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PROGRAMMES**

***AN EVALUATION OF THE PERFORMANCE OF INCLUSIVE EDUCATION
PROGRAMME IN KALULUSHI DISTRICT***

BY

PATRICIA MWAMBA

COMPUTER NUMBER 714800438

University of Zambia

Lusaka

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PATRICIA MWAMBA

COMPUTER NUMBER 714800438

A Dissertation Submitted in Fulfilment of the Requirements for the Award of the Master of
Education in Educational Management of the University of Zambia in Collaboration with the
Zimbabwe Open University

University of Zambia

Lusaka

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AUTHOR'S DECLARATION

I, **Mwamba Patricia**, do declare that this piece of work, Master of Education in Educational Management Dissertation represents my own work and that it has never been previously submitted for a degree at the University of Zambia, Zimbabwe Open University or any other University or institution.

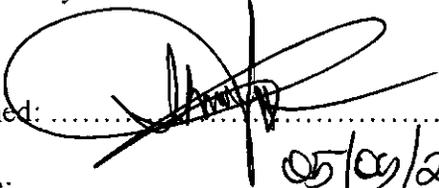
Signed: 

Date: *08-08-2016*

APPROVAL

This dissertation by Mwamba Patricia is approved as a fulfilment of the requirement for the award of the degree of Master of Education in Educational Management at the University of Zambia and Zimbabwe Open University

Supervisor:

Signed: 
Date: 05/09/2016

Programme coordinator:

Signed:
Date:

External examiner:

Signed:
Date:

DEDICATION

This piece of work is dedicated to my son, Chama who I love so much but whose love and attention was deprived of during my studies. I also dedicate this work to my entire family for their encouragement and support throughout my studies.

ABSTRACT

This study aimed at evaluating the performance of Inclusive Education Programme in Kalulushi District. Using six schools in the district namely: Chembe, Kafubu Depot, Buyantanshi, Masamba Chambishi and St Nicholas, it assessed whether the programme was being implemented in the area of access, availability of teaching and learning materials and the preparedness of teachers handling learners with disabilities included in ordinary classes

The method of data collection employed in this study was both quantitative and qualitative which involved administering the questionnaires, use of a checklist to find out the teaching and learning materials available and conducting interviews.

The findings indicate that there are some learners with disabilities that have access to education since the implementation of Inclusive Education meaning that the programme is achieving one of its objectives which is to ensure that learners with disabilities are included in ordinary classes. However, the study identified challenges that have hindered the implementation of inclusive education and these include insufficient teaching and learning materials and lack of preparedness among the teachers in terms of training and sensitisation in Special Education and issues to do with Inclusive Education.

In view of the findings, the study has made the following recommendations:

For the schools:

1. School authorities to organise workshops so that teachers are sensitised on what Inclusive Education is all about and how best the learners included in the ordinary classes can be handled

2. Administrators to encourage teachers to take up courses in Special Education so that the education system can have more teachers qualified to handle learners with disabilities included in the ordinary classes by explaining to them the importance of taking up such a course.
3. Administrators to encourage teachers to make use of the local environment in coming up with teaching and learning materials
4. Administrators to support the effective implementation on Inclusive Education Programme by allocating funds towards the same.

For the Ministry of General Education:

1. To fully fund activities that are related to the implementation of Inclusive Education Programme by putting up deliberate instructions such as allocating a certain percentage towards the implementation of Inclusive Education and that it should strictly be followed.
2. Come up with a deliberate programme where a lot of teachers would be sponsored to take up courses in Special Education. For instance, the fast track that the Ministry of General Education has come up with where teachers especially those teachers offering Mathematics and Science are sponsored to take up courses in the two subject areas should also include teachers who want to do Special Education.
3. Procure teaching and learning materials to support the effective implementation of Inclusive Education and also give a directive that a certain percentage of all the grants received by schools should be used to buy teaching and learning materials for learners with disabilities.

ACKNOWLEDGEMENT

It is with a great sense of pleasure that I acknowledge the fact that the completion of this piece of work is owed to people who persistently rendered their support.

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Many thanks go to the many others too numerous to mention who assisted me in one way or the other. The District Education Board Secretaries (DEBS) Mr. Changwe Terry and Mr. Kaonga Patrick and the District Education Standards Office (DESO) Mrs. Kowa Charity deserves special mention for providing me with the moral and material support to enable me finish this project.

Lastly, I wish to thank my course mates Beatrice Muyila and Alfred Mwaba for the support and encouragement they gave me during the time I was working on this piece of work.

LIST OF ACRONYMS AND ABBREVIATIONS

- CSEN - Children with Special Educational Needs
- DANIDA - Danish International Development Agency
- DEBS - District Education Board Secretary
- EFA - Education for All
- FPE - Free Primary Education
- INSPRO - Inclusive Education Programme
- MoGE - Ministry of General Education
- MoE - Ministry of Education
- SEN - Special Educational Needs
- SENCO - Special Education Needs Coordinator
- SDG - Sustainable Development Goals

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CHAPTER ONE

BACKGROUND TO THE STUDY

1.0 Introduction

Chapter one will focus on the background to the study, statement of the problem, purpose and objectives of the study. It will also cover the study questions, significance of the study, conceptual and theoretical framework and delimitations of the study. The definition of terms will also be done.

1.1 Background to the study

The enrolment of children and students with disabilities in regular classes has been one of the most significant pedagogical challenges for education systems over the last decade (Dixon & Verenikina 2007.) Education for individuals with different disabilities in Zambia has a long history which can be traced back to as far as 1905 when the first school for the blind was opened in Chipata at Magwero by the Dutch Reformed Church (Kalabula, 2007). Other missionaries opened schools thereafter in various parts of the country and the work of the missionaries did not only shape the provision of education for learners with disabilities but also helped change societies attitude towards individuals with disabilities. Basically, the education of persons with disabilities was regarded as a responsibility of the missionaries, the Zambia Council for the disabled and not parents and the Government.

Although Zambia embarked on ambitious developmental plans just after independence, Special Education was not listed as a priority, meaning that it was not among the first things the

Government was going to look at (MOE, 2003). As a result of this, the 1966 Education Act was silent on the provision of education to children with Special Education Needs (CSEN).

In 1971, the education of people with disabilities became a responsibility of the Ministry of Education after a presidential decree. The Ministry was given the authority to include special education as part of its responsibility and since then a lot of developments took place among them the establishment of the Lusaka College for Teachers of the Handicapped now renamed Zambia Institute of Special Education (ZAMISE) in the same year. The college began by training teachers at certificate level in Special Education Courses and later introduced diploma programmes.

The education reform document of 1977 contained policies on special education which stated that all handicapped children, like any other children, were entitled to education. They were to receive basic and further education by full time or part time like any other children (MOE: 1977). Among the type of handicapped children that were to receive the attention were the blind, partially sighted, the deaf, physically handicapped, mentally handicapped and those who suffered from speech deficits.

The current special education provision which is based on the 1996 education policy was as a result of Zambia's international commitments towards enhancing the access to education for all disadvantaged groups including Children with Special Educational Needs (CSEN). The commitment was renewed following the 1989 convention on the Rights of the Child which Zambia ratified in 1991, the convention on the Rights of Persons with Disabilities and the Jomtien World Summit on the declaration of Education for ALL in 1990.

After the Jomtien conference, governments and international organisations have shown their commitment to EFA by embarking on reforms designed to improve access to quality education which include the provision of among them suitable infrastructure, qualified teaching staff, appropriate teaching and learning materials, decentralisation, examinations and community participation. The EFA was synthesised by the Salamanca framework of action which came from the Salamanca conference which took place in 1994 in Spain. The conference was about Special Educational Needs: Access and Quality.

The 1996 Ministry of Education Policy Document "Educating our Future" states that every individual has equal rights to educational opportunity and to participation on the education system regardless of personal circumstances and capacity (MOE, 1996: 66). This implies that every child of school going age in Zambia has the right to the same kind of education.

The ministry of General Education policy on Pupils with Special Educational Needs is that it will ensure equality of educational opportunity for the pupils, commitment to providing education of particularly good quality and improving and strengthening the supervision and management of special education across the country. In order to ensure that the policy is effectively implemented, the ministry came up with strategies and one of them is the integration of pupils with special educational needs into mainstream institutions to the greatest extent possible and providing them with necessary facilities. Moreover, the ministry stated that where need is established, it will participate in the provision of new special schools and special units for the severely impaired (MOE, 1996)

In order to implement the integration of Pupils with Special Educational Needs, the Ministry of Education introduced the Inclusive Education Programme (INSPRO) which attempted to include

all school age children in ordinary school in Zambia (MOE, 2005). INSPRO was piloted and implemented on an experimental basis in Kalulushi District in 1997. The programme was funded by the Danish International Development Agency (DANIDA) and has now been implemented in most of the districts in the country. MOE (2003) indicates that the project in Kalulushi was conceived to sensitize, orient and train special education professionals at national, district and school level, as well as develop a cost effective pilot programme for identifying, assessing and integrating CSEN at an early stage.

Despite the frantic efforts made by the government and other stakeholders, there seems to be few people accessing education as the percentage of children with Special Educational Needs accessing education is quite low. According to Zambia's Central Statistics Office, Zambia's total population stands at approximately 12, 526, 314 million and out of this, about 2.01% which is approximately 250, 527 accounts for persons with disabilities (CSO, 2012). Out of the total number of persons with disabilities, approximately 80, 558 are of school going age and only about 44,181 which translate to only 19.9% of the total number of people with disabilities have access to education meaning that a large number of persons with disabilities are also excluded from the schools system (CSO, 2012)

Currently, the Ministry of General Education provides education to learners with disabilities in residential schools, special units, inclusive education as well as outreach programmes where learners with different disabilities who are not able to attend classes due to one or two reasons are taught from their homes (MOE, 2003).

1.2 Statement of the problem

The study was aimed at evaluating the performance of Inclusive Education Programme in Kalulushi District.

In Zambia, the situation shows that a large number of persons with disabilities are also excluded from schools. For instance, despite the introduction of the Inclusive Education Policy in Zambia, the percentage of children with Special Educational Needs accessing education is quite low. According to Zambia's Central Statistics Office, Zambia's total population stands at approximately 12, 526, 314 million and out of this, about 2% accounts for persons with disabilities (CSO, 2012). Out of the total number of people with disabilities in the country, only 19.9% at all levels of education, have access to education meaning that a large number of persons with disabilities are also excluded from schools (CSO, 2012.)

In order to address the problems of equal opportunities in education and increase access to education by all learners in the country, the government of the Republic of Zambia through the Ministry of Education introduced Inclusive Education where learners with disabilities were to be made to learn with other children in ordinary classes (MOE, 2003).

Since the introduction of the programme, not much has been done to establish whether there are learners with SEN accessing education in the mainstream classes, availability of teaching and learning materials and training or preparedness of teachers handling learners with special needs. If this research is not done, the Ministry of General Education (MOGE) will not have information on whether INSPRO is being implemented fully especially in the area of access, provision of teaching and learning materials and qualified teaching staff.

In addition, it will be difficult for the country to attain the Sustainable Developmental Goal number 4 which aims at ensuring inclusive and equitable quality education and promote life-long learning opportunities for ALL and the Salamanca Framework for Action on Special Education.

1.3 Purpose of the study

The purpose of the study was to evaluate the performance of inclusive education programme in Kalulushi District.

1.4 Objectives of the study

1.4.1 General Objective

The general objective of the study was to assess the performance of Inclusive Education Programme in Kalulushi District

The specific objectives of the study were:

1. To establish whether learners with Special Educational Needs have equal access to education in the ordinary classes of the school system.
2. To ascertain the availability of teaching and learning materials for learners with special needs included in ordinary classes.
3. To establish the preparedness of teachers and nature of training of teachers handling the learners included in the ordinary classes.

1.5 Study questions

1.5.1 General Question

1. How has the inclusive education programme performed from the time it was piloted and implemented?

1.5.2 Sub Questions

1. What are the levels of enrolments for children with disabilities that are included in the mainstream of the school system?
2. What teaching and learning materials are available for learners included in ordinary classes?
3. What is the nature of training of teachers handling the learners in the ordinary classes?

1.6 Significance of the study.

This study was significant in that it will help find out if the implementation of the Inclusive Education Programme has been a success in terms of learners with Disabilities having access to education in ordinary classes, availability of teaching and learning materials and preparedness of teachers handling learners included in ordinary classes in terms of training of the teachers

The findings of the study will help school administrators and teachers have knowledge on what has been achieved so far and what needs to be done in terms of the implementation of inclusive education.

In addition, the findings of the study will also contributed to the already existing body of knowledge which could be used by the Ministry of Education in general to make decisions of policy formulation and further recommendations may be made for future research.

It is hoped that the educational planners will come up with workable plans for children with special educational needs that take their needs and find remedies to their problems.

Lastly, it is hoped that the information will provide an evaluation on the significance of the inclusive education to the education sector at large. And finally, it is the belief of the researcher that the study will contribute to the existing body of literature in the area of inclusive education and serve as a springboard for further more comprehensive research.

1.7 Theoretical Framework

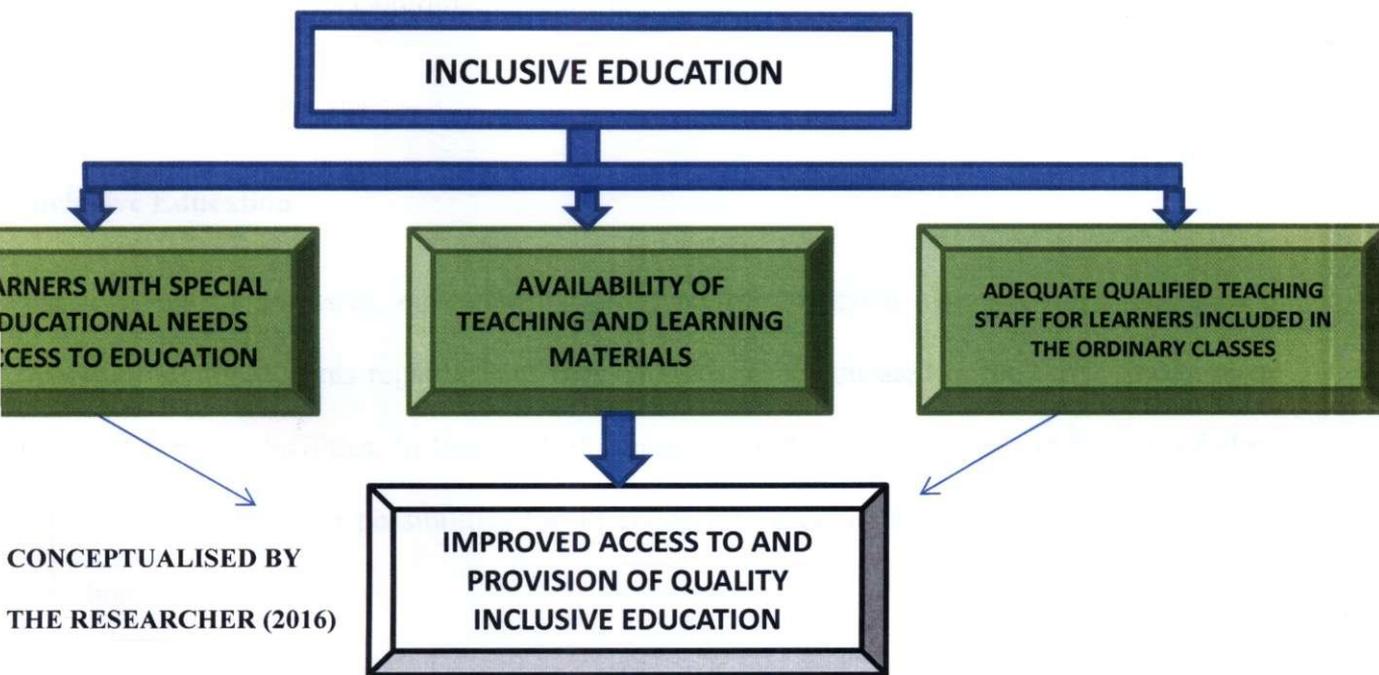
A number of theories on the concept of inclusive education have been developed and each one has its own concepts, terminology, definitions and models to describe the phenomenon concerned. Furthermore, theories have their own philosophy on which they are based and which give them a specific character.

This study was based on the classical liberal theory of equal opportunities propounded by Sherman *et al.*, (1982). The major gist of the theoretical underpinning is that there is need to aspire for equal opportunities in education for all eligible learners. This theory contends that each individual is born with a given amount of capacity. According to this theory, educational systems should be designed with a view to removing barriers of any nature for example, barriers based on socio-economic factors, socio-cultural factors, geographical factors, school-based factors which prevent learners who have a learning disability to take advantage of their inborn talents since disability is not inability. The education offered to such groups of learners will accelerate them to social promotion since education is a great equaliser which enhances life chances of the children with special needs (Sherman *et al.*, 1982).The theory demands that opportunities be made available for individuals to go through all levels of education (primary, secondary and tertiary) to

which access will not be determined by the disability of the learners but on the basis of individuals capability.

In this way, education would at least provide equality of economic opportunities where all classes, races and gender could benefit economically from excellent academic performance. The theory further states that social mobility will be promoted by equal opportunity for all citizens to education. Many economists have supported the policy on free primary education (FPE) started by the government which advocates for a radical reform of the schools in terms of curriculum, assessment, pedagogy and groupings of pupils. This policy makes education free and compulsory for all in trying to meet the Sustainable Development Goals through acquiring quality education by all children of school-going age on an equitable basis and the children's right to education. The local communities, parent groups, associations of disabled persons, churches and community leaders have tirelessly worked for the inclusion of disabled children into local schools in partnership with the government and professionals.

1.8 Conceptual Framework



According to Sekaran (2004), a conceptual framework is a model of how one makes logical sense of the relationships among the several factors that have been identified as important to solving a problem. Kombo and Tromp (2006) stated that a conceptual framework attaches meaning to the research findings.

The framework shown below enabled the researcher to develop the awareness and understanding of the situation under study. For example, for Inclusive Education to be implemented effectively there is need to have learners with disabilities included in the ordinary classes, teaching and learning materials are supposed to be readily available and teachers handling learners to be included in ordinary classes are supposed to be trained in issues to do with Special Education.

1.9 Delimitation

The study was restricted to six schools in Kalulushi district and these are Masamba, Buyantanshi, Chambishi, Chembe, Kafubu Depot Primary and St Nicholas Community schools. The target group was school administrators, that is Headteachers and Deputy Headteachers, Special Education Needs Coordinators and Class teachers.

1. 10 Definition of Terms

Inclusive Education

The concept of inclusive education is the type of education that provides educational opportunities for students regardless of their abilities to be educated in the same environment and sharing same facilities. In this kind of education, both the classroom and the out of class environments must offer possibilities for all children to access education in schools closest to their homes.

Evaluation- the process of determining the degree to which goals of a programme have been achieved

Programme- plan of action aimed at accomplishing a clear business objective with details on what work is to be done, by whom, when and what means or resources will be used.

Teaching and Learning materials- these are a spectrum of educational materials that teachers use in the classroom to support them achieve specific learning objectives as set out in the lesson plan.

Performance- this is an action or process of performing a task or function.

Special education - It is the provision of education which is additional to or different from that provided for children of the same age group regardless of setting.

Special Educational Needs -These are resources which children with SEN will need to support them so that they can overcome difficulties they encounter due to their special needs

Special Education Teacher- An individual who has undergone a formal training in teaching pupils with specific learning difficulties and disabilities.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter will review relevant literature on the evaluation of the performance of inclusive education programme. The literature review will be presented in the following sub headings; Inclusive Education: Towards the Definition, Historical background of special education and the move towards inclusive education, how Inclusive education works and the Implementation of Inclusive Education Policy under the headings enrolments for children that are included in the mainstream, availability of teaching and learning materials for learners included in the ordinary classes and teacher's preparedness for handling learners included in the ordinary classes.

2.1 Inclusive education: Towards a definition

Inclusive education is a global phenomenon that has been extensively advocated for in recent history. It is a philosophy and a principle that has its roots in the civil rights movements and educational reform (Kauffman & Hallahan, 1995; Rombo, 2007). However, the implementation of inclusive education has been difficult because of the conflicts that exist between those who support it and those who do not. Mitchell (2005) suggests that inclusive education is seen as a complex and problematic notion that lacks a common definition. Mitchell (2005:4) states that

Although there is no universally accepted definition of inclusive education, there is a growing international consensus as to the principle features of this multi-dimensional concept. With regard to students with disabilities, these include the following: entitlement to full membership in regular, age appropriate classes in

their neighbourhood school; access to appropriate aids and support services, individualised programmes, with appropriately differentiated curriculum and assessment practices.

Brown (2005) also maintained that the term is interpreted and applied in many different and sometimes contradicting ways in different cultures. Artiles and Dyson (2005:37) also indicate that “inclusive education is a multi-dimensional phenomenon where different countries, schools and classrooms define and develop in different directions as it suits their needs”.

While the approaches to inclusive education have a common understanding of the concept as the recognition and valuing of student diversity in educational institutions, the scope of this in the literature varies. Some writers limit it to the education of students with disabilities and consequently focus on the intersection between regular and special education (Mitchell, 2005). For example, Mastropieri and Scruggs (2004) defined inclusive education as the education provided for students with disabilities in a regular school, where instruction is provided by a regular teacher. Others take an “education for all” perspective, arguing that all disadvantaged students such as those from poor backgrounds, ethnic minorities, the disabled, gifted or talented students, and girls in some cultures (Ainscow, 2007; Booth, et al., 2000; Cheminais, 2001; Moore et al., 1999 & Stainback & Stainback, 1996). For example, in South Africa inclusive education is focused on all vulnerable students, including over age learners who experience language barriers, children in prison, and children in poverty, in addition to students with disabilities (Naiker, 2005).

Researchers further argue that inclusive education does not involve itself in norming, labelling or pathologising learners (O’Neil, Bourke & Kearney, 2009; Prochnow, Kearney & Carroll-Lind,

2000). It is considered to be a philosophy and pedagogy that requires considerable thought around learning, assessment and social interactions. Therefore, the educational organisation should be restructured, adapted and improved to fit, foster and support the diverse needs of every student (Chemicals, 2001; Moore et. al. 1999). According to Ryba and Annan (2000), inclusive schooling allows more interactive and interdependence-forcing teaching methods in which students help each other and maximise participation. This means that inclusive education is seen as an approach that seeks to address the learning needs of all learners with and without disabilities and allow them to be able to learn together in educational settings with an appropriate network and support system (Mitchell, 2005).

The Salamanca Framework of 1994 emphasised the rights of people with disabilities. It has pointed out that the establishment of inclusive schools will help to combat discrimination and negative attitudes, develop children's social confidence and help build an inclusive society for them to live in. The framework gives children with disabilities the right to be recognised as a person who can contribute meaningfully to the building of a nation along with the rest of the population (UNESCO, 1994).

In the Zambian context inclusive education means a situation in which schools have been given a responsibility of meeting the needs of all children regardless of their conditions within ordinary education. In addition, teachers are able to differentiate and adapt the curriculum and instructional strategies to suit the differing needs of each child in an ordinary school (MOE, 2003).

2.2 Historical Background of Special Education and the Move Towards Inclusive Education

There were many myths about children who were born deformed, handicapped or in some way abnormal. Some believed that they were non-humans who came from fairies or demons (Sutherland, 1981) while others believed that they were cursed for breaking cultural beliefs and taboos (Frost, 2002). However, Neilson (2005) argues that people with disabilities have always existed, across all cultures and all ethnic groups. Hence, the changes in thinking about disability has been sequential from a “sociological critique of labelling and segregation; to physiological and medical child-deficit models of integration; and to the social model of disability which is inclusion; placing the responsibility on institutions to remove barriers which limits participation” (Corbett, 2001: 33).

According to Farrell (2008) special education is the education of children with special needs in a way that addresses their individual needs and involves individually planned and systematically monitored arrangements of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and the community. Special education was associated with the provision of education to children with special needs in special facilities. Children with special needs included learners with disabilities, learning difficulties, communication or behaviour difficulties, and sensory or physical impairment (Mitchell, 2005). This means that special education was constructed on an “ideology of individual pathology that created separation between normal and abnormal” (O’Neil et al., 2009: 589).

As early as the seventeenth century, institutions were established in some parts of the western world to cater for children with special needs (Center, 1989, Sutherland, 1981). For example, educational programmes for individuals with special educational needs were developed as early as the 1700s in Europe. The New England Asylum for the Education of the Blind was established in 1784 and was followed by the experimental school for teaching and training of idiotic children in 1846 (Stainback & Stainback, 1996). Several other schools were developed in the next 20 years (Bosi, 2004). In the USA, the American Asylum for the Education and Instruction of the Deaf and Dumb was established in 1817. Later the American Congress passed legislation that supported people with disabilities.

In Australia, one of the first institutions to provide education for children with disabilities was the Royal Institute for Deaf and Blind Children. It was established in Sydney in 1860 as a school for children who were deaf; the institute welcomed its first blind pupils in 1869. Similar schools were established in Victoria (1860), Queensland (1883), South Australia (1874) and Western Australia (late 1890s). In New Zealand, students with special educational needs were educated by churches and voluntary organisations as early as 1877. By 1917, however, special classes were introduced for less successful learners whilst children with sensory and physical disabilities were more likely to remain in separate establishments, often under the control of hospitals (Mitchell, 1989, Moore et al., 1999).

2.3 How the concept of Inclusive education works

The concept of inclusive education works in such a way that the child with a disability starts at the regular school together with their other non-disabled peers. The child is not expected to fit into the existing curriculum and practice, instead the curricula and teaching style, practices and

environment are adapted to suit the range of diversity that is found among children in the class (UNESCO, 2001). The main emphasis is that all children, regardless of disabilities and other factors that could prevent them from schooling, should be educated together with their non-disabled peers in a regular school, unlike the integration approach, which involved limited inclusion (Andrews & Lupart, 1993). An Inclusive practice allows more interactive teaching methods that increase interdependence, in which students help each other and maximise participation (Ryba & Annan, 2000). It requires teachers to provide equal learning opportunities with appropriate support and assistance to meet their student's potential. It implies shared responsibility from all stakeholders and joint concern in the process (Corbett, 2001).

Inclusive education is associated with the rights discourse, where children with disabilities are considered to be the equal of any other citizen, and who can participate in the social and economic system of the society that they live in (Neilson, 2005).

2.4 Implementation of Inclusive Education Policy

2.4.1 Levels of Enrolments for Children that are Included in the Mainstream

World Health Organisation (2006) reports that the prevailing situation in most schools excludes a lot of pupils with disabilities from accessing education and that 98% (588 million) of the 600 million children with disabilities worldwide are excluded from school.

As earlier indicated, the Zambian situation shows that a large number of persons with disabilities are also excluded from schools. For instance, despite the introduction of the Inclusive Education Policy in Zambia, the percentage of children with Special Educational Needs accessing education is quite low. According to Zambia's Central Statistics Office, Zambia's total population stands at approximately 12, 526, 314 million and out of this, about 2% accounts for

persons with disabilities (CSO, 2012). Out of the total number of people with disabilities in the country, only 19.9% at all levels of education have access to education meaning that a large number of persons with disabilities are also excluded from schools (CSO, 2012.)

The Ministry of Education recognizes that only a small number of children with special educational needs are catered for in schools (MOE 1996). Kasonde and Moberg conducted a baseline study of special educational needs and investigated barriers to education in the North - Western and Western provinces of Zambia. They identified 6.8% of pupils enrolled in government schools in those provinces having special educational needs. Out of school were approximately one third of school aged children. Disability was mentioned as a main reason to being home for 23 % of the children out of school. Indeed, comparatively a larger number of children with special educational needs than their peers are outside of school (Kasonde & Moberg, 2001). Kasonde and Moberg (2001) reported that 40% of school going children with disabilities in Western and North Western provinces of Zambia dropped out of school system because they could not afford transport to school, food or uniforms. Those in rural schools had to walk an average of 11 kilometres to school.

In addition, the Parents Partnership Association for Children with Special Needs conducted a survey in nine wards in Lusaka and they identified 1334 children with disabilities in those wards. These wards encompass however only a small amount of the total population of Lusaka. 21 Out of the identified children 69.1 % were out of school. Some of the children were not yet school-aged but only 6.3% of the interviewees indicated that their child was still too young for schooling. The most often referred reasons for exclusion from school mentioned by the parents were their inability to meet the financial demand related to their child's schooling, a mobility problem or sicknesses of the child and no school available close to home. Two most important

educational needs identified in the study were special schools with facilities within proximity and financial support (PPACSN, unpublished data obtained on 10.7.2003). Both the baseline study in the North -Western and Western provinces of Zambia and the survey in Lusaka show that many children with disabilities both in urban and rural communities are excluded from schooling (Kasonde and Moberg 2001 and PPACSN, unpublished data obtained on 10.7.2003).

As mentioned earlier on, the statistics from the Ministry of Education can be held as unreliable. Also the Ministry of Education Planning Unit recognizes that the data is incomplete. However, it is the only statistics available concerning the enrolments of pupils with disabilities. For pupils with visual, hearing and physical impairments the total national enrolment for grades 1-7 was 18,135 by the 2002 school census (MOE 2002a). For pupils with mental retardation, data was available for grades 1-9 including early childhood services and skills training whereby the total national enrolment was 3448 pupils (MOE 2002b).

2.4.2 Availability of Teaching and Learning Materials for Learners Included in Ordinary Classes

Educational materials and equipment are very important in helping pupils with special needs to learn, communicate or move around the school. They enable pupils to participate more easily in activities within an inclusive classroom. Clunies-Ross (1984) observed that the availability of adequate educational materials resources was paramount to the success of inclusive teaching in schools. The cost of buying teaching and learning materials is high for instance braille machines and textbooks.

Practicing inclusive schooling promotes access to education in schools by all learners regardless of their disabilities. Despite the efforts of the Ministry of Education through the Inclusive

Education Programme (INSPRO) to make schools conducive for inclusive education, studies on inclusive education in Zambia by Kalabula (1991) and Kasonde Ng'andu (2001) indicate that most schools do not have facilities or resources conducive for inclusive education thereby excluding a lot of children with disabilities from accessing education in schools.

In a study conducted by Ndhlovu (2007), teachers, parents and pupils indicated that lack of or inadequate teaching and learning resources in schools contributed to hindering schools from practicing effective inclusive education. Similarly, Mandyata (2002), found that inadequate provision of specialised training and resources to equip teachers in handling children with special educational needs in ordinary classes contributed to many pupils dropping out of school. A study by Ojala (2004) revealed that at most schools, there are only a few toys, books and material for creative activities and most teachers were concerned with the lack of toys, materials for creative activities and materials for teaching pre-vocational skills and activities for daily living.

Mmbaga (2002: 175) argues that, "schools are not making necessary purchases of teaching and learning materials, equipment for making teaching aids and materials for building and completing the required number of classrooms and furniture to avoid overcrowding and having pupils sit on the floor". Therefore this makes it difficult for the school to plan effectively for their development and hence, teachers face problems in implementing inclusion. She emphasizes that planning is one of the guiding principles in inclusive education development. Adaptation involves changing things like teaching methods, classroom organization, physical environment and many more (Johnsen, 2001: 176). That is, teachers should make sure that each child benefits from the teaching regardless of his or her learning difficulties.

Furthermore, Mmbaga (2002) mentions that most of the primary school teachers are not aware that they can use their local environment in teaching students with special needs education. She gives an example that “teachers were not keen to use real objects in the environment that were available free of charge and most of the teachers teach without appropriate teaching aids. Mmbaga (2002) observed that in the classroom textbooks were being shared up to nine children. Visual impaired pupils had no writing equipment such as Perkins Braille, and hand frames and styluses were not available for all pupils needing them. Besides, Senge (2000: 280) emphasizes on nurturing pedagogy “as the art and science of teaching that provides nourishment, support, and encouragement for all children to promote their learning at various stages of their development”. This problem should be taken into consideration as it may be a source of difficulty in learning and therefore may be a factor for exclusion.

2.4.3 Teacher’s preparedness for Handling Learners Included in the Ordinary Classes

In a study done by Mashiya (2003) it was found that only few human resources were qualified, trained or experienced to successfully provide Inclusive Education. Furthermore, Evans (2007) and Vrasmas and Vrasmas (2007) argue that not paying attention to pre- and in-service training in Inclusive Education over the years has resulted in most of the teachers to continue struggling to work with learners with special educational needs in schools today.

Further, in their study Campbell, et al. (2003) found that general classroom teachers had low self-efficacy, ability and understanding of Inclusive Education as compared to the special education teachers that have received training in special education. They discovered that teachers who participated in their study expressed a greater need for related in-service teacher training and increased support. Further, in a study conducted in Botswana by Brandon (2006), it was

discovered that teachers lacked sufficient training and they did not possess the expertise necessary to teach learners with physical disabilities.

According to Kisanji (1999) teachers were willing to take in learners with special educational needs but due to lack of training, they lacked confidence in their skills in teaching them. Thus, learners with special educational needs were neglected in regular classes, with little or without support. Studies by Möwes (2007) and Evans (2007) also discovered that even though some Namibian teachers had an idea of Inclusive Education, there was a lack of awareness and skills to help learners with diverse educational needs within the system. This could lead teachers to feel ineffective and less confident in handling learners with special educational needs in an inclusive classroom.

It is argued by Ladbrook (2009) and Fields (2007) that teachers require training and solid structured support at all levels and from the wider community in order to meet the needs of all learners. It was discovered in a study by Hornby and Witte (2010) that there was a lack of training for teachers on working with parents, both at pre-service and in-service levels.

In Zambia, research findings by Kalabula (1991) in his study on the integration of the visually impaired children into Zambian schools revealed that teachers had no training in dealing with the visually impaired children. The study by Kalabula (1991) also revealed that there were fewer trained specialist teachers to meet the current demands of inclusive schooling. For instance, trained teachers in existing schools of learning disabilities, hearing impaired and visually impaired were lacking. Generally, most of teachers received inadequate training on how to handle a classroom where there are learners with special educational needs (Zimba et al. 1999; Zimba et al, 2004; Möwes, 2007).

In their study, Bawa and Mangope (2011) argue that the lack of knowledge on how to handle learners with special needs included in the mainstream classes had an impact on teachers' attitude towards inclusion. In another study done by Hallahan and Kauffman (2006), it is suggested that teachers' competencies have to be worked on before they are charged with the task of providing Inclusive Education. Authors such as Villa, Thousand, Meyers and Nevin (1996); Gill (2008) and UNESCO (2005) postulate that gaining professional expertise through in-service training can change the teachers' understanding and their attitudes. A study by Mamah et al, (2011) indicated teachers' lack of knowledge about disabilities was a factor that disadvantaged learners and suggested that in-service training, conferences, and professional development for the teachers were necessary for teachers to effectively teach learners included in ordinary classes.

Literature further indicates a need for teachers to be trained for different needs as different disabilities require different types of support. In line with the above, McGee (1997) argues that during in-service training, the curriculum can be dealt with in totality and be introduced properly to the teachers. It is further argued that teacher education should include topics such as differentiating the curriculum and assessing progress. In support of this argument, Peters (2004) is of the opinion that teacher education should provide training on the psychological principles of learning and teaching.

In a study done by Gill (2008) it is further recommended that educators should aim at formulating and integrating more knowledge about inclusive learning in the university's teacher education curriculum. This will help teachers with the adaptation of the school curriculum and assessment methods to respond to all the needs of learners. Authors such as Beres (2001) and Broadbent and Burgess (2003) are of the opinion that in an effort to provide the skills necessary

for successful inclusion to those teachers already in the profession, information sharing and in-service teacher training is the answer.

Literature calls for teachers to be more adequately prepared to cater for the needs of diverse learners in the regular classroom environment (Hsien, 2007). In another study by Mdikana et al, (2007) it is stated that continued professional development is critical and essential in ensuring the successful provision of Inclusive Education in all schools.

It is further pointed out that there is a need for the provision of professional learning experiences that can assist regular classroom teachers to deepen their understanding and knowledge of the specific needs of the learners in an inclusive classroom (Lingard & Mills, 2007; Michael & Richard, 2008). As such in-service training becomes a necessity among teachers as the number of skilled and trained teachers for supporting inclusion is inadequate to meet the needs of different types of disability.

Pre-service training and professional development in inclusive education are very important if inclusive practices are to be implemented successfully in schools (Mastropieri & Scruggs, 2004). According to O'Neill et al., (2009), special education ideology is still very dominant in thought, policy and practices, so special education is at present deeply rooted in most teacher education programmes. For example, a recent study done in New Zealand (Morton & Gordon, 2006) examining the nature and extent of initial teacher education and ongoing professional learning around inclusive education identified that teacher educators uphold the theory of inclusion but not its practice. There were contradictory definitions and contrasting policies and practice of inclusion in teacher education. Therefore they concluded that the up-and-coming teacher might not always have a clear view of what inclusion means in New Zealand. This shows that inclusive

education has to be clearly defined and understood by all policy makers and educators and that they need to ensure that they make provisions for inclusive practices in their training programmes.

Therefore, teacher education programmes must be geared towards preparing teachers in order to help them meet the challenges of inclusion when they begin teaching in regular classrooms (Smith et al., 2005). Hodkinson (2005) conducted a study in England, examining final year pre-service teachers' knowledge and understanding of inclusion, and found that while the majority of pre-service teachers do understand that inclusive education is a complex and multi-faceted concept, their understanding of the implementation of inclusionary practices within an applied education setting was limited. Therefore, Hodkinson suggests that effective implementation of inclusive education depends very much on how individual teachers define it and whether they have received the necessary training to inspire a belief that they can deliver inclusive practices in their classroom.

On-going professional development for teachers who are already teaching in schools is also very important. According to Fraser et al., (2005) and Tilton (1996), on-going in-service training equips teachers with new skills and knowledge that are used in their teaching to enable them to increase their students' achievements. Lipsky and Gartner (1997) supported the above idea and argue that inclusion does not mean "dumping" children in a classroom; it requires a continuation of support and promotes on-going staff development.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter will cover the research design that was used for the study, study population, sample size, sampling procedure and instruments for data collection. It will also cover the procedure for data collection, reliability and validity, data analysis and ethical considerations

3.1 Research design

A research design can be defined according to Kombo and Tromp (2006) as the “glue” that holds all the elements in a research project together. It can also be considered as the structure of the research, a plan which specifies how data relating to a given problem should be collected and analysed.

The study used the Mixed Method Design and the Embedded Design in particular. Creswell (2009) define mixed design research as a design for collecting, analysing and mixing both qualitative and quantitative research or data in a single study or series of studies to understand a research problem. Creswell (2009) further explain that mixed method designs include at least one quantitative method designed to collect numbers and one qualitative method designed to collect words either concurrently or sequentially. The Embedded mixed methods research design, is conducted at the same time and with a purpose of solving the same research problem. The Embedded Design however, allows one approach to dominate the other or they may claim equal priority (Creswell, 2009).

The purpose of the Embedded Design under the Mixed Methods Design is to address different questions that call for different methods or to enhance an experiment (Creswell, 2009). Nevertheless, the study also involved collecting of views from respondents about the implementation of Inclusive Education.

This research design therefore was chosen because the study used both qualitative and quantitative methods to collect and analyse data.

3.1 Study Population

The study's target population comprised headteachers, deputy headteachers, special education needs coordinators and class teachers.

3.2 Sample size

This refers to the number of items to be selected from the universe to constitute a sample (Kothari & Garg, 2014) for the purpose of this research, a sample of forty six (46) participants was used. This comprised six (6) Head teachers, six (6) deputy head teachers, six (6) Special needs Coordinators and twenty eight (28) teachers from the six (6) schools.

3.3 Sampling procedure

Both random and purposive sampling techniques were used to select the participants for the study. To begin with, schools and class teachers were selected using random sampling because they had the same chance or probability to be chosen as samples. Purposive sampling was appropriate for headteachers, deputy headteachers and Special Education Needs Coordinators because the number of participants involved was limited. There could only be one Head teacher, deputy head teacher and Special Needs coordinator at a school at a particular time.

3.4 Instruments for data collection

The instruments that were used for data collection were the self-administered questionnaires for the class teachers. Structured interview schedules for the Headteachers, Deputy Headteachers and Special Education Needs Coordinators. Further, a checklist was used to collect information on the teaching and learning materials available at the schools.

The checklist was developed by listing most of the teaching and learning materials that are required for Inclusive Education to be effectively implemented.

3.5 Reliability and Validity

Nueman (2000) explains that reliability refers to how consistent a measuring device is. A measurement is said to be reliable or consistent if the measurement can produce similar results if used again in similar circumstances. Macmillan & Schumacher (2001) on the other hand states that the validity of an instrument is a determination of how well the instrument reflects the abstract concept being examined.

The instruments used in the study, that is, the questionnaires and interview schedule were tested by conducting a pilot study in two schools in order to examine the validity and reliability. The outcome of the pilot study was that the instruments were not answering all the research questions. For instance, the question on the teaching and learning materials for learners included in ordinary classes. This weakness was attended to before proceeding to do the actual data collection by coming up with a checklist for teaching and learning materials. The two administrators at the pilot schools were not very familiar with the teaching and learning materials needed for learners with disabilities included in ordinary classes.

3.6 Procedures for data collection

The researcher got permission from the District Education Board Secretary's (DEBS) office before going to the schools. An introductory letter and permission was then given to the researcher to go ahead with data collection from the six schools.

The researcher got informed consent from the participants by asking them if they would be willing to take part in the study. Thereafter, the questionnaires were distributed by the researcher to the respondents and interviews were conducted by the researcher in their respective schools. The responses by individual respondents were written down by the researcher for further analysis.

A checklist was then filled in by asking the headteachers to tick or indicate the materials that were available, available but not adequate and not available at all.

3.7 Data analysis

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Kombo and Tromp, 2006). Quantitative data collected was analysed using descriptive statistics such as percentages, analysed using excel to generate graphs, charts and percentages. Bar graphs and pie charts were used to show the frequencies of the responses of the respondents in a diagrammatic form

Qualitative data from respondents on the other hand was coded according to the emerging themes using a Comparative Analysis (Kombo and Tromp, 2006). Qualitative data was obtained through interviews, written down by the researcher and analysed by coding and grouping the emerging themes. Kombo & Tromp (2006) says that in using this form of analysis major

concepts or themes are identified by the researcher by way of perusing through the collected data and identifying information which is relevant to the research questions and objectives.

After this step, data was categorized, organized and transcribed. The data was then sorted out and coded accordingly. Results of data analysis were presented thematically in tables.

3.8 Ethical Consideration

Confidentiality and anonymity was observed by not requesting the respondent's identities. In addition, the right of respondents to information was ensured by telling them the true purpose of the study. Responses from respondents were not discussed with any other person.

Efforts were made to ensure the respondent's responses given in the questionnaires bore no trace or could not be linked back to the respondents. The respondents were informed in advance that the questionnaires and interviews were intended to collect information for academic purposes only.

CHAPTER FOUR

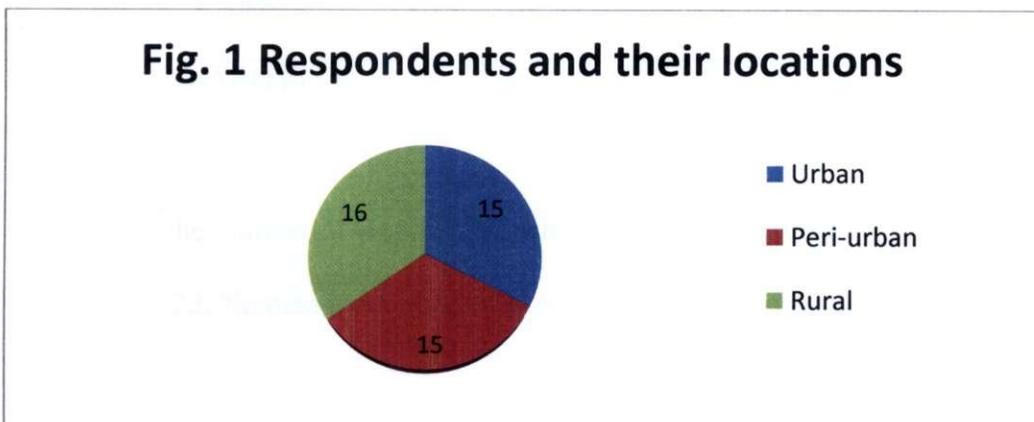
PRESENTATION OF FINDINGS

4.0 INTRODUCTION

The findings of the interviews, questionnaires and checklist conducted to establish the performance of Inclusive Education Programme in Kalulushi District are presented. The findings are given under full headings derived from the objectives of the study. The headings are subdivided to include: research location, sex, age, length of service and professional qualifications of respondents. Other sub-headings are: levels of enrolments for children with disabilities that are included in the ordinary classes of the school system, availability of teaching and learning materials and for learners with special needs included in the ordinary classes, respondent's knowledge on teaching and learning materials needed for learners with disabilities included in the ordinary classes. Others are teacher's preparedness for handling the learners included in the ordinary classes, number of teachers at the six schools visited, number of teachers with qualifications in Special Education, respondent's views on the adequacy of teacher's trained in special education and finally, the respondent's knowledge on the concept of Inclusive Education.

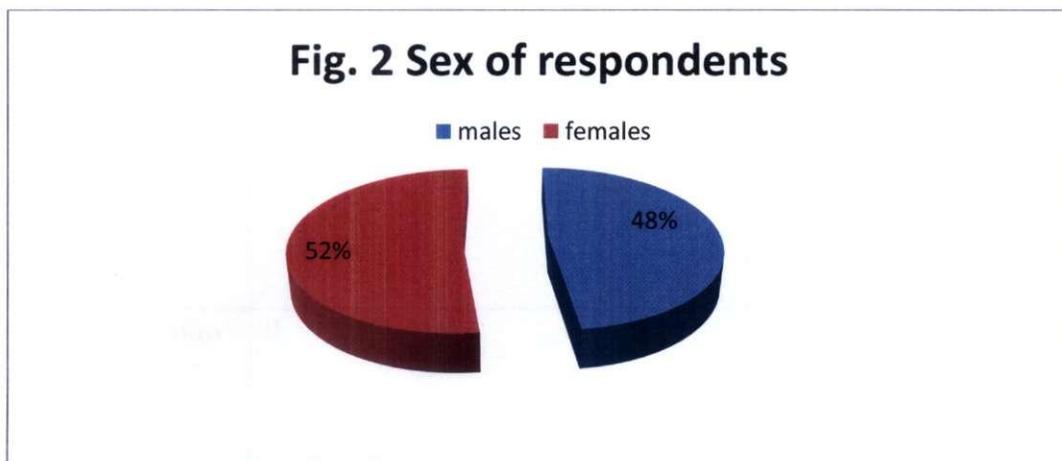
4.1 Social Economic background of respondents

4.1.1 Location of respondents



Out of forty six respondents who were drawn from three different locations in the district, 16 were from rural schools, 15 from urban districts and the 15 were from peri-urban schools.

4.1.2 Sex of respondents



Out of the respondents, fifty two percent (52%) were females while forty eight percent (48%) were males.

4.1.3 Length of service of respondents

Table. 1

S/N	LENGTH OF SERVICE	NUMBER OF TEACHERS
1	0-15 YEARS	26
2	16-30 YEARS	22
3	31 AND ABOVE	0
4	TOTALS	46

Table 1 above shows that the number of respondents who had worked between 0 to 15 years was 26 and 16 to 30 years was 22. No respondent had worked for 31 years and above.

4.1.4 Qualifications of respondents and Posts held

Table 2

Posts Of Respondents	Qualifications				
	Master's Degree	Bachelor's Degree	Diploma	Certificate	Totals
Headteachers	0	0	6	0	6
Deputy Headteachers	1	0	5	0	6
Special Education Needs Coordinators	0	1	3	2	6
Class Teachers	0	4	18	6	28
TOTALS	1 (2%)	5(11%)	32 (70%)	8 (17%)	46(100%)

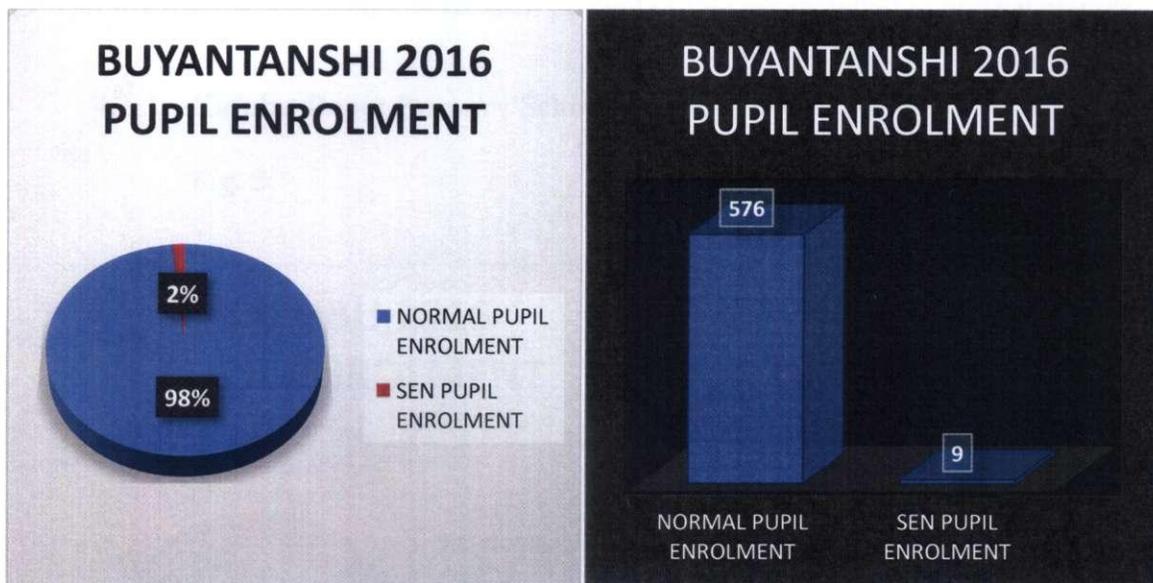
Out of the forty six respondents, two percent (2%) had a master's degree, eleven percent (11%) had bachelor's degrees, seventy percent (70%) had diplomas whilst only seventeen percent (17%) had primary teacher's certificates.

4.2 Levels of enrolments for learners included in the ordinary classes

In order to determine the enrolment levels of learners included in the ordinary classes, data was collected from the headteachers through an interview. The findings on the enrolments for 2016 were as follows.

4.2.1 Buyantanshi Primary

Fig. 3



The above details show that the total enrolments for Buyantanshi Primary School at the time of the study was five hundred seventy six and that of learners with Special Educational Needs or disabilities included was only nine (9). This simply shows that the number of learners included in ordinary classes was only two percent (2%).

4.2.2 Chembe Primary School

Fig. 4

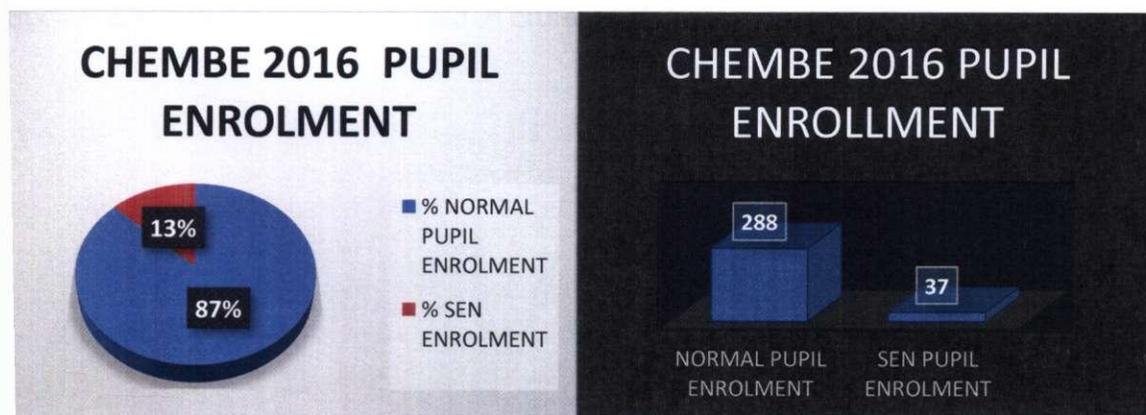
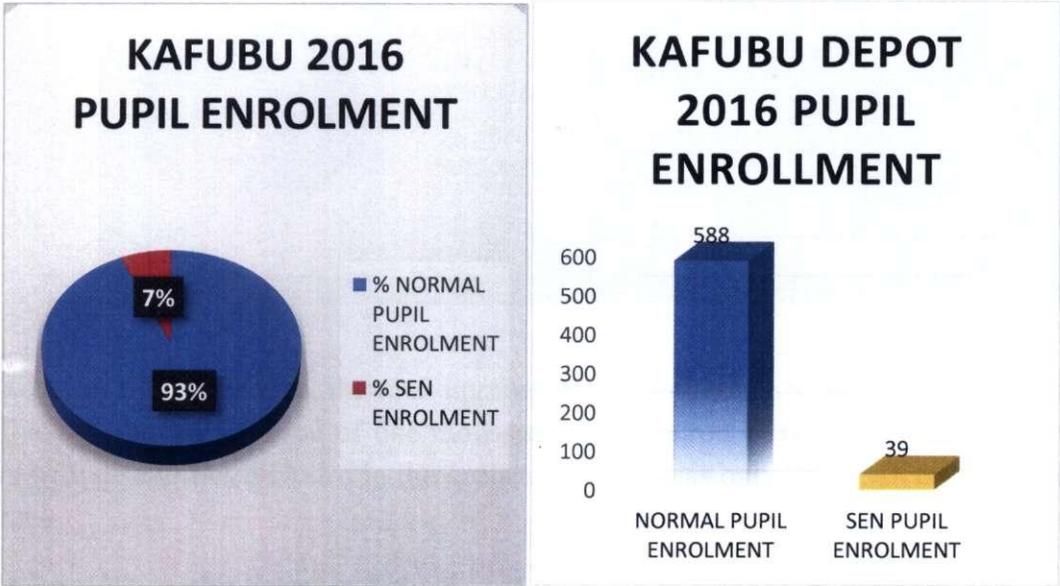


Figure 4 above shows the enrolments for Chembe Primary school. The figures shown indicate that the total enrolment for the school is two hundred eighty eight, out of which only thirty seven (37) representing a percentage of thirteen percent (13%) are included in normal classes.

4.2.3 Kafubu Depot Primary School

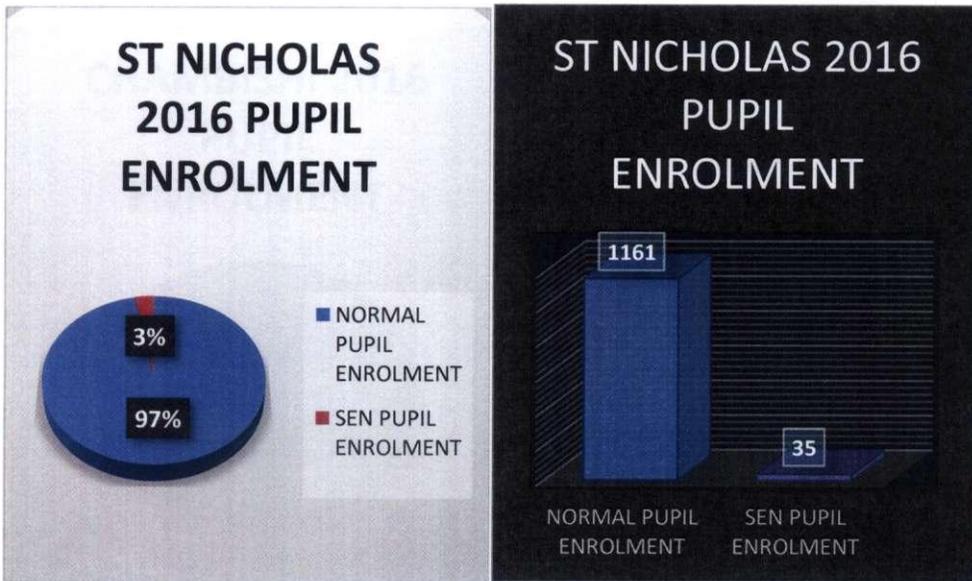
Fig. 5



The information above shows the total enrolments for Kafubu Depot Primary School and that for those with Special Educational Needs included in the ordinary classes. Out of the five hundred eighty eight learners, thirty nine (29) representing a percentage of seven (7%) are learners with Special Educational Needs included in ordinary classes.

4.2.4 St Nicholas Community School

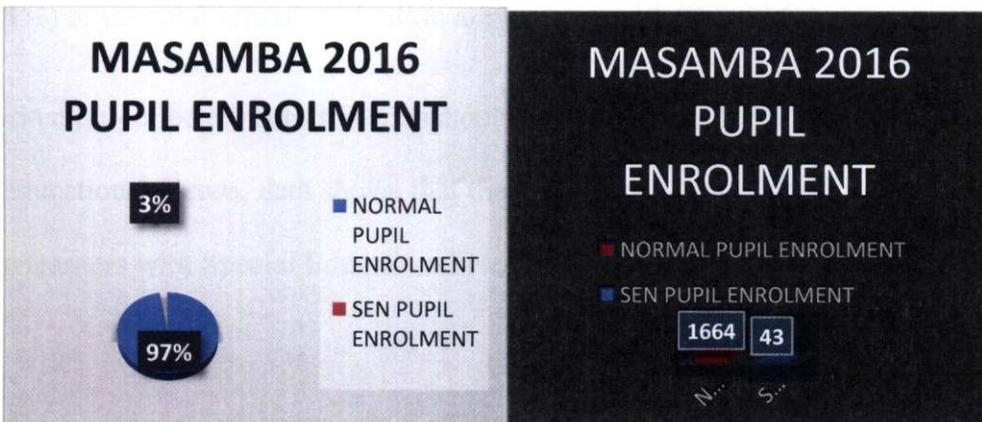
Fig. 6



As depicted in figure 5 above, the total number of learners included in the ordinary classes was thirty five (35) out of the total of one thousand, one hundred sixty one (1161). The number of learners with disabilities included in the ordinary classes was only three percent (3%) of the total enrolment.

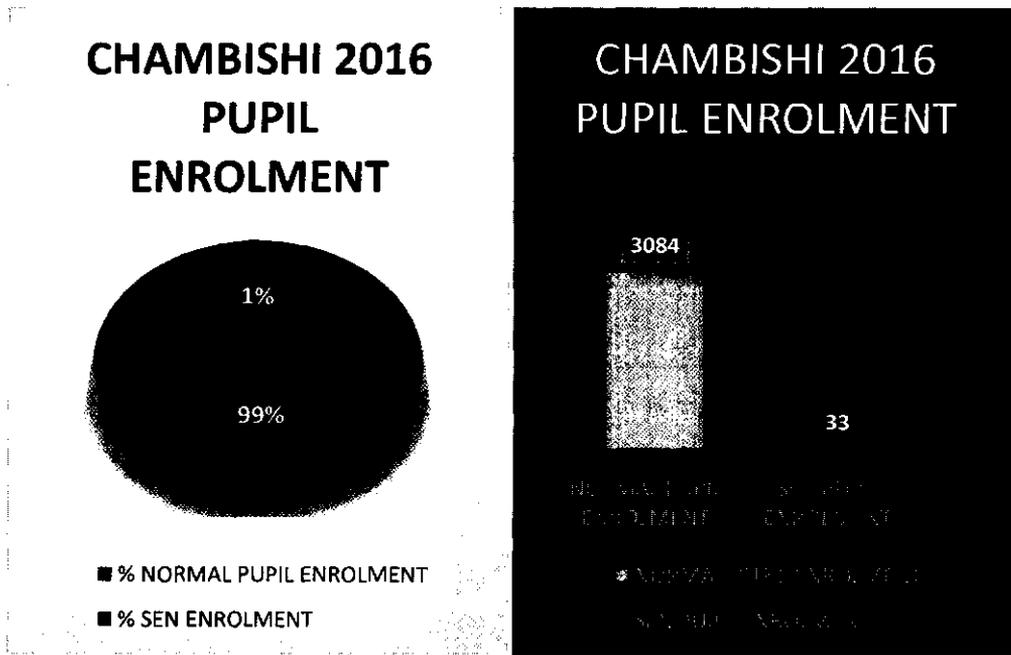
4.2.5 Masamba Primary School

Fig. 7



The figure above shows that at Masamba Primary School, the number of learners included in the ordinary classes in 2016 was only forty three (43) out of one thousand, six hundred sixty four (1664). This figure represents three percent (3%) of the school total enrolment.

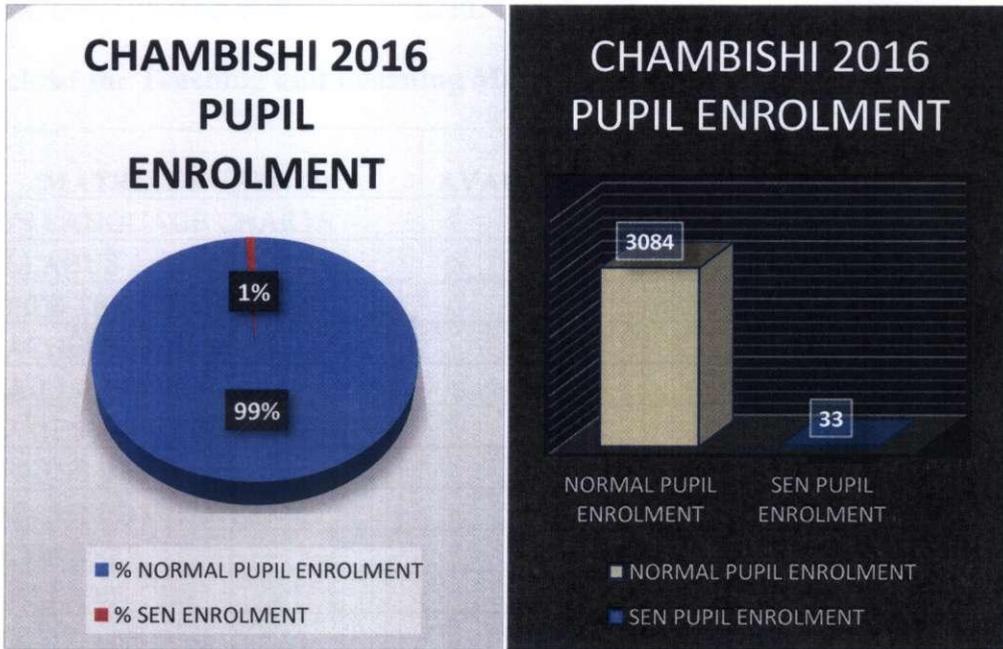
4.2.6 Chambishi Primary School
 Fig. 8



As can be seen in the figure above, Chambishi Primary school had a total of thirty eight (38) pupils with Special Educational Needs included in the ordinary classes out of three thousand, eighty four(3084) which happens to be the total enrolment for the school. This simply shows that only percent (1%) of the total school population are learners with Special Educational Needs.

From the information collected from the six schools on enrolments for all the leaners and those with Special Educational Needs, data shows that the schools have three percent (3%) of the total enrolments are learners with Special Educational Needs.

4.2.6 Chambishi Primary School
Fig. 8



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From the information collected from the six schools on enrolments for all the leaners and those with Special Educational Needs, data shows that the schools have three percent (3%) of the total enrolments are learners with Special Educational Needs.

4.3 Availability of teaching and learning materials for learners with disabilities included in the mainstream

In trying to establish the availability of teaching and learning materials for learners included in ordinary classes, the following checklist was used.

Table 3: Checklist for Teaching and Learning Materials

S/N	MATERIALS NEEDED	AVAILABLE	PARTLY AVAILABLE	NOT AVAILABLE
1	SIGN LANGUAGE CHARTS	√		
2	SYLLABUS	√		
3	PUPILS TEXTBOOKS		√	
4	TEACHER'S GUIDES		√	
5	BRAILLE PAPER	√		
6	FRAMES AND STYRUS			√
7	PERKINS BRAILLER			√
8	EMBOISSED CHARTS			√
9	RECORDERS			√
10	TAPES AND CDS		√	
11	COMPUTERS		√	
12	TELEVISION SETS			√
13	DVD PLAYERS			√
14	STOVES			√
15	FRIDGE			√
16	SEWING MACHINES			√
17	ASSORTED MANIPULATIVE TOYS		√	
18	CHALK	√		
19	CHALK BOARD	√		
20	MARKERS		√	
21	FLIP CHARTS/MANILLA PAPERS	√		
22	CRAYONS		√	
23	REFERENCE BOOKS WRITTEN IN BRAILLE			√
24	TALKING AIDS LIKE CALCULATORS			√
25	MATERIALS FOR ACTIVITIES FOR DAILY SUCH AS SOAP, WATER, TOOTH BRUSH, SPOONS, PLATES, COMBS, TOWELS		√	

Table 3 above shows that there are quite a number of teaching and learning materials that are needed for inclusive education to be implemented effectively. The findings of the study show that only a few teaching and learning were available but in most cases they were not adequate or not available at all. For instance, from the checklist above, all the schools visited indicated that they had sign language charts, Syllabi, Braille Paper, chalk, chalkboards and flip and Manilla paper.

Some of the teaching and learning materials that were partly available were textbooks for pupils and tapes and CDs, teacher’s guides, computers, assorted manipulative toys, markers and materials for teaching activities for daily living such as soap, water, toothbrush, toothpaste, spoons, plates, combs, tissue and towels.

Materials that were completely not available were the frames and styrys, perkins brailer, embossed charts, recorders, television sets, dvd players, stoves, fridge, sewing machines, reference books written in braille and talking aids like calculators.

4.3.1 Respondent’s Knowledge on teaching and learning materials needed for leaners with disabilities included in the ordinary classes

Table 4: Respondents knowledge on Teaching and Learning Materials

Respondents	Responses	
	Respondents who had knowledge	Respondents who did not have the knowledge
School Administrators	7 (58%)	5 (42%)
SENCOS	6 (100%)	0 (0%)
Class Teachers	11 (39%)	17 (61%)

Table 4 above shows that fifty eight percent (58%) of the school administrators and these are read teachers and deputy headteachers had the knowledge on teaching and learning materials

that are needed to effectively implement Inclusive Education while forty two percent did not have the knowledge. All the Special Education Needs Coordinators had the knowledge.

On the other hand, among the class teachers who responded to the questionnaires, only thirty nine percent (39%) had the knowledge whilst the other sixty one percent (61%) did not have the knowledge.

4.4.0 Teacher’s preparedness for Handling Learners Included in the Ordinary Classes

4.4.1 Number of teachers at the six schools visited by gender

Fig.9

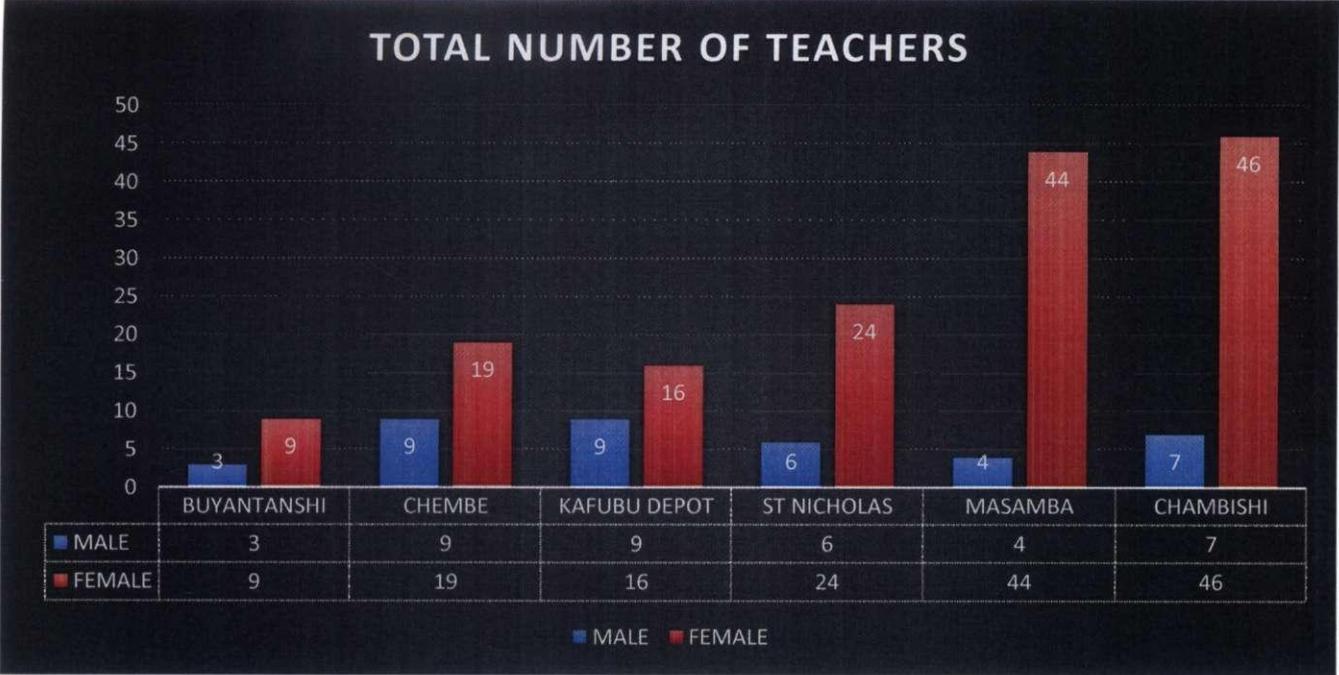
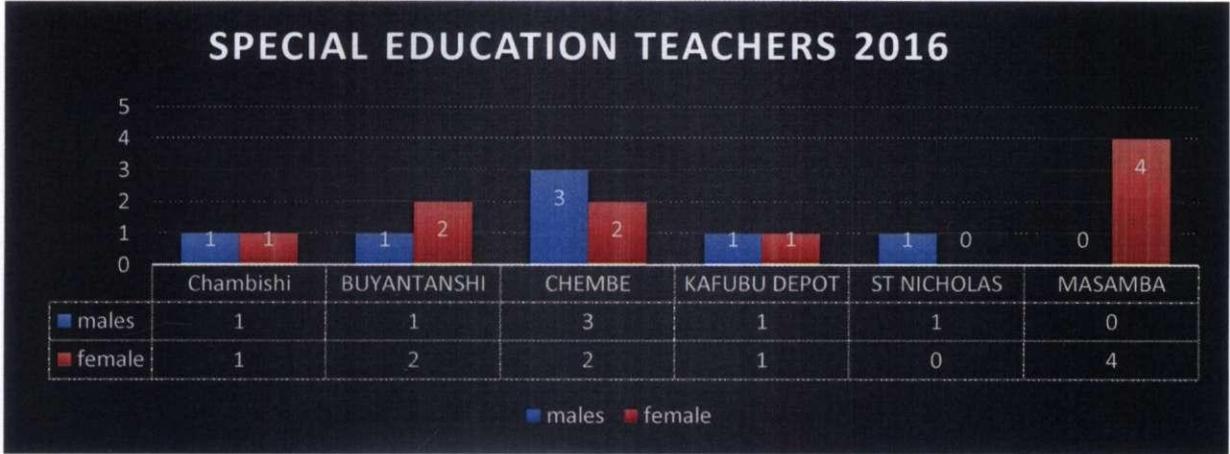


Fig. 8 above shows the number of teachers by gender at the six schools visited. The number of teachers at the schools were as follows: Buyantanshi, 12, Chembe 28, Kafubu Depot 25, St Nicholas 30, Masamba 48 and lastly Chambishi 53.

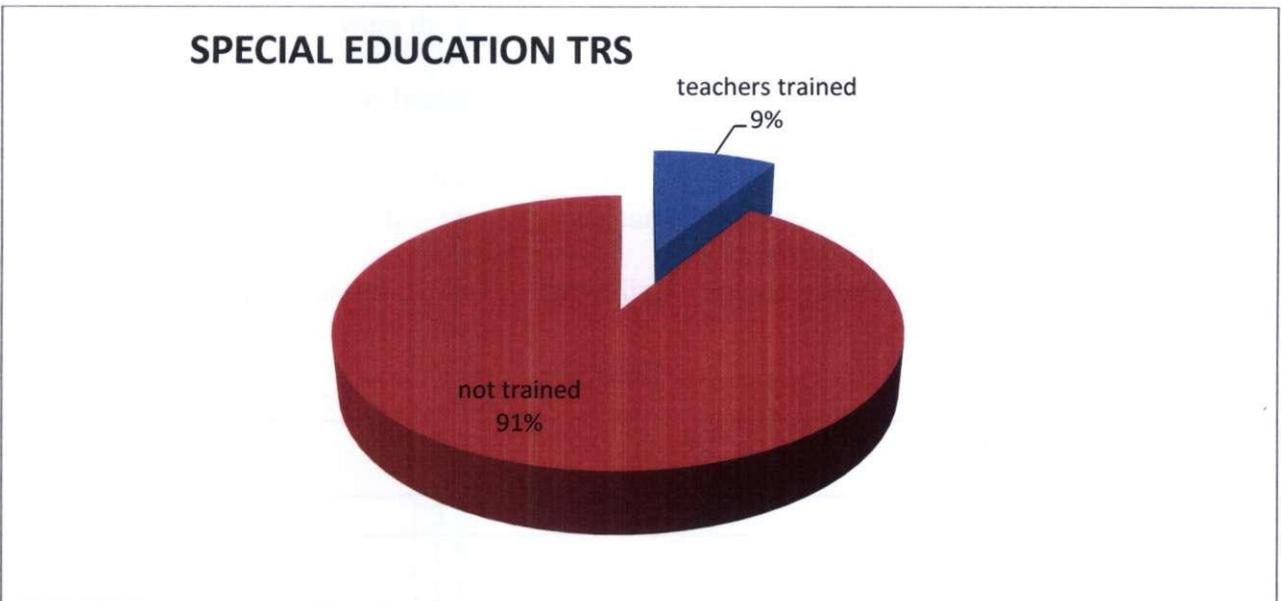
4.4.1 Number of teachers trained in Special Education

Fig.10



As can be seen in the figure above, the number of teachers who were trained in Special Education by gender for the schools that were visited was seventeen (17). This is out of the total number of teachers of one hundred ninety six (196) teachers. The number of teachers trained in Special Education is nine percent (9%) only. The information is shown in the pie chart below.

Fig. 11 Special Education Teachers



4.4.2 Respondents views on Adequacy of Teachers Trained to Handle learners with Special Educational Needs

Table 5: Views on Adequacy of Teachers Trained in Special Education

Respondents	Responses	
	Teachers not adequately trained	Teachers adequately trained
School Administrators	4	8
SENCOS	1	5
Class Teachers	26	2
TOTAL	31 (67%)	15 (33%)

Table 5 above shows the views of respondents on the adequacy of teachers training to handle learners with Special Needs included in the ordinary classes. The figures show that sixty seven percent (67%) of respondents think that the training is not adequate while thirty three percent (33%) show that the training is not adequate.

4.2.3 Respondent’s Knowledge of respondents on Concept of Inclusive Education

Lastly, respondents were asked to say what they understood about the concept of inclusive education and below were the responses.

Table 6: Knowledge on Inclusive Education

Respondents	Emerging themes				
	Including learners with disabilities in ordinary classes	Including them in ordinary classes and providing them with necessary skills	Including in ordinary classes and providing trained personnel	Including learners with disabilities and sensitising teachers	Including those with mild problems only
School Administrators	3	3	2	2	2
SENCOS	0	3	3	0	0
Class Teachers	2	13	5	5	3
TOTAL	5 (11%)	19 (41%)	10 (22%)	7 (15%)	5 (11%)

Out of the forty six (46) respondents, the majority nineteen (41%) were of the view that Inclusive Education entails including learners with Special Needs in ordinary classes and providing them with the necessary skills. This was followed by ten (22%) who indicated that Inclusive Education is including learners with disabilities in ordinary classes and providing Specialist teachers in the area of Special Education. Seven respondents (15%) said that the concept of Inclusive Education entails including learners with Special Needs in ordinary classes provided the teachers were sensitised on the same. The other five (11%) respondents indicated that Inclusive Education is Including learners with disabilities in ordinary classes and lastly, the remaining five (11%) said Inclusive education is including learners with mild disabilities only.

CHAPTER FIVE

ANALYSIS AND DISCUSSION OF FINDINGS

5.0 Introduction

This chapter discusses the findings of the study. The discussion follows the study objectives which were to: determine the levels of enrolments for children with disabilities that are included in the ordinary classes of the school system, establish the availability of teaching and learning materials for learners with special needs included in the ordinary classes and assess the teacher's preparedness for handling the learners included in the ordinary classes.

5.1 Levels of enrolments for children with disabilities included in ordinary classes

The study found that out of the total enrolments at the six schools visited which was 7, 925, 221 (3%) of this number were learners with Special Educational Needs. This finding shows that there are some learners with disabilities who have access to education in ordinary classes meaning that the programme of Including learners with disabilities is at least bearing fruit. This information agrees with that obtained from the Central Statistical Office which stipulates that out of the total number of persons with disabilities, approximately 80, 558 are of school going age and only about 44,181 which translates to only 19.9% of the total number of people with disabilities have access to education meaning that a large number of persons with disabilities are excluded from the schools system in the country (CSO, 2012).

The above findings are in agreement with a base study on Special Educational Needs which was conducted by Kasonde and Moberg conducted a baseline study of special educational Needs in North -Western and Western provinces of Zambia. They identified that 6.8% of pupils enrolled

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in government schools in those provinces having special educational needs and that out of school children were approximately one third of school aged children. Kasonde and Moberg (2001) mentioned that disability was the main reason to being home for 23 % of the children out of school.

Children with disabilities are not supposed to be kept at home because they are also human beings just like any other person and they need to be provided with education as it is their right. In view of the same, The Ministry of General Education introduced Inclusive Education so that those learners who cannot be captured in the special schools can learn with their colleagues. What is obtaining on the ground is that the people given the task to ensure that learners with disabilities are given an opportunity to learn are not doing enough to sensitise the communities on the need for them to send such children to school.

5.2 Availability of Teaching and Learning Materials for Learners with Disabilities included in ordinary Classes

In trying to establish the availability of teaching and learning materials for learners included in the mainstream, table 3 which was a checklist was used. The findings show that only a few teaching and learning materials were available but in most cases they were not adequate or not available at all. For instance, from the checklist above, all the schools visited indicated that they had sign language charts, Syllabi, Braille Paper, chalk, chalkboards and flip and Manilla paper. Some of the teaching and learning materials that were partly available were textbooks for pupils and tapes and CDs, teacher’s guides, computers, assorted manipulative toys, markers and materials for teaching activities for daily living such as soap, water, toothbrush, toothpaste, spoons, plates, combs, tissue and towels.

These findings are in line with what was revealed in a study by Ojala (2004) that at most schools, there are only a few toys, books and material for creative activities and most teachers were concerned with the lack of toys, materials for creative activities and materials for teaching pre-vocational skills and activities for daily living. Furthermore, in the same vein, a study conducted by Ndhlovu (2007) concluded that teachers, parents and pupils indicated that lack of or inadequate teaching and learning resources in schools contributed to hindering schools from practicing effective inclusive education.

The study further revealed that in most cases, the teaching and learning materials for learners with disabilities included in ordinary classes were completely not there. Materials that were completely not available were the frames and styrys, perkins brailier, emboissed charts, recorders, television sets, DVD players, stoves, fridge, sewing machines, reference books written in braille and talking aids like calculators. This finding is in line with Mmbaga (2002) observed that in the classrooms where learners with disabilities are included, textbooks were being shared up to nine children. Visual impaired pupils had no writing equipment such as Perkins Braille, and hand frames and styluses were not available for all pupils needing them. The cost of buying such materials is what is high. For instance, as suggested by Mmbaga (2002), braille machines and textbooks for the blind are very costly and as a result it is very costly to implement Inclusive Education.

Mmbaga (2002) further suggests that most of the teachers in schools are aware that they can make use of the local environment in coming up with teaching and learning materials. Teaching aids are very important in teaching learners in an inclusive setup or classroom. A good lesson presentation should use all the essential tools which will help the learners understand the lesson. Insufficient or lack of teaching and learning materials make it difficult for the teachers to deliver

materials and for the learners to understand the lesson and they also help to simplify the lesson and make it easy for the learners to understand the concepts during lessons. Therefore in a situation where most of the teaching and learning aids are not available, it becomes a problem for students to understand the lesson after all, students learn better by involving themselves in activities that enable them create their own knowledge.

On the respondent's knowledge on teaching and learning materials needed for learners with disabilities included in the ordinary classes, the findings were that fifty eight percent (58%) of the school administrators and these are head teachers and deputy headteachers had the knowledge on teaching and learning materials that were needed to effectively implement Inclusive Education while forty two percent (42%) did not have the knowledge. All the Special Education Needs Coordinators had the knowledge. In addition, among the class teachers who responded to the questionnaires, only thirty nine percent (39%) had the knowledge whilst the other sixty one percent (61%) did not have the knowledge.

These findings are in line with a study conducted by Studies by Möwes (2007) and Evans (2007) who discovered that even though some Namibian teachers had an idea of Inclusive Education, there lacked the knowledge it can implemented effectively due to lack of awareness and skills to help learners with diverse educational needs within the system. This could lead teachers to feel ineffective and less confident in handling learners with special educational needs in an inclusive classroom.

5.3 Teacher's Preparedness to handle Learners with Special Needs included in the Ordinary Classes

On the issue of teacher's preparedness to handle learners included ordinary classes, the study revealed that out of the total number of one hundred ninety six (196) teachers, only 17 had the Special Education qualifications representing only 9% of the teachers. This simply shows that the teachers handling learners with disabilities included in the ordinary classes were not adequately trained. This finding is in line with those of a study done by Mashiya (2003) who found that only few human resources were qualified, trained or experienced to successfully provide Inclusive Education in schools. In addition, the findings agree with those provided by Brandon (2006), who conducted a study in Botswana and it was discovered that teachers lacked sufficient training and they did not possess the expertise necessary to teach learners with physical disabilities.

Furthermore, the findings by Kalabula (1991) in his study on the integration of the visually impaired children into Zambian schools revealed that teachers had no training in dealing with the visually impaired children. The study by Kalabula (1991) also revealed that there were fewer trained specialist teachers to meet the current demands of inclusive schooling. For instance, trained teachers in existing schools of learning disabilities, hearing impaired and visually impaired were lacking. Generally, most of teachers received inadequate training on how to handle a classroom where there are learners with special educational needs (Zimba et al. 1999; Zimba, Haihambo & February, 2004; Möwes, 2007).

It is worth noting that for inclusive education to be implemented effectively, teachers handling learners include in the ordinary classes should be adequately prepared. It is argued by Ladbrook

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It is worth noting that for inclusive education to be implemented effectively, teachers handling learners include in the ordinary classes should be adequately prepared. It is argued by Ladbrook

(2009) and Fields (2007) that teachers require training and solid structured support at all levels and from the wider community in order to meet the needs of all learners.

For inclusive education to be effective there is need for teachers' education colleges and universities to incorporate issues to do with Special Education and Inclusive Education in particular. There is also need to include issues to do with Special Education in programmes for staff professional development. Mastropieri & Scruggs, (2004) suggest that pre-service training and professional development in inclusive education are very important if inclusive practices are to be implemented successfully in schools. According to O'Neill et al., (2009), special education ideology is still very dominant in thought, policy and practices, so special education is at present deeply rooted in most teacher education programmes. The implication here is that it is important to impart the knowledge on Inclusive Education to the teachers if the programme is to be effectively implemented.

To add on, the study revealed that most of the respondents felt that regular teachers were not fully equipped to teach children with disabilities. Most of them commented that the training they got in inclusive education was insufficient. They said that when the programme was being implemented, they underwent some form of training which was not adequate according to them. It was indicated that the training of all stakeholders including the teaching staff about the importance of inclusive education and how to implement inclusive education should have been the first aim of the Government or whoever is responsible because teachers are the key people. Sensitisation of teachers during Staff professional trainings and workshops is very important if teachers were going to appreciate and fully participate in the affairs of children with Special Educational Needs Included in the ordinary classes.

Naukkarinen (2008) noted that primary school teacher curriculum realised that not much has been done regarding the sensitisation of teachers on issues of Special Education and went on to suggest that more effort was needed to integrate inclusive education content in School based staff professional development activities. These views were in line with the findings of Moberg (1997), Kasonde-Ngandu and Moberg (2001) in which teachers saw the need for qualified personnel, workable policies and availability of teaching and learning materials.

Lastly, respondents were asked to say what they understood about the concept of inclusive education and the findings were that out of the forty six (46) respondents, the majority nineteen (41%) were of the view that Inclusive Education entails including learners with Special Needs in ordinary classes and providing them with the necessary skills. This was followed by ten (22%) who indicated that Inclusive Education is including learners with disabilities in ordinary classes and providing Specialist teachers in the area of Special Education. Seven respondents (15%) said that the concept of Inclusive Education entails including learners with Special Needs in ordinary classes provided the teachers were sensitised on the same. The other five (11%) respondents indicated that Inclusive Education is Including learners with disabilities in ordinary classes and lastly, the remaining five (11%) said Inclusive education is including learners with mild disabilities only.

From the above information, the study revealed that most of the respondents who participated in the research had an idea on how the concept of Inclusive Education works. Ryba & Annan, (2000) explains that Inclusive practice allows more interactive teaching methods that increase interdependence, in which students help each other and maximise participation. Corbett (2001) further suggests that it requires teachers to provide equal learning opportunities with appropriate

support and assistance to meet their student's potential. It implies shared responsibility from all stakeholders and joint concern in the process.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter concludes the study and also make some recommendations based on the findings of the study

6.1 Conclusion

The findings of the study have revealed that:

- 6.1.1 There are a number of learners with disabilities who have access to education in ordinary classes. This simply shows that the implementation of Inclusive Education in terms of access is being achieved. For instance, statistics obtained from the six schools visited were that 3% of the total enrolments of 7, 925, 221 out of which (3%) were learners with disabilities.
- 6.1.2 The teaching and learning materials for learners with disabilities included in ordinary classes were in most cases not available. For instance, materials such as frames and styrys, perkins brailler, emboissed charts, recorders, television sets, DVD players, stoves, fridge, sewing machines, reference books written in braille and talking aids like calculators were completely not available. All the schools visited indicated that they had sign language charts, Syllabi, Braille Paper, chalk, chalkboards and flip and Manilla paper. Some of the teaching and learning materials that were

partly available were textbooks for pupils and tapes and CDs, teacher's guides, computers, assorted manipulative toys, markers and materials for teaching activities for daily living such as soap, water, toothbrush, toothpaste, spoons, plates, combs, tissue and towels.

- 6.1.3 Lastly, concerning the preparedness of teachers handling learners with disabilities included in the ordinary classes in terms of teacher training, the study revealed that there is a serious shortage of teaching staff that were qualified to teach learners with disabilities. This had an effect on the implementation of the Inclusive Education in that without qualified teachers, a programme may not be implemented fully.

6.2 Recommendations

Based on the findings and in line with the objectives, the following recommendations have been made and may be considered:

For the Schools:

1. School authorities to organise workshops so that teachers are sensitised on what Inclusive Education is all about and how best the learners included in the ordinary classes can be handled.
2. Administrators to encourage teachers to take up courses in Special Education so that the education system can have more teachers qualified to handle learners with disabilities included in the ordinary classes by explaining to them the importance of taking up such a course.

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3. Administrators to encourage teachers to make use of the local environment in coming up with teaching and learning materials.
4. Administrators to support the effective implementation on Inclusive Education Programme by allocating funds towards the same.

For the Ministry of General Education:

1. To fully fund activities that are related to the implementation of Inclusive Education Programme by putting up deliberate instructions such as allocating a certain percentage towards the implementation of Inclusive Education and that it should strictly be followed.
2. Come up with a deliberate programme where a lot of teachers would be sponsored to take up courses in Special Education. For instance, the fast track that the Ministry of General Education has come up with where teachers especially those teachers offering Mathematics and Science are sponsored to take up courses in the two subject areas should also include teachers who want to do Special Education.
3. Procure teaching and learning materials to support the effective implementation of Inclusive Education and also give a directive that a certain percentage of all the grants received by schools should be used to buy teaching and learning materials for learners with disabilities.

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Appendix i

Questionnaire for Class Teachers

Dear Respondent,

I am a student from the University of Zambia and Zimbabwe Open University carrying out a research on Inclusive Schooling Programme (INSPRO). You have been kindly called upon to help by providing answers to the questions in the Questionnaire below.

Instructions

This questionnaire is on the evaluation of INSPRO in Kalulushi District. You have been selected to take part in this exercise with full knowledge that your personal details must not be disclosed to ensure a high degree of confidentiality. Additionally, be informed that your choice among the alternatives per given question, represents your personal point of view, hence will be deemed to be correct answers.

Section A

BIO DATA (Tick where possible)

- 1. Name of school.....
- 2. Type of school; A. government B. Community
- 3. School setting; A. rural B. peri - urban C. urban
- 4. What is your qualification?
A. Certificate B. Diploma C. Degree D. Masters
- 5. What is your area of Specialisation?
.....
- 6. How long have you been teaching (years) A. 0 – 15 B. 16 – 30 C. 31 and above

Section B

(Circle the corresponding answers where possible)

- 7. What is the size of your present class?
A. 0 – 5 B. 6 – 10 C. 11 and above

8. What are teaching and learning materials in your own understanding?
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.....
9. What teaching and learning materials are available for learners with special educational needs/ disabilities included in ordinary classes?
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10. Do you think the teaching materials available are suitable for learners with special Needs? If not explain why you feel they are not suitable.
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11. What are some of the teaching aids that you think are supposed to be provided for learners with special needs?
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12. Is it a good thing to include learners with special needs in ordinary classes? Give reasons for your answer
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13. As a teacher, what efforts have you made to ensure that learners with special needs included in the ordinary classes do not feel out of place and benefit from the learning process.
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.....
14. what is the meaning of Inclusive Education according to your own understanding

15. Is the concept of inclusive education well known and accepted by teachers? Give reasons for your answer

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16. What is your view on the qualification of teachers in handling learners with disabilities included in ordinary classes?

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17. What measures should be put in place to ensure that learners with special needs included in ordinary benefit fully from the learning process?

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18. What challenges are likely to be encountered by teachers as they handle learners with special needs included in ordinary classes?

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19. What suggestions to you have for the Ministry of General Education on Inclusive Education for learners with special educational needs?

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Appendix ii

Interview schedule for the headteachers, deputy headteachers and Special Education Needs Coordinators

1. What is your gender?
2. What is your position in school?
3. What is your professional qualification?
4. How long have you served in your position?
5. Have you had any training in special Education and inclusive education in particular?
6. On average how many pupils with special do you have in this school?
7. How many learners with disabilities are included in ordinary classes?
8. What is the meaning of Inclusive Education?
9. What teaching and learning materials are available for learners with disabilities included in the mainstream?
10. Are the teaching materials suitable for learners with special needs?
11. What teaching and learning materials do you think are suitable for learners with special needs?
12. How many teachers are at this school?
13. How many teachers are trained in special education?
14. Do you think the teachers at this school are adequately trained to handle learners with special needs?
15. How often are the teachers sensitised on issues to do with inclusive education?
16. In your opinion what would you like to particularly see in schools engaged in inclusive practices?
17. What is your view concerning inclusion of learners with special needs in ordinary classes?

Appendix iii

Checklist for Teaching and Learning Materials

S/N	MATERIALS NEEDED	AVAILABLE	PARTLY AVAILABLE	NOT AVAILABLE
1	SIGN LANGUAGE CHARTS	√		
2	SYLLABUS	√		
3	PUPILS TEXTBOOKS		√	
4	TEACHER'S GUIDES		√	
5	BRAILLE PAPER	√		
6	FRAMES AND STYRUS			√
7	PERKINS BRAILLER			√
8	EMBOISSED CHARTS			√
9	RECORDERS			√
10	TAPES AND CDS		√	
11	COMPUTERS		√	
12	TELEVISION SETS			√
13	DVD PLAYERS			√
14	STOVES			√
15	FRIDGE			√
16	SEWING MACHINES			√
17	ASSORTED MANIPULATIVE TOYS		√	
18	CHALK	√		
19	CHALK BOARD	√		
20	MARKERS		√	
21	FLIP CHARTS/MANILLA PAPERS	√		
22	CRAYONS		√	
23	REFERENCE BOOKS WRITTEN IN BRAILLE			√
24	TALKING AIDS LIKE CALCULATORS			√
25	MATERIALS FOR ACTIVITIES FOR DAILY SUCH AS SOAP, WATER, TOOTH BRUSH, SPOONS, PLATES, COMBS, TOWELS		√	