners irrespective of the challenges faced, learn side by side with their peers in the same class. For these schools integration might be their realisation of I.E. for now. This is reflected by the fact that these schools have special classes and resource units to accommodate learners with profound to severe impairments. Although a lot more still needs to be done, the foundation has been laid and attempts made to create inclusive environments with the building of ramps for easy accessibility for learners with wheelchairs. At its main gate, Sango primary school, through its inclusive motto, “Qualitative Inclusive Education for Total Empowerment”, proclaims to the community its inclusive orientation.

### **4.3 Factors that affect the heads’ understanding of I.E.**

From the information gathered during the interviews, a number of factors seemed to affect the school heads’ understanding of I.E.

#### **4.3.1 Government mandate to implement inclusion in the schools**

The fact that the government mandated the implementation of I.E. in the schools seemed to have a bearing on how school heads understood I.E.

Mrs. Mutsa said

We had no choice in the implementation of inclusion at our school. We were not consulted.

Mrs. Rwizi said

When schools were selected to participate in the pilot study, we were not consulted but just ordered. We had to participate as not doing so was disobeying the government directive. The government mandated the implementation of inclusion when the schools were not ready in terms of infrastructure and qualified personnel. The onus was on the school to improvise and make sure the innovation was implemented.

For effective implementation of inclusion in the schools, there seems to be need for preparedness of the school both in infrastructure and personnel. The government apparently did not consult with the heads before inclusion was made mandatory. According to Ainscow (1995) real inclusion entails that the schools are restructured so as to enable them to address the learning needs of all learners. This scenario where implementation of I.E. was imposed and the school heads lamented their lack of preparedness does not augur well for the successful implementation of I.E. I think the lack of ownership and imposition of change on a people might result in negative attitudes and resentment that might derail the whole change process.

#### 4.3.2 School heads' knowledge of I.E.

Regarding how knowledgeable they were about I.E., school heads explained that they did not have adequate knowledge of I.E. when they were appointed to head the inclusive schools. In this regard, Mrs. Rwizi explained that:

My knowledge emanated from the fact that I grew up in an inclusive environment at a mission school which included learners with visual impairment.

Mr. Simba, was the only one who had knowledge about inclusion when appointed head. He had this to say,

I learnt about inclusion when I was still a teacher at this school.

Mrs. Mutsa explained that:

At my former school I had no interest and felt that inclusion was none of my concern since I did not have any learners with disabilities. My current knowledge is not adequate for the management of an inclusive school and I am willing to undergo further training so as to boost my knowledge.

Mrs. Rwizi said:

I rate my knowledge as slightly above average and I am keen to undergo further training so that I can have adequate knowledge which would enable me to effectively lead an inclusive school.

Mr. Gore also admitted that:

I have inadequate knowledge of I.E. Although I try to augment this knowledge through self study, I still feel that I do not have adequate knowledge to lead an inclusive school and I am quite willing to go for further studies in this field.

Lack of knowledge in scenarios where one is expected to lead might result in lack of confidence and trust from colleagues. Mr. Rwizi lamented that:

This lack of knowledge affects greatly the way I experience inclusion as it affects my capabilities, self-confidence and self-esteem.

Mrs. Mbizi, Mrs. Mutsa and Mr. Gore all acknowledged their lack of or insufficient knowledge of I.E. and also in the staff in general apart from the few who had been involved in the pilot study. Mrs. Mbizi acknowledges that although the teachers were trained on inclusion in colleges, there was need for more depth and practical coverage.

The lack of knowledge is bound to impact on the way these heads manage inclusion at their schools. Scenarios where subordinates are more knowledgeable create challenges for the leader. There is likely to be loss of confidence, indiscipline, negative attitudes and lack of respect from the subordinates. Rantsie and Hay, (2013) in their own study found out that there is need for school heads to support teachers if inclusion is to be effectively and efficiently implemented in the schools. The question which arises then is how the participant school heads will support these teachers if they do not have the prerequisite knowledge and understanding of I.E. Landsberg, (2011) then cautions that the creation of inclusive ecologies requires school heads that are knowledgeable about issues pertaining to inclusion. To enable them to effectively manage inclusion in their schools, the participant school heads took the initiation to undertake self study so as to gain basic and required knowledge on inclusion.

#### 4.3.3 Need for clarity on issues pertaining to inclusion

Mr. Simba felt that lack of clarity in what I.E. entailed negatively affected the way the school heads understood and experienced it. He explained that:

There is no effort by the authorities to distinguish between special education and inclusion. This emanates from the fact that the people from the SPS/SNE have been tasked with overseeing the implementation of I.E. in the schools.

Mrs. Rwizi was of the opinion that:

Having the same people for both I.E and special education is confusing and contradictory because from my understanding we are trying to move away from special education. So how will it work?

Edmunds and Macmillan, (2010) explain that the lack of a definitive framework and clear legal direction about how I.E. is to be implemented leaves school heads with no clear practical directions about how to help their teachers and implement inclusion effectively. The Zimbabwean government apparently is still training Special Education teachers at the expense of inclusive teachers. I think the confusion emanates from the fact that the government is advocating for inclusion but at the same time still expanding resources on Special Education which they want to eventually eradicate. The question is why not use these resources to support the implementation of I.E. by training teachers on inclusivity and giving financial support to the schools.

#### 4.3.4 Need for an authoritative office to oversee implementation of I.E.

There was no office mandated with the implementation of I.E. Instead the office responsible for SPS/SNE was the same office mandated with overseeing the implementation of inclusion in the schools. In the Zimbabwean scenario, inclusive education and special education have not been separated. It is then the responsibility of the District Remedial Tutor to create and delegate the responsibilities to committees therein.

Mrs. Rwizi expressed the fear that:

Those SPS/SNE people mandated with the implementation of I.E. at the district offices have no authority over the school heads hence compromising the implementation of inclusion in the schools.

This she believed:

Shows lack of political will power by the government and failure to show the importance of inclusion by not having an office fully designated to oversee the implementation of I.E. in the schools. Having the same office for inclusion and special education is contradictory and confusing.

Mr. Simba expressed the same sentiments with Mrs. Rwizi and added that:

Special Education and inclusion are two different issues which require a separation. There must be phasing away of special education and in its place inclusivity.

Mrs. Mutsa explained that:

The people mandated with overseeing the implementation of I.E. at the district offices are juniors and school heads do not obey them. This results in some heads purporting to have implemented inclusion on paper but refusing to accept learners with impairments.

Mrs. Rwizi lamented that:

Some heads refuse to accept learners with disabilities. The learners end up coming to our school and this result in overburdening of our resources.

The SPS/SNE that has been mandated with the implementation of I.E. in the schools has no authority over the school heads because the officers are ranked lower than the school heads. This resulted in some school heads still refusing to enrol learners with impairments. Ryan, (2010, p. 10) explains that since most inclusive situations will be new in the schools, “school heads may not know what their respective roles are or should be and this ambiguity generates conflict and anxiety”, hence the need for E.Os to offer guidance and support to the school heads. Lack of responsible authority to guide the heads in the implementation of I.E. in the schools might result in different understandings and implementation of inclusion.

#### 4.3.5 Donor funding

Another issue that negatively affected the understanding of inclusion was what Mr. Simba referred to as the „donor syndrome“.

The donor syndrome he lamented,

results in heads thinking that they will not be able to implement I.E. in the absence of funding from the government or donors. This translates into the belief that I.E. is not practical and expensive to implement.

A Non-Governmental Organisation working together with the government was involved in the pilot project on the implementation of inclusion in primary schools in Zimbabwe. The organisation provided funds for acquiring the much needed implements, improvements in the school structures such as building of ramps and paving of pathways among others. Although Mbizi primary school was involved in the pilot study, Mrs. Rwizi explained that:

This school failed to benefit from this project. There have been no changes in the school to denote an inclusive environment. The school only managed to buy a television set, DVD player and toys for the Resource Unit Centre through funds availed by the donor.

Likewise, Mrs. Mutsa explained that her school was not able to improve on the developments done at the school with the help of the donor organisation. She was of the belief that:

The withdrawal of the donor from the program has left the school vulnerable and unable to sustain projects initiated under the donor. Funding from the donor was essential to see the success of inclusion at this school, otherwise without this funding, I fear that inclusion might just fizzle out.

Mr. Simba and Mr. Gore had different opinions regarding the issue of additional funding. They asserted that their schools were practising inclusion without donor or even government assistance. Mr. Simba strongly asserted that:

It is not the school's responsibility to either buy implements for the individual learners or send them for specialist assessment. It is the responsibility of the individual parents. This donor mentality has resulted in the notion that the implementation of I.E. is expensive and that the school needed to provide the learners with implements like spectacles and wheelchairs that the donors provided.

Mrs. Rwizi lamented the failure by her school to benefit from the donor community because of bureaucratic bungling.

Our school missed out on important deadlines so as to benefit from the donor because we were still waiting for authority from the government.

The notion from two of the heads seemed to be that the schools were not able to implement I.E. on their own without donor funding or assistance. UNISA (2006) and Samkange (2013) acknowledge the important role that donor agencies play, but at the same time cautions that there are some problems that may arise when working with these organisations. The problem which seemed to be affecting the schools that participated in the pilot project hosted by the donor was that the demonstration projects were funded by the donors and this funding was not sustainable once the donors pulled-out. Nyoni, Marashe and Nyoni (2011, p. 291) asserted that the dependency on donors was detrimental in that in the past few years there has been what they termed „donor fatigue“. The issue of bureaucracy raised by Mrs Rwizi brings into focus the need for school heads to be autonomous and responsible for the implementation of inclusion in their schools. The school heads must not apportion blame for their failure to effectively implement inclusion on the lack of donors to finance the projects. There is the need to empower these school heads so that they become responsible for soliciting for funds and other forms of assistance that might help in the implementation of inclusion.

#### **4.4 Heads' experience of the implementation of I.E.**

There were a number of factors presented that affected the heads' experience of the implementation of I.E.

##### **4.4.1 Supervision of teachers**

On the supervision of teachers at their schools, Mr. Simba described his experience as enjoyable as all his teachers have accepted the policy of inclusion. Mrs. Mutsa explained that she often faces resistance from her teachers. She narrated her ordeal saying

Some of the teachers actually think I have also become a mental case from my interaction with the learners with impairments.

Mr. Gore explained that:



Some of the teachers do not enjoy and/or have a negative attitude towards I.E. because of the presumed extra work that inclusion brings with it.

He stressed that if I.E. is to be a success

The school head has a lot of work to do like counselling his/her staff and kindly encouraging them to accommodate and love the learners, stop stigmatising them and build an inclusive culture.

Mrs. Rwizi attested to the fact that teachers at her school have accepted inclusion. To help with the progress of learners, she said:

As administration we help with the hand-over take-over of learners from one grade to the next. Our teachers help each other by explaining the special needs of the learners and how to best help them.

According to UNISA (2006), teachers need ongoing support to help them internalise and accept the values of inclusion. Both Mrs. Rwizi and Mr. Gore seemed to appreciate this need to assist teachers in the daily implementation of inclusion.

#### 4.4.2 Availability of Resources

The heads lamented the lack of resources as an issue that negatively affected their experiences of inclusion and most often they were forced to improvise. At Sango primary school, the special class was accommodated in a small storeroom that had been converted into a class. At Kudzai primary school, the special class was accommodated on the stage in the school hall. Mrs. Mutsa said her school

faced shortages of funds and their resources were overwhelmed. They needed money to complete the classrooms block, building of specialised toilets and erecting ramps for easy access of wheelchairs.

She also lamented the lack of direct assistance from government.

The government is failing to remit funds meant to assist with the learners with disabilities. We do not have money to pay the nurse aid. The former nurse aid was paid for by the donor and now that the donor has pulled out, we cannot afford her anymore.

Mrs. Rwizi also bemoaned the lack of support from the government. Her school has failed to create an inclusive environment.

We do not have ramps and accessibility is difficult for learners with wheel chairs. Our resource room lacks equipment and we do not have a workshop for the learners in the Resource Unit.

From the information presented, the school heads seemed to be facing challenges in the procurement of resources needed for the creation of inclusive environments like establishing proper resource rooms for learners as was observed in the case of the two of the schools where in one school learners were squeezed in a small store-room turned in to a resource room and in the other the special class was accommodated on the stage in the school hall. Nyoni, Marashe and Nyoni, (2011) indicate that a Resource Centre should be a spacious room with special desks and rails outside to assist learners with mobility.

#### **4.5 Strategies used by the school heads to manage the implementation of I.E.**

Regarding the strategies used by the school heads to manage the implementation of I.E., Mr. Simba explained that:

At this school, the consensus was that it was normal to have inclusion. The culture of inclusivity has been ingrained in the school and staff such that those who join the school come into this culture.

Mr. Simba believed that inclusion was not new in Zimbabwe and that the Zimbabwean education system has been and is for inclusion. He said that this was evidenced by the fact that in teacher training colleges, teachers were trained on handling learners of different abilities and plan work accordingly.

For him there was no reason why teachers should not be able to teach an inclusive class when in reality this was what they have been trained for. He said:

I always encourage the teachers who purport to be struggling to handle learners to go back to the methods they were taught in college and apply these to their classes.

His position was that all children can learn but accepts that those with profound mental and physical challenges be placed in special schools as the mainstream schools do not have the capacity or the expertise to deal with such learners.

Mrs. Rwizi said:

The understanding at her school was that disability is human nature hence the need for compassion and understanding when dealing with learners with disabilities.

Mrs. Rwizi further clarified that:

Knowledge and understanding are paramount to the effective implementation of inclusion hence the school values dissemination of proper understanding and knowledge of I.E. and for this purpose, we make use of resource persons.

It was apparent that the heads were aware that management of an inclusive school requires knowledge and understanding of the concept of inclusion. In my literature I positioned that Transformational Leadership seems ideal for the implementation of I.E. in the schools. According to Edmunds and Macmillan, (2010), implementation of I.E. requires leaders who are able to set the direction, develop people and redesign the organisation so as to create an inclusive school. These are all attributes of the Transformational leadership. Other important theories that I had also identified included the Instructional and the Participative Theories which the school heads can use to effectively implement inclusion in the schools.

#### **4.6 Challenges in managing an inclusive school**

Mr. Simba confidently asserted that he is facing no challenges in his school in as far as the management of inclusion is concerned.

In fact, my school has realised numerous successes in terms of the pass-rate since the inception of I.E. Success in this school is due to the fact that all learners are accommodated for and we strive to help them reach their potential.

The other heads identified the following as the challenges they face in the management of inclusive schools:

#### 4.6.1 Negative attitudes from teachers

Mrs. Mutsa faced challenges pertaining to the negative attitudes from teachers. She said:

Some teachers exhibit negative attitudes and do not want to be involved

Mrs. Mutsa expressed her fears that:

There is just too much work to be done when preparing for these learners and this is worsened by the lack of training for both me and the teachers.

Mr. Gore attributed the negative attitudes to the lack of understanding and awareness about inclusion. He stated that:

It is human nature not to like problems and work. Counselling and training can help deal with these negative attitudes. The lack of awareness and understanding might result in negative attitudes that both school heads and teachers might have towards learners with disabilities.

Mrs. Rwizi also expressed the same sentiments that:

Teachers generally are resistant and have negative attitudes towards inclusion

Inadequate training in as far as inclusion is concerned might result in lowered teacher confidence which then may be exhibited as negative attitudes. Teachers need support from the school heads so as to overcome challenges faced in dealing with learners presenting challenges. However, with the reality that the school heads themselves do not have the prerequisite knowledge, I think it really gets difficult for them to offer the teachers with the much needed support hence maybe the resistance and the negative attitudes.

#### 4.6.2 Large classes

The schools in this study were characterised by excessive teacher/pupil ratios of 1:50. The school heads were critical of these large classes and Mrs. Mutsa expressed that:

The high teacher/pupil ratios of on average 1:50 are excessively high and make the implementation of inclusion unattainable.

Mr. Gore stated that:

The government stipulation was a teacher/pupil ratio of 1:40 in normal schools. For inclusion, this is way too high as teachers will not be able to afford time to help every learner.

Mrs. Rwizi explained that:

Apart from the class being too big, the school also is too big and this puts strain on available resources thus making it difficult to create inclusive environments.

The issue of large classes is consistent with findings by Samkange, (2013) who in his study explained that this may result in teachers neglecting learners facing challenges thus defeating the whole purpose of inclusion. Inclusion is not just about having learners with disabilities in the schools, but it entails making changes in the environment, delivery of instruction and the general ethos of the school.

#### 4.6.3 Role of Parents

Mrs. Rwizi and Mrs. Mutsa cited lack of support from parents who refuse to enrol their children with profound impairments in nearby specialised schools due to fear of stigmatisation. Mrs. Mutsa had this to say:

Parents refuse to have their children enrolled in nearby specialised schools due to fear of stigmatisation and perceived transport costs.

Mrs. Mutsa also explained that her school is located in a poor community. This translated into the parents struggling to pay school fees for the learners and she lamented the fact that,

Some of the learners even fail to come to school because they are out there in the streets begging with their parents.

Mrs. Rwizi expressed the opinion that parents needed to be made aware of the role they can play in supporting their children and affording them every opportunity to attend school.

There are situations where some parents still keep their children at home because they are scared of stigmatisation. Some parents think that their children are not benefitting from our school hence they prefer keeping them at home

In contrast, Mr. Gore acknowledged the tremendous support that his school is getting from the community.

We have managed to complete building two classroom blocks solely with support from the parents.

From the study it became apparent that parents should play an important role in supporting the education of their children. Lack of support would result in these learners failing to attend school thus perpetuating their exclusion by society. In the case of Kudzai primary school, the parents were really supportive enabling the school to build new classroom blocks without any government or donor support.

#### 4.6.4 Issues of early identification and assessment of learners with disabilities

Assessment of learners in the schools is done by the SPS/SNE. Mr. Simba and Mrs. Rwizi cited financial constraints currently faced by the country as negatively impacting on the rate at which the SPS/SNE can come into the schools to assess the learners. The SPS/SNE is responsible for assessing the learners and placing them in the special classes or specialised schools. Mrs. Rwizi cited the case at her school where she said due to a number of constraints facing the SPS/ SNE,

Learners in the schools are only assessed at grade four level by the SPS/SNE. Our challenge then is that before grade four, teachers have to find ways to accommodate and help problematic learners in their class.

Since that the school head admitted that her knowledge of I.E. is not good, she found it difficult to assist teachers so that they can offer the much needed support to these learners and the teachers so as to ensure that they benefit from the system. Lack of this much needed support might result in the learners dropping out of school and the teachers developing resistance and negative attitudes.

#### 4.6.5 Curriculum Issues

The other challenge raised by the school heads was the issue of the curriculum for learners with disabilities. The heads raised the issue of the examination oriented curriculum which is not flexible and does not cater for individual differences.

At her school Mrs. Rwizi said when it comes to the resource Unit,

The onus is on the teacher to teach whatever content they feel is necessary.

Mrs. Mutsa expressed her hopes that:

I am confident that the proposed new curriculum will support inclusive practices as it intends to equip learners with necessary skills that will allow them independent living.

Mr. Gore also expressed optimism that:

The new curriculum will benefit all learners and to that end our school has already started introducing practical subjects like computer studies, agriculture, needlework, music and art.

The emerging issue pertained to the lack of an inclusive curriculum for learners in the resource units. Yeni, (2012) ascertains that the curriculum is the central means through which inclusion can be implemented. UNESCO, (2009) positions that, “accessible curricula, textbooks and learning materials can serve as the key to creating schools for all”. Without a supportive and relevant curricular, some parents lose faith in the system and either pull out their children or send them back to the special schools thus perpetuating the system of segregation that inclusion is trying to eradicate. This is worsened with the rigidity of the examination oriented curriculum which is not friendly to learners living with disabilities. One of the participants raised the issue

that some parents have pulled out their children from the schools due to frustration with the lack of support and real learning going on in the so called inclusive schools for learners living with disabilities.

#### **4.7 Suggestions from the participants on how to enhance the implementation of I.E. in the schools**

Mr. Simba strongly felt that:

Educationists need to consider research on inclusion so that they are able to distinguish between special education and inclusion so as to enforce the proper implementation of inclusivity.

He strongly argued that:

Special classes and segregation are an evil animal that dehumanises and stigmatises learners hence must be abolished.

Mrs. Mutsa advised that:

Heads must be knowledgeable on the issue of inclusion so that they can effectively implement it in their schools. Now that all schools have been mandated to implement it, the onus is on the heads not to resist but try as much as is possible to acquire the necessary knowledge.

Mrs. Rwizi cited incidents of learners with disabilities being kept at home because

parents are scared of stigmatisation and the perception that their children are not benefitting much from the integrated/inclusive system.

As a result she advised that:

School heads should as much as is possible try to organise staff development courses so that the whole school can be involved in the implementation of inclusion and awareness



workshops with the parents on the issue of inclusion so that instead of keeping their children at home, they come into the school and participate in the implementation of I.E.

Mr. Gore advised heads to

accept, embrace and be positive about inclusion. Once the head is positive about inclusion, the whole school follows suit and complies with the policy. It is normal to help others deemed less fortunate by society. There is need to help the community develop the potential of all learners more so those with disabilities so as to enable them to be independent and self reliant.

For Mr. Gore and Mrs. Mutsa, the implementation of I.E. seemed to be based on the compassionate and humanitarian perspective. Nyoni, Marashe and Nyoni, (2011) concede that there is lack of clarity on whether the education of learners with disabilities is a charity or a rights issue. UNISA, (2006) argues that inclusion is a rights issue. It is not a charity issue. Inclusion under the charity discourse identifies learners living with disabilities as weak, powerless and in need of care and attention (Stubbs, 2002). This discourse is characterised by among others the buddy system which was encouraged at Sango primary school. Mrs. Mutsa had this to say

We encourage the teachers to implement the „buddy system“ so that able bodied learners can help their counterparts with disabilities like in pushing the wheelchairs.

In the other schools it appeared they were guided by the Social Ecological Model in the implementation of inclusion. It also appeared that inclusion was by default as there was no evidence of specialist intervention following these learners into the schools.

## **4.8 Conclusion**

The data presentation and discussion in this chapter raised pertinent and interesting findings. Before embarking on this study, I had a number of faulty assumptions about the implementation of I.E. in Zimbabwe. I went into the field very critical expecting to find school heads ignorant about the whole issue of inclusion and still implementing special education. I was not aware that the implementation of I.E. had been made mandatory in all Zimbabwean primary schools and

that there was no Education Officer responsible for the implementation of I.E. in the schools. Although the school heads are not accountable to the department of SPS/SNE that has been mandated to oversee the implementation of I.E. in the schools, coupled with the lack of knowledge and experience expressed by the school heads, inclusion in the participant schools is being implemented. The chapter revealed that although not easy, the school heads in Zimbabwe were conscious and positive about the implementation of inclusion. They have not let problems like lack of resources, lack of knowledge and experience deter them from the implementation of inclusion in the schools. Instead they have all embarked on self study and are even willing to undergo further study so as to improve their knowledge and understanding of I.E.

The participating schools presented with a wide array of disabilities and to accommodate these learners, the school heads have implemented inclusion according to how they understood it and their unique situations. Schools have implemented integration and inclusion depending on the impairments presented by the learners. Sango and Mbizi have improvised resource units so as to create a semblance of an inclusive environment. Irrespective of the problems and challenges faced, the heads in my study have forged forward and embarked on this journey of inclusivity. With their willingness to undergo further studies, I believe it is only a matter of time before there are improvements in the school environments, culture and ethos to denote inclusivity. With more knowledge and understanding, I think the school heads will be in a better position to assist their teachers thus translating into better inclusive practices for the betterment of the schools in general and the learners in particular.

## Chapter Five

### Summary, Conclusions and Recommendations

#### 5 Introduction

In this chapter, I give a summary of the study followed by the conclusions and recommendations.

#### 5.1 Summary

The study was motivated by my desire to understand how school heads in Zimbabwe understood and experienced the implementation of Inclusive Education. To achieve this, I thus carried out a study of limited scope involving four selected school heads in an urban district in Zimbabwe. In Chapter One I discussed the need for inclusion in Zimbabwe and the world over and the origins of Inclusive Education. I highlighted policy documents on I.E. from countries like South Africa, Botswana and Swaziland which define the concept according to how it is understood and implemented in the individual countries. I then moved on to discuss the rationale for implementing I.E. in Zimbabwe, the statement of the problem, critical questions, the significance of the study, definition of key terms, limitations and organisation of the study.

In order to develop a deeper understanding of I.E., I reviewed literature in Chapter Two. In that chapter, a number of key issues emerged. It emerged that there are varying perspectives of I.E. which range from establishing regular schools that respond to diverse needs of learners and providing quality education through modification of content, approaches and structures. I.E. also aims at changing focus of education failure from individual child towards identification and elimination of barriers in the system, enabling all learners to fully participate in the mainstream of education and creating welcoming and supportive school culture. The literature identified a number of barriers that impede the implementation of I.E. in Zimbabwe which among others include the need for a comprehensive policy document on I.E., issues of lack of resources, need for informed and knowledgeable leadership and the lack of appropriate assessment and specialised curricular to cater for the needs of the diverse learners.

Still in Chapter 2, I discussed some important theories of I.E. which include the Medical Model, the Lay Model and the Charity Discourse which all contribute towards an informed implementation of I.E. in the schools. The Medical Model which focuses on pathology advocates for diagnosis and treatment of perceived anomalies in the learner. Education from this perspective separates the learner and programmes designed to „fix“ the purported problems. The Lay Model assumes that disability is embarrassing and very difficult to address in regular schools hence the need to create separate education system for the learners living with disabilities. The Charity Discourse positions the learner as weak and in need of care hence perpetuating the belief that learners with disabilities are not capable of helping themselves. Education from these perspectives looks for the cause of educational failure from within the learner and hence their exclusion from the mainstream education.

For the theoretical framework, I identified and discussed the Social Ecological Model of inclusion and the Transformational Leadership theory. The Social Ecological model brings with it mainstreaming and integration which has been identified as the form of inclusion practiced in Zimbabwe. I think the attributes of the Transformational Leadership theory are ideal for the implementation of I.E. in the participant schools. I also discussed other useful leadership theories like the Instructional leadership theory and the Participative theory since no one leadership theory can adequately address all the leadership needs in the implementation of I.E. in the schools.

I then moved on to explain the way I went about conducting the study in Chapter Three. Therein I positioned my study as a qualitative study located within the interpretive paradigm. The interpretive paradigm enabled me to get the meanings of the phenomena under study from the participants' perspectives and lived experiences. The multiple-site case study design was used because it suited the purpose of my study. I had planned to use purposive and snowball sampling strategies for my study but due to demands made by the gate keeper I ended up using the schools that had been selected for me by the gate-keeper. For data generation purposes, I used the individual in-depth interviews as my main data generation instrument. Document analysis and observation were used to augment data generation. In this section, I explained the data generation and data analysis procedures. I also explained the ethical considerations and how trustworthiness would be guaranteed in this study.

In Chapter Four I presented and discussed data. Out of this chapter the key findings that emerged were that the school heads had an understanding of inclusion and varying experiences of this innovation. It also emerged that a number of issues impacted on the way inclusion was understood and experienced by the participant school heads.

## **5.2 Conclusions**

The four participants were all aware of inclusion and could explain in their own terms what inclusion pertained to and why it should be implemented. However, some of the school heads acknowledged that when inclusion was initiated in the schools, they did not have and at the time of the study still did not have adequate knowledge about it. Prior to appointment to manage the inclusive schools, some of the school heads had no experience of inclusion. The school heads revealed that they undertook personal studies so as to enhance their knowledge of I.E. and are willing to undertake further studies so as to further enhance their understanding and knowledge of I.E. which would help them manage the implementation of inclusion effectively in the schools. Seemingly in agreement with this stance, Edmunds and Macmillan, (2010 p. xiii) posit that, “leadership for inclusion means seeking out an understanding of the fundamental tenets of inclusion”. Without adequate knowledge, the school heads will be limited in the way they will be able to assist the teachers and manage the implementation process.

The school heads felt that the Zimbabwean government mandated the implementation of I.E. in all primary schools before ensuring that the schools were ready in terms of infrastructure and qualified teachers negatively impacted on the way the school heads understood and experienced the implementation of I.E. in the schools. It emerged that there was limited if any consultation and involvement of the heads before inclusion was introduced in the participant schools. The study indicated that the schools had to adhere to the mandate and implement I.E. even though they were not adequately prepared for it and the participant school heads were not knowledgeable and experienced in the management of inclusive schools. According to Edmunds and Macmillan, (2010 p. 3)

To be inclusive, schools must establish inclusion as an overarching goal that permeates throughout everything they do, with the school heads leading the effort to specifically define and redefine the direction to be taken.

I think it was a challenge for the school heads to lead in the establishment of inclusion and define the direction to be taken when they were not fully prepared and did not have sufficient knowledge to do so.

Before entering the field, my perception was that inclusion was a new innovation and only a few schools in Zimbabwe had implemented it. Although I knew that it was a process and would not be easy to implement, still I took a more radical stance and refused to accept integration as a form of inclusion nor did I want to accept that there could still be special classes in an inclusive environment. The field-work phase was quite a learning experience as it brought reality that I.E. can take many forms like integration and mainstreaming and that the schools have to start somewhere for them to become fully inclusive.

Another pertinent issue that emerged as affecting the school heads' understanding of I.E. was the apparent confusion between I.E. and Special Needs Education. Chimoyo, Mamvura, Hlatywayo, Munemeo and Mutandwa (2014) state that the aim of inclusion in the Zimbabwean schools is to achieve one Zimbabwean society where all students attend one school nearest their home, get taught by one teacher and attend one class with one curriculum. In addition, in a paper presented to the school heads at a workshop in the district, Sifelani, (no date) emphasised that I.E. discourages the special classes or the separation of students based on disabilities. No wonder it becomes confusing then to the school heads when they are directed to have special classes and resource units at their schools thus seemingly in direct contradiction to the information presented at the workshop and the guidelines in the Teachers' Handbook. However, this can also be a reflection of how varied I.E. can be hence the need for information on how it should be understood and implemented.

The participant school heads questioned why the governments instead of continuously expanding resources on special education, does not instead re-channel those resources towards the promotion of inclusion and creation of inclusive ecologies in the schools. According to the school head participants, the absence of an Education Officer at the education district offices responsible for the overall management and implementation of I.E. in the schools raises the question of the government's commitment to the success of inclusivity. The general feeling among the participants was that the committee comprising of officers from the SPS/SNE does

not have the mandate needed over school head and as a result there was the fear that some school heads only adhered to the mandate theoretically and still refused to enrol learners with impairments.

Lack of government commitment to provide funding to the schools to enable them to create inclusive ecologies emerged as another factor that influenced the school heads' understanding and experience of inclusion. The general consensus was that funding was vital for the procurement of implements and materials needed by the learners, renovation of infrastructure like toilets and paving and building of ramps to make the school accessible for all learners. Although some school heads bemoaned the pullout by the NGO, other participants were of the opinion that donor funding was detrimental in that it resulted in what they referred to as the „donor syndrome“. UNISA, (2006) acknowledges that governments especially in developing countries will not have the financial resources to sustain the implementation of inclusion in the schools. It is then maybe up to the school heads to identify resources and build partnerships with parents, professionals from the health and social services, researchers and civic groups in the community who are in a position to provide the much needed help to the schools (UNISA, 2006).

Although current conditions are not really conducive for inclusion, the school heads had to improvise and start somewhere on this journey of inclusion. The school heads at these schools where resource units have been established can capitalise on these units and find partners that are willing to expand on the units so that they can ultimately offer a variety of services like “consultancy, offering professional development to teachers, training and raising awareness to families, providing special materials and equipment” to benefit the school and the community around them (UNISA, 2006, p. 76).

Findings showed that integration and a pull-out programme were being practiced in the participant schools with Resource units and special classes attached to the schools. One of the schools had a pull-out programme for its Ndebele learners whilst the other had a pull-out programme for its slow learners who were placed in the special class for a specified duration. It seems the implementation of I.E. in the participant schools is consistent with the Social Ecology Model of I.E. which is characterised by mainstreaming and integration. Learners have to „fit in“ with the school and classroom remaining largely unchanged. There is also evidence of the

Charity Model of I.E. being used to inform the implementation of inclusion which views learners with disabilities as deserving to be pitied and cared for. Schools operating under this discourse use the buddy system in the belief that they are helping the learners with disabilities when in reality they are only worsening their situation and perpetuating the dependency syndrome.

The issues of early identification and assessment coupled with issues of the curriculum were some of the challenges raised by the school heads. There is need not only for early assessment but continuous assessment and intervention. School heads should be aware that it is not only the environment that has to change and become inclusive, but also the curriculum so that it becomes an inclusive curricular which allows learners to be actively involved in their learning and making sense of their experiences (UNISA, 2006). It is the responsibility of the school heads to champion the modification and adaptation of the existing curricular in the schools so that it becomes conducive for learners in the resource units and special classes in their schools. The school heads can also take advantage of the Early Childhood Development Centres (ECDC) in their schools so as to ensure the early development of inclusive cultures in the schools. According to UNISA (2006, p. 122), “early identification leads to early intervention which promotes maximum learning and social development in the child prior to their entry in formal schooling”.

The study raised the issue of negative attitudes exhibited by the teachers as affecting the way school heads experienced the implementation of I.E. in the schools. Some of the participant school heads attributed the negative attitudes to the lack of knowledge by the teachers and possibly as a response to the lack of adequate knowledge by the school heads themselves. Apart from seeking further knowledge themselves, it is essential that school heads organise for professional development of the teachers and set clear directions on how inclusion might be implemented in the schools. The school heads need to identify the needs and challenges faced by the teachers and organise for training activities that will help alleviate the negative attitudes and equip the teachers with the necessary knowledge for inclusion. Edmunds and Macmillan, (2010) position that it is the school head’s task to help teachers understand the implications of inclusion and reorient the beliefs, values, actions and expectations of the schools to reflect the vision of inclusion.



The need for parental support was another issue that emerged from the study. Some parents it was found still feared stigmatisation and kept their children at home or refused to enrol children with severe to profound impairments in the nearby special schools. They would rather enrol their children in the normal schools as it gave them a purported sense of normalcy. Some still refused to enrol their children in the inclusive schools citing lack of individualised assistance and a curriculum that did not really benefit their children. The school heads with Resource Units confirmed that there was no curriculum designed for the learners in the resource units. The school heads need to realise the major contributions that families have towards the children's education hence the need for the school heads to create partnership with the families by valuing their contributions to the school (UNISA, 2006). There is also need for the school heads to create awareness in the parents about the role of inclusive schools and the role they can play in supporting their children at school.

Large classes in the schools are not conducive to inclusion. It emerged that the participant schools had very large teacher-pupil ratio reaching up to 1: 50. The school heads were failing to reduce these enrolments to acceptable levels. Apart from building extra classes like at Kudzai primary school, the only other alternative that school heads have is to motivate and support their staff in the implementation of I.E. in these difficult scenarios.

The study had identified the Transformational Leadership Theory for its theoretical framework. Some of the attributes of this theory entail that the school head is not the centre of expertise, power or authority. It also entails that there is need for shared leadership although the school head still remains the overall leader. This may be ideal in the situation where the school heads lack the required expertise and knowledge on issues pertaining to inclusion. Fullan (2001, cited in Kugelmass, 2003) explains that with the continued and increased diversity of learners in the schools, there is need for effective leadership changes in the moral purpose of leadership, understanding the change process, relationship building and knowledge creation and sharing.

### **5.3 Recommendations**

On the basis of the conclusions I have made in this section, I suggest some recommendations below:

1. There is need by the government to articulate the national understanding of I.E. and clear directions on how the implementation should be executed in the schools. Failure to do this results in different understandings and implementation of inclusion in the schools. It also opens up possibilities of faulty understandings and implementation of the intended innovation.
2. There is need to clarify and separate the issues pertaining to I.E. and Special Education. The system of Special Education perpetuates segregation of learners on the basis of disability. It still looks for the problem within the child in contrast with inclusive Education which acknowledges that the child is not the problem but the education system that is rigid and not catering for diversity and the individual learners' needs. However, Sightsavers, (2011) acknowledge that the road to inclusivity is faced with numerous challenges and that it is not possible to switch overnight from special education to inclusivity. There might be need for twin-track approaches where special education and inclusion work together as government works towards proper inclusion (Sightsavers, 2011).
3. There is to need to provide training for the heads so that they can effectively implement the system of inclusion in their schools. Lack of knowledge on the part of the school heads is likely have a negative effect on the implementation process. Lack of knowledge is also detrimental in that the school heads are not in a position to provide the assistance needed by the teachers in an effort to create inclusive ecologies at the schools.
4. There is need to reduce the teacher-pupil ratio to manageable numbers that favour inclusion. Large teacher-pupil ratios result in teachers being overwhelmed and failure to accord learners individualised instruction. Lack of individualised assistance is akin to mainstream dumping.
5. The government needs to revamp the curriculum so that it shifts from being examination oriented. There is need to provide a practical curriculum that is relevant and accommodate all learners' needs. According to Tshabalala, (2013), the curriculum in Zimbabwe for learners in the Resource Units is merely watered down version of regular curriculum. The failure to revamp the curriculum still means that some learners are still

being excluded from the system even though the schools purport to be inclusive. It results in what Kalenga and Chikoko, (2014) alluded to as „mainstream dumping“.

6. There is need for early and continuous assessment of learners needs. Schools lamented the fact that assessment of learners by the SPS/SNE is only done at grade four levels. Inclusion advocates for early identification of learners“ needs so that there can also be early intervention. Without proper needs identification, learners fail to benefit from the system as their individual needs are not addressed. Strategies have to be put in place for continuous assessment from as early as Grade Zero thus capitalizing on the ECDC system implemented in the schools.
7. There is need for the schools to transform and create inclusive ecologies that denote inclusion. Enrolling learners with disabilities on its own does not denote inclusion. Inclusivity comes with changes in the school environment, instruction and culture. There is thus need for the schools maybe to not just focus on the enrolment of learners with disabilities, but move further along the continuum of inclusion and focus on changing instruction and culture of the schools to denote better inclusivity practices.
8. The school heads need to be proactive and promote the vision of inclusivity. Their management styles have to support the implementation of inclusion in their schools. They have to own up to the implementation of inclusion in the schools, identify the needs of their teachers and thus put measures in place to address these needs. Wherever possible, they have to romp in the support of the community so as to improve the inclusion standards implemented in the schools.

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[www.dodea.edu/Curriculum/specialEduc/](http://www.dodea.edu/Curriculum/specialEduc/)

[www.umsl.edu](http://www.umsl.edu)

## APPENDIX 1

All communications should be addressed to  
 "The Secretary for Primary and Secondary  
 Education"  
 Telephone: 799914 and 705153  
 Telegraphic address : "EDUCATION"  
 Fax: 791923



ZIMBABWE

**Reference:** C/426/3 Midlands  
 Ministry of Primary and  
 Secondary Education  
 P.O Box CY 121  
 Causeway  
**Harare**  
**Zimbabwe**

1 July 2015

Pamela Mutyavaviri  
 Number 9 Connaught Street  
 Golf View  
 Nort West  
 2745  
**South Africa**

**RE: PERMISSION TO CARRY OUT RESEARCH IN MIDLANDS PROVINCE: GWERU  
 DISTRICT: STANLEY, LUNDI, CECIL JOHN RHODES, RIVERSIDE AND  
 SANDARA PRIMARY SCHOOLS**

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

**"EDUCATIONAL MANAGERS' UNDERSTANDING AND EXPERIENCES OF THE  
 IMPLEMENTATION OF INCLUSIVE EDUCATION: EVIDENCE FROM SELECTED URBAN  
 SCHOOLS IN ZIMBABWE."**

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

You are required to provide a copy of your final report to the Secretary for Primary and Secondary Education by December 2017.

E. Chinyowa

**Acting Director:** Policy Planning, Research and Development

For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**

cc: PED – Midlands Province



## APPENDIX 2

All communications should be addressed to "The Provincial Education Director"  
Telephone: 054- 222460

Fax: 054- 226482



Ministry of Primary and Secondary Education  
P.O Box 737  
GWERU

08 JULY 2015

Mr/Mrs/Miss: PAMELA MUTAVAVIRI  
NUMBER 9 CONNAUGHT STREET  
GOLF VIEW, NORTHWEST 2945  
SOUTH AFRICA

Dear Sir/Madam

**APPLICATION FOR PERMISSION TO CARRY OUT AN EDUCATIONAL RESEARCH IN SELECTED SCHOOLS IN MIDLANDS PROVINCE**

Permission to carry out a Research on:-

EDUCATIONAL MANAGERS UNDERSTANDING AND EXPERIENCES OF THE IMPLEMENTATION OF INCLUSIVE EDUCATIONAL EVIDENCE FROM SELECTED URBAN SCHOOLS IN ZIMBABWE

In the Midlands Province has been granted on these conditions.

1. That in carrying out this you do not disturb the learning and teaching programmes in schools.
2. That you avail the Ministry of Primary and Secondary Education with a copy of your research findings.
3. That this permission can be withdrawn at anytime by the Provincial Education Director or by any higher officer.

The Education Director wishes you success in your research work and in your University College studies.

MATSWENI V  
Education Officer (Professional Administration And Legal Services)  
**FOR PROVINCIAL EDUCATION DIRECTOR: MIDLANDS**



## APPENDIX 3

### REQUEST FOR AUTHORISATION TO UNDERTAKE A STUDY IN THE MIDLANDS PROVINCE, GWERU URBAN, ZIMBABWE

No 9 Connaught Street  
Golf View  
Mafikeng  
North West  
2745  
Republic of South Africa

20 June 2015

To: The Secretary  
Ministry of Primary and secondary Education  
P. O. Box 8022  
Causeway  
Harare  
Zimbabwe

Dear Sir/Madam

RE: Request for authorisation to carry out a study in the Midlands province, Gweru urban.

My name is Mutyavaviri Pamela Nyarai. I am currently studying for Masters'' Degree in Educational Management, Leadership and Policy Studies with the University of KwaZulu Natal.

I write to seek authorisation to conduct a study entitled: **Educational Managers' understanding and experiences of the implementation of Inclusive Education: Evidence from selected urban schools in Zimbabwe**, in **five** selected Gweru Urban Primary schools in the Midlands Province.

The study seeks to investigate how Educational Managers' understanding and experiences impact on the implementation of Inclusive Education in selected schools. The study aims to draw lessons from these Educational Managers that can be used to enhance the implementation of Inclusive Education in the selected schools. This study can also be used as a basis for further research at a wider scale so as to benefit the implementation of Inclusive Education in all Zimbabwean schools.

For the purpose of this study, I plan to carry out interviews with one Education Officer responsible for the implementation of Inclusive Education and five primary school heads under his/her jurisdiction whose schools have implemented Inclusive Education. The study is envisaged to last for a month and each interview session to last for about an hour. To augment the data collected through the interviews, I would also like to be granted authorisation to visit schools to analyse documents such as policy statements, mission statements and any other relevant documents on the implementation of Inclusive Education. I am also seeking authorisation carry out observations in these schools so as to ascertain the state of inclusion.

I give an undertaking that the information collected during this study is purely for research purposes. The study will in no way pose a danger to the participants and their schools. I guarantee that the findings will be treated with confidentiality and anonymity. I also give an undertaking to submit a copy of my findings to the Ministry if so required. Interview scripts and tape recordings if used will be secured with university and later destroyed after the prescribed five (5) years.

Further clarification can be obtained from:

Myself:

Mutyavaviri Pamela Nyarai

Student number: 214580167

No 9 Connaught Street

Golf View Mafikeng

North West

Republic of South Africa

Cell: +27 73 481 2338

Email: [pnmunya2@gmail.com](mailto:pnmunya2@gmail.com)



**OR**

Prem Mohun (Mr)  
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Tel: +27 31 260 4557  
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**OR**

My supervisor:  
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School of Education and Development Studies  
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## APPENDIX 4

School of Education and Development

Studies

University of KwaZulu-Natal,

Pietermaritzburg Campus,

Dear Participant

### INFORMED CONSENT LETTER

My name is Mutyavaviri Pamela Nyarai. I am an Educational, Leadership and Policy Studies Master's candidate studying at the University of KwaZulu-Natal, Pietermaritzburg campus, South Africa.

I am interested in learning about how climate Educational managers understanding and experiences of the implementation of Inclusive Education impact on the effective implementation and management of Inclusive Education in the selected schools. I am studying cases from Gweru Urban primary schools in the Midlands Province. Your school is one of my case studies. To gather the information, I am interested in asking you some questions.

Please note that:

- Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.
- The interview may last for about 1 hour and may be split depending on your preference.
- Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.
- Data will be stored in secure storage and destroyed after 5 years.
- You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.
- The research aims at knowing the challenges of your community relating to resource scarcity, peoples' movement, and effects on peace.
- Your involvement is purely for academic purposes only, and there are no financial benefits involved.
- If you are willing to be interviewed, please indicate (by ticking as applicable) whether or not you are willing to allow the interview to be recorded by the following equipment:

	willing	Not willing
--	---------	-------------

Audio equipment		
Photographic equipment		
Video equipment		

I can be contacted at:

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Thank you for your contribution to this research.

## APPENDIX 5

### Interview Schedule for School Heads

1. What is the government policy on the implementation of I.E. in the schools?
2. Profile of school and school head
  - 2.1 When did this school become an inclusive school?
  - 2.2 How did it become an inclusive school?
  - 2.3 When were you appointed head at this school?
  - 2.4 When appointed head, did you have any knowledge of I.E.?
  - 2.5 Did you have any experience of I.E. before implementing it here or becoming the head of this school?
  - 2.6 What is the range of impairments learners present with at this school?
3. Understanding of I.E.
  - 3.1 What is your own understanding of I.E.?
  - 3.2 Would you say your knowledge of I.E. is adequate to manage an inclusive school?
  - 3.3 If yes, how did you acquire this knowledge?
  - 3.4 If not, what do you think should be done so as to give you a better understanding and knowledge of I.E.
  - 3.5 What is the state of inclusion at this school?
4. Experience of I.E.

- 4.1 How do you experience the management and implementation of I.E. at this school?
5. Factors affecting understanding and experiences of I.E.
  - 5.1 What factors would you say affect your understanding and experiences of I.E.?
  - 5.2 Are there any challenges that you have faced in the implementation of I.E. and that you are still facing?
  - 5.3 How do you think these challenges can be addressed?
6. Management of an inclusive school
  - 6.1 Are there any problems that you face in the management of an inclusive school?
  - 6.2 How best do you think these problems can be resolved?
  - 6.3 What management strategies do you think can best be used to manage an inclusive school?
7. Advice on how to enhance the implementation and management of I.E. in the schools
  - 7.1 What advice do you have for other school heads for the enhancement of the implementation and management of inclusion in their schools?
  - 7.2 Any concluding remarks?

## APPENDIX 6

### OBSERVATION SCHEDULE

Item of observation	Areas of focus	Frequency
School environment	Inclusive set-up 1-Ramps 2-Rails in toilets 3-Accessibility of playground	Once
Break and play times	1-Rapport between learners 2-Rapport between learners and members of staff	Once

## APPENDIX 7

### DOCUMENT ANALYSIS SCHEDULE

<b>Document to be analysed</b>	<b>Source</b>	<b>Areas of focus</b>
Record of learners	Master register  Individual Record book  Medical records	Number of learners with disabilities  Types of disabilities  Evidence of individual attention offered to Learners
Mission statement	Ministry  School	Interpretation by individual schools  Addressing of inclusivity in the school