MANAGING INCLUSIVE EDUCATION IN MAINSTREAM PUBLIC PRIMARY SCHOOLS: ACASE OF FOUR PRIMARY SCHOOLS IN ZIMBABWE AND FOUR PRIMARY SCHOOLS IN SOUTH AFRICA

by

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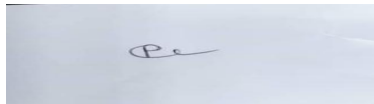**CO-PROMOTER: DR T. E. TSHIOVHE**

2020

DECLARATION

I, **PRISCILLAR CHIBELU**, declare that the thesis:

MANAGING INCLUSIVE EDUCATION IN THE PUBLIC MAINSTREAM PRIMARY SCHOOLS: A CASE OF ZIMBABWE AND SOUTH AFRICA

is my work and has not been previously submitted and in any form whatsoever by myself or anyone else, to this university or any other educational institution for any degree or examination purposes. All the resources that I have used or quoted have been indicated and duly acknowledged by means of complete references.

Signature: ……………………………….   **Date: 19 – 12-2020**

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- Finally, and most importantly, I give glory to the Almighty God, the author and protector of my life, for extra ordinary ability that He blessed me with on this academic journey.

DEDICATION

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This thesis is dedicated to:

❖ My late parents Mr E.D. Ndebele and Mrs Cathrine Ndebele, for their determination towards my schooling, for their support and continual guidance in my existential circumstances and finally;

❖ My four children, Chelesani, Colern, Sinobuhle and Sinenhlanhla.

ABSTRACT

Schools should mirror the nature of inclusiveness of societies they serve, by accommodating learners with diverse abilities. The purpose of this study was to investigate how inclusive education is managed in public mainstream primary schools. The study used the qualitative research design because qualitative researchers study phenomena in their natural settings without the manipulation of variables under study. The reseacher used interviews, observation and document analysis to collect the qualitative data. The population of this study were school principals, heads of department and teachers in public inclusive mainstream schools. Data was collected from 4 purposively selected primary schools in Zimbabwe and 4 purposively selected primary schools in South Africa. 8 school principals 16 heads of department and 16 teachers were interviewed, that is, 4 principals 8 heads of department and 8 teachers were from Zimbabwe while 4 school principals, 8 heads of department and 8 teachers were from South Africa. Data was analysed thematically. The major findings of the study were that, lack of adequate policies, negative attitudes from some stake holders, shortage of relevant material resources, shotage of expert teachers to teach inclusive classes and unsuitable environments were some crucial factors that hampered mainstream schools from maximising inclusive education. The study recommends the development of inclusive, friendly schools through the designing of relevant policies, modification of the curriculum, both in teachers' colleges and mainstream schools, training of more teachers and the provision of resources that are more sensitive to the diverse needs of learners with special needs.

Key Concepts: Educational Management, Inclusive Education, Inclusive Mainstream School, Special Needs Education.

LIST OF ACRONYMS

BED   :   Bachelor of Educational Degree
CSN   :   Children with Special Needs
CEO   :   Chief Education Office

CPTD	:	Capacity Professional Teacher Development
DHET	:	Department of Higher Educational Training
DoE	:	Department of Education
DRT	:	District Remedial Tutors
DSI	:	District Schools Inspector
EA	:	Education Act
ECD	:	Early Childhood Development
ETF	:	Education Transition Fund
FEFA	:	Free Education for All
HODs	:	Head of Department
LSN	:	Learners with Special Needs
LTSM	:	Learning and Teaching Support Materials
LWSN	:	Learners with special needs
LWDs	:	Learners with Disabilities
MDG	:	Millennium Development Goals
MoE	:	Ministry of Education
MOPSE	:	Ministry of Primary and Secondary Education
MSTE	:	Ministerial Committee on Teacher Education
NCLB	:	No Child Left Behind
NGOs	:	Non-Governmental Organisations
OBE	:	Outcome Based Education
OSD	:	Occupation Specific Dispensation
SA	:	South Africa
SADC	:	Southern African Development Committee
SASA	:	South African Schools Act
SBST	:	Schools- Based Support Teams
SDC	:	School Development Committees
SGB	:	School Governing Bodies
SMT	:	School Management Team
SN	:	Special Needs
SNE	:	Special Needs Education
SNLs	:	Special Needs Learners
SPS	:	Schools Psychological Services
TIEE	:	The Inclusive Education Enabled Environment

TPS	:	Teacher professional standards
TRL	:	Teaching Learning Resources
UNESCO	:	United Nations Educational Scientific and Cultural Organisation
UNICEF	:	United Nations International Children's Emergency Fund
ZIMSEC	:	Zimbabwe School Examination Council
ZOU	:	Zimbabwe Open University

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1   INTRODUCTION

This chapter discusses the context of the study, the problem statement, study intent, research questions, theoretical perspective, key terms description, and the research model, as well as architecture, and methodology. In the end it provides a description of chapter outline.

1.2   BACKGROUND TO THE STUDY

In the past decades, most educational systems of various countries across the world segregated learners with special needs. Chimedza and Sithole (2000:82) observe that during the colonial era regular schools basically accommodated learners without disabilities and regarded them as 'normal,' while their counterparts with disabilities were viewed as abnormal or incomplete. Mutasa, Goronga and Tafangombe, (2013:514) concur; such individuals were generally viewed as sub-human and therefore, considered incapable of benefiting fromthe availed educational systems or contributing to the socio-economic development of any society.

At the time special schools were regarded as the best placement choice for individuals with specific learning disabilities, behavioral problems and physiological, neurological or psychological defects (Zindi, 2011:61). While this arrangement could be recommended for providing the best facilities needed for development, it did not fully prepare individuals with disabilities to successfully fit in mainstream society after the completion of school (Mutasa, Goronga& Tafangombe, 2013:515). With this view, inclusive education began to be gradually accepted as a more empowering tool for learners with disabilities.

Legislation now prescribes the inclusion of all pupils in the education system but is silent on specific strategies to achieve inclusiveness (Chikwature, Oyedele & Ntini, and 2016:78). Inclusion should be viewed as bearing intended outcomes. However,

the situation on the ground does not show the true spirit of Inclusive Education Enabled Environment (TIEEE). For example, parents are still seen pushing wheelchairs past schools near their homes, going to special schools. Furthermoore vehicles bearing names of special schools are still seen around residential areas, collecting mentally and physically challenged learners to and from school. Therefore, the administration of comprehensive education in mainstream schools needs to be investigated and encouraged in the development of permanent alternatives for the exclusion of learners with special needs.

Current staff was introduced to the teachers' training curriculum forgeneral leaners and the curriculum did not cover the concept of inclusive education (Mafa, 2012:12). The question that raises eye brows among the parents of children living with disabilities is: How then is the teacher expected to cope with inclusive learners in the classroom situation, in terms of instruction? Even if some aspects of special education were included in teacher education, teachers are trained for specific impairment not all forms of impairment (Majoko, 2013:6). One may wonder how the current traditional teacher and the new inclusive teaching-learning phenomena are blending to achieve effective teaching and learning.

Furthermore, the education administrator, who is the principal, is expected to supervise and manage every aspect of the school. Questions that arise are:

- Are the curricula flexible enough to accommodate diverse learners and is the physical environment safe and accessible to all learners?
- Does inclusive education call for a restructuring of the school?
- Do the assessment tools cater for inter-disciplinary and inter-sectorial approach?
- Is the head well- versed with the expectations of inclusive education that he/she can give instruction or provide advice to the personnel?

Below is a sample of data capturing instruments from Zimbabwean schools to districts for onward transmission to province and the ministry, showing the state of schools for improvement and adjustments.

DISTRICT EDUCATION OFFICERS' DESK

To: Heads of Schools

Submit the listed returns every second Friday of the term, then monthly.

1. *ECD enrolment and staffing*
2. *General enrolment, staffing, teachers in post, ATE, number of classrooms, number of toilets, number of sports facilities.*
3. *Resources, number of computers, number of text- books, showing the ratio of sharing.*
4. *Vocationalisation; number of practical subjects being offered, number of special quarters, number of special instructors, number of practical subjects being studied.*
5. *Orphans and vulnerable learners.*
6. *Donors; their organisations, and number of learners being sponsored and form of sponsorship.*

While analysing those returns, it shows that the information available indicates that functional subjects and computers have been adopted from ECD in all levels of education, and input is required (Jenjekwa, Rutoro & Runyowa, 2013:8). However, there is nothing on the application of the idea of inclusive education. These and other differences which may appear in the research give meaning to the need to undertake a study on the management of inclusive education in mainstream schools.

In order to ensure inclusiveness in mainstream schools, numerous regulations have been developed. The 1990 Jomtien World Conference on Education for All focused on inclusive education and proposed that schools should enrol disabled learners in mainstream schools, while responding to their needs, cultural backgrounds and circumstances (Chitiyo, 2017:48). The Salamanca Framework for Action (2004:5) considers inclusive education as the best option for learners with diverse needs. This dream indicates that, irrespective of disability status, children with special needs

must have access to regular schools (Mafa, 2012:14). Furthermore, the United Nations General Assembly has called for equal opportunities for people living with disabilities and require institutional support (Chimedza,2003:65; Chireshe 2013:223).

Specific developed and developing countries have elaborated laws and policies that respond to inclusion demands and their policies. In Zimbabwe, the 1996 the Education Act, amended in 2006, stipulates that Learners with Special Needs (LSN) should be included in mainstream schools (Education Act, 1997:12). The 1999 Nziramasanga Report, which addresses Zimbabwe's educational affairs, stipulates that the quality of education for learners with disabilities should represent the same expectations and goals as the Zimbabwean Education Act. The Ministry of Education, Sports, Arts and Culture have also adopted the idea of comprehensive education and have consistently called for the inclusion and participation of learners with special needs (LSN) in all subjects, including physical education (Circular Director No.1 2004). The secretary's 1985 Circular Minute Number P36 gives school heads the authority to admit learners with disability or place them with their peers in the same classroom. Such laws were adopted in March (1994) in accordance with the UN General Assembly requirements. South Africa also has policies that promote comprehensive school education. The South African Schools Act (Act 84 of 1996) states that public schools must admit learners and meet their educational needs without discriminating unfairly in any case. The White Paper 6 is one framework that drives South Africa's adoption of inclusiveness. The inspiration for White Paper 6 came from different international campaigns in relation to learning disabilities.

Management and oversight play a crucial role in ensuring that any company operates efficiently and adheres to its set targets. This means that inclusive schools need such activities to serve their purpose, too. Managing inclusive education in mainstream schools requires a number of factors to be observed. These are expressed in the physical and physiological properties of schools (Thomas, 2007:24; Liasidou 2014:123). The physical components include utilities, assistive devices, and other services. These help students navigate both the world and their curriculum. For example, learners with total vision loss may require guide blocks and specific signs to locate some rooms and other facilities, while their counterparts with attention

deficit disorders may require less destruction in their learning environment (Jenjekwa Rutoro & Runyowa, 2013:69).

According to Loreman, Deppeler and Harvey (2010:156; Cunnah 2015:222), inclusive schools should also provide facilities such as ramps, where steps are in order, consider door width and placement, chalkboard lowering, furniture arrangement, and adequate lighting systems, among others. School buildings, sport fields, and playgrounds may also be included in infrastructural arrangement. Miller, (2002:125; Chitsa and Mpofu 2016:66) state that the physiological characteristics critical to an inclusive school may include the creation of positive social atmospheres, the creation of positive interaction between school groups, and the development of school policies relevant to positive behaviour.

Managing inclusive school education also requires the availability of adequate and skilled staff. The success of any educational programme without trained and sufficient teaching staff is a mirage, according to (Esu, Enukoha and Umoren 2004:2004). Flecha and Soler, (2013:455) concur, the success of inclusive education depends on adequate knowledge and skills of teachers. It implies that educators should be able to understand the unique characteristics associated with special needs learners for inclusion and be competentteachers. Another quality that professional teachers should possess is the capacity to change the amount of work needed, according to the abilities of the students (Chitiyo, 2017:49). Certain competency-related skills may include preparing assignments that suit the ability of the learners as well as tracking their subsequent accomplishments and development. Osborne and Reed (2011:46) describe attitudes, training and support as other key factors in the teaching of disabled learners.

Teacher attitudes can influence the development of higher expectations for their learners, and this can have a negative impact, particularly if the learners fail to meet those expectations. According to Niesbert, Schuh and Jorfensen (2011:114), collaborative work is also valuable, as it enables partners to share knowledge and experiences that might be needed to develop learners with varied needs. This means that working together in inclusive support teams will boost inclusive education management in traditional schools.

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1.3   STATEMENT OF THE PROBLEM

To sustain their significant role in the empowerment of learners with special needs, comprehensive schools need to improve their management and oversight. Thomas, (2017:64) states that in any educational setting the management of inclusive education requires aconsideration of a number of factors, and these may include both the physical and social climate. The availability of sufficient and qualified personnel is also important. The effectiveness of any educational programme without trained and sufficient teaching staff, according to Esu, Enukoha and Umorena 2004:203; Flecha and Soler, (2013:455) is a mirage. While inclusive education proposes that teachers should consider individual learners' unique needs. Osborne and Reed, (2011:46) identify attitudes, training, and support as further paramount factors in the management of inclusive school education.

The integration of disabled learners in public traditional primary schools is handled by a variety of actors who play distinct roles. These include the District Schools Inspector (DSI)/Circuit Managers, school managers, and teachers in the traditional classroom. The Department of Psychological Services/Special Needs Education (SPS/SNE) of the schools regularly hold seminars based on best practices in the management of inclusive education in schools (Mafa, 2012:17). Despite these efforts, some families are still seen pushing wheel-chairs past schools near their homes, going to special schools. Vehicles bearing the names of special schools are still seen around residential areas, collecting mentally and physically challenged learners to and from school. The claim in this regard is that special schools offer more standardised services better than mainstream primary schools. Through informal visits to the schools, the researcher also observed that the physical environment and some activities displayed in notice boards do not distinctively cater for diversity amongst learners. Furthermore, student teachers are still doing the general curriculum; and teachers' colleges have not yet changed to an inclusive curriculum. This situation raises questions about the degree to which comprehensive education is efficiently controlled in Bulawayo in Zimbabwe and Thohoyandou in South Africa's public mainstream schools.

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1.4   PURPOSE OF THE STUDY

The goal of the study was to examine the degree to which comprehensive education is handled in Zimbabwe and South Africa's public primary mainstream schools. The following goals were established on the basis of the problem statement and the purpose of the study:

1.4.1 To determine how inclusive education is provided in mainstream public primary schools.

1.4.2 To establish whether the physical environments of mainstream public primary schools are suitable for learners with special needs.

1.4.3 To examine how mainstream public primary school teachers are prepared to teach in inclusive classrooms.

1.4.4 To identify strategies that can be employed to manage inclusive education in mainstream public primary schools in a sustainable way.

1.5   RESEARCH QUESTIONS

The main research question based on the study's intent is, to what extent is inclusive education effectively managed at Zimbabwe and South Africa's mainstream public primary schools?

The following subsidiary questions were raised:

1.5.1 How best could inclusive education be provided in mainstream public primary schools?

1.5.2 How could the physical environments of mainstream public primary schools be made suitable for learners with special needs?

1.5.3 How prepared are mainstream public primary school teachers to teach in inclusive classes?

1.5.4 What strategies could be employed to make the management of inclusive education sustainable in mainstream public primary schools?

1.6 THEORETICAL PERSPECTIVE

The study is underpinned by the Systems Approach Theory. The Systems Approach Theory was propounded in 1968 by an Australian biologist, Carly Ludwig von Bertalanffy. The theory's perspective is that the management of a problem or a phenomenon is through three components which are inputs, throughputs and outputs. The model recommends that there is a need to understand inputs, throughputs (which is input processing), as they influence machine outputs. If the quality of the input is low from the outset, that will affect the output. Bush and Bell (2016:54) notes that inputs, thus learners, environment, human and material resouces should be of good quality, in order to deliver good production performance. The philosophy of the processes views an organization as a machine. A system is an interrelated collection of entirely functional components (Bush & Bell 2016:55). Thus, the organisation (school) is seen as a programme. This approach offers more insights into management: it views management as 'a system' (Kapfunde 2011:15).

The approach to systems should make each person involved in education, weather learners, parents, teachers, or senior officials more aware of how difficult learning circumstances are and give them a deeper insight into the intervention they need at their particular level of responsibility.

The theory is fully addressed in Chapter Two.

1.7 DEFINITION OF KEY TERMS

This section identifies key terms by how the researcher used them in this analysis and not simply by their definition in the dictionary.

1.7.1 Educational Management

Emmer and Stough, (2001:2) note that educational management is the establishment and maintenance of order, the design of effective instruction, the care of students as a group, the response to needs and the effective handling of individual learners' discipline and adjustment. Kapfunde (2011:5) defines educational

management as the administration of the education system in which a group combines human and material resources, plan, strategise and implement structures to execute an educational system. Lewis, (2006:3) posits that educational management is the process of evaluating and developing strategies to improve the elements and overall performance of an educational system and involves effectively organising and managing people and other resources to facilitate education.

In this study educational management refers to actions and strategies that education personnel use in their individual capacities as they perform their different roles to facilitate learning of all learners in mainstream schools.

1.7.2 Inclusive Education

Swart and Pettiffer, (2006:17) interpret inclusive education as"... the practice of including every learner regardless of talent, disability status, socio-economic background or cultural heritage in welcoming mainstream schools. UNESCO (1994) contends that inclusive education is the inclusion or incorporation of children into the mainstream education system irrespective of their physical, academic, financial, mental, linguistic or other needs.

In this report, inclusive education is the integration of disadvantaged learners into traditional education system. Schools should cater for all learners, regardless of their physical, mental, financial, emotional, linguistic or other needs.

1.7.3 Inclusive Mainstream School

The inclusive mainstream school is a learning environment that brings into the general education classroom learners with special needs (Swart &Pettiffer, 2006:21). An inclusive mainstream school is a learning centre that offers the same education for general learners and learners with special needs in the same classroom (Miller, 2002:12).

In this study inclusive mainstream school is an educational institution which accommodates both able-bodied and challenged learners into an able-bodied learners' school.

1.7.4 Special Needs Education

Chakuchichi (2003:54) posit that, "special needs education means the special academic instruction that is given to learners with unique needs". Zindi, (2004:13) concurs by stating that "special needs education is education for learners with disabilities, in consideration of their individual educational needs and aims at fully developing their capabilities, independence and social participation".

In this study, special needs education refers to all activities in the school put in place for the learners with disabilities, to enable them to learn without difficulties in terms of materials, facilities and the school system.

1.8   RESEARCH PARADIGM, DESIGN AND METHODOLOGY

 The Research design and methodology are addressed in this section.

1.8.1 Research Paradigm

The study was conducted within the paradigm of interpretation, which takes into consideration people's experiences. Shaningwa (2007:30) suggests that the "interpretive model helps the researcher to grasp and interpret the situation of the phenomena under analysis, while attributing meaning to them within the participants ' social or cultural context." Yanow and Schwartz-Shea, (2011:36) contend thatIntrerpretivist researchers explore truth through participants' views, their own history and experiments. The Paradigm of Intrerpretivism describes a world in which reality is socially constructed and attempts to understand how human beings make sense of events or activities in a social context (Wahyuni 2012:69). This approach helped the researcher to have the ability to get a better understanding of the perspectives of the participants in conducting inclusive education.

1.8.2 Research Design

The qualitative research method has been used in this study. Creswell, (2009:28) defines qualitative research in its context as multi-methods, with interpretive and naturalistic approaches to its subject matter. In their natural settings, qualitative researchers study phenomena, trying to make sense of or interpret phenomena in terms of the meanings that people bring to them.

1.8.3 Research Methodology

For data analysis the researcher employed techniques of qualitative research. Litchman (2013:106) view research methodology as a systematicway of conducting research in order to solvea problem. It is used to gain insight into the underlying reasons, beliefs and motivations. The method allows for insight into the problem. The approach of qualitative research is also used to identify patterns in thought and opinion, and to delve deeper into the issue. These methods are interviews, observation, and document analysis.

1.8.3.1 Interviews

Merrian, (2009:88) describes an interview as a mechanism through which a researcher and interviewer participate in a discussion that focuses on research-related questions. The interviewer asks an interviewee several questions that are based on a particular phenomenon; the answers are documented and analysed. Interviews were conducted in this research, to generate research data from teachers, heads of departments and school principals. Fox (2009:6) states that interviews are ideal for clarifying questions, investigating and using non-verbal signals to generate in-depth data.

1.8.3.2 Observation

Observation involves physical observation and recording data on the observation schedule for analysis purpose. Cohen, Manion and Morrison (2011:456) describe observation as a research tool that enables the behaviour to be observed and recorded as it occurs. As such, chances of distortion are minimized. The researcher

examined the teachers in the classroom teaching the learners, the physical environment, the human setting and the interaction setting. The study also paid special attention to methods of teaching, to assess whether the teachers are receptive to inclusion. It is therefore relevant to use observational methods to obtain valid and reliable answers as; they (observation) expect the researcher to be a part of the people at the research site, and to observe the behaviour in the environment.

1.8.3.3   Document analysis

Ahmed, (2010:2) describes documentary analysis as a process involving detailed examination of certain documents produced across a wide range of social practices taking a variety of forms, from the written word to visual image. Policy documents, assessment instruments, lesson plans, minutes of staff development workshops, and progress records were reviewed, to establish their relevance in the management of inclusive education in mainstream public primary schools.

1.9   SAMPLING

The sampling process involves selecting the population and deciding the sampling procedures and the sample sizes.

1.9.1   Population

A population is any subject group of individuals with one or more common features that are of interest to the researcher, in order to gain knowledge and draw conclusions (McMillan & Schumacher, 2010:30). In this study the population were principals of schools, heads of departments and teachers at Zimbabwe and South Africa's mainstream public primary schools.

1.9.2   Sampling Procedures

Sampling procedures include techniques which researchers use to select groups from the wider population, according to Pandey and Pandey, (2015:53). Choosing a research design influences the selection of the procedures used for sampling. This

section describes the sampling techniques used in this study which relate to the qualitative\e design. Purposive sampling was used to select participants who answered the questionnaires.

Brazley, (2007:100) defines to purposeful sampling as an enhancement in convenience sampling in that the researcher applies his/her expertise and judgment in selecting cases that are representative or standard. Purposive sampling helps the researcher in choosing individuals that are useful for providing information on the subject of the studies.

1.9.3 Samples of the Study

Johnson and Christensen, (2008:223) define a sample as a subset of population-based cases. A sample can also be defined as a specific set of a specified population to be measured, analysed or questioned to provide statistical or non-statistical information about a population. The researcher identified 8 school principals, 16 department heads and 16 teachers in this research. All those chosen engaged directly in the management of inclusive education in mainstream public primary schools.

1.10 DATA ANALYSIS

The analysis of the data requires adding order and sense to the mass of the data collected (De Vos, Stydom, Fouche & Delport, and 2005:365). Lichtman, (2009:3) notes that in qualitative research, data analysis is the systematic method of collecting and organizing qualitative data from interviews, observations and institutional records, to improve the understanding of the phenomenon under study. In this analysis qualitative data were evaluated by groups thematically. Thematic data analysis and interpretation include the arrangement and transformation of data into themes and categories of manageable units, the synthesis of objects, the quest for patterns and the deduction of what is important and what to know (Leedy, 2008:8).

1.11 TRUSTWORTHNESS OF THE STUDY

Trustworthiness is used as a way to guarantee the levels of quality control. Trustworthiness is achieved in qualitative research by means of reliability, integrity, transferability, and conformability. The trustworthiness of the explanations and conclusions depends on how they were done (La Blanca, 2004:5; Anderson, 2010:141).

1.11.1 Credibility

Credibility relates to the relationship between the findings of the study and reality. It can also be defined as the confidence that can be placed in the truth of the research findings (McMillan & Schumacher, 2010:102) Credibility can be obtained by sustained interaction with participants; continuous field observation; peer-researchers' use; negative case analysis; reflexivity of the researcher and participant controls. This is an examination of whether or not the results of the study reflect a valid analytical interpretation of data derived from the original data of the participants. The researcher returned to all participants after transcribing the interviews to check what was transcribed with them in this way; credibility is built in the analysis. Credibility strategies that are often adopted by qualitative researchers includeprolonged and varied field experience, triangulation and use of the interview technique (Billups 2014:14).

1.11.2 Transferability

Transferability is the degree to which the reader can generalize the results of a study to his or her own background and address the core questions of how far a researcher can make claims for a general application of the theory (Merrian, 2009:87). The researcher provides sufficient information about the relationships between the self (study as instrument), the background of the researcher, procedures, participants and researcher–participant), to allow the reader to decide how the findings can be transferred.

1.11.3 Dependability

Billups (2014:3) points out that dependability refers to the stability of findings over time. It involves participants evaluating the findings and recommendations of the study to make sure that they are all supported by the data received from informants of the study. The method by which results are produced should be as clear as possible and as repeatable as possible. This is achieved through carefully monitoring the evolving research design and maintaining an audit trail that is a comprehensive chronology of research activities and processes; data collection and analysis influences; common trends, categories, and analytical memos also ensure dependability Member screening was done with the participants, to achieve reliability, triangulation of methods, and testing instruments.

1.11.4 Conformability

Conformity is founded on the recognition that research is never objective. This addresses the core issue that results should reflect the situation being studied as quickly as (humanly) possible, rather than the researcher's views, pet theories, or prejudices (Merrian, 2009:83). It is founded on the assumption that the credibility of the results lies in the data and that the researcher will be adequately bound to collect the data, analytical methods, and conclusions in such a way that the reader will affirm the adequacy of the findings. In this review, there was emphasis on the role of triangulation throughout promoting conformability.

1.12   DELIMITATION OF THE STUDY
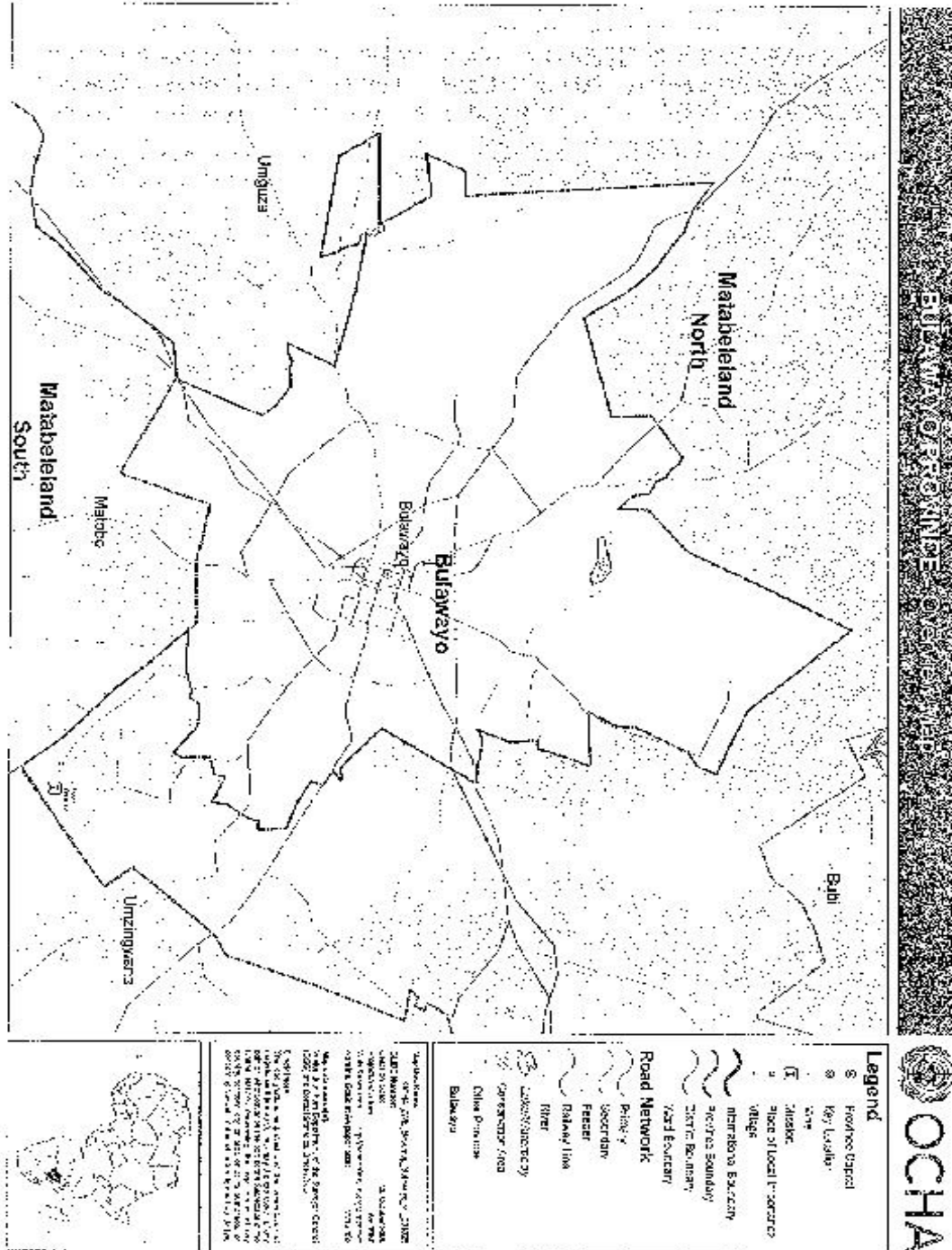
Figure 1.1: Map of Bulawayo

Adapted from: (www.yahodeville.com.

Date of retrieval 21.02.2018

Figure 1.2: Map of Thohoyandou

Adapted from :(https://www.maps-streetview.com)

Date retrieved: 25. O8.2018

The study was restricted to primary schools in Bulawayo and Thohoyandou. Geographically, Bulawayo is 375 km North West of Beitbridge town which borders Zimbabwe and South Africa, 400km South of Harare, the capital city of Zimbabwe, 100km North East of Plumtree town at the border of Zimbabwe and Botswana, 435km South East of Victoria Falls from. No peri-urban schools in Matabeleland North or Matabeleland South were included in the study. Thohoyandou is in the Northern Province of South Africa. It is 95 km southern side of Beitbridge, 388 North of Pretoria the capital city of South Africa, and 82 km South West of Louis Trichard. No schools from outside Thohoyandou were included in the study.

1.13   ETHICAL CONSIDERATIONS

Ethics deal with what is right or wrong. Ethics is a set of moral principles suggested by the individual or a group that are widely accepted and that offer rules and behavioural expectations about most correct conduct towards experimental subjects and respondents, employers, sponsors, researchers and learners (De Vos et al., 2018:240). As such, the researchers should follow the ethical guidelines defined. The researcher sought permission to conduct a research from the University of Venda and was granted permission on Certificate SEDU/19CSEM/04/0209 and from the Ministry of Primary and Secondary Education (MoPSE) through the Bulawayo Provincial Office in Zimbabwe before this study was conducted. In South Africa approval was obtained through the circuit office in Thohoyandou from the Department of Education (DoE). Respect for human dignity, secrecy and anonymity were ensured. Confidentiality was accentuated by using secret codes for transcripts of interviews and observation guides.   The researcher pursued objectivity and integrity and avoided data being fabricated, falsified or misrepresented. Another dimension of ethical practice noted by the researcher was the honesty of participants and agreements, as well as the seriousness of acting and the desire for continuity in thought and action.   The degree to which the researcher acknowledges his or her own predispositions is conformity.

1.14   SIGNIFICANCE OF THE STUDY

The research is expected to be applicable to various groups of people, including school principals, policymakers, educators, education officers and learners.

School principals and teachers: For principals and teachers, this study has the potential to enhance their teaching-learning monitoring systems, to realize quality education in inclusive education. The research may also be used to help teachers improve their instructional methods in order to enhance student learning outcomes.

Policy Makers and Stakeholders: The study results will help policymakers have a better approach to evaluating the current curriculum in education. Similarly, parents of learners who study in school systems at this stage will be encouraged to take part

in their children's teaching-learning. Furthermore, the findings may help reduce anxieties experienced in inclusive schools.

1.15   RESEARCH OUTLINE

This thesis comprises of six chapters outlines below:

Chapter One

This chapter explains the study's context and history, problem statement, research questions, preliminary analysis of relevant literature and research methodology.

Chapter Two

This chapter outlined the theory that underpins the study.

Chapter Three

This chapter consists of a study of literature on measures taken by traditional primary schools to ensure effective management of inclusive education in mainstream primary schools.

Chapter Four

The section focuses on a detailed description of the research strategy to be pursued, research design and methodology to solve the research problem. The methods and tools for gathering data are also clarified.

Chapter Five

Data analysis and interpretation.

Chapter Six

A summary of the findings, limitations, conclusion, recommendations and suggestions for further study, based on the findings, are provided in this section.

1.16   SUMMARY CHAPTER

This chapter offered research orientation. It also discussed the problem statement, study intent, research issues, theoretical framework, and research model, delimitation of design and methodology, and ethical considerations. The study's goal was to investigate how inclusive education is implemented in mainstream public schools. The next chapter deals with the theoretical context.

CHAPTER TWO

THEORETICALFRAMEWORK: THE SYSTEMS APPROACH THEORY

2.1   INTRODUCTION

This chapter deals with the theory that drives the analysis. Management is a mechanism for directing practices in a mainstream school to give special needs learners the required standards of behaviour. It is the reseacher's view that theories are used to describe, foresee and understand given phenomena that may be under study; and in many different cases, the frame of mind can be used to question and incorporate existing knowledge, while observing the limitations. In this study, the theoretical framework used was to provide a structure that will support the theory guiding this research study. Therefore, the management lenses as theoretical framework were used in this study to introduce and describe why the research problem that I am studying exists.

In conceptual terms, all-inclusive educational services to LWDs will encourage the inclusion of factors related to socio-cultural, policy, economic, and school. Recognizing that LWDs need efficient, effective and practical instruction aimed at achieving socially and educationally relevant outcomes, calls for a social service delivery strategy that can adequately meet their needs in an integrated setting if higher proportions, rates and levels of social cognitive, numeracy, literacy and linguistic competencies are to be achieved (Manyumwa, Manyumwa & Mutemeri, 2013 :13).

2.2   AN EXPOSE OF THE SYSTEMS APPROACH THEORY

The philosophy of systems views an organization as a machine. A system is an interrelated group of components that are operating as a whole (Bush, 2011:24). As an entity, the school receives resources for facilities, natural resources, referred to as inputs, inputs are converted or processed, and outputs are generated by products or services. In turn, outputs are released in the system, which are school graduates (Grover & Lyttinen, 2015:287).

The application of the system approach to educational management that includes thinking in terms of the whole problem and its interacting component sub-parts, as well as selecting the implementation and monitoring of the optimal alternative sequences of the component parts to achieve the best outcome for LWDs, should be implemented. The emphasis should be on problem-selection, identification of problem-solving requirements, methods obtained and implemented, evaluation of results and an overhaul of all or parts of the system, to eliminate the needs (Bush, 2006:89).

The theory of programme approach gives further insight into the management. The management process is regarded as a "machine" A device is a collection of interrelated components that function as a whole. The Systems Approach is a management tool that enables individuals to analyse all facets of the organization, interrelate the results of one set of decisions with another, and use all available resources to solve a problem in an optimal manner (Bush, 2006:93). The Theory of Systems is applicable to this study because the method enables the interpretation of teaching-learning circumstances.

Inputs: The environment provides inputs to the system in the form of resources, which are useful or necessary to get the job done. In the case of school feedback, staff, policies, pupils, financial resources, facilities, houses, books and other teaching materials would be considered (Bush, 2006:91). The management of inclusive education as a new system calls for new inputs, namely, new materials, human resources, information resources and physical resources at the planning stage by the principal. New resources are meant to accommodate diverse needs in the system, which used to be a general school without special needs (Chitiyo, 2004:20; Kapfunde 2011: 14). Gadgets like braille machines, hearing aids are now a necessity in the teaching material list.

Throughput is a term used to describe what happens to the system input, the processes, rules and procedures that the input passes through (Miller, 2002:126; Emmer and Stough 2019:104). The device is often characterized as a' black box' because some people argue that what happens in processing systems, like the

contents of a black box, is largely invisible. The inputs will then be processed by teachers who now change to new methodologies, which call for different approaches and different styles, so as to accommodate all in an inclusive class (Bradley, 2013:12).

Outputs; the program generates outputs, or some educators can call them outputs, that can be described as learning, knowledge, personal relationships in the case of a school; that, a good pass rate for primary schools and good reading and writing skills. Outputs are end products that the school will produce; in the case of primary schools, these are learners who are non-discriminatory; learners who have acquired survival skills, reading and writing skills and learners who pass examinations, so that they can be enrolled in a high school (Bush & Bell, 2016:194).

2.3 APPLICATION OF THE SYSTEMS APPROACH THEORY IN THE MANAGEMENT OF INCLUSIVE EDUCATION

According to the theory, programmes in public mainstream schools should be focussed on improving the lives of learners with disability in an inclusive environment. The study further indicates that the curriculum and other services provided must be responsive to the unique needs of and individual learners with special needs (Bush, 2011:119). To better manage comprehensive education in public mainstream schools, the assessment of the exact factors should be facilitated.

The theory stressed that the real systems are open to their environments and communicate with them, and through emergence they can gain qualitatively new properties, leading to continuous evolution. The Systems Approach Theory focuses on organizing and integrating the pieces into a whole. A specific organization, irrespective of the actual nature of the elements, establishes a framework. A device communicates with the world thereof. The education management system theory describes a possible way of explaining the workings of any company or association (Bush, 2011:119).

The management approach to the processes is based on the notion that everything is interrelated and interdependent. Chikwature, Oyedele & Ntini (2016:17) contends

that a system is simply an arrangement or combination of things or parts that make up a complex whole." Systems engineering, which is part of a system philosophy, takes into account the business and technological needs of all stakeholders, with the intention of producing a quality product that meets the needs of the consumer.

Inputs	Throughputs (Input Processing)	Outputs
Target learners Information resources (policies) Human resources(teachers) Technical resources Financial resources	Teaching Learning process (black box)	Identifylearners whose performance or ideas have improved in specific areas and have skills in specific areas.
	Management System Planning Organizing Leading Controlling	

Figure 1.3: A Schematic Representation of Systems Theory

Adapted from Strategic Management Study Pack (1999)

Teaching and learning methods can indeed be called very complex processes. Learners, information, human, technological and financial resources are the input to a given teaching/learning system. The contribution consists of people who have enhanced their results or ideas in some desired way.

The principal as a manager in a school is seen receiving and interpreting the inclusive education policies as the information resources and input, having to modify buildings and other physical resources and deploying of human resources, who are teachers, and other staff members, like specialist teachers and SPS personnel to advice on the handling of LWDs; all well as inputs from the environment (Kapfunde, 2011:18). The total environment is modified; buildings are changed to have wider

doors to be user- friendly to wheelchair learners, adjusting heights, rumps and toilet facilities. Teachers with relevant qualifications are a necessary component, in order for LSNs to benefit in the system (Chireshe 2013:225). Information resources are the inclusive polices which guide operations on the new phenomenon where LSNs are to be in the same class as general learners. The transformation or processing of inputs is the learning and teaching process where teachers should be seen employing the new methods, which accommodates everyone in the mainstream class (Chikwature et al., 2016: 188)

The expertise of specialist teachers assisting the general teachers on methods of teaching an inclusive class is experienced at this level of the system as this individual ensures harmony, modifies and differentiates curriculum (Fullan 2006:205; Chikwature et al., 2016:18). The management activities are essential, as they guide the process and evaluate through supervision activities. Skills are developed, which produce a skilled workforce. The teaching / learning process can be so dynamic in such a system that it can only be viewed as a black box whose functions are not fully understood.

Studies into the essence of the learning process, however, have shed some light on what is happening inside the black box. This has helped educational technologists to organize input into such systems, in order to try to improve performance by increasing the efficiency and efficacy of the learning process, resulting in a programme approach to gross and curriculum design, based on the current awareness of how people learn.Such a programme approach aims to form the input into a course in such a way that knowledge and skills can be optimally assimilated during the learning process, thus optimizing performance quality (Bush & Bell, 2016:19).

The objectives of the policies are to realise the end products, which are outputs of the systems approach. In a school those constitute the exit profiles of all the learners who went through the designed programme. These can be learners who can be easily employed because of having acquired relevant skills, offer services to the communities or the environment where they came from or offer skills (Chikwature et al., 2016: 23). Any company therefore needs to be attentive to its performance a

resulting feedback. One might argue that a school as an open system exists to give learners the opportunity to acquire the skills and knowledge; they need to meet their own needs and become members of the community (Bush and Bell, 2016:21

2.3.1 Management in the System

Management systems should be well established. A management system is defined by Bush and Bell, (2016:18) as the way in which an organisation manages the interrelated parts of its businessin order to archieveits objectives. On the other hand, Nesbit, Schuh and Jorfensen (2011:135) say management is the process of planning, coordinating, managing, and regulating the human, financial, physical, and information capital of an organization in an efficient and effective way, to achieve organizational goals. Inputs, throughputs and outputs are supervised by the management system.

Planning affects the position of the organisation and the general methods it uses to get there. It is organizing events to specific goals. Planning also brings order. Planning should help managers shape the future of the organisation (Nesbit, Schuh and Jorfensen, 2011:133). For the inclusive mainstream school, the principal is at the helm of the management process at the school. Thus, the principal will be planning for new resources relevant to the teaching/learning of LSNs. Physical resources which are relevant to the disabilities in the particular mainstream school (Bush, 2011:112).

Organizing determines the role that each member of the enterprise is expected to perform and the relationships between those members to the degree that their collective efforts are most successful for the purposes of the enterprise (Emmer & Stough, 2001;3; Kapfunde 2011:22). The main concern here is to decide the specific activities necessary to achieve the intended goals, grouping the activities into a logical structure and giving duties to people with specific positions that is staffing.

In inclusive education in a mainstream school, the principal locates inclusive classes to teachers who have knowledge on LWDs and appoints specialist teachers to

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general teachers taking inclusive teachers' classes. The principal further puts emphasis on relations between the specialist teacher and the general teacher because of the cause of the purpose (Majoko, 2013:122).

The educational manager is the institution's director, while guiding. The principal is responsible for the state of the school, the smooth and efficient operation of the school and the accomplishment of its objectives. The principal also provides the lead, sets the tempo, and decides what happens when, although he is limited and has to deal with his players' musical score and abilities (Emmer & Stough, 2001:4; Majoko 2013:125). Where the principal believes the teachers lack expertise, seminars on staff growth are arranged for the participants. Emmer and Stough, (2019:60) indicate that staff growth is an important management process and educational managers to esure that continuous professional development services are informed by the identified needs of teachers, heads of schools and other relevant stakeholders. The school manager is involved in controlling the activities taking place within the school. Command responsibilities include supervising teachers when they are teaching.

2.4   SYSTEMS APPROACH THEORY'S STRENGTHS AND WEAKNESSES IN INCLUSIVE EDUCATION

This section discusses the strengths and weaknesses of the Systems Approach.

2.4.1 The Strengths of the Systems Approach in Inclusive Education

- It is a system for the preparation, making decisions, monitoring and resolution of problems.
- Helps to make school administration and management more effective.
- Helps with the comprehensive preparation of the curriculum.
- Design, control and enhancement of guidance services;
- Enhancement of teacher training, in-service and pre-service programmes.

Therefore, the approach to the processes illustrates the complex and interrelated complexity of organizational operations and thus the enormity of the role of

management. The approach to systems equips the manager with a unique ability to understand how a given element is constructed, thereby providing a holistic view of the company (Kasagira and Maunganidze, 2002:91; Mafa, 2013:29).

It is important that the educational needs of the LWDs and the school environment are discussed. The instructional approaches used by teachers should be aimed at promoting children in self-initiated learning, with focus on individualizing sessions in response to the attributes, desires, interests, abilities and health status of the learner, as well as curricula that are impartial and non-discriminatory regarding disability issues (Chitiyo, 2004:36). Similarly, the school should maximize the safety, health and promotion of identified goals, barrier-free environments promoting a high level of commitment, caring and sensitivity (Deppeler & Harvey, 2005:74). Such a practice will not only increase enrolment but will also ensure that LWDs retain and complete their primary education level.

The approach to systems relies on model building and conceptual frameworks to promote decision-making, by providing a basis for the sorting of variables. Therefore, LWDs should consider their needs from the family unit, in order to benefit from all-inclusive programmes, attentive to family attitude, interests, expectations and needs (Niesbert et al., 2011:114). LWD education services must also have versatility, accessibility, skills and resources, to meet the needs of other family members, as those needs contribute to the growth of learners (Osborne & Reed, 2011:46).

2.4.2 Weaknesses of the Systems Approach Theory in Inclusive Education

Thanks to its inability to offer clear guidelines/solutions on organizational practice, the framework theory generalizes management practices. This deficiency of specificity translates into inefficacy when applied in specific scenarios. Its non-prescriptive nature is also its undoing. This is because it fails to provide outright measures to take in specific situations.

In case of inclusive education, the theory may assume that once positive inputs are in place the outputs are guaranteed. Besides inputs, there are other factors which can make the activities fail and make it impossible to achieve, its intended outcomes.

The mainstream school may have qualified personnel and policies in place butchallenged learners can fail to adapt or turn violent and disrupt the teaching and learning process and the system fail to produce positive outputs (Mafa, 2012:43). Furthermore, the theory should shed light on what transpires in the black box. Relevant methodologies might be difficult to practice, and teachers might decide to use the traditional methods, which will not produce positive results to the challenged learners, thus resulting in the negative aspects of the system. Hence, there are criticisms of the systems approach system (Van Zyl, 2001:96).

2.4.3 Relationship between the theory and concept

The Systems theory strengthens collaboration between children's most critical learning environments, school and home for improved academic, behavioural and school emotional skills (Groover & Lyttinen, 2015:290). Inclusion demands that inputs which are relevant to the learners' special need hence the need for assessment on the disclosure of the learner's disability on recruitment, so as to organise inputs which cater for them. Hence, Cunnah, (2015:218) says, learners who disclose their abilities are afforded entitlements that support them.

The system then processes the input internally, which is called throughput, and release outputs into the environment in an attempt to restore equilibrium to the environment. Throughputs involve support systems like in-service training for teachers so that they are well equipped with relevant skills with new methodologies which cater for all the learners in class. It is at this point when the supervisors like DSI, Circuit Managers, SPS Officers, Principals and HODs supervise for the purpose of assisting teachers and be sure all the learners are benefiting from the system.

The system then seeks feedback to determine if the output was effective in restoring equilibrium (Manyumwa, Manyumwa & Mutemeri, 2013:16). The mainstream school will be looking forward to outputs of learners with special needs with improved skills, that is in a primary school, skills will be looking forward to outputs of learners with special needs with improved skills, that is in a Primary School, skills like fluency in reading numeracy that will enable them to be accommodated in a secondary school.

2.5   SUMMARY

The chapter discussed the theory, which is based on the management of inclusive education. The programme method theory was clarified, and its context stipulates that management has to do with guiding and managing coordinating planning. The management system contains inputs that are specific tools to be used to attain the organizational objectives. Inputs should be transformed or processed as technology and operation methods, which are the new methods teachers employ to a mixed class to accommodate inclusive education. The end products will see communities which are non-discriminatory, and people with disabilities also employed in all life sectors.

CHAPTER THREE

THE MANAGEMENT OF INCLUSIVE EDUCATION IN PUBLIC MAINSTREAM SCHOOLS

3.1   INTRODUCTION

This chapter discusses literature on steps to encourage inclusive education in mainstream public schools, how to make mainstream public schools appropriate for learners with special needs, how mainstream public primary school teachers are trained to teach inclusive classrooms and methods that could be used to handle inclusive education in mainstream primary schools. The study also focussed on how inclusive education in developed and developing countries is managed. The emphasis is on the developed countries: New Zealand, and Ireland. Zimbabwe and South Africa are developing nations. A brief comparison is also provided of the two developing countries, Zimbabwe and South Africa.

3.2   THE PROVISION OF INCLUSIVE EDUCATION IN MAINSTREAM SCHOOLS

In order to understand the conditions of inclusive education in mainstream schools, this section addresses briefly the principle of inclusive education, then explores international policies that support inclusive education, discusses improvements to the general curriculum, evaluation of learners with disability, human and material capital that facilitate inclusive training.

3.2.1 Conceptualisation of Inclusive Education

One difficult process is the path towards inclusive education. It can be a satisfying task but developing an educational system where excellence and equity go hand in hand can be a difficult journey (Farerri, 2012:78). The subject of inclusion has been at the epicentre of debate among teachers, administrators and parents over the last several years. Inclusion remains a contentious term because it affects educational and social ideals and our sense of individual worth (Chakuchichi, 2006:107).
 Dakwa, 2009:21) calls for equal education; where schools are providing quality education to non-special needs learners alongside their peers. Inclusion applies to

the integration and education of all learners in community mainstream schools, irrespective of their disabilities, economic, social and cultural backgrounds (Stainback & Stainback 2006:3; Matiku, Alemu & Mengsitu, 2014:122).

According to Zindi (2004:34), as needed by the individual learner, successful implementation of the inclusive education agenda will meet the learning needs. Inclusion can trigger a positive aspect when practiced in its true spirit in the way it helps the learners. Chakuchichi and Badza, (2013:64) further argue that inclusion should accept the differences that are brought to school by learners as a positive aspect that enriches learning communities. Mpofu, Shoniwa and Maunganidze, (2012:82) concur that inclusion has some advantages for the general education population. Many of these benefits are not easily measured but may be very necessary for learners ' understanding of the world they live in to improve.

Inclusion helps special needs learners to collaborate with other classes, and thus learn from each other, according to Van Zyl, (2002:98). That becomes a lesson in tolerance and acceptance in real life. Nisbet (2005:21) observe that learners develop a sense of understanding and respect for each other and for human difference in an inclusive setting.

The proponents of the inclusive education philosophy argue that educating learners with disability alongside their non-disabled peers fosters empathy and acceptance, better prepares learners of all abilities outside school to function in the world. As a result of being mainstreamed, children with special needs may face social stigma, but may also help them develop socially. Mainstreaming has proven more successful academically than exclusion practices (Zindi, 2016:39)

Full-time placement in standard classes has shown increased academic performance and better long-term conduct in students with minor learning disabilities. By being included in a regular educational setting, learners with special needs have shown themselves to be more confident and show qualities of increased self-efficacy (Miller, 2002:13). Furthermore, mainstreaming enables learners with special needs to learn social skills through observation, gain a better understanding of the world around them, and become a part of the regular community. Educating learners with

special needs with general learners creates an atmosphere of understanding and tolerance that prepares learners with special abilities outside school to work in the world (Swart & Pettiffer, 2006:24).

Mainstream learners will often have other resources that they will carry to the classroom for general education. A popular service is to provide them with one-on-one assistance. Certain devices may be resources that will help them meet the demands of the general classroom education. This may be a tool that allows a deaf leaner to interact with their colleagues, a special chair for a leaner diagnosed with A.D.H.D or a special desk for a leaner that is in a wheelchair (Miller, 2002:15). Some of these learners may need housing or training on assignments. Teachers are encouraged to teach differently across the whole class. It involves being less abstract and more realistic in terms of content, modifying, lighting, simplifying classroom design and providing a consistent structure and routine rather than novel (Swart & Pettiffer, 2006:25).

3.2.2   Policies on Inclusive Education

The way government services are coordinated is concerned with public administration. Makhado, (2002:8) notes that public administration "is the mechanism for enforcing government policies to ensure public sector stability." Thus, policies that promote equitable education need to be taken into consideration. International policies, on inclusive education are discussed in this section, followed by a discussion on Zimbabwe and South Africa policies.

3.2.3   International Polices on Inclusive Education

Universal law plays as a facilitator in the proper realization of instruction to individuals with incapacities all through the world. The Convention on the Rights of People with inabilities (CRPD) has put steps towards the assurance of their right to instruction. CRPD calls for comprehensive uniformity of crippled individuals in all socio-economic divisions. More essentially, Article 24 breaks unused ground, by recognizing comprehensive instruction as a human right. The acknowledgment of comprehensive instruction as a human right is generally a perfection of worldwide

backing for an instruction framework that is comprehensive as to suit differing learning and capacities (Ainscow, 2014: 66).

The UN Commissioner for Human Rights (CHCHR) is another universal arrangement which perceives the commitment to dispense with obstructions that confine or boycott participation, and they ought to change culture, arrangement and hone of the standard schools to oblige desires of all understudies, including those with impedances. The UN Common Get Together Determination 67/82 of 19 Walk 2013 pushed the significance of upgrading comprehensive instruction programmes. UNESCO World Conference on Special Needs Instruction puts accentuation on get to and uniformity, whereas the Salamanca Articulation requires standard schools to supply quality instruction to all learners, including learners with inability. The post-2015 Sustainable Development Goals of the United Nations decided in September 2015 to: eradicate gender disparities in education and ensure equal access for vulnerable people to all levels of education and vocational training, including people with disabilities, indigenous people and vulnerable children (UN Report2015, Target4.5). Together, these provide a basis for a right-based approach to education and an end to patterns of segregation.

Advocates of complete inclusion, the concept of zero exclusion, where no child is turned away from local school about the extent of the impairment, argue that schools will consider and adapt to the needs of all learners. Teachers need to meet different learning styles and levels, and ensure quality education for all by effective instruction, teaching methods organizational structures, resource use and collaboration with their communities. (Action System for Salamanca, 1994). Following UNESCO's strategy, Kasa (2002:12) proposes that comprehensive education would mean the following: moving away from multiple education systems to a unified system, moving away from special needs to Education for All and moving away from school education to community-based education.

Consequently, an inclusive mainstream school, positions learner with special needs in classes alongside their peers who are without disabilities. In general, the concept of the conventional curriculum is that with the assistance of complementary programmes such as teacher aids, schools will make every effort to retain special

needs learners in the general classroom. At the UNESCO World Conference on Special Needs Education (Mafa, 2012:35), the importance of including learners with disabilities has been strongly reasserted. This conference was very influential in motivating governments to enact inclusive policies and give examples of success in reforming schools to meet a much greater diversity of needs within their local communities.

The Uniform Rules on Equalization of Opportunities for Disabled Persons, adopted by the United Nations General Assembly in 1993, represents a further UN initiative. Rule 6 concerns education: it states that "States shall accept the concept of equal opportunities in integrated settings for primary, secondary and tertiary education for children, youth and adults. We will ensure that the education of persons with disabilities is an integral part of the education system". The UN has named a rapporteur to track the degree to which these and 21 other Standard Rules are implemented by national governments. Parent organisations, advocacy groups and campaigns have a role here to work together to remind governments of their commitments to these foreign initiatives (Friend and Cook 2013:83).

According to the above laws planned improvements to promote inclusivity in traditional primary schools are: the following reform and transformation of ordinary schools and the education system itself. It includes education change so that it becomes open and important to the community's entire range of pupils (Friend Cook 2013:82). Introducing a formal Code of Practice for Special Needs into all schools enabled by assigning a special supervisor of educational needs to each school. Comprehensive guidance on school-based identification and assessment of learners at an early stage is required. It also includes mobilizing a variety of school learner support services and hiring large numbers of teaching assistants, as well as allocating earmarked additional funding in mainstream schools for learners with additional needs, ensuring that inclusion concerns permanent staff growth at all levels and ensuring that parents are involved and that they support change (Friend & Cook, 2013:83).

Those initiatives are still at an early stage, says Mittler, (2015:144). Some have been in place for a couple of years, while others have barely begun. Policies are now in

place and have entered the education departments of Zimbabwe and South Africa, and then the question that comes to the researcher is: is the management of inclusive education in mainstream schools in line with approved international policies.

3.2.4 Modification of the General Curriculum

Modifying the regular school curriculum is another thing which needs to be given close attention if effective inclusion in a mainstream school is to be ensured. Accordingly, there are certain considerations that should be addressed when changing the school curriculum to fit all learners, including the mode of instruction and the time given to learn and complete those tasks. Miller, (2013:466) adds that changes include changes in curriculum material, changes in curriculum level of conceptual complexity, or changes in educational goals and methodology. On the other hand, Hall, (2015:270) suggests that alteration of the curriculum means modifying it to suit the needs of individual learners.

The school curriculum should train learners for various experiences and actively engage them in a diverse society. The school curriculum will use mixed teaching methods. Curriculum changes are important for some learners' needs with inclusive goals; the aim is for learners to acquire the information, attitudes and skills necessary for involvement in a diverse society (Hamilton & Moore, 2018:157).

The curriculum is examined as one of the factors which acts in the classroom as a barrier to learning and development. Hall, (2015:128) emphasizes that, instruction is at the core of the education and agriculture program. It represents the principles and ideals of our democratic society. It can be seen as the power that should be moving our society's values and beliefs. Nonetheless, it is critical that the curriculum is versatile enough to accommodate all learners in the classroom; otherwise, it will lead to a breakdown in learning.

MoPSE and DoE took it upon themselves to investigate the curriculum used during the colonial era. The programme was content-based and focused on students. It has been turned into a programme that is learner-centred and seeks to fulfil a variety of needs, and it has been referred to as Outcome-Based Education (OBE). As a

researcher, because of its main goal, the present researcher considers OBE to be a life saver. Borich and Tombare, (2009:176) say OBE aims to increase learners' awareness and improve their critical thinking, understanding, skills, values and attitudes, to make them productive individuals in their society. (Gordon 2000:10; claim that the results-based approach allows learners to advance at their own speed and style through the learning programmes. It also allows learners to show their talents in the manner best appropriate to their abilities. OBE focuses on progressing learners and achieving success.

3.2.5 Assessment of Leaners with Disabilities

Assessment is one of the first things to address when introducing the enrolment of ` learners with disability in a mainstream school. The IDA, (2008:9) specifies that prior to any service provision, an evaluation process must be performed for learners with disabilities. Evans, (2013:71) regards assessment as the whole process of gathering knowledge related to a learner's education, in order to make informed decisions.

Assessment helps concerned stakeholders first recognize disadvantaged learners within a mainstream population. It also helps check the type and extent of individual learners ' disabilities. Gilakjani (2012:106) adds that the preferred learning styles are established through the assessment process for learners with special needs. Assessment also promotes the placement of a learner for therapeutic purposes in a particular educational programme (Paul &Norbury, 2012:22). The findings of the assessment may also indicate that recommendations should be made for further assistance, if necessary. Woolet, (2010:89) argues that a multidisciplinary approach must be taken into account when performing tests for disabled learners.

A multidisciplinary team may consist of a learner-parent or caregiver, teachers, school principal, educational psychologist, speech therapist, medical doctors, and other important stakeholders (the National Special Needs Education Policy). MoPSE Frame Research, (2009:30), caregiver parents would provide background information that will form the basis for other activities to be performed. Teachers can provide information on the achievement of the learners during class activities and other unusual behaviours found.

Educational psychologist administers standardized testing which verifies learners' cognitive and language skills. Medical practitioners may also determine suspect dysfunctional brain damage in some disadvantaged learners. In this regard, Wooley, (2010:89) suggests that multidisciplinary teams should have access to ongoing professional development of team members in order to be mindful of distinct responsibilities and the importance of team work in the education of disabled learners.

Gutuza and Mapolisa, (2015:2) advice that evaluation methods used for individuals with special needs need to be specific to the learner's needs, especially environment. Hayes, (2010:40) acknowledges that these instruments are prone to the society of those eligible for assessment. For example; instruments used in developed countries for evaluating disabled learners may not be sufficient for developing countries.

3.2.6 Human Resources that Promote Inclusive Education

Human and material resources should also be made available, so that inclusive education becomes meaningful. The key and important human resource in an educational set up is a teacher. Other qualities of the teachers are addressed in this segment. According to Gwarinda, (2004:21), teachers who are educated on the needs of special needs learners in schools must be sufficient. Lack of adequate teachers threatens the achievement of targets associated with inclusive education (Esu et al., 2004:78). Hence Flecha and Soler, (2013:460) say the success of inclusive education depend on adequate knowledge and skills of teachers. Osborne and Reed, (2011:153) also argue that teachers in inclusive schools must have positive attitudes towards learners with special needs, because this will lead to their positive self-esteem growth. Therefore, to maximise inclusive education there is a need to in-service teachers and equip them with the relevant required skills.

3.2.6.1   Capacity Professional Teacher Development (CPTD)

Guskey, (2014:4) notes that one persistent finding in research literature is that, in the absence of professional development, significant changes in education almost never occur. Professional development is described as the process of improving the skills and competences of staff needed to produce outstanding learning results for learners. It is the secret to fulfilling today's demands for education (Chakuchichi 2013:12).

Successful programmes include teachers in related learning experiences for their learners. There are a variety of approaches to professional development for teachers that include attending workshops, engaging with online communities, reading groups, and study on programmed behaviour. Certain ways of teacher development involve holding training sessions in the form of small in-school meetings and moving from short articles to books to teaching. Teachers may also have to take part in a standardized course or enrol with educational institutions (Mafa & Makuba, 2015:29). Other approaches for professional development include peer reviews, collaborative practice, class action studies and exploratory work with colleagues.

Pre-service teacher training cannot be expected to prepare teachers for all the challenges they face in their careers (OECD, 2009:49). Joyner, (2005:1) claims that worldwide education systems will try to provide teachers with opportunities for in-service professional development, as this encourages the preservation of a high standard of teaching and high-quality teacher work. Today's education systems are tasked with meeting ever-increasing demands, reducing the achievement gap, implementing evidence-based strategies, handling the needs of learners with special needs, and remaining on the growing amount of pedagogical and subject area required (Mpofu and Shumba 2012:330. Education departments should ensure pre-service and in-service training of teachers in regular and special needs education (Chakuchichi, 2013:16).

3.2.6.2 Teachers attitude towards learners with disabilities

The mind-set of teachers towards their learner- learning disability often affects the way learners see themselves and, hence, this can impact their academic and personal performance (Hallam, 2009:27; Chitsa & Mpofu, 2016:64). This is called the

impact of snowball'. In this case, a learner can feel embarrassment at first only because of low test scores, but ultimately suffer from depression and anxiety due to a series of failures (Chitsa and Mpofu 2016:65). It has long been established that the attitude of teachers can have lasting consequences, especially in the case of a teacher in the classroom who has a less than positive attitude towards learners with disability (Hallam, 2009:27). Furthermore, the attitude of teachers may further influence how other learners view and perceive the capabilities of people with disability. Biased teacher expectations of learners may affect how teachers communicate and teach them, which may affect their academic performance (Klehm, 2013:8).

Similarly, Khaddar, (2012:74) states a co-relation between the values, expertise, and attitude of teachers. It is consistently found that teachers with a higher degree of self-efficacy are more open to new ideas and more likely to experiment with new approaches to meet their leaners' needs (Agbenyega and Deku 2011:22). It plays a crucial role in the educational experience and achievement of the learners. Research also indicates that when teachers have limited access to information, training or support, a sense of helplessness develops in them and this is likely to be transferred to the lesser ones (Kerr,2001:82). This greatly affects the level of assistance teachers provide for learners with disability. Kuyini and Mangope (2011:33) concur by stating that limited competencies of teachers, as result of lack of training on effective adaptive teaching strategies, is among the factors responsible for such failure. Consequently, inclusive education requires a unique set of competences from teachers which was traditional not in their repertoire (Chireshe, 2013:163).

3.2.7 Material Resources that Promote Inclusive Education

Insufficient teaching and learning support materials that result in teachers returning to conventional formal teaching while resource availability will provide a much richer learning environment, as well as the potential for greater variety in teaching methods and content of curricula (Pantic and Florian 2015:332). Material resources include textbooks, computer-based technical tools, while the other resource resources group will include charts, maps, audio-visual and electronic instructional materials, such as radio, tape recorders, TV video recorders and writing materials.

3.2.7.1   Text Books that promote Inclusive Education

A textbook is an essential instrument for academic achievement (Kloep, Henry and Saunders, 2009:335). Studies revealed that textbooks provide students with the only source of information as well as the study course for the subject. Lack of such teaching material in most parts of the world impeded successful academic achievements of learners with special needs (Chitsa & Mpofu 2016:66).

For teaching and learning in an inclusive classroom to be effective, it is necessary to have adequate and up to date textbooks. Samkange, (2013:3) states that the absence of meaningful education facilities and adequate resources means that a large number of learners leave school without being fully equipped with the necessary exit skills. As a result, cycles of poverty, unemployment and liability of self-relevance will still come into play; and worse still, with other special needs learners.

In the teaching and learning process of an inclusive class, learning materials like appropriate textbooks is of paramount importanceif intended results are to be realised Hargreaves et al., (2014:303). Friend and Bursack, (2012:414) report on teacher's reliance on textbooks that, those seeking to improve the quality of education believe thatimprovements in instructional materials would inheritably lead to changes in actual teaching. For numerous instructors, reading material can provide a fabulous and valuable asset, without, accepting the position of the instructor. Friend and Bursack, (2012:412) contend that, whereas the determination of a course reading hasbeen decreed to be imperative to scholarly accomplishment, it is pitiful to say that pertinent reading material are not continuously accessible for educating and learning exercises.

Lack of affordable textbooks is reported. The learners may not afford to buy them when this happens. Therefore, the idea is that the teachers will serve as the sole source of information. Where the instructor is the only source of information, their textbook selection may be biased. Biased in the sense that the selection of materials by the teachers may be based on relatively unsatisfactory standards, such as their

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attractiveness in terms of colour, printing; photograph the credentials of the author and recognition provided in some other publication (Friend & Bursack 2012:412). Stainback and Stainback, (2006:7) stated in their research on resources and resource utilization as it correlates with academic achievement. A significant relationship exists between recommended textbooks and academic performance.

Now, the question is, are the mainstream schools equipped with the relevant materials? How then may the school principal manage the mainstream school without adequate facilities, including personal knowledge and skills? How do the school managers perform their duties effectively and efficiently without relevant materials of a mainstream school?

3.2.7.2 Technological resources that promote Inclusive Education

The current education systems have adopted e–learning as a measure of improving efficiency in content, acquisition (Alsobhi, Khan and Rahanu 2015:120). Limited technology and lack of up to date information results in under achievement by learners. This is because visible lack of technological advancement makes it practically impossible for the teachers to teach inclusive learners. For example, there are situations where people are supposed to research information from the internet using computers but fail to access the computers (Majoko 2018:12). According to Naicker, (2007:22), computer networking enables students to communicate and collaborate with content experts and fellow students around the globe, beyond the classroom. Communication tools such as e-mails, bulletin boards and chat groups allow teachers to share lesson plans and teaching strategies and build a professional community in this case.

In support of the above notion, Bukaliya, (2013:56) noted that learners are expected to have powerful tools in technologically assisted classrooms, to help them gather information, communicate with colleagues and present their findings. Dyson and Dyson, (2008:25), assert that unavailability of internet services and computers in schools contributes to the pupil's poor performance. Technology is more relevant to an inclusive class where a teacher has no knowledge of aspect which was not covered by the teacher education college. Therefore, this is a clear indication that internet access assists learners to provide ideas with relevant examples obtained

from the internet. The use of network technologies in the classroom can encourage active learning and support innovative teaching. Technology has helped learners in the sense that learners may retrieve educational materials which cannot be found in textbooks. For inclusive classrooms technology becomes the main tool for teaching and learning context. Learners with special needs are likely not to benefit in the absence of these technological devices (Agbenyega & Deku 2011:5).

3.2.7.3 Other material resources that promote Inclusive Education

Certain information resources include maps, graphic recorders, TV sets, video tapes, radios, writing materials. The Curriculum development and assessment department should also provide schools with resources that would support children with special needs. The agency should also function with Special Needs Children in conjunction with local aid centres (Chakuchichi 2013:25). The instructional products inventions, toilets for toilet training, equilibrium training equipment for those with challenging balance, lacing shoe models, wooden mountain climbing exercises and preparation, movement of various sizes/loops and sewing pads for sewing (Croll and Moses, 2000:). In schools where there are visually impaired learners, they should be constantly supplied with items such as reading stands.

There is a strong positive, significant relationship between academic and instructional services (Banks, 2010:89). The availability of teaching learning resources (TLR) improves schools' effectiveness, as they are essential tools that deliver good academic performance in the learners (Banks, 2010:90). TLRs help to improve access and educational outcomes as learners are less likely to be absent from schools and provide them with interesting, meaningful and relevant experiences. Such tools should be made available for effective teaching–learning process in schools in quality and quantity.

Material resources have a significant impact on the achievement of learners, as they promote the learning of abstract concepts and ideas and inhibit the learning of routes (Miller,2013:128). For the different countries in their micro-financial policies, governments should ensure that special tools and equipment needed to learn LWDs

are cheaper and available to everyone (Mafa 2012:31). LWDs, for example, should be able to buy Braille sets at low or inexpensive prices in ordinary stationery and school supplies store. The above-mentioned sentiments are more applicable to inclusive mainstream schools, as the teaching of the learners is individual. As the teacher attends other learners, learning should proceed with the aid of those relevant resources (Mutasa, Goronga and Tafangombe 2013:516).

3.3 ENVIRONMENTS SUITABLE FOR INCLUSIVE EDUCATION

To maximize environments in public mainstream schools, certain measures which include the modification of the facilities and creations of conducive climate that will adhere to practices that support safety are required. Mafa, (2012:34) states that an inclusive school's physical infrastructure often needs to be handicap-friendly, such as having special toilet facilities, buildings fitted with ramps, and large corridors at all campuses.

3.3.1 Facilities in Inclusive Mainstream School

Research has emphasized a positive relationship between physical facilities availability and efficiency and academic success. A non-restrictive mainstream school will have facilities which are usable for all its learners. Facilities should not hinder the school's teaching and learning practices, and they should also not endanger the safety of learners and educators. This could influence both student and teacher absenteeism (Mafa, 2012:33).

3.3.2 The Library Facility

In a learning institution, the library is an essential facility. Hornby, (2010:152) defines a library as a building or space where collections of books, tapes, magazines, newspapers, and documents are stored for research or borrow (Cynthia &and Francis 2017:284). This represents one of the most important services in education. In a world of books, the educational cycle works, so it is assumed that mainstream schools will own such a facility. This analysis has therefore established whether the

principals of mainstream schools have managed to establish libraries with appropriate inclusive materials.

A school library's main purpose is to make available to the pupil, at its convenience, all books, periodicals and other replicated materials that are of interest and value to him, but that are not supplied or allocated as essential or supplementary textbooks. The library as a tool plays a key and main role within any school system. This supports all school-teaching roles and provides its readers with service and guidance (Cynthia & Francis, 2017: 286).

The procurement of supplies and programmes, among others, must be properly supported financially. He also concluded that a well-equipped library, with up todate books is a significant facility that promotes good learning and achieves high standards of education. Its effect can only be significant if the library could always be open to the learners during a school day for a considerable period of time. In a mainstream school, the foreword has an influence to dominate the other learners, as the instructor deals with other individual learners. In this situation, the other learners will be fully engaged with appropriate library resources as the teacher attends to unique learners (Mafa 2013:39).

With all the points discussed above it is important for mainstream school principal to make the library facilities available, as they contribute to effective teaching. This research sought to establish whether the library in a mainstream school in Zimbabwe and South Africa is equipped with relevant inclusive materials, like Braille material, as well as textbooks with enlarged prints for the partially blind.

3.3.3 Classroom Facilities for Inclusive Education

In addition, more classrooms should be built, which will reduce learner overcrowding and allow teachers to improve the teacher-pupil ratio of pupils. The school principal will also ensure that there is enough space for teachers and learners to move around in the classroom; for example, a learner who uses a wheelchair needs more space when moving arouund. The classroom should therefore be wheelchair-friendly, doors

should also be wider, and stairs removed and replaced with ramps for easy movement (Bush, 2018:47).

Ambrose, (2010:3) argues that although there is a need for building accessibility for persons with disabilities, not all facilities are enforcement. Therefore, physical therapist needs, such as handrails, expansion of sidewalks and doors, and adjustment of equipment heights, can then be made. The likelihood of this set-up in Zimbabwe schools, where most schools run on double session because of shortage of classroom facilities is questionable.

3.3.4   Sports Facilities for Inclusive Education

The Zimbabwe Education Act 1987, amended in 2006, acknowledges and recognizes the importance of parental involvement in the provision of physical education equipment and facilities (PE) in an inclusive environment. The Education Act of 2006 further empowers parent-run school planning commissions to oversee schools (UNESCO, 2002). The SDC/SGB is calling on LSN's parent to join hands and collaborate with physical education teachers to provide and provide appropriate PE equipment such as wheelchairs, braces, hoops, racquets, goal posts, basketball and tennis networks (Farell, Ainscow, Howes, Frakham & Alvis, 2013:10). According to Delfico, (2002:11), other support services in which parents should be active include the availability of aids trained to handle LSN, school staff, peer grouping and facilities that form the successful implementation of an effective physical education program.

3.3.5   Organization of an Inclusive Classroom

Maintaining an organized atmosphere is the first step in creating an environment conducive to learning and avoiding behavioural problems. The classroom should be designed in such a way that learners can walk about easily without disrupting the layout of the classroom. A library or a reading centre with books and magazines should be placed amongst others to help learners' access information Majoko

2017:209). Because learners will be working on projects that need to be shown for evaluation purposes, workstations should be in place even in corridors to allow flexibility. There should be homogeneous or mixed academic skill groups, working together and teachers should provide the requisite supervision for effective learning to occur (Sledge &and Pazey 2013:238).

3.3.6 Class Size for Inclusive Education

For inclusive mainstream school, the ratio 1:40 will not result in effective teaching. Therefore, there is need for the principal to reduce the teacher-pupil ratio. However, in the Zimbabwe education system, the ratio is a policy issue, which the ministry has to adjust if it is to fully implement inclusive education. Large numbers in a class against one teacher militates against passing. Bush, (2011:309), states that the larger the class, the lesser the time the teacher spends with individual learners, thereby affecting their learning. Yet, in an inclusive class, some learners need more time and obviously the mixed class makes more demands on teachers. Therefore, there is a need to understand how different class sizes affect instruction, and school management. Marias (2016:2) observes that teachers are generally convinced that to cope with the normal day to day problems in large classes is more than they can bear.

Hence, in the Zimbabwean setup, for example, teachers are questioning the created practicality of inclusive classes with a ratio of 1:40 and at times at a ratio of 1:50. From the literature examined there is a clear gap in education policy towards the successful inclusion of children with various disabilities in the general curriculum of schools. Abnormal class sizes affect the teaching-learning processes; and there would be limited thorough marking of learners' work for the sake of identifying problematic areas (Bush, 2011:310). Therefore, such situations will result in reduced attention being directed towards individual learners, understanding how learners acquire new knowledge and how they create that knowledge. In many situations, this leads to increased failure of an inclusive system, especially as they occur at school level.

3.4   TEACHERS' PREPAREDNESS TO TEACH INCLUSIVE CLASSES

Teachers are responsible for delivering quality educational programmes that relate to all learners' needs and abilities, including learners with disability. Teachers also have a responsibility to periodically develop, enforce, assess and review the Education Adjustment Program (EAP) for learners with disability. This segment will address the curriculum of the teacher, the competencies of the teacher, the implementation of effective teaching strategies and the professional instructor in a mainstream school.

3.4.1 The Teachers' College Curriculum

The essence and quality of primary school education are based on teacher quality. Teachers are required to provide appropriate teaching and learning to SNLs in regular classrooms, within the community of their counterparts without developmental delays (Mandina 2012:229). Teacher training institutions will clearly lead the way for successful adoption of the Inclusive Education programmes. The challenge facing primary school teacher education institutions is to make "inclusion deeply embedded in the very fabric of the school, its goals, its belief system and its daily activities, rather than an appendage applied to a traditional school. Such institutions will lead in combining theory and practice, to ensure that when the student teachers graduate; they fully appreciate (Chireshe 2011:159). The training currently conducted by the teacher's college does not fully prepare teacher trainees for industry. This is the void that desperately needs to be filled, so that schools can fully implement inclusive education.

In Zimbabwe special education teachers and professionals were educated overseasuntil 1980. Notwithstanding that shortage of specialists, teaching staff was and remains a perennial problem. The government established the Special Education Department of the United College of Education in Bulawayo in 1983 to tackle the problem of qualified teachers working in special education. Therefore, in 1994 the University of Zimbabwe began offering a Bachelor of Education (BED) in Special Education (Mafa & Makuba, 2015:30).

The addition of special education added a new dimension to teacher qualifications or to teacher preparation curricula. Prospective Special Education teachers take

lessons in the various special education arrears (Mafa, 2012:9). As stated, however, the scope of special education courses offered is not sufficiently broad to accommodate all the different types of disabilities. As a result, mainstream teacher curriculum and the actual teacher trainees are not exposed to the same teacher credential programme (Mafa & Makuba, 2015:27).

This has clear implications, as the same teachers from the other teachers' colleges that do not offer a specialist curriculum are expected to instruct these same groups of special needs learners. This automatically makes those special teachers who are also the contact people for the whole school in an inclusive setup, although they will not be fully equipped with all the necessary skills. The critical question is how does this teacher fit in the Inclusive Education set up? A closer look at the teacher training college's curriculum, nothing has been set-up to accommodate inclusive education in the mainstream schools (Majoko, 2018:9). How then does this ensure full support, the effective implementation of the school curriculum, especially now that Zimbabwe has since January 2017, started implementing the New School Curriculum that is taking place without the key and relevant human resources?

Such results were gathered from a research conducted by Vincent, Rutoro and Runyowa, (2015:13). From the study viewpoint, there should be a shift in emphasis at the teacher training framework at the college level of teachers, clarifying how inclusive education can find its way into the teacher training curriculum or qualifications of teachers. Mission statements bear inclusiveness as a core value, yet there seems to be nothing tangible or even the enthusiasm and commitment to incorporate inclusion in the teacher training spirit.

The need for holistic methods in teaching learning contexts was raised among lectures and students; and administrators acknowledged that not all lecturers are experts in the various special educational needs. Education theory as a portion of the primary teacher diploma course is required to teach comprehensive education theory to the student teachers. The skills acquired by the student teachers do not seem to provide new teachers with the skills to cope with the first stage of special needs cases (Vincent, Rutoro & Runyowa, 2015:18).

Research reveals that lecturers accept that the syllabi for the subject areas taught in primary schools is silent on inclusive education, except for the Theory of Education. For those with no special needs, the instructional methods that lecturers use and inspire their student teachers to use are intended. Lecturer's comments on policy were that, "Like all policies crafted from the top, Inclusive Education faces passive resistance from lecturers (source). Children with disabilities should go to special schools, instead of spending time in so-called comprehensive schools. With this mentality one can infer that the extent of enforcement of the Inclusive Education policy is still not in good standing. Education theory is about equipping students with a basic theoretical understanding and appreciation of disability and impairment "without having a clear emphasis on how to support vulnerable learners (Karpov, 2014:25). This study sought to find how the personnel cope with the management of inclusive education in mainstream school through such attitudes and challenges.

3.4.2 Teacher Competencies that Support Inclusive Education

Teachers' lack of competency in managing their inclusive classrooms is a serious problem, as it makes them feel stressed and less confident. The Council for Exceptiona Children (CEC) express some key competencies that are needed for effective instruction of children with special needs to benefit from education in regular classrooms. Such competencies include the knowledge and skills of teaching strategies and approaches that meet the needs of all learners in regular classrooms (Ainscow &and Godrick 2010:870). These skills enable teachers to plan flexible instruction and recognise the reality of differences between and in learners, while yet being able to adapt learning goals, content, and environment to the needs of individuals and the whole class (Agbenyega and Deku, 2011:33; Ainscow and Goldrick, 2010:873). Lastly, they should have the ability to establish appropriate expectations for each learner, regardless of the learner's capabilities. If educators can do this, it allows all learners to be included in a class and school (Majoko, 2017:32).

Furthermore, the teachers should be able to modify assignments for learners and develop classroom activities that all learners have a part to play. This teaching skill can apply not only at the elementary or secondary level, but at the college level, too.

It will mean more activity-based teaching, rather than seating-based teaching (Majoko 2017:32). Schools should value all kinds of skills that learners bring into a class, not just the academic skills but also the social skills. In so doing, teachers will make it explicit that in their classroom they value all skills, even if that is not a clear value of the whole school (Friend &and Bursuck 2012:47).

In order for teachers to accommodate the diverse needs of learners, they are expected to use a variety of teaching strategies and have to adapt the curriculum to suit the needs of all learners (Mafa, 2012:21). Teachers should understand that there are some learners who are slow in their approach to learning. It is therefore indispensable that teachers should use different methods of teaching to embrace and move with them along each step to actualize their full potential. This is what inclusion expects teachers to do. The Department of Education, (2000:17) states that inclusion is a program that."… is about supporting all learners, teachers, and the system as a whole in order to meet the full range of learning needs". The main focus is on the factors of teaching and learning, with the emphasis on developing good teaching strategies which will help all learners.

Teachers are advised to use strategies based on learner quantity and behaviour in an inclusive class. This improves learners' awareness and strengthens, their critical thinking, comprehension competencies, values and attitudes. Teachers plan lessons and activities in order to enable learners to experience some success because learners are inspired when successful (Kuyini et al., 2016:1010). In addition, Bell and Griffin, (2007:69) suggested some realistic guidance to improve inclusive classroom growth. They believe it is important for teachers to have a true understanding of the context, talents, particular skills, needs and challenges of each learner, and then use this information to inform preparation and give clear focus. That is, teachers should give every member of the group a different task, according to their strengths. Teachers should also develop various types of activities that apply to the same learning content.

Teachers should further inspire learners and affirm their efforts and individual success and build trust andrequire learners to meet realistic expectations about their abilities. Teachers should also keep the content and resources as appropriate as

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possible, and to remember and satisfy the learners'differential learning and build a balance between teacher, peer tutoring, cooperative learning and the teaching of a whole class (Das, Kuyini &and Desai 2013:31). In the regular curriculum, teachers should provide extra instructional assistance, not a separate programme. Teachers will refine much, in different ways, until all learners understand the concepts or have mastered the skills and allow time to return to the tasks to explore and learn from the experiences and learning methods of their own and of others. Using learners to support each other with peer-assisted learning buddy programmes, across group forms. It means that both peers and the teacher make learners feel included and encouraged within the classroom (Kuyini et al., 2016:20).

3.4.3 Adopting Effective Teaching Methods

According to Gwarinda, (2013:24), the teaching methods that teachers will follow should promote successful inclusion of learners with special needs; they must be responsive to learner needs. In addition, these methods must focus on empowering an individual to be as competitive as his or her counterparts without any special requirements. Teachers need skills in instructional strategies, such as differentiated instruction, multilevel instruction, collaborative skills, core-teaching and activity-based learning, to include learners with special needs in regular classrooms (Sledge and Pazey 2013:240).

3.4.3.1   Differentiated (multi-level) Instruction

One effective teaching approach can be the use of the differentiated instruction (Gatawa, 2010:270). This form of instruction that in the same programme different styles of learning are allowed. Differentiated teaching method is tailored instruction to meet individual needs (Pantic 2015:761). All instruction is planned to accommodate a range of learning, teaching, and assessment methods in which learners can engage according to their own developmental needs along the continuum of learning (Flecha and Soler 2013:455). Differentiated instruction allows teachers to meet leaners cognitive and development needs, as well as to accommodate their interests and learning styles (Pantic, 2015:763).

Planning for differentiated instruction, using instructional methods that are learner centred and developmentally and culturally appropriate, is planned for success (Sledge and Pazey 2013:242). Planning for differentiation is essential in the multilevel class. However, meeting the learningneeds of a wider range of learners and managing multicurricula are challenging tasks. This form of teaching is important to the goals and objectives of this research study, as it entails the individualisation, versatility and inclusion of all learners.

3.4.3.2   Co-operative learning

Additionally, the teacher can use cooperative and activity-based forms of learning. Learners get actively involved, and their contributions contribute to the group's aim. Strategies such as cooperative learning and peer tutoring have been found toresult in improved learner outcomes. Cooperative learning strategies have been established to improve intergrouprelations, enahance learning, develops problem-solving skills, and improves social and academicskils of learners with specialneeds in regular classrooms (Friend & and Bursuck 2012:43).

Co-operative learning requires structuring learning so that small groups of learners work together to achieve common academic goals. While part of the group, learners are learning social skills to work with and help those who may be seen while different at first. With respect to improvement of social skills because of cooperative learning interactions, research showed increased frequency, duration and quality of social interactions among learners with disabilities (Friend and Bursuck 2012:44). Bennel and Ncube (2009:11) support this by saying "…it is learners' involvement which is important; to involve learners in the lesson, so that they remember what they have learnt."   In short, teachers must include learners in the lesson and incorporate a number of methods of teaching, such as group work and other approaches. Such approaches become more useful to a diverse learner inclusive class.

3.4.3.3   Activity-based learning

Activity-based method of teaching allows learners to learn from personal experiences. Van Zyl, (2002:98) notes that "action-based learning focuses on

learning in natural settings, thus changing it from being a classroom-based practice alone to enabling and training learners to learn in community settings." This is done best by events that contribute to exploration, activity and group engagement.

Inclusive education involves an activity-based curriculum that allows students to learn from personal experience. Apprentices with learning difficulties often have trouble gaining new skills. Some are hyperactive and get distracted by the lecture-type, boring lessons; others need practical interactions to understand, while others may lose inspiration but being actively involved in their own learning may be able to boost their morale and develop self-confidence. Other researchers indicate that teaching and learning require effective teaching strategies that deviate from individualised planning frame, which is associated with separate special education, teaching, to an instruction that adapts learning goals and content, as well as learning environment through engagement with the entire class by simulteniously recognising differences of and in learners (Allday 2013:310).

3.4.3.4   Peer support and tutoring programmes

Peer tutoring has been established to increase opportunities to respond, enhance activitycomprehension and minimise problem behaviours. Peer tutoring also improvelearner on task behaviour, mathimatics performance, reading performance and social instructions of learners with disabilities in reglar classrooms (Allday, 2013:312). This is because the programmes provide the learners who are taught, and the tutors themselves, with information. The fact that learners sometimes benefit the most from teaching others confirms this. Hence, Gill, (2004:96) comment that "the use of cooperative learning or peer tutoring models of instruction will enhance academic achievement and social inclusion of intellectually skilled learners.

It is not hard to realise that peer tutoring is considered a valuable component of inclusive learning, as it could create acceptance, understanding, and friendship between learners, while helping each other learn (Mafa, 2013:29). Furthermore, the fact that these systems endorse the idea that learners should be the centres of the learning process makes them consistent with Curriculum 2005, which is focused on learners rather than on teachers (Sledge and Pazey 2013:241). Educational inclusion will thrive if these kinds of teaching strategies are well handled. However, it

should be noted that all these teaching strategies can be employed by a teacher who has been exposed to them through teacher training, in-service courses or staff development sessions. This research will reveal whether teachers teaching inclusive classes have been exposed to the said strategies.

Teaching approaches that teachers use also contribute to learners' success or failure. Inclusive class learners need a range of teaching techniques to help the learners understand. In support, Bennel and Ncube 2009:13) argue that the teaching methods used by teachers may be correlated with the problems faced by learners in order to achieve better results. Having good teaching strategies depends on the inclusive teacher in helping the learner realise his / her potential. Teachers must be versatile in their thought and be innovative and creative in their teaching and learning methods. Flecha and Soler (2013:460) concur when they said, teachers require, among other aptitudes, competence in collaboration that harness their own problem solving and creative thinking as they share ideas with peers, because learners with special learning needs require diversityof teaching approaches.

The Department of Education, (2011:174) shares the same views as above when it comes to education; namely that teachers should be encouraged to adapt their approaches to meet learners' diverse needs. They should vary and separate practices through incorporation into the teaching and learning acts. Giving the learners the ability to actively participate in all the classroom events will also help. Where necessary, teachers should change the programmes to suit the needs of the learners. Finally, teachers should affirm good practices among colleagues and share them.

3.4.4 The Specialist Teacher in an Inclusive Mainstream School

The expert comprehensive instructor is the Integration Initiator. Jorgensen, Schuh and Niesbert, (2011:114) suggest the SNLs remain in the hands of the professional instructor, who designs special programs or curricula for individual learners with disabilities. In the curriculum the special instructor ensures harmony, modifies and differentiates curriculum. The idea here is that while it is difficult for students with disabilities to navigate the regular school curriculum, easier activities need to be

substituted at a slower pace than practical skills that are not applicable to the regular school curriculum. The specialist teacher is also a resource person for the college. Kluth, Villa and Thousand, (2011:25) affirm that the professional instructor, as a resource person, can enlighten parents on ways to solve their problems. Parents are clarified their rights by the expert teacher, translating those documents in the language of the lay person. The professional instructor becomes a counsellor in the course of being a training person (Gwarinda, 2013:29).

Specialist teacher counselling can also be extended to the challenged learners, to help them cope with the environment in managing the symptoms of negative discrimination, stigmatization and non-disabled people's opportunities for denial. The expert professor is also the contact person for the college. Majoko (2017:209) says, limited comprtencies of teachers, as a result of lack of training on adaptive teaching strategies is among the factors responsible for negative attitude towards SNLs. Throughsessions with teachers and parents, the professional teachers can also share some knowledge and experiences in treating disabled persons. Wener, (2013:22) states that, several collaborators are involved in education. Therefore, families, peers and members of the community need to be educated and reassured to the degree that they become willing to contribute to the advancement of special needs education. In brief, special education teachers are responsible for supporting teachers in the classroom in the provision of effective educational programmes that relate to the needs and abilities of all learners, including disabled learners.

3.5 STRATEGIES EMPLOYED TO MAKE INCLUSIVE EDUCATION SUSTAINABLE IN MAINSTREAM PRIMARY SCHOOLS

This section outlines the activities that can be employed to sustain inclusive education in public mainstream schools. The activities identified to sustain inclusive education are supervision of teaching and learning process by different stake holders, as well as the inclusive school climate.

3.5.1 Effective Management of Service Provision

Another measure which should be considered is effective management of the entire process of including special needs learners in a mainstream school. Gamage, (2009:67) defines management as the process of integrating resources and tasks towards the achievement of set goals of the organisation. Management is concerned with directing and controlling life in a school or college, and the judicious use of means to accomplish educational ends. Effective management also includes supervision of the teaching and learning process. It also ensures that parental involvement is prioritised as parents play a crucial role in effective inclusion.

3.5.2 Supervision of Teaching Learning Process in a Mainstream School

Farell, Ainscow, Howes, Frakham and Avis (2013:94) define supervision as a process facilitating the profession growth of a teacher; interaction and helping the teacher make use of the feedback in order to make teaching more effective. It is important in educational administration to ensure that educational activities are carried out in accordance with the laid down educational goals and objectives. Hence, supervision, whether it is internal or external, should be seen as a conscious effort directed towards finding ways of improving the outcome of each school or educational institution.

According to Farell et al., (2013:70) to develop professionally and successfully teachers need many learning opportunities inducing reflection, dialogue and collaboration, particularly among their peers and internal supervisors. Effective school supervision provides relevant and continuous supports and encouragement in oder to improve teachers' instructional practices. This could be achieved through the use of a differentiated supervision model. Supervision does not only improve decision-making skills but ultimately student learning outcomes. Teacher professional development through regular supervision implies that they do not only learn but also learn how to transform their knowledge into practice for the betterment of their learners' learning outcomes (Kortide & and Yunos 2014:53).

The purpose of supervision can be classified into teacher improvement purposes, which are geared towards ensuring that teachers do their work effectively and providing professional information to teachers (Job et al., 2006:73). Supervision must

have a double-barrelled intent of professional development and improvement of instruction. Kortide and Yunos (2014:53) believe supervision involves the stimulation of professional growth and the development of teachers to better handle material of instruction and mathods of teaching and the evaluation of teachers' instruction.

Glathorn & Newberg, (2009:3) concur when they define supervision as all efforts of designated school officials towards providing leadership to all the teachers and other educational works in the improvement of instruction. The current supervisory arrangements in the Ministry of Education in Zimbabwe go against reason. In honest terms, how can somebody without the requisite professional training and expertise in a specialized field are expected to positively influence the supervisee's professional growth? What feedback does he/she offer that benefits the specialist teacher? Supposing the specialist teacher does not pay adequate attention to learners' work when it comes to transcribing specific contractions in Braille, such a teacher will be supervised by a supervisor who can neither read nor write Braille. This is short-changing of learners since there will be no feedback or professional growth (Mafa, 2012:15).

In a paper presented at a workshop of teacher teaching inclusive classes in Zimbabwe Ref. D/103/2 entitled, Supervision of Schools Psychological Services and Special Education Programs in Schools, Milles, (2008:3) acknowledges cases of school inspectors, District Schools Inspectors (DSI), principals of schools who indicated that this area was a specialist area which calls for the trained in the area to carry out meaningful supervision. In all earnest, these officers had a valid point, but the Ministry ignored these genuine concerns.

Specialist knowledge backed by pedagogical skills in a supervisor enables teachers to maximize the learning process in learners taught by a teacher who is well supervised. Specialist knowledge of an area such as special education is therefore critical for effective supervision to take place. Tesema, (2014:32) concur and says; supervisors need continuous and sufficient training to carryout their responsibilities effectively. Lack of training for supervisors, weak realationship, between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school.

3.5.3   Role of key Stake Holders in Supervision of Inclusive Education

Every section of the education system has a role to play in the education of learners with special learning needs. Together, we can build an inclusive education system that meets the diverse needs of all learners within a culture of acceptance and understanding. Key stakeholders, according to the present researcher, are those that play important roles in the system. The following have been identified as key stake-holders who can contribute to making inclusive education sustainable: the school administrators, namely HODs and school principals, the district personnel that is the DSI/Circuit manager and SPS personnel. However, the school climate also plays a crucial role in sustaining inclusive education.

3.5.4   Role of HODs in an Inclusive Mainstream School

Heads of departments play a crucial role in school management, as they are people directly involved with learners, teachers and resources for implementation. The primary role of the head of an academic department is to provide strong academic leadership. The HOD is required to lead, manage and develop the department to Hord, (2004:1) defines an HOD as someone who is in positive curriculum leadership. HODs are middle managers who guide and support teaching and learning by formulating and disseminating pedagogic frameworks consistent with school vision (Hord, 2004:210), HODs attempt to promote effective teaching and learning (Rudding, 2000:280). The HOD plays a crucial role in effective operation of the wok in the class. HODs, as subject specialists, are expected to monitor the teaching, ensure consistency, clarity and effectiveness.

3.5.5   Roleof the School Principal in an Inclusive Mainstream School

Beyond the vision of inclusive, school environment and school personnel need the skills to do things differently. School leaders need to help their teachers to draw upon a range of teaching strategies that are effective with a full range of learners (Gamage, 2009:67) They also need to know how to work collaboratively to draw upon the specialized knowledge and strategies that different members of the educational team

bring to the learning environment. Incentives may be required to exist to support all stakeholders in this process through the change process. School principals also need to engage in a comprehensive action planning process, to identify how they will acquire the skills and resources needed to move from current service delivery approach to one that reflects an inclusive vision (Lewis, 2018:5).

In practice, the process requires substantial restructuring of existing resources, changes in the way staff are assigned, and changes in roles of existing staff. "By defining the problem positively through providing classroom-based support, by maintaining on going communication and by building peer-support networks, school principals can create an educational setting that positively and successfully include all our students" (Stanorich, 2002:258; Chitsa & Mpofu, 2016:71). If this is how the set up should be in mainstream schools; it should also be investigated whether the principals are well equipped with skills prescribed in order to effectively manage inclusive education.

In addition, the school principal must continually redefine the role of both the classroom teacher and special educator, based on previous inclusion successes and emerging students' needs. A school principal is expected to encourage staff members to have patience with one another and be patient to children with learning difficulties during the implementation stage. In turn the class teacher should work collaboratively with the specialist teacher to ensure adjustments in the curriculum scope and sequence, to embrace that diversity in the groups of learners (Chimedza & Sithole 2000:104; Mutasa et al., 2013:518).

Therefore, the school principal's responsibilities should include ensuring the effective collaboration takes place. They should ensure that collaboration is worthwhile, and it can work. It will not work, however, if school leaders do not put a great deal of work, planning, and trust into it (Daane et al., 2000:34). The collaborative process should begin with reviewing data and getting input from teachers, curriculum staff and consultants, to outline or modify the institutions' action plan. However, many of the current principals have gone through the old college curriculum, which did not incorporate inclusive education and one wonders how they get along with the management of inclusive education in mainstream schools.

The principal also has a role to play among learners. For instance, learners need to be given some orientation on the schools' position in treating others who may be different and their role in making schooling a pleasant experience for all students (Majoko, 2019:7). The question is, is this the practice that is experienced in all schools? Learners need to be equipped with necessary attitudes and skills to contribute to inclusiveness (for example requesting and extending help, being respectful to peers). They need to know that inclusiveness contributes to and is part of the broad community (for example, gender disability, racial, cultural differences) and those differences, like similarities are a fact of life. Learners need to know how they are similar and different from everyone else, and how their desire to be appreciated as individuals, peers group members and family members is the same for all learners. Through that demonstration, learners may be encouraged to be more appreciating and caring of each other (Lewis, 2016:28).

3.5.6 Role of the District Schools Inspector

The DSI is the middle manager who is directly linked to everyday running of the schools in a particular district. The District Schools Inspectors have the responsibility to ensure overall monitoring, implementation and application of this policy in schools through performance discussions. The DSI also has to ensure the development of appropriate inclusive curriculum and supporting documents.

Based, on the importance attached to school supervision and improvement in teaching learning activities, the MoPSE in the new National Policy on Education, (2016:2) states that the government will continue to run good and well-staffed inspectorate services for all levels of education. Inspectors will ensure that discipline is maintained and maintain high morale among teachers. They will further suggest ways of improving teacher performance and provide opportunities to discover teachers with special abilities or qualities.

The teachers' improvement purposes are not directly concerned with the teachers but also guide the supervisors in ensuring the supply of relevant teaching materials to the schools, ensuring that the quality of instruction is maintained in the schools

(relevant instruction especially in learners with special needs who are sometimes side-lined) National Policy on Education, (2016:3). Providing an opportunity to assess the moral tone of the school and providing feedback to educational planners on the need for curriculum improvements.

3.5.7   Role of the Circuit Manager

The duties of the circuit manager, in terms of Occupation Specific Dispensation (OSD), is the head of the circuit office whose function is to support principals, school management teams and school governing bodies in the management, administration and governance and facilitate curriculum delivery. DoE, (2017:7) contends that the circuit manager is the ultimate person in charge of schools. Circuit managers bear the ultimate responsibility for improving learner achievement. DoE, (2017:8) posits that circuit managers should put instructional leadership at the top of the district agenda.

Duties of the circuit managers include observing classes, employing teachers, conducting facility meetings, assisting with textbooks selection, disciplining learners and conducting meetings with parents and teachers (DoE, 2017: 8). According to Naddings, (2010:29), the circuit manager is still referred to as a school inspector. Therefore, in terms of inclusive education, circuit managers have a duty to make sure that teachers, policies and everyone involved is competent to inclusive education. The success of inclusive education in schools lies with circuit managers, who in turn give feedback to the ministry for improvement.

3.5.8   Role of School Psychological Services

In Zimbabwe there is a well-established Schools Psychological Services (SPS) department in the education system. The mission statement for this department is to promote and facilitate the provision of equitable, quality, inclusive and disability responsive learner support services, to accommodate diverse learner needs at infant, junior and secondary education level. The SPS department strives to promote healthy psycho-educational environment that facilitates the learning and development of children in schools. The department of Education, (2017:2) states

that the SPS department is one of the support departments within the Ministry of Primary and Secondary Education which focuses on enabling all learners to access the educational facilities that are offered to all, as well as to achieve their individual best through a range of support services falling within its mandate.

The major roles and functions of practicing school psychologists include psycho-educational assessment, consultation, interventions, research and evaluation, in-service education, and administration. Some of the roles will include organizing and coordinating the provision of quality special educational programmes for the benefit of learners with particular focus on those whose disabilities indicate additional support needs for optional benefit from educational programmes (Majoko, 2013:17).In this case, school psychologists spend at least 50% of their time administering psychological and educational tests, conducting observations and interviews, and gathering relevant information in the assessment of students experiencing learning adjustment problems. The assessment often includes tests of cognitive ability, school skills, and personal-social adjustments. Such assessments also involve interviews with parents and teachers, observations in school and inspection of school records; each case study is summarized in a written report (Gilakjani, 2012:106).

The SPS personnel part of their time is devoted to in-service education of district personnel or parents. This activity may be directed at many topics, including reducing systematic problems in child studies and improving teaching or parenting skills (Mpofu, Shoniwa & Maunganidze, 2012:38). The SPS is also responsible for the on-going capacitation of mainstream teachers, to ensure readiness to accommodate the needs of learners with disabilities, while strengthening their inclusive pedagogical skills and application in the regular classroom in support of the primary, secondary and non-formal education department of the Ministry.

SPS practitioners spend part of their time in direct interventions, including remediation and therapy that involve referred children, conducted individually or in groups. These services are intended to alleviate academic and behaviour problems. They also ensure the full capacity utilization of the national Braille printing Press for

the provision of quality low vision and Braille support services to learners with visual impartment and their teachers (Ainscow, 2014:172).

Part of the SPS Practitioners time is devoted to research and evaluation. Although this is an important role for school psychologists, other priorities preclude much involvement in the design of research and evaluation projects that might better assess the efficiency of referral methods, assessment techniques, therapeutic outcomes, and evaluation of district programmes (Mpofu, Shoniwa & Mawunganidze, and 2012:42). These work in collaboration with the Curriculum Development and Technical Services Department of the Ministry, contributing to the development of sign language and Braille teaching and learning resources materials. Provision of quality hearing assessments decentralized outreach audio-logical services to all schools through the National Educational Audiology Laboratory Active liaison with the Schools Inspectorate. The division of the ministry ensures quality teaching and learning in special schools, resource units, special classes and inclusive mainstream settings for the benefit of identified learners with special educational needs (Bush & Bell, 2016:16).

Rose and Waxy, (2003:29) summarized the services offered by school's psychological services as evaluation, advice and intervention with regards to children's learning and development. Generally, this group of officials is committed to the said duties. However, they are too few to cover all the schools. At times the shortages of resources, like transport to visit schools limit their efforts to support inclusivity.

3.5.9 The Inclusive Mainstream School Climate

The administrators in inclusive schools have a strong sense of direction and infuse their core values, beliefs and attitudes into building an inclusive culture in their schools. The school principals and HODs guide schools in their journey to create a caring, supportive and effective learning community. As described by Skinner, (2016:30), inclusive schools guide everyone, and ensures that they feel that they belong, are accepted, and are supported by their peers and other members of the school community in the course of having their educational needs met.

However, (Hagreaves et al., 2014:310) say, many schools are lacking the flexibility to accommodate the diverse abilities and interest of heterogeneous learner body. In order to address the needs of learners at margins, the educational leader must guide the school to increase its capacity to respond the varying learning styles and abilities of its learners. The school administrators as school leaders are expected to work to create and maintain a school climate in which all learners can feel a sense of identity, belonging and place (Jenjekwa, Rutoro & Runyawa 2013:175). A critical component of achieving these goals is for the school administrators to identify and replace those existing practices that undermine these outcomes.

There are many indicators that school administrators' attitudes and behaviours towards learners with disabilitythat may have an effect on the quality of the educational programmes these learners are provided with, as well as the attitudes of school level staff towards these learners (Ernst & Rogers, 2009:312).In addition, because teachers' responses to learners with disability reflect their attitudes, on site administrators need to be aware of the attitudes general education teachers possess concerning the integration of special needs learners (Ernst & Rogers, 2009:313).

School administrators have found that this new setup requires collective effort and commitment. Effective school administrators establish collaborative teams. The School administrators have to address all the stakeholders and explain the new change. The school administrators shouldthen help identify and approve changes that support more inclusive practices as both surface and deep changes are underway (Fullan & Hagreaves, 2012:60). The administrators in inclusive schools' act as mediators, coaches, cheerleaders and emotional supporters to those involved in the process of change. It is fundamentally a team effort, parents, community patrons, school staff, teachers and learners themselves must voice in the process. This study is meant to unveil the really practice in mainstream schools in Zimbabwe and South Africa.

3.6   A BRIEF COMPARATIVE STUDY OF INCLUSIVE EDUCATION IN DEVELOPED AND DEVELOPING COUNTRIES

This section discusses the management of inclusive education in some developed countries and developing countries. The intention is to identify and describe the best practices which can be employed for the effective management of inclusive education in mainstream schools. The selected developed countries include New Zealand and Ireland. The developingcountries analysed are Zimbabwe and South Africa. From the selected countries, the three areas to be discussed are policies, inclusive environments and teachers' competencies.

3.6.1   Inclusive Education in Developed Countries

Developed countries discussed are New Zealand and Ireland.

3.6.2   Inclusive Education in New Zealand

Policies in NewZealand that support inclusive education are the individuals with Disabilities Act (1975) (PL-94:142) contains two significant provisions relating to support: (1) the idea of continuum of alternative placements and (2) the concept of the least restrictive environment. The continuum of alternative placements provision specifies that schools make available an array of educational placements to meet the varied needs of children with special needs. The placement options include general education classes, resource room classes, separate classes, separate schools and other types of placements as needed. The second important provision in special education law with regard to placement is the concept of the restrictive environment. The aim of this provision is to ensure that, to an extent appropriate; children with special needs have experiences in school with their mainstream peers (Miller and Schlelen 2006:11).

Inclusive environments in New Zealand are described by, Wade and Moore (1992:20) as team-based approach to supporting pupils with disability in mainstream schools. Schools have access to support teams either off-site or on their premises (Wade and Moore 1992:21). The team consists of designated professionals who can liaise with external professionals. A member of the school staff is given a central and guiding

role in the implementation of provision. This consulting or support teacher is released from a proportion of teaching duties to carry out the consultative aspect of their role.

(Wade and Moore 1992:21) states that a high level of expertise in teaching and in interpersonal skills is needed if the collaboration between the support teacher and class teacher is to be successful. As this model operates in New Zealand, the consulting or support teacher co-ordinates support in the school collates information on pupils and convenes case conferences (Wade nd Moore 1992:21). This teacher is the link between the learners, the professional and the parents. His/her role is not viewed as one of responsibility for the mainstream children, but as that of catalyst for the developing of a classroom programme to meet each child's individual education needs Kearney and Kane (2006:209).

Teacher competencies play a crucial role in inclusive education in NewZealand for they are all capacitated to deal with special needs learners. In New Zealand differentiated teaching is practiced and is often referred to as 'adaptive education'. Adaptive education represents an approach which utilizes many different forms of teaching and classroom organization to accommodate differences among learners, and to cater for children with special needs. According to Quicke, (2014:12) the purpose of such education is to ensure that all children maximize their potential and receive curriculum through which they can experience success (MoE 2007:3).

3.6.3 Inclusive Education in Ireland

Policies have been formulated in support of inclusive education and are directing the implementation of inclusive education in mainstream primary schools in Ireland.Government of Ireland, (1992). Green Paper on Education highlighted the need to establish greater equity in education particularly for those who were disadvantaged socially, economically, physically or mentally. Inclusive education in Ireland is based on the SERC Report (1993) which proposed basic guidelines for the education in Ireland. Some of the principles are that all children, including those with special educational needs, have a right to an appropriate education the parents of children with special educational needs are entitled and should be enabled to play an active part in the decision-making process. Furthermore, except where individual

circumstances make this impracticable, appropriate education for all children with special educational needs should be provided in ordinary school and that the state should provide adequate resources to ensure that children with special education, can have an education appropriate to those needs (Ireland constitution 1937 Ammended 2015).

In addition, the Review Committee recommended that due account should be taken of the principles outlined above in the framing of an Education Act. The White Paper on Education, (1995) emphasizes the importance of children with special educational needs having the same opportunities and rights of access to education as all other learners (DoE, 2014). The principle of equality underpinned the white paper. The rights and responsibilities of parents in the education of their children were also recognized.

To maximise inclusive environments in Ireland, an internal working group was established to examine the operationalization of special education services.   In addition, the number of special needs resource teachers who have been appointed to support the integration of children with special needs in mainstream primary schools increased. The National Council for Special Education Chief Executive Officer was appointed for this council. The council's duties are to disseminate to schools and to parents' information relating to best practices nationally and internationally, concerning the education of children with special educational needs. In consultation with schools, to plan for the integration of education for students with special educational needs with education for students generally (DES, 2017:25). Furthermore, it ensures that the progress of students with special educational needs is monitored and that it is reviewed at regular intervals. It also assesses and reviews the resources required in relation to educational provision for children with special educational needs. Finally, it ensures that a continuum of special educational provision is available as required in relation to each type of disability and to advise all educational institutions concerning best practicing respect of the education of adults who have disabilities (DES, 2017:3).

Currently, in Ireland there are four main types of support provision for pupils with special educational needs in mainstream primary schools. Support for children with

special needs is provided mainly through the establishment of Special Classes, or through the appointment of resource teachers (Department of Education and Skills, 2018:5). There is also a Visiting Teacher Service. Children with less severe learning difficulties are supported by the remedial/learning support teacher. Special needs resource teachers are the first to be appointed. The role of the resource teacher, according to the Department of Education and Skills, is to provide additional teaching support for children with special needs who have been fully integrated into mainstream schools and who need such support. Special needs assistants are employed in special schools and in some other special education facilities for many years (DES, 2018:6).

For teacher competencies, in Ireland teachers set appropriate learning objectives/outcomes/intentions, taking account of what learners know understand and can do, and the demands of the Northern Ireland curriculum in terms of knowledge, skills acquisition and progression (Skinner, 2016:5).Theyplan and evaluate lessons that enable all learners, including those with special educational needs, to meet learning objectives outcomes intentions, showing high expectations and an awareness of potential areas of difficulty. Teachers are able to create and maintain a safe, interactive and challenging learning environment, with appropriate clarity of purpose for activities (Skinner, 2016:5)

Teachers use a range of teaching strategies and resources, including e-learning where appropriate, that enable learning to take place within lessons and over time. They alsoemploy strategies that motivate meet the needs of learners, including those with special and additional educational needs and for those not learning in their first language. Focus is on the assessment of learning by monitoring pupil'sprogress, giving constructive feedback to help pupils reflect on and improve their learning (Day, 2004:12). The teacher's college curriculum in Ireland develops a teacher to have knowledge and understanding of the area /subjects taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to all areas of learning. They keep curricular, subjects and pedagogical knowledge up to date through reflecting, self-study and collaboration with colleagues (Hargreaves et al., 2014:310).

3.6.4 Lessons Learnt on Inclusive Education in Developed Countries

In addition to the Education Acts that support inclusive education, there are legal obligations for governments to fund education and provide teaching and learning resources. Mainstream schools should have resource rooms fully equipped with different resources to support the different needs of learners. There should also be binding laws that stipulate that mainstream schools should desist from restrictive environments (Mafa, 2012: 62).

Emphasis is on easy-access to team-based support systems. There is collaboration between the class teacher and the support teacher who is competent in different impairments (Cunnnah, 2015:220). The support teacher collates information about learners for conferences and research so as to keep improving the system. The support teacher is a link person between the learner, parent and the class teacher. In addition, resource teachers, integrating teachers are catalyst to make learning possible for all learners under one roof (Hagreaves et al., 2016:70). All the teachers are capacitated to deal with SNLs. There is emphasis on teachers to use adaptive education approach which utilises many different forms of teaching and classroom organisation (DES, 2017:4).

3.6.5 Inclusive Education in Developing Countries

The developing countries analysed are Zimbabwe and South Africa.

3.6.5.1 Inclusive Education in Zimbabwe

Zimbabwe is a developing country which has adopted inclusive education in mainstream primary schools. There are some activities which show that inclusive education is implemented in mainstream schools.

3.6.5.2 Zimbabwe Policies on Inclusive Education

Advocates of human rights have led to the expansion of special education and special training facilities to improve the teaching and learning of learners with severe intellectual disability. In support to inclusion, the Constitution of Zimbabwe chapter 2 section 27 states, "The state must take appropriate measures, within limits of the resources available to it, to ensure that persons with disabilities realize their full mental and physical potential including measures to enable them to become self-reliant and to provide special facilities for their education." This policy raises doubts on whether the government has full obligation to provide for SNLs (Chitiyo, 20017:50). The interpretation might mean it will only be implemented when the government has resources; there is an option to say, if resources are limited the programme can be postponed. This might imply that schools are not yet ready to implement inclusivity in mainstream schools. If they are, how do they manage without resources?

In support of the Constitution, the Zimbabwe Education Act of 1987 (Chapter25:4) stipulates that every child in Zimbabwe has a right to education and that no child in Zimbabwe shall be refused admission to any education institution or be discriminated against by the imposition of onerous terms and conditions in regard to his race, tribe, place of origin, national and ethnic origin, political opinion, colour, disability, creed or gender. Therefore, all school principals should be aware of these legal statutes and fulfil the obligation by enrolling every learner in their schools. Further on, the school principals should create the LRE to accommodate all learners enrolled in the school.

The Nziramasanga Commission (August 1999) recommends among other educational changes that the system give special attention to marginalized groups such as the girl child, the disabled learners and children in difficulty circumstances (Nziramasanga et al., 1999:2).

By being a signatory to the Salamanca Convention of 1994, the government was fully obliged to implement inclusion. The convention's framework for action outlined that, inclusive schools must recognize and respond to the diverse. The needs of their learners' population, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational

arrangements teaching strategies, resource use and partnership with their communities (Salamanca Framework of Action,1994 in Peters, 2004:5).

The Director's Circular No.2 of 2001 directs that, sign language be taught in all primary schools in Zimbabwe.Through a partnership with Leonard Cheshire Zimbabwe Trust in 2010 the Ministry of Education Sports Arts and Culture launched a campaign named inclusive education for all, which targeted 100 students with disabilities from government schools (Samkange, 2013:109). The Leonard Cheshire Zimbabwe Trust also planned to staff development teachers in Inclusive Education. Currently, it seems the Trust's zeal has waned possibly as a result of resource constraints. Zimbabwe Constitution, (2013:83) also upholds the rights of all people, including those vulnerable and disabled. It is therefore observable that Zimbabwe has adopted the inclusive education and has enacted a number of policies in support of the model.

Despite the availability of supportive policy framework to the adoption of Inclusive Education, gaps still exist, some of which when closed or reduced may help improve the quality of education offered to the inclusive classrooms (Zindi, 2016:13). Furthermore, the policies are silent on resources, or state will provide the resources. The policies are also silent on how the personnel will be inducted or in-serviced for effective implementation. School Development Committees (SDC) who are the custodians of the school development programmes who should be the ones changing the infrastructure to suit the inclusive environment are not mentioned in the policies (Zindi, 2016:15).Therefore, the present research sought to find out how school personnel identified in related literatures, are managing inclusive education in mainstream schools without the support of policies or even specified skills and managerial knowledge and equipment; and assessment methods and techniques.

3.6.5.3   Inclusive Environments in Zimbabwe

The Zimbabwe School Psychological Services and Special Education (SPS and SE) department has the primary responsibility of supporting schools in their inclusive education practices (Mpofu, Mutepa, Chireshe, & Kasayira, 2007:62; Musengi &

Chireshe 2012:37). It provides in- service training and support in the application of applied behaviour analysis and teaching of students with disabilities. The SPS and SE department also provides counselling services (Musengi & Chireshe, 2012:33).

Clinical remedial instruction is offered in Mathematics and reading for two hours a week by a team of regular classroom teachers. This supplementary instruction is geared to each learner's unique learning needs. As much as possible, instruction is provided in small groups to learners perceived to have similar learning needs. Learners with mild to moderate learning disabilities tend to receive supplementary instruction with resource room support. The most prevalent type of inclusive education in Zimbabwe is unplanned or de facto inclusion (Mutasa, Goronga and Tafangombe, 2015:518). With unplanned inclusion, learners with disabilities are exposed to the full national curriculum in regular education settings. Unfortunately, learners with severe disabilities are the least well served by unplanned of de facto inclusion, as practiced in Zimbabwean schools (Musengi & Chireshe, 2012:33). Learners in Zimbabwe are expected to master the national curriculum at all levels of schooling, regardless of ability (Education's Policy Circular 36 of 1990). The minimum expected educational outcome for all learners is functional literacy and numeracy by end of primary school that is Grade 7 (Education Secretary's Policy Circular No.12, 1987).

A small number of learners take the national school achievement examination at the end of primary school, with even fewer (less than one per cent) learners proceeding to high school (Mpofu & Shumba, 2012:63). Learners served through inclusion with clinical remediation take the full curriculum in ordinary classrooms and receive clinical remedial instruction as needed. The designation "clinical" refers to the fact that an instruction is designed to target the learner's specific learning difficulties rather than the broader curriculum competencies (Mpofu, and Shumba, 2012:64).

3.6.5.4   Teachers for Inclusive Education in Zimbabwe

The majority of the schools lack the personnel and material resources to cater to a variety of significant learning needs (Musengi & Chireshe, 2012:33). As a result, a

larger number of leaners with severe disabilities in unplanned or de facto inclusion are likely to drop out of school by the third grade.

Zimbabwe is one of the very few countries on the African continent where more than 90 per cent of school teachers have a college degree in education. In addition, a small number of teachers hold graduate degrees. The Zimbabwean teacher education curriculum is administered by the University of Zimbabwe and 18 associate colleges (Chikwature et al., 2016:18). Futhermore, Zimbabwe Open University is increasingly becoming a major player in special needs education. Special needs education certification is typically attained after achieving the regular teacher education qualification. The teacher education curriculum by the University of Zimbabwe and its affiliate colleges emphasizes pedagogy and child development, including the learning needs of exceptional learners. Furthermore, both regular classroom teachers and special needs in Zimbabwe have some training in inclusive education practices (Kuyini et al., 2016: 97).

3.6.6 Inclusive Education in South Africa

South Africa is one country which has adopted inclusive education in mainstream schools. The inclusive education provisions and guidelines are spelt out in White Paper 6.

3.6.6.1   South Africa Polices on Inclusive Education

Inclusive education has evolved as a movement that seeks to challenge exclusionary policies and practices. It can be regarded as part of a wider struggle against violation of human rights and unfair discrimination. It seeks to ensure that social justice in education prevails (Alban-Metcalfe, 2011:20).

Inclusive education has its origins in the human rights pronounced in the Universal Declaration of Human Rights in 1948, which states that everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms (Art 26 Universal Declaration of Human Rights).

Section 29(i) (a) of the Constitution of the Republic of South Africa, 1996 ammended (2010:69), provides that everyone has the right to education, including adult education. Section 32(a) creates a positive right that basic education is provided for every person should not be obstructed in pursuing his or her basic education.

The policy of building "building an inclusive education and training system is centrally situated within the agenda of education for all, the millennium goals, the Convention of the rights of the Child and the United Nations Convention on the Rights of Persons with Disabilities". Furthermore, it is fundamentally subscribed in the constitution. Protection against discrimination based on culture, language, social groups or individual differences is an inalienable human right that must be respected and fostered by education systems (The Constitution of South Africa1996 Ammended 2010:69).

In 1996 the South African Schools Act (SASA) legislated public schools must admit all learners and must attend to their educational needs without any unfair discrimination. White paper 6 describes the Ministry of Education's commitment to providing educational opportunities for all learners so that all learners benefit from schooling. SASA alerts that a shift from the past is a shift that reviews all children has equal rights to education that fits their needs. This shift should include all learners' needs suggested a system of education which recognises that there are learners who have barriers to learning and that these barriers go beyond disabilities (Department of Education, 2011 1b:17).

Section 5 SASA makes provisions for all schools to be full-service schools by stating that public schools may not administer any test related to the admission of a learner to a public school. In building capacity of the full-service schools, special emphasis will be placed on inclusive education, which includes flexibility in teaching and the provision of education. In determining the placement of a learner with special needs, the principal must considerthe rights and wishes of the parents of such learners, taking into account what will be in the best interest of the learner (DoE, 2011 1b:17).

From the above-mentioned policies, South Africa, like other countries in the world, have adopted an inclusive education philosophy and are committed to its implementation. What remains questionable is whether all these countries implement and interpret inclusive education the same way.

3.6.6.2   Inclusive Environments in South Africa

To support the implementation White Paper 6 ofthe Provincial Education Department, develop District-based Support Teams (DBST). According to the making all schools Inclusive (DoE, 2010:95) document, the roles to be played by provinces in advancing inclusive education are that the provinces should ensure that budgets make provision for inclusive education and prioritizes support services to all learners in the neighbourhood school. The provinces should strengthen its special schools to function as resource centres and manage admissions so that no learners are unnecessarily referred for placement in special schools. The province ensures that learner transport systems are inclusive and ensures that over time all schools are resourced so that they become accessible and have the necessary individual devices and equipment to support learners with disability (DoE, 2016:25).

Each province is divided into several districts, each of has a team which manages inclusive education in that district and which is called the district-based support team (DoE,2011:103). The Department of Education commits itself to strengthening education support services through the establishment of district-based support teams which should provide a coordinated professional support service that draws an expertise in further and higher education and local communities and which should target special schools and specialized settings, designated full-service as well as other primary schools and educational institutions White paper 6, (2001:56).

The conceptual and Operational Guidelines for the Implementation of Inclusive Education: District-based Support Teams (DoE,2011:164) outlines the core support providers at district level as specialist learner and educator support personal currently employed in the department of education at district regional or province level. These include psychologists, therapists, remedial/ learning support teacher, special needs specialists (for relating to specific disabilities), and other health and

welfare professionals employed by the Department of Education (2013:2). A district Support Team should be a flexible team that may differ according to the needs of the school and the learners. The core purpose of effective teaching and learning primarily by identifying and addressing barriers to learning at all levels of the system as well as the development and on-going support of local institutional-level support teams in schools, colleges, early childhood and adult learning centres.

According to the Draft guidelines for the implementation of inclusive education (DoE, 2011:102-105), the core functions of the district-based support teams are the development and continued back-up of support teams in the school and early childhood learning centres in supporting "the capacity building of these institutions, identifying and prioritizing learning needs and barriers to learning in their district, identifying the support needed to address these challenges and pursuing these within a strategic planning and management framework and on-going monitoring and evaluation of support" (DoE, 2016:128) They should also link these institutions with formal and informal support systems so that the needs and barriers can be addressed. The main focus would be to provide indirect support to learners through a supporting teaching and learning environment responsive to the full range of learning needs. A second focus would be to provide direct learning support to the learners where the school-based support team is unable to respond to particular learning needs (DoE, 2016:103).

DoE, (2011:108) argue that whether the school is a special school a resource centre, a full-service school or an ordinary school, it should establish a school-based support team (SBST) which is responsible for the provision of learning support. An institutional level support team is an 'internal' support team within institutions such as early childhood centres and higher education institutions. In each institution this team will ultimately be responsible for lasting with the district-based support team and other relevant support provides about identifying and meeting their own institution's needs. For this reason, institutional-level support teams should be constituted of educators and staff from each individual institution (DoE, 2016:165).

One of the functions of this institution-level support teams is to collectively identify institutional needs and particular barriers to learning at learner, educator, curriculum

and institutional levels. It is expected of these teams to collectively develop. District support teams and institutional-level support teams are required to provide curriculum, assessment and instructional support in the form of illustrative learning programmes, learner support materials and assessment instruments and professional support for teachers at special schools/resource centres and full-service and other educational institutions (The constitution of South Africa 1996 ammended, 2010:69).

3.6.6.3 Teachers for Inclusive Education in South Africa

Teachers are expected to be dynamic, competent and innovative in their teaching methods, to accommodate the different learning styles of the learners. The norms and standards for teacher education will be revised where appropriate to include development of competencies to recognise and address barriers to learning to accommodate the diverse range of learning needs (DoE, 2014:24).

Contemporary teacher education in South Africa trains teachers how to accommodate diverse learners in a single classroom (Swart & Pettipher, 2006:18). Inclusive education is currently understood as the basis of a paradigm that by-passes medical approaches and the concept of academic deficiency, and which promotes inclusive environments that embrace diversity. It requires adopting proposals that address the barriers facing those who seek admission to learning and participation rather than viewing those barriers as disadvantages (Booth & Ainscow, 2002:79). The teachers will need to improve their skills and knowledge and develop new ones. Staff development at the school and district level will be critical to putting in place successful integrated educational practices.

In mainstream education, priorities will include multi-level classroom so that teachers can prepare main lessons with variations that are responsive to individual learner needs; co-operative learning; curriculum enrichment; and dealing with learners with behavioural problems. Curriculum development, assessment and instructional development programmes make special efforts to address the learning and teaching requirements of a diverse range of learning needs (Ahmmed, Sharma & Deppeler, 2012:133). They should also address barriers to learning that arise from language

and the medium of learning and instruction; teaching style and pace; time frames for the completion of curricular; leaving support materials and equipment; and assessment methods and techniques.

3.6.7 Lessons Learnt on Inclusive Education in Zimbabwe and South Africa

The White Paper 6 for South Africa provides clear guidelines on the management of inclusive education, while Zimbabwe has no special document to guide practitioners. Furthermore, there are well organized financial support services from national down to school levels in South Africa (DoE, 2018). However, in Zimbabwe financial resources are limited, to the extent that for three years now Zimbabwe has even suspended the recruitment of special needs teachers.

There are established support groups in all levels in South Africa, while Zimbabwe has the general inspections to monitor systems. However, South Africa has a clear policy on assessment and evaluation, while Zimbabwe' assessment policies are not clear. In Zimbabwe the assessment policy is not inclusive; it states that all learners should master at all levels regardless of ability.

3.6.8 Comparative study: Developed and Developing Countries

For developed countries:
In addition to the Education Acts that support inclusive education, there are legal obligations for governments to fund education and provide teaching and learning resources (Ireland Constitution 1937 Amended, 2015:38).
While developing countries have the Education Acts that inclusion no other legal documents are in place to support the implementation. South Africa's White Paper 6 gives guidelines on the implementation of inclusive education but has remained as paper and not legalised as an Act.
Zimbabwe has remained without a document except some minute circulars and the National Constitution which states that, 'The state must take appropriate measures, within limits of the resources available to it, to ensure that persons with disabilities realize their full mental and physical potential including measures to enable them to provide special facilities for their education' (The Zimbabwe Constitution 2013).

This policy raises doubts on whether the government has full obligation to provide for LWDs.In developed countries all teachers are capacitated to deal with LWDs while the developing countries teachers who are capacitated are far less than the reuired number. Assessment of learners is one area lacking in some developing countries for example Zimbabwe's assessment policy states that all learners should master at all levels regardless of ability (Chikwature, Oyedele & Ntini, 2016:19).

3.7   SUMMARY

The literature review addressed the following themes; the provisions of inclusive education, suitable environments for inclusive education, state of prepared of teachers to teach inclusive classes and final discussed the strategies which can be employed to sustain inclusive education in mainstream schools. The chapter also briefly discussed inclusive education in developed countries and in under-developed countries, Zimbabwe and South Africa were compared on how the two countries handle inclusive education in the mainstream system. In comparison, South Africa seems to be more advanced in terms of inclusive education than Zimbabwe. As there continues to be a dearth of information about the leadership style and behaviours of school principals that makes integration successful in the Zimbabwe system. This research was done in an attempt to contribute to the literature and to provide practicing administrators with information regarding effective inclusionary practices.

CHAPTER FOUR

RESEARCH PARADIGM, DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This chapter provides a review of the research framework, architecture and methods used to perform the analysis in mainstream schools on the management of inclusive education. Issues of trustworthiness, ethical and legal considerations as they relate to the study are then discussed.

4.2 RESEARCH PARADIGM

This study was done within the framework of interpretation that takes into consideration people's experiences. Lichtman, (2009:38) propounded that interpretivists try to explain and perceive the worldwide phenomena in an attempt to gain common significance with other people. Shaningwa, (2007:30) notes that the "interpretive paradigm allows the researcher to understand the situation of the phenomena being studied and interpret them, thus subscribing meaning to them within a social context of participants."

According to Lichtman, (2009:39), "Intrerpretivist researchers use the meaning-oriented methodologies such as interviews, observation and analysis of documents." An interpretivist attempts to understand how human beings make sense of events or activities in a social context. Reality can be discussed and developed by concrete behaviour and human interactions. The researcher does not stand above or outside in the interpretive process but becomes a participant observer who joins in the activities and discerns the significance of acts as they are articulated within a specific social context (Cohen, Manion and Morrison 2007:182). This approach offered the researcher an opportunity to gain a better understanding of the perspectives of the participants in managing inclusive education, what they think about this method and whether their views are relevant.

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4.3   RESEARCH DESIGN

The analysis is situated within a model of perception, making a qualitative approach an acceptable method to help the researcher develop a comprehensive and systematic understanding of what is being examined. Guetterman, Fetters and Creswell, (2015:555) define a research design as a blue print of a research project that precedes the actual research process. This means that the futures of a research design must be established in order to ascertain its suitability before it is considered in a particular investigation. A research design ensures that the evidence or data collected from chosen participants, through employing various research instruments assists in answering the research questions and achieving the set objectives. The qualitative research methodology had been used in this study. Creswell, (2009:28) defines qualitative research in its context as multi-methods, with interpretive and naturalistic approaches to its subject matter. Qualitative researchers are researching phenomena in their natural environment, trying to understand or perceive phenomena.

Shumbayawonda, (2011:7) indicates that qualitative approach helps researchers to find strength in the possibilities made possible by being there and getting close to people and situations, either through physical proximity and engagement over a period of time or in the social sense of shared knowledge, empathy and confidentiality. That means the focus of qualitative research naturally unfolds in that the researcher has not established or manipulated any predetermined course. Scientists get involved in the place where the action takes place. This is also illustrated by Woolflock, (2000:3), which suggests that qualitative researchers prefer relatively long and deep engagement in natural settings, to understand the complexity of social life in its context and variation. In this study, the question of the management of inclusive education for mainstream public schools, qualitative research methodology was used to examine schools in their natural environments.

4.4   RESEARCH METHODOLOGY

According to Creswell, (2009:18), research methodology is a systematic way of conducting a study, to gain an understanding or interpretation of a specific study

phenomenon. The report had used techniques of qualitative research. Such approaches are the study of interviews, findings and records. In research, the use of multiple data sources is termed triangulation. De Vos, Fouche and Delport, (2011:362) describe triangulation in qualitative research as convergence of multiple perspectives, capturing accurately what is being targeted, which can provide greater confidence. Triangulation may be used to substantiate the research findings or to illuminate them. The triangulation process used data gathered from interviews, evaluation and record analysis.

4.4.1 Interviews

Creswell, (2009:181) defines an interview as a face to face question and answer technique for qualitative data generation. Cohen, Manion and Morrison, (2011:7) describe an interview as a purpose-initiated discussion, conducted by the interviewer for the sole purpose of obtaining related information analysis and learning about the interviewees ' thoughts, values, attitudes, expectations and opinions. Leedy and Omrod, (2014:44) concur by claiming that accessing what is inside a person's head enables measurement of what he/she knows, likes, dislikes, and thinks. In this study interview schedules were used to generate information on inclusive education management.

Qualitative research involves various types of interviews, including organized interviews, semi-structured interviews, unstructured interviews, casual interviews, and focus group interviews. Semi-structured interviews are conducted by the interviewer, according to Johnson and Christensen, (2014:48), with a view to collecting some knowledge from the interviewee. In the present study interviews were administered face-to-face with individual teachers, HODs, and public traditional elementary school principals. The main advantage, according to Johnson and Christensen (2014:49), is that semi-structured interviews provide standardized information which in effect ensures data comparability.

The advantage of using a semi-structured interview is that it describes the line of inquiry while allowing for analysis and clarification, as it helps the researcher to monitor the line of questioning (Johnson and Christennsen 2014:49). The questions

were open-ended during the interviews, so that the researcher could extract more detailed details by asking more questions whenever appropriate. According to McMillan and Schumacher (2010:355), in-depth interviews use open-answer questions to gather information on the meanings of the participants, which is how they explain or make sense of the significant events in life. Face-to-face interviews allowed the researcher to gather information on the situation in Zimbabwe and South Africa regarding the management of inclusive education. Approximately 30 minutes of long interviews were conductedwith the respondents after working hours, until all the selected respondents were interviewed.

4.4.2 Observations

Observation involves physical observation and recording o   data on the observation schedule for analysis. According to Leedy and Omrod, (2014:45), intentionally unstructured and free flowing observations in a qualitative study allow the researcher to be flexible, shifting his or her focus from one thing to another, as certain events or important objects present themselves in the situation. In various schools the researcher observed 16 teachers. Teachers were observed teaching a full lesson lasting 30 minutes. The researcher also had the opportunity to observe other operations in the schools, as well as observing the HODs and school administrators and the physical setting up of the building. The reseacher was interested in: factors used to facilitate inclusive education and the activities employed to maximize environments in aninclusive education set-up.

Van Zyl, (2002:34) emphasizes that "observations are the systematic description by research of events, behaviours and artefacts in their context." In qualitative observation, the researcher takes notes on the behaviour and activities of individuals at the research site. The researcher then described teacher behaviour and has the opportunity to understand whether there are barriers in mainstream inclusion or promoters of inclusive education. McMillan and Schumacher, (2010:439) have revealed that when a researcher observes, there are some non-verbal signs such as facial expression, expressions, tone of voice, body movement and other universalized social interactions that indicate the implicit sense of language that he or she (the researcher) documents. Observation also enables a systematic

understanding of the phenomenon that is discussed when used in conjunction with interviews and examined documents (Ahmed, 2010:2).

One of the key issues concerning inclusive education in mainstream schools is the methods that teachers use to accommodate all the learners in the class. Thus, through observations the researcher obtained: first-hand information on measures taken to encourage successful inclusion in mainstream schools, insight into how to improve school environments in mainstream schools, insight into how they distinguish their activities in order to give every learner a chance.

4.4.3 Document Analysis on the Management of Inclusive Education

McMillian and Schumacher, (2010:367) describe documents as printed or written records of past events. Documents may be presented in different forms, such as documents, a painting, a monument, a statistical table, film or video. Document analysis was used to get a picture of what is happening in public mainstream primary schools in South Africa and Zimbabwe when it comes to managing inclusive education. There are several, forms document analysis, some qualitative and some quantitative, including content analysis. Qualitative data analysis includes disclosure analysis, semiotics, interpretative analysis and conservation analysis, to mention a few (Ratcliff, 2011:4). Records are important sources of support to the results of other research methods, such as interviews and observations (Best and Kahn, 2006:201).

The documents that were analysed included, minutes on meetings of staff development, lesson plans, teacher supervision reports, test items record and progress records. The researcher also analysed policy documents on inclusion and mission statements are being adhered to. Minutes of meetings showed teachers' attitude pertaining to inclusive education, which indicated their support or lack of understanding on the programme. Policy documents showed what the Ministries of education subscribe to schools then investigate whether educators are adhering to policy dictates. Teacher supervisory reports concentrate on whether the principal and other administrators have a clear understanding of inclusive education, and their remarks reflect the weaknesses and suggestions on best practices. Test items

records and the progress record analysed to show whether evaluation in mainstream schools caters for LWDs and the progress records showed whether there is progress on LWDs.

4.5   SAMPLING

The sampling process involves selecting the population and deciding the sampling procedures and the size of the samples. McMillan and Schumacher, (2006:8) contends that sampling is the method of selecting units from a population of interest, so that by testing the same we can generalize our findings equally back to the population they were selected from. A researcher may use different forms of sampling techniques, such as random sampling, probability sampling, proportional, systematic, cluster, convenience and purposeful sampling (Creswell, 2005:204).

4.5.1 Population

In a research context, the population is any target group of individuals having one or more common characteristics that are of interest to the researcher, for the purpose of gaining information and drawing conclusions (McMillan & Schumacher, 2010:330). A well-defined research population is a collection of individuals or objects known to have similar characteristics. Usually all individuals or objects within a given population have a common, binding characteristic or trait.

The researcher selected a number of individuals according to pre-determined parameters when deciding on the population for the study. The individuals were chosen based on the importance of their contributions to the analysis. The population of this study consisted of Public Primary School Principals, HODs and teachers in Bulawayo Province's Mzilikazi District and Thohoyandou Circuit in Limpopo Province.

4.5.2 Sampling Procedures

For selecting participants who are rich in information, purposeful sampling was used. Leedy, (2008:93) notes that purposeful sampling or judgmental sampling is a

technique based on the researchers ' judgment as to which of the elements should be part of the corpus within the target population. In the collection of qualitative data, purposeful sampling is primarily used to pick individuals because of some distinguishing characteristics that make them the holders of the data needed for the analysis (McMillan & Schumacher, 2010:368). In the present report, the researcher sampled four outstanding schools in Zimbabwe and four in South Africa which are known to educational specialists for successfully promoting inclusive education. The study locations were in Zimbabwe in the province of Bulawayo and in the province of Limpopo in South Africa. Although schools have shown interest in educating learners who encounter barriers to learning and support inclusion, schools need to establisha model which will prove efficiency and effectiveness in the management of inclusion.

4.5.3 The Sample of the Study

A sample is a subset of cases or individuals drawn from a population (Lichtman, 2013:105). It can also be viewed as a particular set of a population selected for measurement, observation or questioning to provide information about the population. In the present study the researcher identified and selected eight school principals 16 department heads and 16 teachers from eight schools. In each South African school, there were 1 school principal 2 department heads and 2 teachers, while in Bulawayo in Zimbabwe there were 1 school principal 2 department heads and 2 teachers in each school.

4.6 INSTRUMENTATION

Instrumentation refers to the tools used by a researcher or an investigator in an attempt to measure variables or items of interest in data collection. It is related not only to instrument design, selection, and assessment, but also to the conditions under which the designated instruments are administered (Creswell, 2014:144). The questionnaire, interview and assessment are the most widely used methods for data collection. This section addresses the techniques used for data collection. These include self-designed interview plans, findings and guidelines for the study of documents.

4.6.1 Self-designed Interview Schedule

To collect qualitative data, the following self-designed interview schedules were used.

- Schedule of interviews with school principal on the management of inclusive education in mainstream public primary schools.
- HODs interview schedule on inclusive education management in public mainstream primary schools;
- Lecturer interview schedule on how to handle an inclusive class.

4.6.2 Interview Schedule for School Principals on Management of Inclusive Education in Public Mainstream Primary Schools

The schedule used for principal interviews was split into sections; namely, section 1 and 2. Section 1 sought to collect demographic data that included participants, experience relevant qualifications and implementation levels, while section 2 consisted of contextual questions derived from the research.This required information on teacher skills guidance policies, inclusive environments, support services and strategies to maximize inclusive education.

4.6.3 Interview Schedule for HODs on the Management of Inclusive Education in Mainstream Primary Schools

The schedule of interviews used for HOD was split into two parts; namely sections 1 and 2. Section 1 required demographic data that included age, experience and qualifications. Section 2 was composed of contextual questions arising from the analysis. This demanded information on guiding policies, support services provided by the school and other stakeholders, as well as inclusive resources and strategies on maximising inclusive education.

4.6.4 Interview Schedule for Teachers on How to Teach an Inclusive Class

The teacher interview schedule was divided into two parts; namely, sections 1 and 2. Section 1 requested demographic data that included age, experience and qualifications related to it. Section 2 consisted of contextual questions derived from the study. These required guidelines, support services, teaching methodologies and approaches to improve inclusive education.

4.6.5 Observation Guide on Management of Inclusive Education in Mainstream Public Primary Schools

The guide to observation was split into two. The first part which the researcher sought to observe and record as specified in the mission statements and policy documents. The second part sought information on inclusive environment issues that is class size, classroom arrangements, facilities, learning devices, teacher competencies and methodology used when teaching inclusive classes.

4.6.6 Documentary Analysis Guide on Management of Inclusive Education in Mainstream Public Primary Schools

The guide stated which documents are to be examined:

- Staff meeting and staff development minutes; to check the teachers' attitudes towards inclusive education, methodologies used in inclusive classes.
- Lesson plans: to check activities in lesson plan whether they accommodate the different learners.
- Teacher supervision records; the observations of the supervisor indicate the supervisor's understanding of the concept of inclusive education, commenting on the growth of teachers.
- Test items and progress; to show whether the LWDs are catered for as well as the progress of LWDs.

4.7 PILOT TESTING

Sethosa, (2001:1590) posited that pilot testing is all about carrying out the study technique with a sample close to the community of the intended participants. It is also done in order for a researcher to improve the questions he / she would ask the participants. Following the development of the questionnaire, a pilot test of the interview schedule was carried out using the principal, HODs and teachers, who were different from the population but not part of the survey and whose qualities and characteristics were similar to those of the target population.

The work in this study was piloted at a primary primary school in Induba. Induba Primary is one of the mainstream schools practicing inclusive education in the MzilikaziDistrict in Zimbabwe. Pilot school teachers have some experience in managing comprehensive education at mainstream public schools. The school's preference was largely dependent on the fact that it was accepted by the United College of Education. The college uses this pilot school as one of their special education training research centres. The researcher identified two students, the principal and two HODs. The two teachers teach inclusive classes, and all teachers are qualified. Some teachers' studiedspecial education and attended seminars on comprehensive education.

The pilot study is important because it increases the questionnaire's reliability, validity, and practicability (Cohen, Manion and Morrison, 2006:89). It transpired from the interviews with the pilot teacher that after their school had implemented the inclusive education system, they had experienced many problems. The teachers at Induba primary school also suggested ways to improve the management of the classroom and strategies to accommodate learners experiencing learning barriers. The interview schedule consisted of questions about various strategies and methods for teaching inclusive classes. It is therefore clear that pilot testing is crucial, as Sethosa, (2001:159) stresses that "...questions have to be checked on a small group in order to assess the quality and reliability of the information before it is applied to a larger group of respondents." Piloting the interview guides gave the researcher an opportunity to improve the study instruments before being finally released to the target population.

4.8   DATA COLLECTION PROCEDURES

Permission was granted to the researcher from the University of Venda to conduct a study and gather relevant data from traditional primary schools in Zimbabwe's Mzilikazi District and Thohoyandou in South Africa. This was granted through the issuing of a clearance letter. The researcher then made another request for field entry from MoPSE in Zimbabwe and DoE in South Africa. Participants' consent to participate in the study was also solicited using the letter confirming the grant. Prior

to the initial interview sessions, interview appointments were made with selected school principal. Their free times were considered, so as to avoid disrupting the schools' programmes. The researcher visited each sampled host schools to carryout in-depth interviews with the teachers, principals and HODs, to examine how inclusive education is managed in public mainstream schools. Findings gathered were recorded in written form.

For the present study, forty individual interviews were conducted; 16 teachers, 16 department heads and eight school principals. The teachers' interview sessions lasted about twenty-five to thirty minutes. The department heads session lasted from twenty to twenty-five minutes. Researcher assistants took down notes during interview sessions. Immediately after each interview was completed the researcher extended the field notes. Several schools were visited twice because of participants' absenteeism.

4.8.1 Data Analysis Procedure

Lichtman, (2009:3) notes that data analysis is the systematic method of collecting and organizing qualitative data from interviews, observations, and institutional records in order to increase awareness of the phenomenon under study. For this analysis, thereseacher examined the qualitative data by categories and grouping of emerging knowledge clusters. Data analysis and presentation involve arranging and translating data into manageable units and categories, synthesizing objects, looking for trends and deducting what is important and what to know (Leedy, 2008:8).

4.9   SUMMARY

The approaches used to establish the standards of managing inclusive traditional schools were discussed in this chapter. The chapter also presented an epistemology of the Interpretivist that underlies certain assumptions in the present study. The researcher also explained the use of interviews, observations, and document analysis, with the aim of trying to produce a wealth of descriptive data that would

hopefully explain the complexity the study and foster a broader insight into the inclusion field.

Chapter 5 describes and analyses the data collected using the methods described in Chapter 4.

CHAPTER FIVE

DATA ANALYSIS AND INTERPRETATION

5.1   INTRODUCTION

This chapter focuses on presenting, evaluating and interpreting data focused on providing equitable education at primary public mainstream schools. The data was collected using qualitative approaches. These include plans for interviews, findings and analysis of documentary work. The results presented were developed by reviewing transcripts of interviews, examining records and observational field observations, organizing the data, looking for trends arising from the data, and cross -validating the data collected. The procedure allowed the researcher to analyse the data carefully. The researcher made careful decisions about what stood out in the results. The results were arranged by category.

Codes were used to distinguish the groups. The schools were coded AZ-DZ for Zimbabwe schools and A SA-D SA and the participants were coded as follows: for the teachers in Zimbabwe, T1Z-T8Z, and for South Africa, T1SA-T8SA. The study began with a definition of the demographic information of the participants, then all questions were evaluated from the interview schedules. The teachers' responses were evaluated first, then the responses of HODs and lastly the responses of the school principals.Also provided in this chapter were the findings of examined documents and observations.

5.2   DEMOGRAPHIC DATA

This section analysed the demographic data. First to be analysed were the teachers' demographic data, then the heads of departments' demographic data, and finally the school principals' demographic data.

5.2.1 Demographic Data for Teachers

A total of eight teachers were interviewed in four Zimbabwean schools. Zimbabwe. Of the eight teachers 1 was male and seven were female. The teachers were aged 37 to 53. According to teachers' academic standards teachers need to be holders of O-Level and A-Level academic certificates. Two of the8 teachers were holders of degrees of special needs education;4 wereholders of Diplomas, in Education which is required by the teacher professional in Zimbabwe; while 1 was a holder of a degree in Early Child- Hood Education and the BED, which is an educational management degree. Of the 8 sampled teachers, six had more than 10 years' teaching experience. The other 2 were also senior teachers with over 3 years' experience. In South Africa a total of 8 teachers were interviewed. Of the eight teachers 7 were female, and one was a male. The female teachers were aged between 43 and 53, while the male teacher was aged 53. All the teachers were holders of highest level of academic qualification, which is Grade 12. Five teachers indicated that they were holders of a BED degree, one with a degree in special needs education and one a holder of JPTD and a BA. All of them had an average of 17 years' teaching experience. This implies that the teacher participants' maturity, academic qualifications, professional qualifications and their experience could effectively handle any education programme introduced in the system. The study also revealed that there are more female teachers in the system teaching in urban centres.

5.2.2 Demographic Data for HODs

In the analysis a total of 8 HODs in Zimbabwe and 8 HODs in South Africa participated. The 16 department heads were made up of 6 males and 10 females. Because of the gender balance policy, a number of women now perform supervisory roles, such like their male counterparts, which was not previously allowed. Their ages ranged from 28 to 63 and this implies they were all mature senior teachers who could contribute effectively in the education system. All the heads of department, both in Zimbabwe and South Africa, had the required academic qualifications O level or A level. According to Zimbabwean teacher professional standards, for an individual to teach, one should have 5passes at O- levels, including English, Maths

and Science (TPS Booklet B, 2017:2) while South Africa also demands the equivalent, namely, Grade 12 or matric. This also implies that the senior HODs can contribute because of experience while the two junior HODs might contribute because of change of college curriculum which they went through in recent years. The HODs were holders of high professional qualification, namely, Bachelor of Education degree (BED) which equips participants with policy, management and curriculum implementation. Two of the HODs were holders of a diploma in education, which is a relevant course as it covers the pedagogy of teaching. One of the HODs was a holder of a master's in education, a high-level qualification, which equips one with management skills. Finally, all the HODs were adequately experienced, with more than 10 years in educational management, which is quite relevant to the management of change in the education system. The respondents'academic experience and professional qualifications show that they are knowledgeable people who are likely to provide meaningful information about inclusive education.

5.2.3   Demographic Data for School Principals

There were eight school principals who took part in the report. Four were from Zimbabwe, and four were from South Africa. Of the eight school principals, six were female and two were male. The higher number of female heads of school could be due to gender equity policies that called for women to be promoted to managerial positions to balance their male counterparts, who dominated all management positions. History has it that some years ago females in Africa were not considered for managerial posts, as culture would not allow them to lead men. Therefore, females would never be promoted to be school principals. However, the newgender policy declared that in every managerial post, 45% should be women. The average age of the participants was 59. All the school principals had attained the required academic qualifications. Three of the school directors have a Bachelor's degree and four were holders of   a Master's degree. One was a holderof a Certificate in Education (CE) and this means he had been promoted before 2005, when   the qualification for school principalship was a professional certificate and experience. Current standards for the two countries, for one to be a school principal, one should hold a degree in educational management or a degree above that, hence many participants were holders of a master's degree. Their experience ranged from 10

years to 23 years. It was assumed that their qualifications, experience and maturity could add value in the research, and they could all manage inclusive education effectively.

5.3   ANALYSIS AND INTERPRETATION OF CONTEXTUAL QUESTIONS

The data generated from interviews with teachers in Zimbabwe and South Africa are presented and analysed in this section. The research was driven by the questions that motivated the interviews, the outcomes of the experiences, the intent of the study and the evidence of the literature review.

5.3.1 Analysis and Interpretation of Contextual Questions for TeachersManagement of Inclusive Education in Primary Public Mainstream Schools

QUESTION 1
You teach a class with learners who have learning disabilities and other learners. How did you gain the skills to teach in such a mixed class?

The emphasis here was on figuring out if the teachers had the relevant skills to teach inclusive classes. Some teachers indicated that they gainedthe knowledge through workshops that were conducted either at school, district, and cluster level, or at department level. A few teachers indicated they had some experience of teaching inclusive classes as they possess diploma in education for special needs. Some of the teachers who had attended workshops said the workshops did not provide them with the necessary knowledge to deal effectively with learners who faced learning barriers because there was not enough time given to these workshops. Some participants indicated that they do not have knowledge on dealing with special needs learners. Some of them said:

> *I gained knowledge through district cluster and school workshops as well as through Interacting and sharing ideas with other classrooms practitioners. (T8Z)*

> *I attended workshops on inclusive education, at the district once, at cluster once and at school level twice but the time given to these*

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workshops is too short so much that we leave without gaining enough skills to deal with these learners. (T2Z).

I don't have any knowledge on teaching an inclusive class and for these learners I sometimes give them remedial lessons, but it is difficult to teach them. That is why they should be in a special class or special school. (T4Z)

I attended department workshops; sometimes I get assistance from the resourceteachersand those who did special education (T4 SA).

I gained knowledge through different courses at the university and workshops organised by the school and the Department (T1 SA).

As I have studied inclusive education, it was easy when I found that in myclass there are learners with disabilities. (T2 SA) and (T3Z).

The findings from literature indicate that well organised workshops can equip teachers with the relevant skills to teach inclusive classes. A review of the literature highlighted the fact that it is not practically possible to make specialists of all teachers on all diverse needs forovercoming barriers to learning. However, there may be a way to help all learners benefit from inclusive classes; namely, to empowering teachers in the basic skills, so that they can become competent inclusive teachers. The literature also illustrates the need for staff development in the classroom and at district level, to create effective integrated educational practices (See 3.4.2 Paragraph 1 page 50) the literature also stresses that teachers in Zimbabwe specialize in one area, not all areas of disability, for special needs education. Prospective special education teachers therefore take courses in the different Special Education fields. This then implies that teachers with Special Needs qualifications are not well equipped with the skills to teach all inclusive classes but just some disabilities. The college curriculum should cover more aspects of disability, in order to equip teachers for different disabilities (See 3.4.1 Paragraph 1 page 48). The teachers who indicated that they do not have any knowledge imply that a number of learners might be kept in inclusive classrooms without gaining through the education systems. This can also lead to more LWSN dropouts or a return to special schools. In-service planning is thuskey to inclusive education.

QUESTION 2

Teaching and learning aids play an important part in improving the performance of learners. How do you build learning and teaching aids in inclusive classrooms?

Many participants had the same view on this issue. Participants were articulate about how to build teaching and learning aids for successful instruction on delivery. They also noted that these materials in each class must be important to the diverse learners. It was also indicated that printed materials were written in ways that suited the learners' ability to read in terms of font size and the extent at which material difficulties would be associated. For diagrams and pictures that are complicated, participants indicated that they were downloaded from the internet so that they are real. Some participants said the following:

> *I usually download video and pictures from the internet which are real, so thatthey are relevant to every learner in my class. For the partially blind I make large print and also source gadgets like hearing aids for my HI learners (T2Z).*

> *I usually collect real objects, use models and pictures making some gadgets. I also bring in gadgets like hearing aids, projects and computers (T5Z).*

> *It is difficult to develop individualised learning aids as it is time consuming especially with these big classes, yet you are required to mark learners' work with compositions in given time. For effective teaching these should be enrolled in special schools they disturb us and delay syllabus completion (T6Z).*

> *I develop by researching and providing different learning aids that are relevantto each learner for example, printing question papers or notes in a bigger font for learners who have eyesight problems and easier questions for slow learners (T1SA).*

> *When I prepare my learning aids, I make sure that my teaching aids should cater for all learners for example learners with short sight (T2 SA).*

Respondents also revealed that the teachers were aware that in a class with different abilities, one had to use teaching aids which are relevant to the individual learners. Participants were also aware that supported technology is more concrete and effective teaching is available if used well. The literature indicated that the

availability of teaching- learning resources (TLR) enhances teaching effectiveness as they are the basic resources that bring good academic performance to the learners. The literature concurs, and adds that materials and tools employed in the teaching of individual with learning disabilities should be aligned with the learners' needs, capabilities and learning objectives (See sub-section 3.2.7.3 Paragraph 1 page 43).

Material resources have a significant impact on the achievement of learners, as they promote the leaning of abstract concepts and ideas and discourage learning routes.

The findings from the literature also indicated that the teacher- learner ratio policy is clear on general classes and special classes but silent on teacher- learner ratio in an inclusive class. The respondents stated that the classes are too big and this made them fail to effectively teach inclusive classes. This indicates that policies on inclusive education are not yet aligned to practical situations (See 3.3.6 Paragraph 1 page 47). The participants' responses mightimply that some SNLs are benefitting, like their counterparts who do not have special needs in mainstream classes, as they are catered for during instruction. The other responses might imply that in some cases the SNLs in mainstream schools are parked in classes and they are not benefitting from the system, as prescribed by policy, as they are said to be disturbing and derailing syllabus completion.

QUESTION 3

Different teaching strategies are beneficial to all learners. How do you employ different teaching strategies to benefit learners?

Objective three of the research sought to establish teachers' preparedness to teach inclusive classes. It aimed at ascertaining whether teachers had implemented effective methods of inclusive instruction. The participants stated that they employed teaching methods that match all students in their classes. Learners are given instruction according to their capabilities and they are taught as individuals. All the participants agree on one fact, that individualised teaching is an effective method to be used in an inclusive class. Some of the respondents said the following;

> *I have adopted teaching methods that differ but at the same time allow learners to slowly evolve as they learn from simple to complex. T5Z Iusedifferent teaching approaches to suit individual needs.*

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Themethodsare discovery, group work, project work, field trips and Experiments (T6Z).

I include teacher- learner, learner to leaner and grouping strategies. By assisting learners one on one when necessary, by grouping learners with slow learners for slow learners to learn from fast learners (T1 SA).

I group learners according to their abilities and challenges then give themdifferent task which suit them. The best strategy is to divide the learnersaccording to their abilities. Those who are slow should start from singleconsonant (T 8SA).

The literature findings indicate that for good teaching experience, a clear understanding of the instructional choices for specific groups of learners is crucial. The study participants felt that one of the best qualities for teachers who taught learners with special needs was to gain a teaching instruction awareness that might be sensitive to individual differences. One effective teaching approach may be using differential instruction. Differentiated directions are a teaching technique in which the teacher plans and teaches one main lesson, with modifications to match the learners' needs. Inclusive classroom teachers therefore need to be versatile with effective teaching programmes to cater for the variety of learner needs.

The literature confirms that knowledge of the type and severity of an individual's disability also provides direction in choosing a teaching instruction (See 3.4.3 Paragraph 1 Page 52). It can be inferred from the answers that teachers will teach inclusive classes and care for all learners. It means that teachers are handling inclusive classes efficiently or may indicate that teachers are referring to general classes as they also need individualized instruction in general classes.

QUESTION 4
Computers are essential technological gadgets which make teaching effective in a class of learners with different learning abilities. How are you using such gadgets to enhance effective teaching?

Participant responses revealed that learners do not have access to computers in some schools, while some indicated that it is only the teachers who have access to the computers. Responses from schools with computers showed that learners are

benefiting from the technological gadgets. The study established that while the technological gadgets like computers were essential in teaching inclusive classes, most schools which participated in the study did not have computers for the particular classes. However, computers are for all the learners in the school and they are kept in a computer lab, and learners go to the lab once a week for 30 minutes. The ratios on the computer are 1 computer to 10 learners.

Participants had this to share;

> *I access internet, give learners work through computer to do activities. They access Maths games language games that arouse learners' interest and I also use Power Point, slides, videos, text homework on electronic mail(T3Z).*

> *The school lab has 15 computers and all the learners' access internet once a week. They do soat the lab, and a few access the internet at their homes (T2Z).*

> *There are no computers for learners in our school (T4Z).*

> *There is nothing I can express about computers because my school is the poorest, as most parents are unable to give their kids pens to write school work (T6 SA).*

> *Different gadgets are also very helpful, for example, interactive white boards, project presentations writting, touching and interacting with the content.*

> *Documents, cameras, laptops and tablets can also be used but our schooldoes not have enough computers we struggle to access them (T1 SA).*

> *It is easy to use a computer to teach because it saves time. Computers are also useful to learners with disabilities. Computers help them not to struggle. When given proper guidance, learners can use computers for allactivities in learning if it was possible all should have their own computersfor daily use (T5 SA).*

The literature indicates that inadequate teaching and learning support materials can result in an educator resorting to conventional formal teaching, whereas the availability of resources will provide a much richer learning environment, as well as the potential for greater diversity in teaching methods and curriculum content. The literature also shows that lack of technological advancement makes it practically impossible for teachers to teach inclusive learners. Limited technology and lack of up to date information results in under - achievement by learners (See 3.2.7.2

Paragraph 4 Page 42). The research revealed that the computers are inadequate and some learners do not access the computers at all. For schools without computers, it might imply that they are lagging behind. This lab arrangement might mean that the wheel - chair learner who is always the last to arrive at the lab might not access the computer at all. Also, it showed the time given to the learners at the lab is too short. It might imply that the teacher moves with the privileged leaving behind the vulnerable, that cannot access technological gadgets. This means the authorities should assist schools and avail computers to schools or else schools will fail to maximise inclusive education.

QUESTION 5

Mainstream schools have a resource teacher who is well versed with teaching learners with disabilities. In what ways is the resource teacher assisting you in teaching your inclusive class?

Participants had different situations regarding resource teachers. Some teachers indicated that their schools did not have resource teachers, while others confirmed the presence of the resource teachers and explained how they are assisted by the resource teachers. Some teachers showed a lack of knowledge about the resource teacher. The research revealed that in Zimbabwe schools do not have resource teachers, instead they rely on teachers who did special education course. In South Africa resource teachers are active in some schools. In this regard, participants said:

> *The curriculum instructor assists in teaching an inclusive class on appropriate methodologies.*

> *We don't have a resource teacher in this school because I did special education. They still ask me to assist with them issues relating to special needs learners but I was not appointed to be a resource teacher (T8Z). The school has no resource teacher and I don't know about resource teachers for inclusion (T2Z). Our school is without a training teacher (T3SA).*

> *The teacher visits my class and discusses topics that are challenging for me and guidance on various methods of inclusive class teaching (T4 SA).*

> *When there's a problem with a disability leaner the teacher comes with advice. This teacher is well qualified in this field therefore challenges are well addressed (T5 SA).*

The literature review indicated that SNLs remain in the hands of the professional instructor who designs special programmes or curricula for individual learners with disabilities. The resource teachers maintain balance, modify and differentiate curriculum in the curriculum. Responses attest to the importance of resource specialist teaching for SNLs to gain in a mainstream school. By conducting seminars with teachers and parents, the specialist can also share knowledge and experiences in treating disabled learners. This implies that schools without resource teachers, particularly teachers who have not attended workshops, may use wrong methodologies in inclusive classes. Without awareness how can someone teach effectively? (See 3.4.4 Paragraph 3 Page 56).

QUESTION 6
The principal and district staff often do supervision in your class. In what ways does the supervision contribute to effective teaching?

The teachers indicated that supervision is done by senior management starting with the HODs, school principals, district officers, circuit officers and provincial staff. Respondence from Zimbabwe indicated that most of the supervisors do not give them feedback which helped them to improve instruction, as expected of supervision. Instead, some supervisors referred them to research on the internet and some referred them to other teachers who did special education. With Regard to supervisors in South Africa, the participants were happy that supervision equipped them with improved skills, which enabled them to effectively manage inclusive education. The following responses provide a perception of some of the teachers:

> *Comments from supervision should be helping us but the school adminand the district staff which come for supervision refer us to teachers whodid special needs education or refer us to research on internet. They are also inadequately equipped in inclusive education (T7Z).*

> *I have never received a report which helps me on better methodology. Our supervisors are not knowledgeable because in most cases they rely on what I say because I hold a degree in special needs (T3Z).*

> *Supervision results inffective feedback from the upper body. They give us strategies and solutions to some matters which are a challenge, and this has made supervision to become fruitful because learners' benefit, too (T1 SA).*

> *If the heads of departments, principals and district staff did not dosupervision, teachers cannot adhere to policy in some instance but now we comply to policy because when the inspectors come, they demand to see ourwork (T4 SA).*

The literature notes that monitoring appears to be important in mediating improved results. The literature also notes that supervision is essential for teachers to boost the efficiency and learner achievement of their work output. Good school oversight offers appropriate and ongoing support and encouragement to improve educational practices for teachers. The literature shows, that the old college curriculum in Zimbabwe did not cover inclusive education, and all senior teachers who are now heads of school need in-service courses to be equiped with the relevant skills. Sustaining inclusive education in the supervision of mainstream schools is crucial at all levels, particularly in the classroom where learners have direct contact. Supervision is a process which facilitates a teacher's professional growth, interacts and helps the teacher makes use of feedback to make teaching more effective (See3.5.2Paragraph 2 Page 58). This implies there is a gap of knowledge for those who supervise the system. This might also imply that MOPSE in Zimbabwe has not yet organised workshops for the in-service training of all the principals and teachers who trained in the old curriculum. Responses from the South African teachers imply that supervisors are capacitated to deal with inclusive education and teachers are benefiting from the supervision feedback.

QUESTION 7

To sustain a system in education there is a need to continue improving it. What do you think can be the best practices to improve inclusive education?

All the respondents indicated that, to sustain inclusive education teachers and school principals should be trained through workshops and there should   be provisions for relevant materials and the modification of the environments to be disability- friendly. The teachers also emphasised teaching methodologies, which should cater for all learners. Some of the participants gave the following answers to maintaining inclusive education in mainstream schools;

> *The system should provide relevant materials, train more teachers onspecial needs, equip administrators on inclusion, and have*

awareness campaigns on disabilities and build child friendly environments (T1Z).

Inclusive education can be sustained by creating a positive, safe learningenvironment, understanding assessment and intervention finding the learners' strengths. Learning multiple techniques to reward positive behaviour, master differentiated instruction and by tracking each learnersprogress (T1 SA]).

We can sustain inclusive education by conducting regular training to all in the system and providing resource teachers to every school (T3 SA).

The literature revealed that teachers must be adequately equipped with the skills for inclusive classes, so as to maximise lesson delivery. Resource teachers should be available for guidance in on the handling of inclusive classes. Environments should be modified to be disability- friendly. Resources that support inclusive education should prioritised in all the school. This implies that classes are not effectively managed because of lack of knowledge. The responses also indicated that environments have not been maximised for inclusivity in the mainstream school. Lack of resources also emerged on the responses, indicating lack of resources in schools.

5.3.2 Analysis and Interpretation of Contextual Questions on HODS

QUESTION 1

What is your role in the implementation of inclusive education?

Determining how schools provide inclusive education was the focus here. Some of the HODs respondents' responses showed that they have a role to play in providing inclusive education in mainstream schools. They also have a role to play in placing, enrolled learners in particular classes, encouraging teachers in accepting these learners, acquiring the resources for these classes, supervising the learning and teaching, making the supervision tools and testing tools for all. This is what some HODs had to say:

My role in inclusive education is to ensure that there are no discriminationtendencies during enrolment procedures, allocating them classes, acquiring relevant resources for them, and ensuring teachers that effectively teach themby making regular supervision to classes with these leaners (HOD3Z).

*I ensure that the SNLs are taught using the right methods and also
organise staff development workshops to equip teachers with the
relevant skills to teacheffectively, although it is difficult to manage
these learners, as there is always a challenge of getting their
resources (HOD 4Z).*

*To ensure that all learners are eligible, regardless of race, are treated
equally and receive relevant education and also organising staff
developmentworkshops for teachers (HOD1 SA).*

*My role is to run workshops to help teachers regarding inclusive
education, andto research to find more ideas on how to develop and
succeed in inclusive education and how to record and evaluate and
supervise each and other activities in theschool (HOD7SA).*

The findings from the literature indicate that HODs play a major role, as they are the custodians of departmental enrolments and keep records of all the class sizes in their departments, so as to indicate whether the class has over enrolled or under enrolled and regularise the figures. Heads of departments play a crucial role in school management, as they are people directly involved with learners, teachers and resources for implementation, recruitment, assessment, monitoring and staff development (See 3.5.4 Paragraph 2 Page 60). This ensures that schools are implementing inclusive education. Efforts are made to eradicate segregation in learners and effectively teach inclusive classes. The study also revealed that some of the efforts are affected by shortage of resources.

QUESTION 2

In what ways does your school ensure that teachers are kept abreast through capacity professional teacher development (CPTD?)

To determine whether schools and the department offer any Capacity for Professional Teacher Development (CPTD) that equips teachers already in the skills system to manage inclusive classes. The responses indicated that CPTD is critical for effective teaching of inclusive education. Participants acknowledged that CPTD is also essential for teachers to participate in the implementation of inclusive education, and work tirelessly to promote teachers ' involvement in staff development. Some participants said;

*At school I organise staff development sessions fortnightly to remind
and update on lesson delivery and to keep up relevant to the changing*

education systems and also facilitate that teachers attend all district organised workshops (HOD5 Z).

Teachers are encouraged and motivated to attend all workshops, seminars organised by the department and NGOs in approval of the department (HOD1 SA).

The school makes sure that all teachers are capacitated by attending workshops and other enrichment programs of the depth (HOD7SA).

The literature recommends teachers' training, to develop and sharpen their abilities for effective teaching of learners with diverse needs. This has been said to provide the teachers with the opportunity to tool and re-tool in the skills to execute these practices. Worldwide education systems should aim at providing teachers with opportunities for in-service professional development as it is, maintain a high teaching standard and high-quality teacher workforce (See3.2.6.1 Paragraph 3 Page 39). This implies that CPTD is a strategy to motivate and encourage teachers to perform well, maximize the delivery of lessons and build trust.

QUESTION 3
Supervision feedback to teachers is an important aspect to effective teaching and learning. In your view how effective is the provision of supervision feedback?

The researcher wanted the respondents to express their views on teaching and learning supervision in inclusive classes. The question is in line with the last objective, which calls for ways to maintain inclusive education. Responses revealed that heads of departments supervise teachers and the feedback they offered to teachers is a tool to sustain inclusive education. All the HODs agree that supervision feedback improve teacher performance on instruction. Participants said:

Supervision points out strengths and weaknesses paving way for teachers to correct mistakes, employ different strategies for better learning and perfect standards (HOD 1Z).

It is very effective because it enables teachers to know their strengths, weaknesses, challenges they face and encourage them to find other ways of dealing with their weaknesses (HOD5Z).

It is a way of letting the supervised teacher be able to identify where he or she is lacking and rectify in such places. Supervision correct and

encourage teachers to continue with their great work or change to the direction where they include every leaner (HOD 6 SA).

Supervision provides strategies to help teachers to teach according to learners needs and appropriate instructions (HOD3 SA).

The central responsibility of department heads is performing supervision. In educational administration, it is important to ensure that educational activities are carried out in compliance with the educational objectives set. The literature findings indicate that successful school oversight offers appropriate and ongoing support and encouragement to enhance the instructional practices of the teachers. Supervision not only strengthens decision labelling capabilities but also improves learning outcomes for learners (See3.5.2 paragraph 2 Page 58). If   all the supervisors offer professional growth feedback it implies that inclusive classes are improving at a satisfactory rate. In no time the management of the inclusive education will be maximised.

QUESTION 4

How do you ensure that the evaluation tools are inclusive and accommodate learners with learning challenges?

This question sought to evaluate how assessment is done to assess the success of SNLs. Participant responses indicated that for evaluation, they organize tests for learners with special needs and all students sit with their able- bodied peers for the same national examination. Some participants indicated that ministries of education have not yet provided evaluation for special learners. Some participants said:

I managed to combine instruments in special schools and mainstream schools to come up with an instrument which captures all in an inclusive class (HOD4Z).

I have designed evaluation tools that have clauses to cater for all learners' capabilities because there is nothing in place for these learners, actual even syllabuses have not yet been changed to cater for SNLs (HOD8Z).

Evaluation tools must cater for all learners in that there must Brail for Theblind, the writing large enough to cater for those who can't see small fonts at the same time content to be the same, but the system has not yet provided for such (HOD7SA).

The literature findings indicated that a number of issues need to be changed in order for conditions to be equitable in the education system. The literature indicates that schools still use a general curriculum; thus, the curriculum itself should first be adjusted to suit those with disabilities. Regional tests, both in Zimbabwe and South Africa, do not cater for all learners. This implies that the curriculum has not yet changed to accommodate the diverse learners (See 3.2.5 paragraph 4 Page 36). To sustain inclusive education, evaluation tools need to cater for all learners in a mainstream school so that there is growth or development on learners.

QUESTION 5

Modification of the curriculum is another aspect that needs to be given close attention if meaningful inclusion has to be ensured in mainstream school. What are the guiding principles that you follow to modify the curriculum?

This question sought to establish the HODs' knowledge in policy and specifically the inclusive education policies. All the participants indicated that they are aware that the modification of the curriculum is a policy issue with clear guiding principles. The participants listed the different policies guiding inclusive education as follows:

> *The guiding principles are that we should not discriminate, we should be inclusive, andbe fair. These are spelt out in the MoPSE mission statement, the Zimbabweconstitution and the Education Act (HOD3Z).*

> *The principles are that schools should be Inclusive in nature, exercise equity, dairness and be gender sensitive as they appear in the constitution (HOD4Z).*

> *The guidelines to modify the curriculum are opined in the White Paper 6, Education Act and the syllabus provided by the department (HOD 2SA).*

The literature findings show that policies guiding the introduction of inclusive education are the Zimbabwe Education Act, as amended in 1987 (Chapter 25:4), the Zimbabwe Constitution and the MoPSE mission statement. On the other hand, the Education Act is in force in South Africa as well as the White Paper 6 and other circulars supporting inclusion. All these direct the provisions of inclusive education. This implies that the Heads of Departments are knowledgeable about the policies which guide them in running schools (See 3.6.5.2 paragraph 1 Page 71).

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QUESTION 6

Large class size affects successful teaching and learning and militates toward good outcomes. How do you make sure this does not happen?

All the respondents confirmed that large classes affect effective lesson delivery, and the researcher wanted to establish some resounding solutions on the matter. All the respondents indicated that all the classes are too large for effective teaching in an inclusive class. They also indicated that the classes were big because of high teacher- learner ratio policies. Respondents said:

> The current teacher- leaner ratio is too high, at times more than 1.50 is a let-downfor individualised teaching. We now encourage group work, peer supporttutoring and activity-based learning (HOD3Z).

> Class size in mainstream schools must be manageable but policy says the teacher-learner ratio is 1:40. So, I encourage teachers to group learners according to their pace (HOD 7SA).

The study found that class size is also important in evaluating the adoption of inclusive education. The high number of learners in a class usually signals difficulties in group management and other associated challenges. On the other hand, it was said that the presence of few learners in a class enables the teacher to study and understand each pupil, and to have unique teaching skills. The literature also claims that in the large classes, teachers may not be able to offer individual attention and support to learners (See3.3.6 paragraph 3 Page 47). This might imply that learners with disabilities are left behind as they will not cope when teachers move fast. This calls for those responsible with policy to review the teacher-learner ratio to a manageable number that will allow individualised teaching.

QUESTION 7

Guidelines on inclusive education prescribe that there should be support teams to help in the service provision of the inclusive system. **In terms of those with learning disabilities, how do support teams assist you?**

The researcher sought to establish the terms of support for the interventions and effectiveness. Several participants said they come and give advice, while several others said they never saw them. The study revealed that the support teams in

Zimbabwe are active in schools with special units but are not active in inclusive mainstream schools. All those who said the support teams do not visit schools were from mainstream schools, without special class units. In South Africa support teams are very active in all the schools.

> *The support teams visit schools termly and give some hints on how to handle special needs learners (HOD3Z).*

> *I have never met support teams except the district team who come for general inspection (HOD5Z).*

> *The support teams are effective in schools and they give support. Support teams require us to identify challenges that we encounter and then help us to come up with the solution for such challenges. They also connect us with other schools that encounter same challenges with us so that we work as a team. (HOD3SA).*

> *Support teams help by providing extra lessons for those learners Who have learning difficulties, providing psychological counselling to those leaners to understand (HOD 6SA).*

The SPS is one of the support teams within Zimbabwe's Ministry of Education that focuses on allowing all learners to access the educational facilities that are available to everyone and achieve their individual best through a variety of support services that fall under their mandate but are not evident in schools (See 3.5.8 paragraph 3 Page 63). This could mean that some Zimbabwean schools do not have guidelines on handling inclusive education. In delivering quality education in South Africa (DoE, 2001), it is dedicated to improving education support services by setting up district support teams, to provide integrated professional support services that draws on expertise (See 3.5.7 paragraph 2 Page 63). It implies that the success of helping teams maximizes the implementation of inclusive education. This is in line with what happens in schools in South Africa.

5.3.3 Analysis and Interpretation of Contextual Questions of School Principals

QUESTION 1

Learners with disabilities need learning environments that supports their special needs. How does your school ensure that this condition is of acceptable standard?

All the school principals indicated that they provide for inclusive education, by enrolling the learners, sourcing relevant materials and making environments suitable for the special needs. The responses also indicated that learners enrolled in mainstream schools are those with minor disabilities and most cases are the physically challenged on wheelchairs who could grasp concepts like the general learners. The following responses give the perceptions of some principals:

> *The school sources materials for special needs learners, enrols wheel chair learners, learners with albinism, mentality challenged and partially blind learners and we have made ramps both in classrooms and toilets (P3Z).*

> *The classrooms are now easy to access because we have created ramps, wide doors rails in toilets which enable mobility for wheelchair users. We also made arrangements that all learners with hearing and sight barriers seat in front next to the board and we are now using differentiated method of teaching (P1SA).*

The study revealed that schools have taken many measures which have strengthened the inclusion of disabled learners in mainstream public primary schools. Participants mentioned ramps in the classrooms, wide doors, toilet rails and SNL enrolment in this respect. The literature concurs that the climate of mainstream schools should be changed to accommodate SNLs (See 3.3 paragraph 3 Page 44). Participants also mentioned change of lesson design and methodology. The literature concurs when it calls for change of teaching methods to differentiated teaching methods (See 3.4.3.1 Paragraph 3 Page 53). The study also revealed that only learners with mild disabilities are enrolled. The school principals' responses indicated that they enrol learners with albinism, on wheelchairs, and the partially blind. This might imply that more severely challenged learners, such as those withDown syndrome and learners with hearing impairment, are turned away or referred to special schools, and hence, in the research statement there is indication

that vehicles with brandings of special schools' names are still seen around picking up and dropping learners.

QUESTION 2

Policies in education direct the implementation of various programs offered at mainstream schools. How do you implement policies that promote an equitable education system?

The problem sought to establish the presence of policies that regulate inclusive practices in education. All the school heads suggested that the schools have policies in place that direct the implementation of educational services for disabled learners. Inclusive education guidelines are taken from several laws that include the Educational Acts, the Constitutions, and the minute circulars.

Two school principals said:

> *Minute Circular No. 39 Requires school principal to enrol disabled learners in mainstream schools, and the 1987 Education Act (Chapter 25:4) stipulates that every pupil in Zimbabwe has the right to education in any institution. We also have the Zimbabwe constitution which specifies that the required services should be given tolearners with disabilities (P2Z).*

> *The admission policy accommodates learners without discriminating on the basis of any class such as gender, race, religious, racial etc. and the White Paper 6 provides guidance on inclusive education. The human rights policies also advocate equality of opportunity and equal rights for all (P7 SA).*

In terms of comprehensive education requirements in mainstream schools, literature revealed that policies are legally binding and schools should adhere to the terms. The literature spelled out international policies and local policies that support the provision of inclusive education (See3.3.3 Paragraph 2 Page 45). This can imply that regulations on inclusive education are in place; adherence to policy is what should be looked into by authorities.

QUESTION 3

School principals have a mandate to create conducive teaching and learning environment for all learners. In what ways does your school create conducive teaching and learning environments?

Question 3 seeks to establish whether school environments are conducive to teaching and learning of all learners which is objective two of the research. Some school principals indicated that they have made good strides in creating conducive teaching and learning environments by modifying physical facilities, changing the school climate and sourcing resource materials which support inclusion. Some school principals indicated that the environments are still not conducive for teaching and learning of learners with disability. They indicated that it is because they have challenges on resources to make environments conducive.

The response from the participants was:

> *The school has modified buildings by putting ramps, wide doors, toilets seats, balancing bars and sliding doors (P2Z).*

> *The school got a donation of cement and put ramps in all entry points, for the other materials, we can't afford parents are failing to pay fees (P3Z).*

> *We have purchased projectors, interactive boards and made ramps and have organised a number of staff development workshops for teachers. We also had talks with parents and learners about learners with disabilities (P4Z).*

> *I have organised the school-based support groups, to help in methodologies, sourced relevant adequate materials for each class, and have fortnight staff development workshops to equip teachers with relevant skills (P4SA).*

> *My school is on the verge of practising it. It is still in unacceptable standard not yet fully improved to cater for learners with disabilities stillstruggling with school facilities (P2 SA).*

> *Have improved facilities and have developed an accommodative school climate to both the teachers and learners (P4SA).*

The above sentiments show that some school principals are making some effort to improve the school environments, so that they can accommodate the inclusive system. The literature has it that to maximise environments in public mainstream

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school, certain measures need to be in place, which include the modification of the facilities and creation of conducive climate that will adhere to practices that support safety. It is clear that some schools are not fully equipped with the necessary infrastructure and tools for teaching and learning. The lack of those resources serves as a stumbling block for the school. This means that due to a lack of funding, some learners cannot be enrolled at these institutions. Nevertheless, the DoE, (2013:11) notes that they will ensure that internal planners are capable of planning, renovating and constructing accessible facilities for disabled and child -friendly people.' The school that stated that they are still struggling to change facilities could benefit from this plan, in order to implement inclusive education. (See 3.3.1 Paragraph 4 Page 44).

QUESTION 4

The teachers'skills determine the success of an adopted educational strategy. Which skills do you think the teachers should have in order to effectively incorporate inclusive education in a mainstream school?

This question sought to establish the teachers' competencies appropriate for inclusive education in providing effective inclusive education in a mainstream school. This was one of the research goals. All the school directors who took part in the study called for teachers with relevant qualifications, teachers who can evaluate learners, work with the various disabilities and have a positive attitude towards teaching inclusive classes. We both accept that the competencies of teachers are important for inclusive classes. Some of the principals' views below reflect the above sentiments:

> *Teachers should have qualifications that allow them to teach learners with different impairments that can be accommodated in a mainstream (P1Z) school.*
>
> *Teachers should be experts in all the various forms of disabilities that are to be taught how to handle different disabilities (P4Z) during school.*
>
> *Inclusive class teachers should know and understand all the leaners ' needs, have empathy, love barriered learners, plan specific lessons, and possess appropriate qualifications (P2 Ltd).*
>
> *Teachers who can evaluate learners, care for individual needs and te ach using differentiated approaches and a SPED qualified teacher (P4 SA).*

Literature findings indicated that teacher skills are a key element in delivering inclusive education. Teachers who are educated about the needs of special needs learners in schools must be sufficient. Lack of adequate teachers threatens the achievement of targets associated with inclusive education (See (3.4.2 Paragraph 1 Page 50). This may mean that teachers do not possess such skills cited by school principal, if that is the case, there is an urgent need for authorities to intervene, as literature has it that effective management of inclusive education in the knowledge and skills of mainstream school teachers is a priority.

QUESTION 5

Every mainstream public school is expected to teach learners with learning disabilities. How efficient is your school in teaching these types of learners?

To establish whether special needs learners are provided for in mainstream schools. All the school principals indicated that teachers with special needs training are able to handle leaners with disabilities and they teach effectively. While the teachers without kills have negative attitudes towards these learners then fail to offer effective inclusive lessons. Responses show that the school principals are eager to make inclusive work as they continue to support and motivate teachers towards inclusion, despite the difficulties they meet towards the provision of inclusive education. Some school principals had this to say:

> *Teachers with special needs training are able to effectively teach these learners and the general teachers still complain about these learners, i ting them being disrupted to complete the syllabuses (P2Z).*

> *The teachers with special education qualification effectively teach these learners, while the other teachers with no interest to teach these learnersthey just babysit them. However, the school admin continues to motivate teachers on this new system (P4Z).*

> *We have embarked on doing inclusive education; to start with, we have learners' profile and asked education officials to render SIAS and report progress to SBST by filling necessary forms such as SNA FORM 1 and 2(P1 SA).*

All learners are placed on age-appropriate general education classes regardless of any challenges they may have, so learners should receive high-quality instruction,

interventions, and support that will enable them to succeed (P3 SA).   The study reveals that the teacher's ability to achieve the intended goals should be improved. Teachers in comprehensive schools must have a positive attitude towards learners with special needs, as this will lead to their positive self-esteem developments (See3.2.6.2 Paragraph 3 Page 40). The study reveals that despite difficulties in implementing inclusive education, schools are still putting efforts for goal success. The school principals, for the success of this inclusive goal they continue to motivate teachers, parents and learners to practice inclusion. This implies that learners are benefiting in the mainstream schools despite some challenges.

QUESTION 6

To boost their efficiency and effectiveness, these Education programs for disabled learners are regularly evaluated. Why did the school delivery system change with these educational programs?

This question sought to establish ways of sustaining inclusive education in public mainstream schools which is the research's objective four. Some school principals indicated that the programmes improve teacher performance however the workshops are given short time slots which often leaves participants without the relevant skills. The other principals indicated that some schools have not been involved in programmes organised to improve the delivery system. Some school principals indicated that there are some intervention programmes which can improve the inclusive education delivery system. The following opinions of certain principals reflect this:

> *Workshops in the school and district have assisted in the teaching of these learners although they are not effective because the workshops organised are held for fewhours and end before the participants grasp the concepts (P3Z).*

> *Workshops attended by teachers help them to deal with disabled learners, but there are very few workshops organised and they are not given enough time that teachers can gain enough skills to deal with this difficult subject(P4Z).*

> *There are no education programmes which have been reviewed as a fullservice, we are operating using the same sources. We only adaptour content to accommodate learners with special needs (P4 SA).*

> *There is a programme called PSRIP (Primary School Reading Improvement Programme) this programme improves delivery system and it is line with inclusive education. It demarcates time of teaching groups (P4 SA).*

The findings from the literature suggest that in the absence of professional development, significant changes in education almost never occur. Professional development is a method of developing the skills and competences of employees required to produce outstanding educational results. It is a key to meeting today's 'educational demands (See 3.2.6.1 Paragraph 3 page 39). From the responses the researcher deduced that some programmes have not reached all schools and some workshops are not given enough time, as such participants leave the workshops without gaining enough skills. This might imply that some schools are lagging behind in terms of improved delivery system. In-service workshops should be some of the programmes to improve the delivery system. However, participants indicated that at times they don't benefit much because they are not given enough time, and this might suggest that workshops should not be conducted during the term but during term break so that they are given more time.

QUESTION 7

Management of inclusive education demands a change of the service system, facilities, attitude and the school climate, to accommodate learners with disabilities. How do you succeed in fulfilling this obligation?

This question sought to establish the state of general inclusive education management at the public mainstream school. Generally, all school directors in Zimbabwe felt the same as (P1Z) that due to various barriers to inclusion faced by mainstream public schools; they were left with no choice but to refer students to special schools with the relevant facilities as well as teaching and learning materials. Some of their counterparts in South Africa recorded promoting inclusion and optimizing the environments as some of the strategies used. Two school principals said:

> *We have tried to make some efforts by staff developing teachers, but we have a lot of challenges on maximising inclusive education because teachers are resisting this system citing too large classes, shortage of materials and us as principals have not been given a strong workshop thatcan equip us to motivate teachers or give helping feedback after supervision (P1Z).*

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As a school we explore the importance of a welcoming environment and the habits that create it. The attitude changed and we are willing and weembrace inclusion and diversity and take a meaningful act (P3 SA).

Beyond the multicultural dream, the literature says school cultures and school staff need the skills to do things differently. School leaders need to help their teachers draw on a variety of teaching techniques, with a full range of learners, in order to be successful. The school principals should work hard to optimize the management of inclusive education and improve the service environment, facilities, attitudes and the school climate (See3.5.9 Paragraph 2 Page 65). This implies that inclusive education system is not yet at recommended level. Thus, more still needs to be done to accomplish the inclusive goal.

5.4 ANALYSIS AND INTERPRETATION OF DATA FROM OBSERVATIONS AND DOCUMENT ANALYSIS

5.4.1 Observation

The data gathered from observations were used to assess the modification of the physical environment to accommodate all types of learners with disabilities, as per the researcher's objective two.

McMillan and Schummacher (2010:437) note that in their view, field observations include watching how the participants communicate with each other.

Observation offered the researcher an opportunity to walk around the school grounds check and find out if the facilities of the school are appropriate for all learners. The researcher analysed the physical environment, and it was found that of the 8 schools in the study, there were ramps at 7 schools for wheelchair learners. One school therefore did not have ramps, and the entrance to classrooms had steps. As the researcher was in the school making observations, no wheelchair learner was seen around the school. This might imply that this school does not enrol learners with physical disabilities. In other words, these learners are turned away or referred to special schools. However, according to the South African Schools Act (SASA

1996), which control public schools, all learners must be admitted and schools must attend to their educational needs without prejudice. Schools thus follow policies.

Several schools have modified toilets to accommodate learners' disabilities. One school changed the doors and installed large sliding doors in the toilets making it easy to open even on a wheelchair. Most schools have not adjusted the doors. Perhaps it is because these were all primary schools, and the wheelchairs used are small and can pass through ordinary doors. At some schools the toilets were not modified to have balancing rails, while some schools had rails to assist the physically challenged to balance. This implies that the physical challenged have difficulties in moving around the school. Thus, some school environments are not conducive for inclusive education.

More schools in South Africa had hard surface and hard path-ways for easy movement for the wheel-chair learners around the school. However, the 4 schools in Zimbabwe, the surface was not paved, making it difficult for wheelchair learners to access, areas like the library, sports fields and the garden. Furthermore, labels were all written in words without pictures for those who could not read. This might cause a situation where male learners can be found using female learners' toilets and that can cause some disturbance and make learners feel insecure. The implication is that schools in Zimbabwe are lagging behind in terms of maximising inclusive environments.

The physical set up in classrooms was of recommended standards as furniture was of the correct size for all learners and was arranged to allow both the physically challenged learners and able-bodied learners' free movement. As echoed by one participant, learners with poor eye sight were sitting nearer the board.

Most of these learners were learners with albinism. Nonetheless, in some cases more than 50 learners were too large in class sizes. This implied that the environment in which learners learn is not suitable for inclusive education. This also indicates that the size of the general class of teachers is not weighed until putting learners with learning difficulties in the classroom for general education. If the general class size were reduced to less than 25 learners, it would facilitate learning.

The implication here is that LWDs are not taught effectively by teachers, because they need one on one instruction.

During lesson observation the researcher also found that learners with various conditions are grouped into one class during lesson observation. In Zimbabwe, schools A and B did not have disabled pupils in all regular classrooms, but they were in special class. In those special classes, the teacher- leaner ratio was between 9 and 12. All the lessons had been individualised. That implied that some school authorities are not clear about the concept of inclusive education. In Zimbabwe, schools C and D had learners in various classes, leaning with their peers. However, the lessons were not individualised. In school C teachers adequetely catered for SNLs while school D learners were not getting much attention. The findings from observation also revealed that teachers with SPED qualification managed inclusive classes better than the general teachers. This implies that some schools are still practising segregation and there is a chance of these leaners being labelled. Hence Thomas (2019) in his report on inclusive education says the law in a quarter of the world's countries require children with disabilities to be educated in separate settings, only 10 percent have laws to ensure full education inclusion.

The lesson plans observed had clear objectives and content links with the topic. However, when preparing the teaching learning aids, they did not cater for all learners, yet during the interview they claimed to prepare differentiated learning aids. It was also observed that the teaching time allocated for lessons was too short, that is 30 minutes. While the slow learners were still struggling, the teacher moved to the next lesson. This calls for DOE to change and allocate more time for inclusive classes. Of the 8 lessons observed, only two used differentiated methods of teaching and these overlapped to 45 minutes in one lesson. Other teachers gave little attention, or no attention at all to the challenged learners, for example, those with Down syndrome, albinism, and partially blind and slow learners. Furthermore, no large prints were given to them during group work. On lesson evaluation nothing was captured about the challenged learners. In all the schools, participants claimed they had adequate materials but on observation teaching and learning materials were not adequate. On observation, the researcher saw only two Braille machines in one

school and on another school, there were a few hearing devices. This implies that teaching is not effective because of inadequate teaching and learning materials.

5.4.2 Document Analysis

This segment discusses documents considered important in handling equal education in traditional elementary schools. The documents included policies that guide the implementation of inclusive education, minutes of workshops on personnel development, reports on teacher supervision, test items and lesson plans. De Vos et al, (2018:362) describe document analysis as one way of analyzing written materials containing the studied information.

5.4.2.1 Policies

The policies in Zimbabwe were the Education Act (1997), as amended, the Zimbabwe constitution, the mission statement and minute circulars. Policy papers were reviewed and initiatives are aimed at ensuring that all learners in Zimbabwe schools are taught in less restrictive educational settings and should attend school in their neighbourhood. This arrangement offers the learners the opportunity to interact within their peers rather than sending them to special schools far away from home. Nevertheless, the rules do not provide guidance on how different versions of each policy can be enforced. While policy transparency could be recognized as an appositive effort to provide an inclusive education system, the resources did not specify the support services available.

The researcher also acknowledged policy differences. Inclusive education policy allows learners to be part of the mainstream schools. While another policy states that no child should be turned away in an educational institution, pushing for greater numbers in the classroom, while another policy states that the ratio of special needs for learners should be minimal in order to allow more flexibility for disabled learners. Bush, (2011:309) notes that the bigger the class the less time the teacher spends with the leaner person thereby impacting their learning. This, therefore, calls for the

review or merger of some policies, to be consistent with current curriculum requirements.

The SASA (1996) and the White Paper 6 were measures that were in effect in all the South Africa schools. Section 5 SASA provides for all schools to be a full-service school by starting to prevent public schools from carrying out any tests related to admission of a leaner to a public school. Special emphasis is on inclusive education in building the ability of the full-service schools including flexibility in teaching and education provision. The White Paper 6 provisions give guidance on the implementation of inclusive education. White Paper 6 provisions emphasize supporting teams from school level to provincial level. These spells out what is to be done in terms of inclusive education. It also deals with preparation for teachers, policy revision and development of a barrier-free environment, expansion of access to requirements and curriculum evaluation and quality assurance. Everyone in the framework has a path, despite the fact that this White Paper has remained unconstitutional as a legal document. This implies that schools are guided by policies, to provide inclusive education, and those schools should adhere to policies.

5.4.2.2 Staff Development Minutes Record Book

From the documents it shows all schools hold staff development sessions fortnightly, and inclusive education topics were covered once or two times per term. In a workshop facilitated by the DSI participants, they listened to the end and their reactions indicated that learners with SN will be very difficult to teach, citing lack of knowledge, lack of resources and large classes. For school D, part of the minutes at a staff development session read as follows teachers:

> 'One problem in the school was that of this special need child. Teacher X suggested that children be taught on disabilities so that they do not make fun out of her. Other suggestions were that she should be sent to a special school for such disability as she is disturbing other children and that teachers should be empowered first before being asked to deal with such children. It was also noted that extra care is needed for this child as she might injure other children'.

Some minutes also showed that some teachers do not understand inclusive education. Additionally, it can be concluded that general teachers have an attitude towards disabled learners. The minutes also revealed that the workshops were allocated a short time and the teachers could not be fully equipped on a varied programme.

The study revealed that all schools in South Africa held staff development workshops where inclusive education topics were covered by all the schools. Facilitators for these workshops mostly were HODs; however, some were facilitated by officers from the circuit. Workshop participants were teachers of the particular schools. It was also found that the tasks involved in these workshops supported the teachers in the inclusive classes, to learn or develop their lesson delivery skills. However, the time allocated to the workshops was very limited, between 1 hour and 2 hours. Hence, all interviewed participants complained that workshop time was too short to fully equip them for effective teaching and learning. This implies teachers from these workshops are not fully equipped. Thus, district authorities should advocate for term break workshops, where participants can be on in-service training for a week or more.

5.4.2.3   Teacher Supervision Records

It was observed that in all the schools' supervision was done by the HOD, school principals, and district or circuit staff. This was done once per quarter. On comments seen on supervision documents, teachers were referred to research and to teachers with special needs qualifications. It was also found that very few workshops were held at district level, based on the supervision of teachers who implemented inclusive education. That left school principals and other supervisors with limited teacher assistance skills. All the supervision reports observed by the researcher did not give comments which can help the teacher to improve on methodologies, which include SNLs. This implies that supervisors lack skills on inclusion, therefore they all needed capacity development and to be equipped with the relevant skills.

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5.4.2.4 Evaluation of Special Needs Learners

The evaluation of learners is crucial in order to check their progress. The evaluation of learners is done at school level, district level and national. Evaluation records that were examined indicated that infant or senior classes did not meet the special needs of the learners. For example, there were no test items intended for the special students. ZIMSEC which is a government arm for conducting national examinations in Zimbabwe which offers examination with large prints for partial blind and learners with albinism only. Other disabilities are not catered for meaning there is no assessment for learners with other disabilities. Comparing progress on SNLs and general learners not much progress was noted on SNLs. Even on continuous assessment they continued to be recorded in red, showing their performances were below average. The implication here is that the system does not have relevant evaluation tools to assess the progress of special needs learners.

5.4.2.5 Lessons Plans

Lesson plans observed showed that the lesson plans of teachers with Special Needs qualification have individualised activities which are categorised per the ability of a learner. Resources for teaching and learning were not valid for every disability. General teachers' lessons plans did not spell the activities for special needs learners, or objectives which can be achieved by learners with disabilities, for example, one activity was, and 'learners *write a summary of the story*.' One of the learners had no limbs and this learner was not told anything. The research also showed that the time allocated for each lesson was not inadequate for teachers to attend to the individual learners effectively. The amount of time given for each lesson is 30 minutes, with 55 learners, including SPNLs requiring more treatment. The idea here is that lessons are not well implemented, as shown by the lesson plans. Therefore, more capacity building workshops should be set up to improve inclusive education.

5.5 TRIANGULATION OF DATA IN BOTH ZIMBABWE AND IN SOUTH AFRICA

Various sources of information were used to do good quality work. Data from all interviews, findings and analyses of documents reflected triangulation of data as defined by De Voss et al, (2018:362). Triangulation is about cooperation and validation. Bowen, (2009:30) states that cooperation is a technique for ensuring that the results of a study accurately reflect participants' expectations that make them deserving of others' consideration. Conformation deals with deciding whether people's perceptions are a true and accurate representation of a situation. Corroboration helps to validate conclusions and assess the degree of information convergence. Convergence aims to raise confidence in the findings as opposed to contradictory evidence that undermines the credibility of research results.

5.5.1 Provision of Inclusive Education in Mainstream School

It is evident from the interviews with the teachers, school principal and HODs that schools educate and teach disabled learners in the same classrooms as their peers. There were different types of learners in different schools during the observation. Participants believed it was in accordance with the principle of children's rights, which stresses access equality. It works actively to ensure that all children, irrespective of gender, language, ability, religion, nationality or other characteristics, are encouraged to participate meaningfully and learn alongside their peers and achieve their full potential (Save Children 2014; save children's inclusive education standards). Evidence obtained through interviews with some participants is as follows:

> *My task is to ensure that all learners are treated equally and receive the relevant education regardless of race, disability etc. (HOD1SA). In conjunction with these data collected through record review, it was reported that learners of different abilities were enrolled in the mainstream schools. One teacher commented in a workshop on staff growth and said: This special need child should be sent for such a condition to a special school as it is distracting other children and as teachers we should first be encouraged before being asked to deal with such pupils.*

Nevertheless, the data collected throgh observation showed that most schools accept only mild disabilities; namely (albinos, partial blind and wheelchair learners), the other learners were sent to special schools, rather than be accomodated in

regular classes, like their peers. It was also found that some mainstream schools in Zimbabwe are learners are segregated and placed in a special class or unit rather than mixed with their peers in regular classes.

The data also showed that the availability of policies was essential in the introduction of inclusive education at mainstream schools. Participants in Zimbabwe, however, suggested that the policies in place are the Constitution and the Education Act, but do not offer specific guidanceon the other hand, participants in South Africa indicated that the policies are the Education Act the constitution of South Africa and the White Paper 6, which provides on implementation. Observation data attested to the fact that Zimbabwe has no guidelines as the two schools observed had the SNLs in units while the other two had the learners in general classes.

5.5.2 Environments Suitable for Inclusive Education

The data collected during observation showed that most school facilities were updated to accommodate disabled learners. The major renovation was to care for learners in wheelchairs. Many school libraries had Braille machines and large-print books. Furthermore, many schools had computers for SNLs, though very few. It is critical for teachers' attitudeto be positive towards learners with special needs. The data review corroborated this view, showing that some teachers missed thorough lesson planning, which may be reflective ofthenegative attitude or lack of skills in this mission. Negative attitudes towards disabled learners may lead to a lack of acceptance of these learners by other learners in the school setting.

In managing school environments, one should ensure that corridors are wide enough for those in wheelchairs or those accompanied by sighted escorts, to be able to pass conveniently and securely. Corridors should be as straight as possible and path shifts should be unblocked, uncluttered and any important results recessed. Lastly, good quality lighting is very critical for guaranteeing protection and providing sensory visual information. It is possible to draw painted lines 10 cm wide on the floors to lead pupils to important areas (Mendrick, 2007:109).
The interview findings also indicated the class sizes were too big, at a ratio of 1:55. This corroborated the observation findings, as learners in some classes were found

to be crowded. The literature argued that in the context of large classes, teachers may not be able to offer individual attention and support to learners.

5.5.3 Teachers' Preparedness to Teach Inclusive Classes

The observation findings indicated that teachers are using different media when teaching inclusive classes. This corroborated the findings from the interviews, which showed showing that their ability to use a range of learning aids in teaching was one of the characteristics of good teachers. An examination of the lesson planning records, however, found that infant teachers favoured specific media to those who taught at the highest levels.

The literature notes that teaching media can differ, and ICT tools such as computers should be used to provide instruction for learners with special needs in developing literary competencies. The findings from interviews, as well as record analysis converged to show that a sustainable teacher- leaner ratio is a crucial factor in the implementation of inclusive education.

Data review has also shown that there have been very few seminars in the district to provide managers with the resources to effectively oversee the implementation of comprehensive education programs. Analysis of the data showed that CPTD seminars sought to improve the teaching and learning of special needs learners. An examination of the minutes of staff creation also demonstrated the inadequacy of such workshops. This stance contradicts research that commends teachers' access to professional development programmes to strengthen and sharpen their skills for successful inclusive classroom teaching.

5.5.4 Ways to Sustain Inclusive Education

Also reported were successful monitoring and continued professional development as other key factors for promoting inclusive education.

The findings from the interviews showed that the monitoring of inclusiveeducation implementation was not done effectively. Interviews with different managers corroborated the findings of the record review data, providing many explanations for the lack of effective supervision that included limited knowledge of heads of schools and departments. One of them said:

School leaders and HODs are not informed about inclusive teaching, they also can't give input after evaluation on what we're saying (T5Z).

Further, data revealed that evaluation was critical in the education of disabled learners. Participants reported that multi-disciplinary teams performed assessment procedures. The findings from the interviews conducted correlated with this procedure, adding that tests were done to check the learner's improvement. The results showed that the teachers had limited knowledge of assessment methods.

5.6   SUMMARY

This chapter examined and interpreted data obtained through interviews, observations and an examination of records. The schedules for the interview were divided into two parts, containing demo-data and background objects. The interview schedules were iterms that solicited participants' perspectives on handling equal education in mainstream schools. Similar studies were alsoreviewed and findings have weremade. The study also revealed that in primary schools' comprehensive education was being introduced. The study also revealed that schools have done various activities which were inclusive in nature. Several participants found these to be learner-focused, attentive to individual learner needs and having a fair capacity to promote inclusion in the curriculum of mainstream schools. The study focused on factors that were important in-service provision on education policies, the use of multidisciplinary teams, monitoring methods, and the use of multi-sensory strategies, teaching media, teacher-learner ratio, and teacher capacity growth.

It was also established that the media were inadequate for learning. Teachers were shown to have insufficient knowledge on the instruction of learners with disability. They also cited large classes and insufficient policies as contributing negatively to

the introduction of inclusive education in mainstream schools. It also emerged that insufficient material resources, the characteristics of the teacher's college curriculum and inadequate teacher supervision were also impediments in the inclusion. The next chapter present the summaries, shortcomings, assumptions, guidelines and further research suggestions.

CHAPTER 6

SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDY

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6.1   INTRODUCTION

This chapter sets out a description, shortcomings, and guidelines for conclusion and suggestions for further analysis. This is driven by the issue of science, literature review and the imperial inquiry. The conclusion drawn from the study findings allowed recommendations and suggestions to be made for future studies.

6.2   SUMMARY

The research questions, literature review and empirical results told the overview of the analysis.

6.2.1   How the Study Responded to the Research Questions

The study was guided by the following principal question of research. To what extent is inclusive education effectively managed at Zimbabwe and South Africa's public mainstream public primary schools? Subsequent subordinate concerns were raised:

RESEARCH QUESTION 1
How best is inclusive education provided in mainstream public primary schools? The study established that schools understand the concept of inclusive education

The two countries have developed strategies to guide inclusive education provision. In some cases, detailed documents are available to guide the management of inclusive education in mainstream schools. Research revealed the commitment of all organizations to policy, while different methods of implementation were noted. It was also found that the general curriculum has not been changed, the implementers are expanding and caring for the impaired learners. The participants from the two countries reported that human and material resources were not sufficient and that the time allocated for each lesson did not cater for inclusiveness. It also reported that human resources were not able to manage integration of mainstream schools effectively. All sectors have been demanding effective CPTD for all involved. On the

other hand, interviews showed that structured seminars for staff growth were given little time and left the principal and other implementers poorly prepared. Crucial technological resources like computers were not available in the inclusive classes and that was a major concern for the participants, who indicated that these should be in place to effectively manage the inclusive classes.

QUESTION 2
How the mainstream public schools' physical environments equip them to handle for learners with special needs?

The availability of facilities such as classrooms, libraries, and relevant sports facilities have been crucial factors in the inclusion management. Participants revealed in this regard that some schools do not have adequate facilities, such as classrooms, hence some learners are crowded in the classrooms making it difficult for free movement. Some schools indicated that they do not have libraries, making it difficult for them to handle inclusive classes as libraries serve as a resource centre and occupy the other students when dealing with slow learners or disabled learners. Despite the demand for physical education teachers to join hands in the provision and availability of suitable PE equipment such as wheelchairs, braces, hoops, rackets, goal post, basketball and tennis networks, most schools have not met any provision of physical education. Research reported the death of special needs learners in practice during PE lesson.

Climate is shaped by the attitudes of organisation's members. It has been foundthat the attitudes of various stakeholders towards disabled learners have been affected in programme management. Teachers and parents with positive attitudes have been more enthusiastic to improve certain individuals' ability than those with negative attitudes.

Negative teacher behaviour hinders production of SNLs. Particularly important in the process were the actions of the school leadership in implementing the related programmes. The research further found that in most classes, the teacher- learner ratio was too high to enable individual learner attention. Time allocatted for each lesson was also considered to be in- adequate.

The study revealed that most schools changed buildings by setting up ramps for wheel- chair, for easy movement of learners. The instructions are written in sign language and with large prints.

QUESTION 3

How prepared are mainstream public primary school teachers prepared to teach in inclusive class?

It was established that the limited knowledge of mainstream teachers to inclusivity had a negative impact on the learners' academic progress. Most of these could identify SNLs in their classes but their challenges were in the delivery of the relevant content.

The study participants also opined that a variety of methods of teaching and learning were very important in maintaining an inclusive community. The implementation of standardized methods of teaching emerged as crucial. It was also stressed that, among others, teaching guidance for special needs learners had to be systematic, analytical, synthetic and regulatory. To enhance the mastery of material, emphasis was placed on the adoption of various concrete and abstract media. Adequate time for inclusive classes was important, so that the learners could complete their learning tasks. There was also a need for a realistic teacher- leaner ratio, as it could promote individual support and attention. Good management was also cited as a significant element that had to be considered for both teachers and administrators in the context of the vibrant CPTD process. It also emerged that resource teachers in all traditional schools were of great help, as they offered guidance.

QUESTION 4

What strategies could be employed to make the management of inclusive education in mainstream public primary schools in a suitable way?

The report also found that the monitoring of inclusive services was not as successful as anticipated. The findings from interviews with different supervisors of education revealed many reasons for this. For example, there was a shortage of regular and adequate preparation for supervisors to efficiently carry out that duty. It also emerged that routine monitoring by district and circuit officers was hampered by lack of funds. The school principals who were also working as teachers were

overwhelmed with work that further undermined their effectiveness as inclusive education supervisors. The study also showed that CPTD workshops were not sufficient to enhance teaching and learning in inclusive classes.

6.2.2 Summary of the Literature Review

The literature reported that there is comprehensive schooling in Zimbabwe and South Africa's traditional primary schools. Both the administrators and teachers clearly understand the concept of inclusive education. Inclusive education is well known both in international policies and policies of individual countries.

The provision of appropriate legislation in the effective management of inclusive education cannot be overemphasised. The literature notes that formulating and implementing policies that provide guidance on practices that are carried out in the education system is high on the agenda of governments around the world. Individual countries have established or continue to develop educational policies to promote the enrolment and full participation of disabled learners in mainstream schools.

Physical environments are of paramount importance for adaptation. The literature posts that a non-restrictive mainstream school will have facilities that are relevant to all learners. These facilities should not hinder the school's teaching and learning activities. Futhermore, they should not endanger the learners and teachers' safety as well. This might affect the absenteeism or drop out rate of learners.

Particularly key to the development of inclusive initiatives is the attitude of teachers and other related stakeholders. These directly affect learners with special needs, as well as the way they perceive their learning potential. The literature indicates that negative attitudes towards SNL leads tolack of acceptance within the school setting for both theSNLs and other learners. In some teachers' negative attitudes are triggered by limited knowledge of inclusiveness and poor working conditions.
To teach learners with special needs, teachers need appropriate knowledge. Furthermore, learners with different needs require individual attention, support and guidance in small groups (See 3.3.6. Paragraph 2 Page 45). The training therefore needs to be more personal, constructive and inclusive of a range of learners.

Learners with special needs are not given sufficient time to complete assigned tasks which has a negative impact on their overall performance.

The literature also posts that a number of teaching methods need to be adopted for inclusive class teaching. Moreover, in teaching special needs learners, the introduction of formal, descriptive, diagnostic, differential and analytical as well as leaner- centered training have to be addressed.

Another requirement for inclusive-friendly activities is the availability of appropriate products. Teaching tools such as computers and teacher manuals help learners with special needs in developing literary competencies. This facilitates the collection and use of media and resources for a given group of learners.

For teachers, supervision is paramount in improving the quality of their work output and leaner achievement. Supervision is meant to help, direct and educate teachers and encourage teachers to improve the quality of their work. Supervision also works well for teachers in the context of effective career development efforts. The literature notes that professional development promotes the preservation of high teaching standards and maintains a high-quality workforce of teachers.

6.2.3 Summary of the Empirical Findings

The results of these qualitative studies showed that inclusive education has been embraced by public mainstream primary schools both in Zimbabwe and South Africa. Thus, many schools have typically accepted learners with their peers in the same class. Many schools are taking on the idea of inclusive education. The finding from the interviews, department heads and school principals revealed that disabled learners are accomodated. The teachers confirmed these learners' presence in their classes and were taught with their peers in the same rooms. Employment inclusion is a human right issue that demands equality for individuals.

Framework transparency has been seen as critical in maintaining the comprehensive programme. In this regard, inclusive education policies were developed in both Zimbabwe and South Africa, which focused on explicit conventions on human rights and the rights of children. The findings from interviews with school principals showed

that in White Paper 6, South Africa does not only have policies but also guidance on inclusive education. The interviews also showed that South Africa was better positioned than Zimbabwe in handling inclusive education.

It also emerged that schools have embarked on programmes to change the school environments and make them compartable for learners with disabilities. Most schools, for example, have erected humps for easy access by wheelchair learners in the classrooms and toilet doors. It also emerged that the understanding and knowledge of inclusion of teachers are viewed as key to addressing the needs of learners with disabilities. Furthermore, a close relationship was formed between the attitude of the teacher and the information on inclusive education. The provision of adequate teaching guidance was also considered beneficial for disabled learners. This method included consideration of the different learning styles. In this respect, the majority of participants understand the differential instruction methods. To improve comprehension, the study recognizes the importance of the availability of appropriate and applicable teaching and learning materials.

A further important factor alsoemerged regarding the teacher-learner ratio. The participants believed that this dictated to what degree teachers should meet the unique needs of individual disabled learners. Good service delivery management was also seen as important in providing proper guidance to teachers. Continuous career skills training was also described as important to further improve this.

In some schools, lack of adequate and appropriate learning resources also hindered the academic growth of disabled learners. This was further compounded in most daily classrooms by the high teacher leaner- ration. It also emerged that the time allotted to the individual needs of disabled learners was very limited. Teacher monitoring has also not been as successful as planned. The results of the interviews indicated many reasons for the decline, including limited knowledge of inclusion, high workload, and lack of funds for the district office to visit all schools on a regular basis. The study also found that funding hindered the holding of sufficient ongoing professional development workshops, to equip teachers with the necessary skills to meet the diverse needs of disabled learners.

6.3   LIMITATIONS OF THE STUDY

- The long distances were costly for the researcher to visit all schools in Zimbabwe and South Africa in order to conduct face-to-face interviews.
- Due to financial constraints the study was limited to only four schools in Zimbabwe and four schools in South Africa. Had more schools been involved in the study the results might have been different.

While the analysis has the above limitations, the data gathered from this study identified important areas that may lead to a better understanding of inclusive education management.

6.4   CONCLUSION

This study looked at managing inclusive education in mainstream schools. The following conclusions were drawn, based on the study findings.

6.4.1   Nature of Inclusive Education

Most schools in Zimbabwe and South Africa understand the concept of inclusive education and an inclusive curriculum has been adopted. Children with disability therefore study alongside their unchallenged peers close to their homes in the same classrooms. In Zimbabwe however, some schools teach such learners in units.

6.4.2   Crucial Factors in the Management of Inclusive Education

In handling inclusive education in traditional schools many aspects have been found critical. It showed the provision of acceptable, applicable policies. Nevertheless, Zimbabwe lagged behind on programme management guidelines, while
White Paper 6 had been put in place by South Africa. There was also an appreciation of the attitudes of key stakeholders as important. These could affect the level of acceptance achieved by learners in the schools. In addition, teachers' awareness and understanding of inclusiveness also defined their expertise in

managing disabled learners. This strongly emphasized the availability of appropriate and applicable teaching and learning tools. Class sizes and time allocation for inclusion have also been described as important in meeting the learners' individual needs. Effective stakeholder oversight and ongoing professional development were seen as other determinants of effective service delivery.

6.4.3 Challenges in the Management of Inclusive Education in Public Mainstream Schools

Managing inclusive learning is complicated by a number of challenges. One was described as lack of adequate and consistent policies. Furthermore, many actors had negative attitudes to inclusive education, and this impeded effective teaching, mobilization of capital and supervision. The work load allocated to regular class teachers was so high that their interest in handling inclusive education was negatively impacted. This was compounded by the higteacher-learner ratio in the traditional schools. The small number of slots often prevented single teaching. Lack of teacher awareness on LWSN often impeded effective delivery of services. Effective management program oversight, and limited knowledge that some school principals had also contributes to poor inclusive education management. Continuous professional development workshops for stakeholders were very limited because of limited funds and congested school time tables.

6.5   RECOMMENDATIONS

The study findings showed that the participants faced specific challenges in all classes. There is no clear solution as to what strategies should be used for because the school principals and teachers do not have the experience to teach inclusive class. The following recommendations are made in the specified categories, based on of the findings of this study.

TEACHERS
- Develop their awareness about inclusive education through enhanced study.

- Use individuals' chosen learning styles as fundamentals to provide appropriate guidance.

- Adopt a range of teaching methods that will require the participation of all learners.

- Normal classes, teachers should be at their disposal to treat learners with a range of needs.

- Teachersshould be empowered to hold regular meetings to discuss issues and individual teaching approaches.

SCHOOL ADMINISTRATORS (School Principals and HOD)

- Education of school administrators to gain relevant qualifications or expertise on inclusive education;

- Appropriate learning schools provide resources for inclusive education.

- Develop supervisory tools to build intervention approaches for stakeholders supporting teachers engaged in inclusive education;

- Facilitate the construction of school libraries and provide them with appropriate innovative teaching materials that meet the different learning needs, in order to identify areas that need immediate attention.

THE MINISTRY OF PRIMARY AND SECONDARY EDUCATION

- Facilitate the development of appropriate and transparent legislative guidance, to direct inclusive education management. Districts and schools in the provinces should use these as a framework for drawing up policies specific to their own setting but eventually ensuring that national targets are achieved.

- Consider working closely with the Higher Education Ministry, to ensure that more teachers with sufficient and necessary skills are trained in inclusive classes.

- Ensure that comprehensive organizational teaching guide and effective learning resources are given for the administration of inclusive education.

- Increase the teaching workload by raising the teacher-learner ratio.

- Allocate adequate and sufficient time for inclusive classroom instruction.

- Ensure that C.P.T.D programmes are advised by established teaching needs, school administrators, department heads and other relevant stakeholders.

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6.6   RECOMMENDED MODEL FOR MANAGING INCLUSIVE EDUCATION: EFFECTIVE MANAGEMENT SYSTEM OF INCLUSIVE EDUCATION

This Section presents a proposed model for effective management of Inclusive Education. The findings of the research have revealed some gaps in the approach which was made on the management of inclusive education, hence there is a need for a model which will improve the management of inclusive education. Findings are showing some countries are lagging behind. UNICEF concurs as it says, "the law in quarter of the world's countries, require children with disabilities to be educated in separate settings, while only ten percent have laws to ensure full education inclusion'' (UNICEF Children's Report, 2019:3).

The proposed model is based on the findings as reported in the literature review in chapter two and three and findings in chapter 5.

6.6.1   Provision of inclusive education in mainstream schools

The concept, policies, curriculum, assessment, human resourses, material resourses, suitable environment, and teacher competences are discussed hereunder.

6.6.1.1 The management system

Management of an organisation calls for a systematic way of operations in which all stake holders involved, are well versed with and principles which guide their being. It calls for policies which are guiding lines of operation. These call for both human and material resourses in order to achieve the organisation intended goals. The processing of the products involves both human and material resourses with the management team supervising and monitoring so that the system produces good products. In a school those constitute exit profiles of all learners who went through the designed programme.

6.6.1.2 The inclusive education concept

Inclusive educationis a social human demand which schools have embrassed in all the countries. It calls for schools to accommodate all learners regardless of talent,

disability status or background. It is therefore important that all stakeholders in the management of inclusive education understand the principles of inclusive education so as to give maximum support during operations. This can lead to equal opportunities fo all as demanded by the proponents of inclusive education. Literature revealed that, in alignment with global movement, schools have shifted from exclusive to inclusive education (Musengi and Chireshe 2012:115).

6.6.1.3 Policies

It is important that all countries craft own policies related to international policies as guiding principles in schools and give direction for operations. this research showed that some countries have put in place operational guide lines to be used by schools to manage inclusive education. South Africa has in place the White paper 6 which gives operational guidelines. While Zimbabwe has not yet put clear gudelines on this concept giving a gap on the implementation of inclusive education. Zimbabwe like other countries should have policy guidelines with legal bakings and have funding for SNLs (Kluth, Villa and Thousand 2011:25).

6.6.1.4 Curriculum

Literature review has revealed that the curriculum should be changed to suit the dirverse needs of learners. However, the two countries under study this was left for teachers to modify the lessons and teaching methods. On the same vein literature shows that the teachers given the task are also struggling to come to terms with the inclusion concept since the college curriculum has also not changed to equip teachers with relevant skills. It is important that teachers be equipped for anyeducational change. The success of inclusive education depends on adequate knowledge and skills of teachers (Flecha and Soler 2013:460).

6.6.1.5 Assessment of learners

It is important to have learners assessed in order to know the type and extent of individual learners in order to prepare relevant content. This promotes total equality in the learning process. The expertise of a multi-disciplinary team which include parents, teachers, school adiminstrators, SPS/SNE personel and other interested stakeholders may be utilised as this might influence gathering reliable information. However, literature reveals that the key people SPS personnel is commited to the said duties but they are too far to cover all schools and there is shortage of

resourses like transport to visit schools limit their efforts. This indicates no resourses were put in place prior to the introduction of the concept. Further on (Majoko 2017: 208) comments that, instruments to assess learners is not sufficient in developing countries.

6.6.1.6 Human Resourses

Literature review has shown the importance of human resources in an organization. For inclusive education literature has emphasised that the success of inclusion depends on adequate and knowledge and skills of teachers. Reseearch revealed that in some cases the human resources (teachers) are not knowledgable in the teaching of inclusive class. There is need for improving the approach for effective implementation of a school programme.

Material Resources

In the teaching and learning processs of an inclusive class be appropriate learning materials are of paramount importance if intended results are to be realised. Research revealed that there were not adequate in most schools. It is important these be made available before the programme starts in a leaving instistuiton.

Environments Suitable for I E

Modification of the facilities and creation of conducive climate so that they are handicap-friendly in a mainstream school is important. Facilities should not hinder schools teaching and learning practices and should also not endager the safety of leaners and educators. Modification will bring about school libraries with appropriate books, classrooms which over crowding, appropriate sports facilities and sports equipment and also have reduced teacher- pupil ratios. Literature showed that mainstream schools have not yet achieved this as some schools revealed that they are some schools with a ratio of 1:40 making it difficult to practise individual teaching methods this violating the principles of IE. In Zimbabwe there are questioning the created practicality of IE classes with a ratio of 1:40 (Marrias 2016:4). Large numbers against one teacher militates against passing.

Teachers preparedness to teach I E

The essence of ... and quality of primary school education are based on teacher quality. Teacher key competencies are key to the learning of SNLs.

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……………

Such competencies include the knowledge and skills of teaching strategies and approaches that meet the needs of all leaners in that regular classrooms research has revealed that the educational departments in different countries have not reached this level thus a clear indication that inclusive education is not well managed in some schools' learners with disabilities are not yet benefiting like the other regular learners. Research revealed that some teachers have no knowledge on teaching in class T42 5.3.1 Question I the teacher said, "I do not have any knowledge on teaching on inclusive class…..."

Strategies employed to make inclusive education sustainable in mainstream schools. to sustain inclusive education in mainstream schools' supervision of teaching and learning process by different stakeholders can result in an effective inclusion. Supervision facilitates professional growth and make teaching more effective. This research has revealed that those to do supervision do not have relevant I E skills to supervise. Most of them were trained for regular classes and have not yet accessed workshops and in-service training sessions to develop inclusive skills. Proffessional development is very important.

Needs Assessment		**Creating Inclusive environments**
Identification of challenges Professional assessment of individuals Placements Identification of material and human resources	→	Modifying the current curriculum to suit the needs. Equipping teachers with relevant knowledge (CPTD) Attitude change: creating an inclusive friendly environment Individualised methods of teaching in inclusive class

Mission statement: Provision of effective inclusive education in mainstream schools

Evaluation		Implementation
Assessment process		Instruction relevant
Achieved goals	⟵	Teacher- leaner ratio
Skills developed		Time for activities
Teaching instruction		Use of differentiated methods
Learning resources		Leaner- centred instruction
Time allocation		…………………………………………………
Improved methodology		**Supervision**
		Effective supervision

Fig 6.1: Recommended Model for Effective Management of Inclusive Education in Mainstream Schools

Figure 6.1 shows the features that are crucial for effective management of inclusive education in mainstream schools. It should be understood that all the activities and processes of inclusion hinge on policies existing in the education systems. The starting point should be the mission statements. This set the objectives of what is to be achieved.

1. NEEDS ASSESSMENT

To identify the learners' challenges in learning and easy planning of lesson for these learners. Assessment to be conducted by professionals and parents, to provide background information about their children. Teachers may provide information pertaining to the academic development of learners. It should be noted that the assessment should be done during the early stages. Early detection and diagnosis of learners' challenges affords an opportunity for early remedies (Gilakjani, 2012:106). Assessment instruments should be standardised and be relevant for each learners' disability. Assessment should also suggest placement options for the learner. This should depend on the type and severity of the challenges.

2.CREATING INCLUSIVE ENVIRONMENTS

A least –restrictive environment is desirable, to avoid disruptions that may influence outcomes.

- Modification of classrooms, corridors, doors and entire facilities.

- CPTD will be crucial and be given enough time to equip teachers with skills to handle the SNs classes as Mafa and Makuba, (2015:28) say: To ensure appropriate service provision or intervention for learners with disability, teacher's knowledge and understanding of inclusivity as well as its impact on academic performance is paramount.
- The attitudes of all stakeholders and the learners in school be consistent among learners with special needs.
  - Cultivate a positive attitude to both learners, teachers and administrators
  - Resource mobilisation: Relevant adequate resources and these should include ICT gadgets
  - Equipping teachers with relevant methodologies.

3.IMPLEMENTATION: TEACHING AND LEARNING PROCESS

- Teacher-learner ratio be considered for individualised teaching.
- Teachers afford learners adequate time to perform required activities.
- Relevant teaching instructions must be employed by teacher with requisite knowledge.
- The use of explicit instructions, which includes detailed teacher explanations, modelling and demonstrations, may be employed, as this assists learners to emulate desired behaviour.
- Use of differentiated instructions a flexible approach which recognises the diversity of individuals in an inclusive setting. According to Gentry, Sallie and Sanders, (2017:3), differentiated instruction is a flexible approaQch to teaching in which a teacher plans and carries out varied approaches to address content, learning processes, learning styles, practical procedures, presentation strategies and assessment tools. It resulted in a more personal, pro-active learning environment, making possible the inclusion of a wide variety of learners.
- Learner-centred instruction must be intensified as this encourages active participation, group work confidence and the development of a positive self-esteem.
- Effective supervision to be employed by the different stakeholders.

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- Supervisors be capacitated, so as give feedback which helps teachers develop.
- Supervision instruments to capture important features of the lessons being delivered.
- CPDT to be continued to keep teachers abreast of the current evaluation trends.

4. EVALUATION

- Evaluation must be done by members in the implementation team to verify the extent to which set goals might have been achieved.
- To check the effectiveness of the employed teaching instructions.
- Check adequacy of time allocated for all the activities.
- Identify skills developed in each learner.
- Check the personal engaged in the implementation process, the resources used, as well as supervision of the activities must also be evaluated, so that flows may be identified and addressed.

6.7   CONTRIBUTION TO NEW KNOWLEDGE

The study has brought in that to sustain any new system or strategy in the education sector, the school administrators should be the first to undergo staff development so as to create conducive climates, modify environments for the introduced system and acquire relevant teaching resources. The study also showed that when new policies are crafted, there should be a close look of the other existing policies, in order to capture all the necessary aspects about the system; for example, inclusive policies are silent on crucial issues like the teacher- learner ratio and duration of each lesson in an inclusive class. However, the current teacher- learner ratio of 1:40 and 30 minutes per lesson cannot allow effective teaching in an inclusive class. Another issue which emerged from the research is that individualised teaching methodologies maximise teaching of inclusive classes.

6.8   SUGGESTION FOR FURTHER STUDY

- Further research should focus on exploring the best practices in managing inclusive mainstream schools.

- Future researches should explore the best curriculum for the teacher, education course that is inclusive.

- Further studies should be done on the best teacher training model to be offered in teachers' colleges to cater for inclusive classes

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APPENDIX A

INTERVIEW SCHEDULE 1: VIEWS OF SCHOOL PRINCIPALS ON HOW INCLUSIVE EDUCATIONIS MANAGED AT MAINSTREAM PUBLIC PRIMARY SCHOOLS

1.   DEMOGRAPHIC DATA

1.1   Gender: ……………………………………………………………………

1.2   Age (in years) …………………………………………………………

1.3   Highest academic achievement ………………………………….

1.4   Professional qualification ……………………………………….

1.5   Experience as School Principal (in years) ………………………

2.   CONTEXTUAL RESEARCH QUESTIONS

2.1   Learners with learning disabilities need learning environments that support their special learning needs. How does your school ensure that this condition is of acceptable standards?

2.2   Educational policies guide the administration of various programmes offered at mainstream schools. How do thepolicies you are using promote the inclusive education system?

2.3   School principals have a mandate to create conducive teaching and learning environments for all learners. In what ways does your school create conducive teaching and learning environments?

2.4   Teachers' attributes may determine the success of an educational strategy adopted. What competences do you think teachers should possess in order to implement inclusive education in a mainstream school?

2.5   Every mainstream public school is expected to teach learners with learning disabilities. How efficient is your school in teaching these types of learners?

2.6   Education programmes for learners with disabilities are constantly reviewed to improve their efficiency and effectiveness. How have these education programmes improved your school delivery system?

2.7   Management of inclusive education demands the change of the service system, change of facilities, change of attitude and the school climate to accommodate learners with disabilities. How do you succeed in fulfilling this obligation?

APPENDIX B

INTERVIEW SCHEDULE 2: HEADS OF DEPARTMENTS' VIEWS ON HOW INCLUSIVE EDUCATION IS ADMINISTERED IN MAINSTREAM PRIMARY PUBLIC SCHOOLS

University of Venda

1. DEMOGRAPHIC DATA

1.3 Gender: …………………………………………………………………

1.4 Age (in years) …………………………………………………………

1.3 Highest academic achievement ………………………………….

1.4 Professional qualification ………………………………………….

1.5 Experience as Head of Department (in years) …………………

2. CONTEXTUAL RESEARCH QUESTIONS

2.1 What is your role in the implementation of inclusive education?

2.2 In what ways does the school ensure that teachers are kept abreast through capacity professional teacher development (CPTD)?

2.3 Supervision feedback to teachers is an important aspect to effective teaching and learning. In your view how effective is the provision of supervision feedback important?

2.4 How do you ensure that assessment tools are inclusive and accommodate learners with learning challenges?

2.5 Modification of the regular curriculum is another aspect that needs to be given close attention if meaningful inclusion has to be ensured in a mainstream school. What are the guiding principles that you follow to modify the curriculum?

2.6 Large class size has an effect on effective teaching and learning   and militates against good results. How do you ensure that this does not happen?

2.7 Guidelines on inclusive education prescribe that there should be support teams to help in the service provision of the inclusive system. How have support teams assisted you in terms of effective teaching for all learners including those who have learning disabilities?

APPENDIX C

INTERVIEW SCHEDULE 3: TEACHERS' VIEWS ON HOW INCLUSIVE EDUCATION IS IMPLIMENTED AT MAINSTREAM PUBLIC PRIMARY SCHOOLS

1. DEMOGRAPHIC DATA

1.5 Gender: ………………………………………………………………

University of Venda

1.6   Age (in years) ………………………………………………………………

1.3   Highest academic achievement …………………………………

1.4   Professional qualification ………………………………………….

1.5   Experience as a teacher (in years) ………………………………

2.   CONTEXTUAL QUESTIONS

2.1   You teach a class with leaners who have learning disabilities and other learners. How have you gained knowledge to teach learners with disabilities together with able learners?

2.2   Teaching and learning resources play an important role in the enhancement of learner's performance in class. How do you develop teaching and learning resources for teaching in inclusive classroom?

2.3   Different teaching strategies are beneficiary to all learners. How do you employ different teaching strategies to benefit learners?

2.4   Computers are essential technological gadgets which make teaching moreeffective in a class of learners with different learning disabilities. How are using this gadget to enhance effective teaching in your class?

2.5   Mainstream schools have a resource teacher who is well versed with teaching learners with disabilities. In what ways is the resource teacher assisting you in teaching your inclusive class?

2.6   The principal and district staff often supervise in your class. In what ways are the supervision comments helping you and the learners to maximise teaching and learning?

2.7   To sustain the system in education there is a need to continue improving it. What do you think can be the best practices to improve inclusive education?

APPENDIX D

OBSERVATION ON PHYSICAL SETUP AND LESSON PRESENTATION

ITEM	COMMENTS
1.	Physical setup (rumps, direction string, wide doors) ………………………………………………………………………………………

	……………………………………………………………………………………..……...…… ……………………………………………………………………………………………… …………………………………………………………………………………………….
2.	Class Furniture arrangement (spaces allow free movement) ……………………………………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………
3.	Class size ……………………………………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… ………………………………………………………………………………………………
4.	Learning materials in class ……………………………………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… ………………………………………………………………………………………………
5.	Class library set up ……………………………………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… …………………………………………………………………………………..……..
6.	Introduction (involvement of all learners) ……………………………………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… ………………………………………………………………………………………………
7.	Presentation (involvement of all, activities for special needs, how to assist

	the different special needs learners) ……………………………………………………………………… ……………………………………………………………………… ………………………………………………………………………
8.	Comments and evaluation of the lesson ……………………………………………………………………… ……………………………………………………………………… ………………………………………………………………………

APPENDIX E

DOCUMENT ANALYSIS FOR LESSON PLANNING

This instrument serves to review procedures undertaken when preparing and planning lessons.

Level of Class

The Special Needs in this class…………………………………………………………………

………………………………………………………………………………………………..

ITEM	COMMENTS
1.	Topic: (formulation) ………………………………………………………………… ………………………………………………………………… ………………………………………………………………… …………………………………………………………………
2.	Learning Content (link with topic) ………………………………………………………………… ………………………………………………………………… …………………………………………………………………
3.	Setting of objectives (clarity, achievability within objective catering for SNLs) ………………………………………………………………… ………………………………………………………………… …………………………………………………………………
4.	Source of learning content/ relevance, variety) ………………………………………………………………… ………………………………………………………………… …………………………………………………………………
5.	Learning aids/ media (relevance, variety, adequacy) ………………………………………………………………… ………………………………………………………………… …………………………………………………………………
6.	Teaching and learning activities (sensitivity to individual needs involvement

	of learners' variety) ……………………………………………………………………………………… ……………………………………………………………………………………… ………………………………………………………………………………………
7.	Time allocation (adequacy) ……………………………………………………………………………………… ………………………………………………………………………………………..
8.	Lesson Evaluation (relevance of the learning content) ……………………………………………………………………………………… ……………………………………………………………………………………… ……………………………………………………………………………………… ………………………………………………………………………………………

This instrument serves to review the policy on the management of inclusive education in mainstream schools.

ITEM	COMMENTS
1.	Background information on the origins of the policy. ……………………………………………………………………………………… ……………………………………………………………………………………… ……………………………………………………………………………………… ……………………………………………………………………………………… ………………………………………………………………………………………
2.	Roles of different stakeholders involved ……………………………………………………………………………………… ……………………………………………………………………………………… ……………………………………………………………………………………… ……………………………………………………………………………………… ………………………………………………………………………………………
3.	Skills to be processed by the implementers (teachers and school managers)

	…………………………………………………………………………………………… ………………………………………………………………………………………… ………………………………………………………………………………………… ………………………………………………………………………………………… ………………………………………………………………………………………… …………………………………………………………………………………………
4.	Provision of support services. …………………………………………………………………………………………… …………………………………………………………………………………………… …………………………………………………………………………………………… …………………………………………………………………………………………… ……………………………………………………………………………………………
5.	Parental involvement …………………………………………………………………………………………… …………………………………………………………………………………………… …………………………………………………………………………………………… …………………………………………………………………………………………

ANALYSIS OF MINUTES ON STAFF DEVELOPMENT WOKSHOP AND STAFF MEETINGS

ITEM	COMMENTS
1.	Topic: ……………………………………………………………………………………………

	………………………………………………………………………………………………… ………………………………………………………………………………………………… ………………………………………………………………………………………………… ………………………………………………………………………………………………… …………………………………………………………………………………………………
2.	Facilitators and target groups ………………………………………………………………………………………………… ………………………………………………………………………………………………… ………………………………………………………………………………………………… ………………………………………………………………………………………………… ………………………………………………………………………………………………… ………………………………………………………………………………………………..
3.	General Trend of the duration of workshop ………………………………………………………………………………………………… ………………………………………………………………………………………………… ………………………………………………………………………………………………… ………………………………………………………………………………………………… ………………………………………………………………………………………………… …………………………………………………………………………………………………
4.	Reading concepts covered ………………………………………………………………………………………………… ………………………………………………………………………………………………… ………………………………………………………………………………………………… …………………………………………………………………………………………………

DOCUMENT ANALYSIS OF TEACHER SUPERVISION REPORT

ITEM	COMMENTS
1.	Frequency by: a) Principal………………………………………………………………………………… …………………………………………………………………………………

	……………………………………………………………………………………………… …………………………………………………………………… b) District………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… ………………………………………………………………………………… c) SPS…………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… ………………………………………………………………………
2.	Objectives (relevancy to improving inclusivity) ……………………………………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… ………………………………………………………………………………………………
3.	Reflections (improvement on teacher's performance) ……………………………………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… ………………………………………………………………………………………………
4.	Comments/ Advice (equipping the teacher with better methodology/ improving teacher's performance on inclusivity) ……………………………………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… ……………………………………………………………………………………………… ………………………………………………………………………………………………

DOCUMENT ANALYSIS ON EVALUATION

ITEM	COMMENTS
1.	TEST ITEMS (relevancy to all the learners in class) ………………………………………………………………………………………………

	…………………………………………………………………………… …………………………………………………………………………… ……………………………………………………………………………	
2.	Progress on learners (Are the SNLs also showing progress) …………………………………………………………………………… …………………………………………………………………………… …………………………………………………………………………… …………………………………………………………………………… ……………………………………………………………………………	
3.	National Examinations (catering for all the learners) …………………………………………………………………………… …………………………………………………………………………… …………………………………………………………………………… …………………………………………………………………………… …………………………………………………………………………… ……………………………………………………………………………	
4.	Comparison on progress between SNLs and the general learners. …………………………………………………………………………… …………………………………………………………………………… …………………………………………………………………………… …………………………………………………………………………… …………………………………………………………………………… …………………………………………………………………………… ……………………………………………………………………………	

APPENDIX F

PRINCIPAL: CONSENT FORM

CONSENT FORM FOR THE INTERVIEW

I ……………………………………………………., consent to participate in the interview designed by PriscillarChibelu for her study on: managing inclusive education in mainstream primary schools: A case study of four primary schools in South Africa and four primary schools in Zimbabwe.

I understand that:

- Participation is voluntary
- As an individual, I may withdraw from the study at any time.
- No information containing my identity will be included in this research report, and my responses will remain confidential.

Signed ………………………………………….

Date……………………………………………

APPENDIX G

HEAD OF DEPARTMENT: CONSENT FORM

CONSENT FORM FOR THE INTERVIEW

I ……………………………………………………., consent to participate in the interview designed by PriscillarChibelu for her study on: managing inclusive education in mainstream primary schools: A case study of four primary schools in South Africa and four primary schools in

I understand that:

- Participation is voluntary

- As an individual, I may withdraw from the study at any time.

- No information containing my identity will be included in this research report, and my responses will remain confidential.

Signed: ……………………………………...

Date: …………………………………………

APPENDIX H

TEACHERS: CONSENT FORM

CONSENT FORM FOR THE INTERVIEW

I ……………………………………………………., consent to participate in the interview designed by PriscillarChibelu for her study on: managing inclusive education in mainstream primary schools: A case study of four primary schools in South Africa and four primary schools in Zimbabwe.

I understand that:

- Participation is voluntary

- As an individual, I may withdraw from the study at any time.

- No information containing my identity will be included in this research report, and my responses will remain confidential.

Signed: ……………………………………...

Date: ……………………………………………

APPENDIX I

LETTER OF INTRODUCTION

University of Venda

School of Education

Private Bag X5050

Thohoyandou, 0950

My name is Priscillar Chibelu, a registered Doctor of Education student in the Department of Educational Management at the University of Venda.My area of study is on managing inclusive education in mainstream primary schools: a case study of four primary schools in Zimbabwe and four primary schools in SouthAfrica. This study was motivated by high dropout rate of learners with special needs in primary schools.

Participation in this study would include teachers, heads of department and principals of schools. Interviews which are anticipated to last 25 minutes would be conducted with the participants. Documentary analysis would focus on policy, attitude, methodology and evaluation. While observation will focus on physical setting, internationalsetting, human setting and methodologies when teaching.

You are guaranteed that participation in this study is voluntary and that information generated in the process would beconfidential and used for the purposes of the study.

Yours sincerely

Priscillar Chibelu.

APPENDIX J

REQUEST TO CARRY OUT A RESEARCH

University of Venda

School of Education

Private Bag X5050

Thohoyandou, 0950

15 August 2019

The PED

Ministry of Primary and Secondary Education

P O Box 555

Bulawayo

Dear Sir / Madam

Ref: REQUEST TO CARRY OUT A RESEARCH

I am a student at the University of Venda in South Africa trying to further my studies in Educational Management. The topic of my dissertation is Managing Inclusive Education in mainstream Schools: A case of four schools in Zimbabwe and South Africa.To complete the requirements of the course I need to be acquainted with various aspects of inclusion at the Institution level. This means that I have to undertake research in certain areas, which requires the cooperation of people in an institution. I would like to conduct research in four of your schools.

Thanking you in advance for helping me to reach my goal. It means a lot to me as an educator to experience how you manage this challenging situation.

Yours Sincerely

Priscillar Chibelu (student number 16023523)

Contact details: 00263 772292912 or

0027731884556

APPENDIX K

University of Venda

School of Education

Private Bag X5050

Thohoyandou, 0950

15 August 2019

The Circuit Manager

Thohoyandou

Limpopo

Dear Sir / Madam

Ref: REQUEST TO CARRY OUT A RESEARCH

I am a student at the University of Venda in South Africa trying to further my studies in Educational Management. The topic of my dissertation is Managing Inclusive Education in mainstream Schools: A case of four schools in Zimbabwe and South Africa.

To complete the requirements of the course I need to be acquainted with various aspects of inclusion at the Institution level. This means that I have to undertake research in certain areas, which requires the cooperation of people in an institution. I would like to conduct research in four of your schools.

Thanking you in advance for helping me to reach my goal. It means a lot to me as an educator to experience how you manage this challenging situation.

Yours Sincerely

Priscillar Chibelu (student number 16023523)

Contact details: 00263 772292912 or

0027731884556

APPENDIX L

ETHICAL CLEARENCE

NAME OF RESEARCHER/INVESTIGATOR:

Ms P Chibelu

Student No:
16023523

PROJECT TITLE: **Managing inclusivity in mainstream primary school: A case of four primary schools in Zimbabwe and South Africa.**

PROJECT NO: SEDU/19/CSEM/04/0209

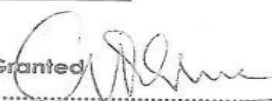SUPERVISORS/ CO-RESEARCHERS/ CO-INVESTIGATORS

NAME	INSTITUTION & DEPARTMENT	ROLE
Prof MP Mulaudzi	University of Venda	Promoter
Dr TE Tshiovhe	University of Venda	Co- Promoter
Ms P Chibelu	University of Venda	Investigator – Student

ISSUED BY:
UNIVERSITY OF VENDA, RESEARCH ETHICS COMMITTEE

Date Considered: September 2019
Decision by Ethical Clearance Committee Granted
Signature of Chairperson of the Committee: ....
Name of the Chairperson of the Committee: Senior Prof. G.E. Ekosse
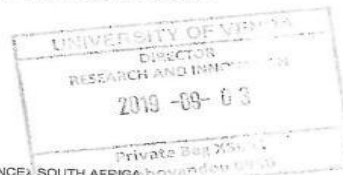
UNIVERSITY OF VENDA
DIRECTOR
RESEARCH AND INNO...
2019 -09- 0 3
Private Bag X5...

APPENDIX M

PERMISSION TO CARRY OUT A RESEARCH IN ZIMBABWE

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all communications should be addressed to
"The Regional Director"
Telephone: 09-69511/69942
Telegraphic: "SCHOLASTIC"*.
Telex: 50531 MPSEMN ZW
Fax: 09-77027

ZIMBABWE

Ministry of Primary and Secondary Education
Bulawayo Metropolitan Province
P.O Box 555
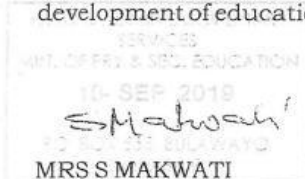Bulawayo
Zimbabwe

10 September 2019

Priscilla Chibelu

University of Venda

RE: PERMISSION TO CARRY OUT A RESEARCH: MANAGEMENT OF INCLUSIVE MAINSTREAM SCHOOLS
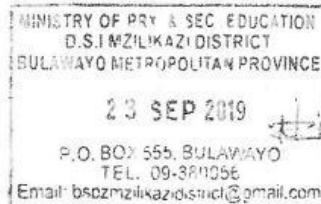
With reference to your application to carry out a research on the above mentioned topic in the Education Institution under the jurisdiction of the Bulawayo province permission is hereby granted. However, you should liaise with the head of the Institution /School for clearance before carrying out your research.

It will also be appreciated if you could supply the Bulawayo Province with a final copy of your research which may contain information useful to the development of education in the province.

MRS S MAKWATI
For: **PROVINCIAL EDUCATION DIRECTOR**
BULAWAYO METROPOLITAN PROVINCE

MINISTRY OF PRY & SEC EDUCATION
D.S.I MZILIKAZI DISTRICT
BULAWAYO METROPOLITAN PROVINCE

2 3 SEP 2019

P.O. BOX 555, BULAWAYO
TEL. 09-380056
Email: bspzmzilikazidistrict@gmail.com

APPENDIX N

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REQUEST FOR PERMISSION TO CONDUCT RESEARCH: DEPARTMENT OF EDUATION (LIMPOPO)

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

Ref: 2/2/2   Enq: Mabogo MG   Tel No: 015 290 9365   E-mail:MabogoMG@edu.limpopo.gov.za

Chibelu P
Box 28
Mpopoma
Bulawayo
00263292

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: **"MANAGING INCLUSIVITY IN MAINSTREAM SCHOOLS: A CASE OF FOUR PRIMARY SCHOOLS IN ZIMBABWE AND SOUTH AFRICA. "**

3. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of Education.

3.2 Arrangements should be made with the Circuit Office and the schools concerned.

3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: CHIBELU P
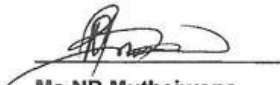
CONFIDENTIAL

Cnr. 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

Ms NB Mutheiwana
Head of Department

23/9/17

Date

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: CHIBELU P

CONFIDENTIAL

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APPENDIX O

RECOMMENDATION TO CARRY OUT A RESEARCH (LIMPOPO)

LIMPOPO
PROVINCIAL GOVERNMENT

DEPARTMENT OF
EDUCATION

VHEMBE DISTRICT

Ref No.11/P
ENQ: Rakhunwana A.G
TEL: 015 963 1048

Mvudi Circuit
Private Bag x 216
Sibasa
0970
10 October 2019

To: Mrs Chibelu Priscillar
Cell: 068 102 0648

RECOMMENDATION TO CARRY OUT A RESEARCH

1. The above matter refers.

2. This office received your request dated 15 August 2019. The office of Mvudi Circuit hereby recommend your request based on the following:

   2.1 You are not allowed to disrupt classes during lessons.

   2.2 You must co-operate with the SMT and the principal of the school.

3. Your attention in this matter will be appreciated.

Circuit Manager

DEPARTMENT OF EDUCATION
2019 -10- 14
Date 2019 -10- 14
P/ BAG X 2106 SIBASA 0970
TEL: 015 963 1048
LIMPOPO PROVINCE

APPENDIX P

EDITOR'S REPORT

20 February 2020

School of Education
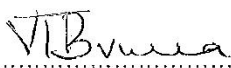University of Venda
Thohoyandou
0950

Sir/madam

This serves to certify that I have proof-read Ms Chibelu's thesis titled, "Managing Inclusive Education in Mainstream Public Primary Schools: A Case of Four Primary Schools in Zimbabwe and Four Primary Schools in South Africa".

The proof-reading entailed editing some parts from it; for example, to avoid wordiness, redundancy; sub-dividing sentences, and so on, to make the document more understandable. However, I have not tampered with the content of the document, except where this constituted repetition or made the document confusing.

The thesis is presently ready for examination.

Sincerely

V.T. Bvuma
083 423 9227

University of Venda