

**VIEWS OF PARENTS ON INCLUSIVE EDUCATION FOR
CHILDREN WITH DISABILITIES: A GENDER DIMENSION CASE
STUDY OF ST. LAWRENCE BASIC SCHOOL IN LUSAKA URBAN DISTRICT.**

BY

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**A dissertation submitted to the University of Zambia in partial fulfilment of the
Requirement for the award of Master of Arts degree in Gender Studies**



The University of Zambia

Lusaka

2010

I, MAKIANZA HELEN, declare that this dissertation

- (a) Represents my own work;
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APPROVAL

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ABSTRACT

This study was aimed at investigating views of parents on the inclusion of learners with disabilities in mainstream schools in Lusaka urban district of Zambia with a gender dimension. This aim was achieved by reviewing relevant literature with the purpose of finding out what other authorities regard as the views of parent/guardians (females and males, respectively) of learners both with and without disabilities.

Empirical research was also conducted in order to elicit parents'/guardians' views concerning inclusive education. For additional information, the views of school managers, teachers, teaching in inclusive classes, learners with disabilities as well as learners without disabilities learning in inclusive classes were also elicited.

In consideration of the Millennium Development Goal number 4-Basic Education For All by 2015, they were to indicate by gender whether there was any collaboration between the professional in the school system and the community (parents/guardians) prior to the initiation of inclusive schooling in the area.

The study revealed that there was lack of collaboration between the school and the parents'/guardians with more females than males registering ignorance of the programme and a lot of females also indicating that they did not participate in the activities of the school where their children were learning in an inclusive set up. There was a gender gap between females and males on their involvement with the school. Furthermore an equal number of females and males indicated that that did not favour the idea of inclusive education citing the incompetence s of some teachers in handling both learners with and without disabilities in the same classroom.

On the basis of these findings, recommendations were made so that due attention could be given to issues of concern by the relevant authorities. It is hoped that this study will be a valuable contribution to the improvement of collaboration between professional in the education system, parents/guardians and other stakeholders, taking any gender issues that

may hinder or that may assist the continuity of inclusive education in Lusaka urban district, in particular and Zambia as a whole.

DEDICATION

To my mother Anna Chirwa-Mwanza who always valued education despite her having not acquired formal education. She always encouraged me to work hard as she very much believed that education was the main key to success.

To all my children, for understanding my persistent absence from home because of the studies.

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CHAPTER ONE

INTRODUCTION

Background

According to Kokkala et al. (2001), the “Education For All” evaluation process has estimated that about 113 million children do not go to school. Two thirds of these are girls. Furthermore there are nearly 900 million illiterate adults in the world. Again two thirds of these are females. The problem is more severe in developing countries which are struggling with constant budgetary and other capacity constraints.

In most of these countries the general gross enrolment rate is as low as 70 percent and some countries it is even lower than 50 percent. Given this situation, it is usually children with disabilities who suffer most of the constraints and their chances to get an education are weak in most developing countries. National data from many of these countries reveal that only a fraction – perhaps only one to three percent of children with disabilities are enrolled in special schools.

On the other hand, mainstream education in its current state is, in most cases, unable to cater for their educational needs. This leaves the vast majority of children with disabilities totally out of school. The situation is also reflected in the statistics that show systematically how numbers of illiterate children are higher among children with disabilities than the overall age group.

Pupils with disabilities should also be encouraged to take up skill oriented subjects while they are in school. Pre-vocational subjects play a very important role in the life of children with disabilities by offering them the relevant life and entrepreneurial skills.

The majority of persons with disabilities leave school either at Grade 7 or 9 level and fail to register at trades training and other vocational institutions due to lack of exposure to pre-vocational skills during their days at school. It is for this reason that career and guidance teachers should encourage pupils to take up skill oriented programmes at school. The skills learnt will offer the pupils sufficient background required to enter a trades training institution or follow other specialised vocational programmes after leaving school.

All children with disabilities, like any other children, have the right to education. If properly trained, they are also capable of making very useful contribution to the society and nation as a whole. This is evidenced by the various products produced by the visually impaired, such as baskets, trays, brushes, brooms, among other things. Teachers are therefore urged to explore the pupils' potential and interest if good results are to be achieved (Katwishi et al., 1997). Parents and the community must also be strongly involved as child's successful education and socialisation depends on them and other adults within the community.

The United Nations (1994) General Assembly recognised that the effectiveness of classroom process in promoting student learning is to a substantial degree influenced by collaboration among teachers, teacher educators, parents and learners.

This is particularly the case in the learning of students with disabilities. In developed countries, parents over the years played a crucial role in formulating and implementing policies on the integration of their children into regular schools as indicated below:

- Lobbied for better services and rights for their children.

- Demanded for involvement in the assessment and placement of their children.

- Asked for participation in the day-to-day running of schools including actual teaching.

Although this demand for parental participation and involvement was not always supported by professionals, it was crucial in enabling students with special needs access to differentiated curricula in the developed countries (African Journal of Special Need Education, Vol. 4, No. 1, March, 1999).

Blanco (2001), states that education is not restricted to the school environment, therefore it is necessary to increase the places for learning, especially in the case of those learners that cannot benefit from formal schooling, and strengthen collaboration ties among the school, families and the community at large.

Both women and men, as parents, should participate in school activities supporting specific learning at home and controlling the children's progress.

All of an individual's life, from the time of birth, is a process of learning which takes place mostly informally, in the course of everyday living, in relationships with members of one's family and society. Even before a child enters into formal or non-formal systems of education, even without participating in any such 'organised' forms of education, a child acquires values, attitudes and norms of her/his culture and society. The family and community can be identified as the chief agents of informal education.

During the early years, parents have been the only educational force in their child's life until adulthood. Therefore parents are the only expert in the education of their children.

In Zambia, before independence in 1964, the education of people with disabilities was provided by voluntary agencies, which were mainly concerned with visual and hearing impairment and physical disabilities. In 1966 the Zambian Education Act did not include the education of people with disabilities (Special Education) perhaps because it was not the responsibility of the Zambian government then to provide this kind of education.

In 1971, however, the then Republican President then, directed the Ministry of Education to take over the responsibility of Special Education, although it was not given legal backing by the Zambian Education Act of 1966. Since then, a lot of development in Special Education has taken place even without legislation.

In 1992, Focus on Learning document affirmed the provision of Special Education Needs. The latest development being the formulation of the 1996 Education Policy Document “Educating Our Future” which states that:

“Every individual has an equal right to educational opportunity and to the participation in the education system, regardless of personal circumstances or capacity”

Because of this reason, schools are facing pressures from Human Rights Organization (e.g. the United Nations) and advocates of inclusive education to include children with various disabilities in ordinary schools. Thus the inclusive education is a concept that views children with disabilities as full time participants and members of their neighbourhood schools and communities.

This means that the main objective of inclusive education is to improve the quality and access to basic education for children with special learning needs due to various disabilities. So, inclusive education in Zambia has been adopted as an educational programme with a pilot project in Kalulushi district.

The concept and practice of inclusive schooling in teacher curriculum which was reviewed in 1997 is now being taught at both pre and in-service teacher training. Zambia Teacher Education Course (ZATEC) students can decide on Special Education as an area of curriculum strength.

The Zambia Basic Education Sub-sector Programme (BESIP) integrated Special Education, good quality and relevant basic education, for children consistent with the 1996 Education Policy.

A teacher training college of children with disabilities, Zambia Institute of Special Education (ZAMISE), was established by the Zambian government, where certificate and diploma courses in Special Education are being offered. In addition, the University of

Zambia offers degree programmes to teachers of the children with Special Educational Needs.

Swedish International Development Agency (SIDA) has in its policy (1996), strong support for inclusive education. The objective of SIDA support to Special Needs Education is to improve the quality of, and access to basic education for children with special learning needs due to various disabilities.

SIDA supports the integration of Special Needs Education into ordinary schools, as this is generally the most effective method if the great majority of children with special needs are to be reached. This is important from a social as well as an economic point of view. It is also important because teachers who have been trained to meet the needs of children with special needs can also apply their child-centred methods to teaching the other children in the same classroom.

Inclusive education has come out as a movement to change exclusionary policies and practices. It is increasingly becoming the most effective approach in meeting the educational needs of all pupils and ensuring that all children have the right to be educated regardless of their disability or learning difficulties within the ordinary school environment.

However, inclusive education among parents continues to be topical due to several factors such as, lack of parent-professional collaboration in decision making programmes in the school which is central to the development of the school and lack of legal framework and legislation to protect parents and their children in inclusive education.

Statement of the problem:

From the review of literature, one of the features that surfaces is that, quite a number of studies have been carried out on the inclusion of pupils with disabilities in ordinary schools in Zambia.

Among the studies that have been done in the field of Special Education, Kalabula's (2005), was on inclusive education for children with visual impairment, while Mandyata (2002), focused on views of teachers on inclusive education, and in another study, Mandyata (2003), focused on views of parents with Special Education Needs. Katwishi's (1995) study, was on activities existing in special schools, while Kasonde-Ng'andu (1986), focused on the aspects of the upbringing and education of children with disabilities in a Bemba culture.

However, all these studies on inclusive schooling are silent on issues pertaining to the views of women and men respectively, as parents/guardians and as the custodians of their children. This study therefore, was designed to look at gender based views of parents/guardians regarding the education of children with disabilities in the same classroom with children without disabilities.

Purpose of the study

The purpose of the study was to investigate the views of parents/guardians on the education of children with disabilities in inclusive classes, taking into account the gender of the parents/guardians.

Objectives

The study was guided by the following objectives:

- 1 .To compare the views of both male and female parents/guardians on the education of children with disabilities.
2. To determine factors influencing the views of both male and female parents/guardians on the education of children with disabilities in an inclusive set up.
3. To establish whether there would be differences between the female and male parents' views on the education of children with disabilities in an inclusive set up.
4. To evaluate the factors influencing the access and participation in inclusive education for children with disabilities.

Research Questions

1. Are there differences in the views held by male and female parents/guardians of children with and without disabilities in inclusive schools?
2. What factors have influenced the views of both male and female parents/guardians of both children with and without disabilities on the education of children with disabilities?
3. What gender based issues are considered in the learning of children with disabilities in an inclusive set up?
4. What are the factors influencing the access and participation in education for children with disabilities?

Significance of the Study

Inclusive education continues to be a dry area in education with a lot of unanswered questions, especially pertaining to the views of parents/guardians of children with disabilities.

Therefore, a study such as this is likely to generate information that would add significantly to the existing body of knowledge on inclusive practices in schools in Zambia. It would provide information on perceptions and values attached to inclusive education by parents and their roles in the strengthening of inclusive practices in schools from a gender dimension. It will also contribute significantly to gender issues in the education of children with disabilities.

Conceptual Framework

A partnership perspective on the learning of children was used to guide the work in this study. The perspective is based on Urie Brofenbrenners Ecological Model of child Development. The model states that “child development takes place through complex systems on the child’s immediate environment” (Brofenbrenner, 1998:993). Central to this perspective is the shared responsibility principle which evolves around the family, community and school settings through which family and school are engaged.

Definitions of terms

The terms used in the present study are as follows:

Basic Schools – an education institution providing education to pupils from grade 1 up to grade 9 level of education in Zambia.

Inclusive Education – a philosophy in which schools have a responsibility of meeting the needs of all children within ordinary education. In addition, teachers are able to differentiate and adapt curriculum and unstructured strategies to suit the differing needs and abilities of each child in an ordinary school.

Inclusive practice – placement of pupils with disabilities and those with specific learning difficulties in ordinary education setting where their special needs are met. The able-bodied and disabled children learn together in an ordinary school or classroom. This may take a particular form such as children with disabilities learning in an ordinary classroom all the time (full inclusion) or periodically with drawing for specialist attention in a resource room. It may also be an arrangement whereby children with disabilities learn separately within an ordinary school through a special class arrangement.

Inclusive schooling – implies that all children no matter how severe their disabilities or how intensive their needs are, should be accommodated in an ordinary class in their neighbourhood school. The school they would attend if they did not have a disability.

Existing facilities and distribution of resources should be strengthened to enable inclusive practices to be run smoothly.

Gender dimension – implies the categorization into females and males of the respondents on the views given and the differences in views between females and males.

Ordinary School – a general educational institution exclusively designed for children without disability.

Ordinary teacher – An individual who has undergone a formal training in general education and teaching.

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

Mainstream – ordinary education, it may also mean an ordinary class or school.

Special Education (SE) education exclusively or intended for children with disabilities and those with specific learning difficulties.

Special Education Needs (SEN) appropriate education provision for children with disabilities. These include special schools, units within ordinary schools and inclusive classrooms.

Parents'/guardians' views – the parents'/guardian's acceptability of their children with and without disabilities to be schooled in the same classroom.

Mainstreaming – providing the most appropriate education for each child in the least restrictive setting. Combining the skills of general education and Special Education so that all children may have education opportunity in an ordinary school.

Limitations of the study

The study was limited to one selected Lusaka urban district school practicing inclusive education. The sample was rather small due to limited time and resources in relation to the entire population of schools in Lusaka district that may be practicing inclusive education.

Non-availability of potential interviewees at arranged times meant that the researcher repeatedly went out trying to find them. This strained the researcher's transport costs.

Therefore, the findings of this study cannot be generalized to other districts in the province.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews literature of relevance to issues related to various views on disability and inclusive education. Specifically an attempt is made to include studies that focus on parental involvement in the education of their children with and without disabilities and their role in moulding their daughters' and sons' personalities.

Miron and Katoda (1991), narrated from a historical perspective that in all countries and cultures, people with disabilities systematically have been denied their human rights and privileges. Time has brought with it reforms which has increased the possibilities to live a more normal life. One of these reforms is the provision for education which ought to be as integrated as possible into regular schools.

Kalabula (2005), investigated the views of parents and guardians of visually impaired children learning at schools within the community in Petauke district. It was observed that the parents and guardians of the visually impaired children presented a very positive picture. This was seen in the high percentage (60%) of parents who answered "yes" to the question "are you happy that your visually impaired child is learning at a school within your community?"

However, Kalabula's (2005) study, focused only on the parents and guardians of the visually impaired children. Their views may not be the same with those of parents and guardians of children with other disabilities as well as parents of children without disabilities. Parents of children with other disabilities and parents of children without disabilities may have different views regarding the inclusion of children with disabilities within the community.

Secondly, Kalabula's (2005) study does not address any gender issues. His study does not show how many women as mothers or guardians, or how many men as fathers or guardians of visually impaired children responded that they were happy to have their visually impaired children learn in an inclusive setting.

This study therefore, endeavoured to elicit the views of parents of children with other disabilities as well as the views of parents of children without disabilities.

Mandyata (2003), studied views of parents with Special Educational needs. In his study he established that parents with children with Special Education Needs were not happy to have their children in ordinary schools.

Mandyata's (2003)'s study contradicted that of Kalabula (2005) where parents and guardians of children with visual impairment presented a very high percentage of being in favour of inclusive schooling for their visually impaired children. However, Mandyata (2003), just like Kalabula (2005), does not specify which gender of the parents was less in favour of inclusive schooling than the other.

He does not desegregate the respondents by gender, such that it is not indicated as to how many female parents/guardians as compared to male parents/guardians stated that they were not happy to have their children learning in inclusive schools.

Chilufya (2004), studied parents' attitudes towards inclusive education for disabled children. His results showed that 77 percent of the respondents gave a negative answer particularly in Kalulushi district where the pilot project for inclusive education was first piloted in Zambia by the Education Sector Support Programme (ESSP) project.

His finding sharply differs with Kalabula (2005), who's finding recorded 79 percent of parents and guardians firmly registering that inclusive education for their children was good.

Another point to note is that both Chilufya and Kalabula do not desegregate their respondents by gender. In other words, they do not show how many women and men were in favour or were not in favour of inclusive education.

This study therefore sought to desegregate respondents by gender.

The specification by gender would enable the providers of inclusive education to come up with more appropriate ways of educating the children with Special Educational Needs in line with both female and male parents'/guardians' views.

Parents'/guardians' views should be considered in designing educational programmes because they should be taken on board by professionals as partners in their own right.

Kasonde-Ng'andu et al. (2001), in their studies in North-Western and Western Provinces of Zambia, observed that gender was found to be related to attitudes. They observed that males had more positive attitudes towards disabled persons than females (means 74.2 and 76.1; $p < 0.5$).

Giddens (2001), in agreement with Kasonde-Ng'andu (2001) established that, gender is a socially created concept which attributes differing social roles and identities to men and women. Despite the advances that women have made around the world, gender differences continue to serve as a basis for social inequalities.

Similarly, Vajrathon (1976), in a study, established that masculine and feminine stereotyping exists in almost every culture. Men are supposed to be strong, logical, analytical, systematic, fearless and assertive, whereas women are supposed to be the opposite; soft, emotional, uncertain, timid, shy, intuitive and fearful.

Mackie et al. (1991), in agreement with Vajrathon (1976) established that, from one generation to another, parents mould their sons' and daughters' personalities to fit such masculine/feminine patterns. Men grow up with 'masculine mystique' motivating all the Human beings with 'masculine' qualities dominates society.

Rules and social structures are set up by men to suit their own purposes, which even if this is seldom bluntly articulated serve to keep them in permanent power and full control of the total human society. All superior activities are male activities.

Whatever women do in society is always looked upon as inferior. Male supremacy is drummed into women by all educational and socialization processes from the time they are born to the time they die. Boy children are given more sophisticated toys than girl children. Parents encourage boys to play with each other in organized activities and girls play with dolls and cooking utensils.

Studies of school text books in a number of developing countries have also revealed that women are most often portrayed playing stereotypical roles as wives and mothers or occupying subordinate positions in employment. This discrimination is evident at various levels of the education system.

This study established that girls are socialised to be subordinate to boys with regard to roles and responsibilities such as decision making process and this makes them lag behind even as they mature to womanhood.

Equal rights and equal opportunities between boys and girls are firstly and foremost a human right issue for all children, whether with disabilities or without disabilities.

The school is one of the most important players in society and is a clear agent of change with a responsibility to influence children as well as parents.

Attention to the gender equality is essential to sound development and at the heart of economic and social progress. Development results cannot be maximized and sustained without explicit attention to different needs and interests of women and men.

If realities and voices of half the population are not fully recognised SIDA's objectives "to reduce poverty and to contribute to a more secure equitable and prosperous world" will not be reached (Canadian in the World Government Statement, 1995).

Turnbull et al (1982) studied the status of parental involvement in decision making involving the education of their children. In their conclusion they established that parental attendance at conferences has been at a fairly high level. However, even when parents are involved, they usually only listen, rather than contribute to decision making programmes.

And Hoff, Fenton, Yoshida and Kaufman (1978) earlier on, studied non involvement of parents in decision making programmes involving the education of their children. Hoff, Fenton, Yoshida, and Kaufman (1978) established that non involvement of parents in decision making programmes involving the education of their children is evidenced by the significant number of programmes that lack parental signatures.

They further established that parents often cannot seem to remember what happens at an IEP Conference (Hoff, Fenton, Yoshida and Kaufman: 1978). McKinney and Ocurtt (1982), in their study of parental non involvement in decision making programmes involving the education of their children, concluded that this may be the result of lack of preparedness for the conference, the technical jargon typically used, and confusion about their role.

According to UNESCO, Sub region project for Special Education (1986 v. 5) parental involvement in the education of their children starts during assessment procedures. It provides opportunities for parents and children to learn about each other by spending time together, sharing both pleasure and struggle.

This leads to self esteem which unlocks the child's hidden potential. A policy regarding parental involvement is necessarily a part of each school policy of SEN. A SEN policy needs to be a written document presented to all stakeholders.

Parents should therefore be accorded far more dynamic role in the education of their children (Mittier, 1974). Professionals must understand the responsibilities and challenges faced by parents of the children in their schools and classrooms.

They should not assume that they know more about the child, her/his needs and the way these should be met, than do the parents. This can only be done if their views are sought and they are given a chance to be involved in making programmes that are initiated in the education system.

Booth (2001), in his study on inclusive education, established that inclusive education is the opportunity for a person with a disability to participate fully in all the educational, employment, consumer, recreational, community and domestic activities that typify everyday society.

He further established that many learners face barriers to learning and participation within centres because of poor nutrition or lack of a supportive environment at home – the absence of basic resources such as water and sanitation, limited learning resources such as books and paper, problems in the preparation.

Commitment and attitude of staff and the relevance and acceptability of the curriculum and inaccessible buildings. In some places the security of buildings is a problem and it is difficult to keep any equipment on the learning centre premises. Such difficulties can be reduced when communities feel ownership of their local learning centres.

In learning centres attempting to become more inclusive, the development of a supportive community of staff and learners is seen to be as important as the encouragement of academic attainment.

The basics of sustainable inclusive development within any learning centres is the emergency of an inclusive culture underpinned by shared values, that, can be passed on to new members of the centre's community. The development of a safe, secure, accepting,

collaborating, stimulating community in which everyone is valued, becomes the basis for encouraging the achievement of all learners. It involves making all learners, parents/caregivers and community members, welcome and valuing them equally. There is concern to uncover and minimize barriers to learning and participation in all areas of the centre and to remove all forms of discrimination.

However, inclusive education being a serious task requires the input of policy makers, parents, teachers and people with Special Educational Needs themselves for it to succeed in Zambia.

Kasonde-Ng'andu et al. (2001), in their studies in north-Western and Western Provinces of Zambia, observed that the attitudes towards inclusive education among

Various respondents, teachers, head teachers and parents were predominantly negative in both provinces, with parents of children with disabilities manifesting the most negative attitudes although the data showed that a substantial number of people seemed to believe in the philosophy of inclusive, especially among those with formal education and the young ones.

Furthermore they observed that teachers do not perceive the current provision as the most appropriate ones. They observed that for most pupils with SEN (65%) teachers were of the opinion that a more segregated education provision than the current ones were recommended. A more integrated education provision was seen as the best for only 19% of pupils.

This meant that teachers tended to see ideas of including pupils with SEN in ordinary school classrooms as inappropriate. They further observed that, currently it seems to be difficult to meet pupils' individual educational needs in ordinary classrooms.

MOE through Teacher Education (TED), (2006), on the other hand, supports this view, and points out that among the stakeholders, parents can also be invited to attend short

parent courses at the centre. During the courses, the parents can be given the information and advice through practical demonstrations on such aspects of how to handle a disabled child and how to make simple instructional aids.

Parents need to teach their children needed self help and daily living skills or provide home tutoring sessions to supplement classroom academic instructions. Children acquire many important skills as a natural result of the everyday interaction between parents and children. Parents should encourage their children to be self-reliant both within the school and within the community.

MOE through TED (2006) further argues that professionals should follow certain guidelines in interacting with parents with SEN children. Professionals should be resourceful in translating their knowledge into effective Special Educational Needs for their pupils.

They should be able to see to it that parents are aware of their children's disabilities as early as possible so that they can work together in coming up with ways of seeing their children go through the educational system.

This study thus focused on the views of female parents guardians in comparison to views of male parents/guardians because of the primary role that they play in terms of managing their families, especially in matters of education of their children, at individual levels as mothers and fathers.

Another reason for this deliberate focus was based on the researcher's personal conviction that professionals in the education system tend to overlook the fact that parents of children with disabilities can contribute to the learning of their disabled children if they are fully involved and informed of any new developments in the system at individual levels as women and men as they have different roles to play in moulding the personality of their daughters and sons.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter presents the methodology of the study. The various aspects of the methodology are summarized under different sub headings: - the research design, population, sample, sampling procedure, research instruments, data collection procedure and data analysis.

Research design

Ghosh (2003), defines a research design as a plan of the proposed research work. A research design represents a compromise dictated by mainly practical considerations. He points out that 'a research design is not a highly specific plan to be followed without deviation, but rather a series of guide posts to keep one headed in the right direction'.

This study adopted a case study method. Ghosh (2003:224) defines a case study as a method of collecting information about an individual; a family, an institution, a group of persons that can know precisely the factors and causes of a practical phenomenon.

This research study deployed a case study design over other designs to allow in depth study of the case in its natural setting as this study was based on one school Lusaka urban.

Location

St. Lawrence Basic School is located in the northern part of Kamwala South residential area, approximately eight (8) kilometres from the town centre.

Its main catchment areas include Misisi compound, Kuku compound, Chawama compound, Jack compound and Kamwala South. St. Lawrence has a population of over 90 pupils learning in inclusive classes and in ordinary main stream as well as a number of

pupils learning exclusively in a special education unit. St Lawrence was selected for this study because it is the only school in the area practicing inclusive schooling. The other school, Kamwala basic is approximately six (6) kilometres away.

Population

The target population was 340 parents/guardians, 5 school managers, 30 school teachers, and 90 pupils learning in inclusive classes at St. Lawrence Basic School in Lusaka urban district of Zambia.

Sample

The study sample comprised 34 parents/guardians (17 females and 17 males) who had their children learning in inclusive classes in grades 5, 6, and 7; four (4) teachers teaching in inclusive classes; five(5) school managers; Nine (9) pupils with disabilities and another nine (9) pupils without disabilities.

Sampling procedure

The sample for this study was selected through simple random sampling and purposive sampling. The simple random sampling was used to come up with the 34 respondents of parents/guardians who had their children learning in inclusive classes, and 9 pupils without disabilities. Females and males were assigned into balanced groups.

The groups were balanced and so no group dominated the other. Because the groups were gender balanced, it was easy to venture into comparing the views which these balanced groups held over inclusive education.

To obtain additional information, purposive sampling was used to select 9 learners with disabilities and 4 teachers teaching in inclusive classes and 5 school managers.

It is important to note that the categories of learners selected was not gender balanced, as there were more boys than girls without disabilities learning in inclusive classes, and more girls than boys with disabilities learning in inclusive classes.

Research instruments

Three data collection instruments namely, interview schedules, questionnaires and focus group discussions were employed. These instruments were chosen for the following reasons:

(i) Interviews

Anderson (1999:222) ,states that, “an interview is a specialized form of communication between people for a specific purpose associated with some agreed subject matter. He argues that, when used with care and skill, interviews are an incomparable rich source of data”.

Therefore the researcher sought this technique because of its ability to clarify questions and probe the answers from the respondent, providing more complete information than would be available in written form.

(i) **An interview guide** was used to solicit data from the key informants on factors that are associated with the education of children with disabilities in inclusive classes, views on inclusive education, factors influencing their views, gender issues and views on their children’s performance.

(ii) **A semi structured interview guide** was used to collect data from teachers who were teaching in inclusive classes on whether or not they were trained to teacher both pupils with and without disabilities ,whether they understood the concept of inclusive schooling, and what they thought were the advantages and disadvantages of teaching in inclusive classes.

(iii) **Questionnaire** was used for school managers. This contained both open ended questions and closed ended questions. These were designed to collect data on factors influencing their views on inclusive schooling, gender issues and their expectations on inclusive education.

A questionnaire is described as a measurement procedure that usually contains questions aimed at getting specific information on a variety of topics. This instrument was chosen because it permits the collection of reliable and reasonably valid data, relative, simply, cheaply and in a short space of time (Anderson, 1990:209).

(iv) Focused group discussion guide

A focused group discussion guide was chosen to address a specific topic in depth in a comfortable environment to get a wide range of opinions, attitudes, feelings or perceptions from a group of individuals who share some common experience relative to the dimension under study.

One of its advantages is that not only does it disclose what is important to individual respondent, but the group setting also attempts to create a synergistic environment resulting in a deeper, more insightful discussion (Anderson, 1998:200).

A guide for focus group discussion was used for selected pupils to collect in depth data on beliefs that they had on people with disability, people with albinism, people with epilepsy, people with hydrocephalus, people with visual impairments, people with hearing impairments, people with physical impairments and people with learning disabilities.

Pilot test

Items of the questionnaires must carry the same meaning of the respondents and those of the researcher. The pilot test is probably the only sure way of establishing that this is achieved. The pilot tests are a way of discovering the major flaws in the instruments before the main study. The researcher carried out a pre-test with exactly this in mind.

Problems encountered during pre-test field research – first school

Some individuals refused to be interviewed and also denied the researcher the chance to interview pupils in focused group discussions. They claimed that this would arouse suspicion and could even link the researcher to examination malpractice, as this study

was carried out during the time learners in schools (grade 7, 9 and 12) were sitting for their final examination

Thus the researcher failed to collect the questionnaire and interview schedule from the first school that she had targeted.

Problems of the second school

Here again, the researcher encountered suspicion and hesitation among individuals. Suspicion and hesitation arose mainly because some male respondents did not like the word 'gender' which appeared on the researcher's letter of recommendation from higher authorities to carry the research.

Some individual males viewed the word 'gender' as an issue of problem, or cause of confusion in the school. Another problem pertained to availability of people at appointed times for interviews.

Many teachers and school managers claimed that they were busy and thus found it difficult to stick to their appointments. The Head teacher passed the questionnaires to his deputy who in turn put them on his table and forgot about them.

Teachers also claimed that they were busy with the end of year- open -day for parents. All these caused delays.

However, the researcher took advantage of the school's open day to interview parents/guardians, pupils with and without disabilities and to collect a number of answered questionnaires as well as to inter view some teachers teaching in inclusive classes.

Data collection

In this study the parents/guardians, teachers in inclusive classes, pupils with and pupils without disabilities were interviewed in order to obtain their views regarding inclusive education.

Appointments were made by the researcher with parents/guardians, teachers and pupils with disabilities as well as pupils without disabilities. Time as well as the place most convenient for them was arranged. The aim of the interview was also highlighted to the respondents.

The researcher interviewed 4 teachers at the same school teaching in inclusive classes and a questionnaire was administered to school managers at the school. A focused group discussion was also conducted.

Data analysis

Data collected in the study were analyzed using both quantitative and qualitative methods. The qualitative data were analyzed and put in themes and categories as they emerged.

Quantitative data were interpreted and presented in different ways depending on the variables analysed. Among the methods that were used were summary sheets, tables, and graphic presentation such as bar charts.

CHAPTER FOUR

PRESENTATION OF FINDINGS

Introduction

This chapter presents the findings of the study which sought to investigate the views of parents on inclusive education taking into account gender dimension. The findings of the study are presented based on the various categories of respondents and according to the objectives of the study.

Findings from parents/guardians

Knowledge of inclusive education

Respondents were asked to indicate as to whether they knew what inclusive education was.

Findings of the study showed that five (5) female and two (2) male respondents knew it, while eight (8) female and seven (7) male respondents said they did not know what it was. On the other hand four (4) female and eight (8) male respondents said they were not sure.

For the respondents who said “yes” they said they knew about inclusive education through a meeting before the programme was implemented at the school.

For those who lacked knowledge about the programme, they said the school made programmes most of the time without informing them, and that they did not recall being invited for the implementation of the programme.

Perception of respondents on enrolling children with and without disabilities in the same school

Respondents were asked to indicate their perceptions on enrolling children with and without disabilities in the same school

The study revealed that eight (8) female and nine (9) male respondents said it was alright, while eight (8) female and seven (7) male respondents said it was not alright. The remaining respondents, (one female and one male), said they were not sure.

For the respondents who answered in affirmative, the reasons they gave were that their children would learn good behaviour from each other and that the children with disabilities could even achieve academically in the long run, while those who were not in support of the idea, said that their children would become slow in class if they were enrolled in the same school with those with disabilities.

Whether it would be alright for the child to learn with boys only than girls only that had disabilities

Respondent were asked to say as to whether they felt it better for their child to learn with boys only rather than girls only that had disabilities.

Table 1 below shows that the majority of the respondents, 15 males and 10 females said it was not alright while two females and eight males said it was alright. Only one male respondent was not sure.

Table 1: Respondents' views on learning

Response	Gender of respondent		Total
	Female	Male	
Would be alright	2 (25.0%)	6 (75.0%)	8 (100.0%)
Would not be alright	15 (60.0%)	10 (40.0%)	25 (100.0%)
Not sure	-	1 (100.0%)	1 (100.0%)
Total	17 (50.0%)	17 (50.0%)	34 (100.0%)

Respondents were further asked to give reasons for their responses and the following emerged:

- Would be alright:
- Girls with disabilities would be discriminated against as well as abused both physically and sexually by those boys without disabilities, so it would be acceptable for children to learn with boys than girls with disabilities.

Would not be alright

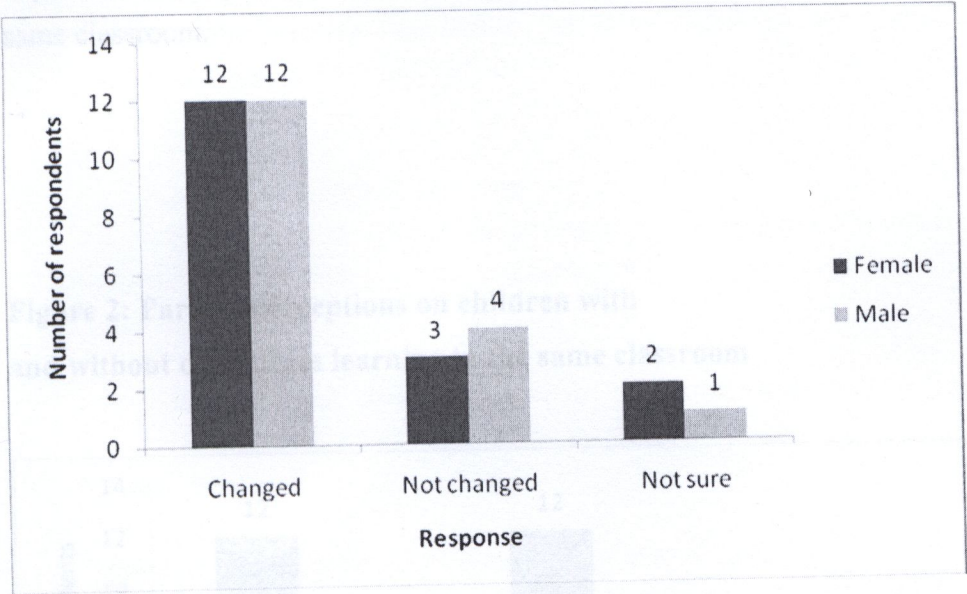
- The children without disabilities would not concentrate in class as they would keep on asking questions as to why there are only boys and no girls with disabilities in the class
- Both sexes needed the same care, love and education
- Both girls and boys with disabilities were children who needed to be treated equally like any other child
- Both sexes are acceptable because it is psychologically good

Participation of parents in school activities

Parents were asked to indicate as to whether they participated in activities at the school where their child was learning.

Figure 1 below shows their responses. The figure shows that most of the respondents, 21 (11 females and 10 males) said they did not participate while 12 respondents (6 females and 6 males) said they did participate. Only one male respondent did not respond to the question.

Figure 1: Whether parents participated in school activities



Respondents were also asked to give reasons for their responses. For the respondents who said they participated in school activities, they said only participated in Parent Teacher Association (PTA) meetings, when the school was asking them to pay user fees for their children and open days.

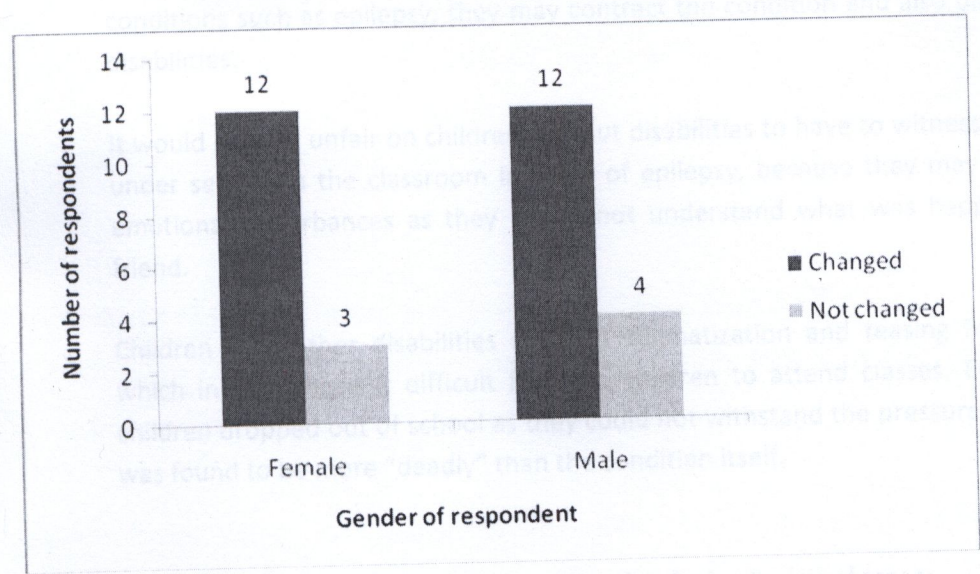
On the other hand respondents who said “no “indicated that they were only informed through their children when there was any activity at the school and said this form of information was not reliable and adequate enough.

Perception of respondents on having children with and without disabilities learning in the same classroom

Parents were asked to indicate what they perceived about having children with and without disabilities learning in the same classroom. Their responses are as shown in Figure 2 below.

The table shows that most of the parents, 20 (10 females and 10 males) thought it was alright to have these children learn together while 14 (7 females and 7 males) felt that it was not alright for the children with and without disabilities to learn side by side in the same classroom.

Figure 2: Parents perceptions on children with and without disabilities learning in the same classroom



The reasons for the above were as follows:

For those who said it was alright

Many children of different capabilities are able to learn in the same classroom and share their experiences as abled and disabled.

Children with disabilities should not be segregated against as they contribute to national development if they learn in the same classroom with those without disabilities as this acts as a preparation for a larger society when they leave school.

It is alright because at school children learn to appreciate each other. If these two groups were learning together in the same classroom, they would both learn to appreciate and accept one another.

For those who said it was not alright

If children with and without disabilities learn in the same classroom, those without disabilities may also start copying some manners such as being aggressive to their siblings at home.

If children without disabilities learn in the same classroom with those that have conditions such as epilepsy, they may contract the condition and also develop learning disabilities.

It would be very unfair on children without disabilities to have to witness other children under seizure in the classroom in cases of epilepsy, because they may develop some emotional disturbances as they would not understand what was happening to their friend.

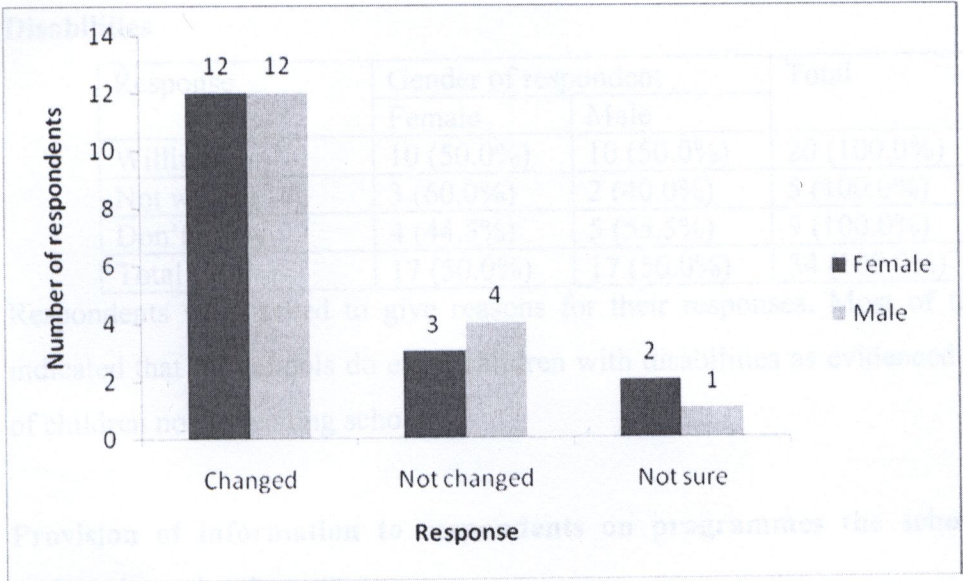
Children with other disabilities suffered stigmatization and teasing from classmates which in turn made it difficult for such children to attend classes. Eventually these children dropped out of school as they could not withstand the pressure. Stigmatization was found to be more “deadly” than the condition itself.

Attitudes of teachers towards children learning in inclusive classes

An opinion was sought from respondents to indicate teachers’ attitudes towards children learning in inclusive classes.

Their responses are shown in Figure 3 below. The table shows that most of the respondents, 20 (9 females and 11 males), were of the view that teachers’ attitude towards the disabled was positive; while 12 respondents (6 males and 6 females) said it was negative. Two female respondents said they did not know.

Figure 3: Respondents’ views on learning



Willingness of schools in the area to enrol children with disabilities

A question was asked to respondents to indicate whether schools in their respective areas were willing to enrol children with disabilities.

Table 2 below shows their responses. The table shows that majority of respondents, 20 (10 females and 10 males), indicated that the schools were willing to enrol these children while 5 respondents (3 females and 1 male), said the schools in their area were not willing to enrol such children. The rest of the respondents (4 females and 5 males) said they did not know whether the schools were willing to enrol children with disabilities or not.

Respondents were asked to indicate as to whether they were involved in the initiation of inclusive schooling being practiced at the school where their child was learning.

Table 2: Willingness of schools to enrol children with Disabilities

Response	Gender of respondent		Total
	Female	Male	
Willing	10 (50.0%)	10 (50.0%)	20 (100.0%)
Not willing	3 (60.0%)	2 (40.0%)	5 (100.0%)
Don't know	4 (44.5%)	5 (55.5%)	9 (100.0%)
Total	17 (50.0%)	17 (50.0%)	34 (100.0%)

Respondents were asked to give reasons for their responses. Most of the respondents indicated that the schools do enrol children with disabilities as evidenced by the number of children now attending school.

Provision of information to respondents on programmes the school whished to undertake or implement

Respondents were asked to say whether the school where their child was learning informed them of any programme that the school wished to undertake or implement.

The study revealed that most of the respondents, 19 in total (8 females and 11 males) were in agreement that the school did provide them with such information, while 12 respondents (8 females and 4 males) said they were not informed. On the other hand, one female and two female respondents said they were not sure.

For those who said they were informed about school projects, they cited an example of when the school wished to expand, they were called to mould blocks and women were asked to clear the land and to collect water for the same.

Involvement of respondents in the initiation of inclusive schooling

Respondents were asked to indicate as to whether they were involved in the intuition of inclusive schooling being practiced at the school where their child was learning.

Most of the respondents 19, (7 females and 12 males) said they were involved whereas nine (9) females and five (5) males said they were not involved. Only one (1) female respondent did not answer this question.

When asked if they were involved in the initiation of inclusive schooling, some respondents however refused citing lack of adequate communication between professional in the school and the community as well as lack of proper explanations of terms and issues to parent as being a major problem.

Whether inclusive education can work in Zambia

Respondents were asked to indicate whether inclusive education could work in Zambia. An equal number of female and male respondent (9 each), said it can work while seven (7) female and seven (7) male respondents said it cannot work. Two respondents, one (1) female and one (1) male said they were not sure.

For the respondents who answered in affirmative, the reasons they gave were that even before the Zambian government introduced inclusive education it already existed. They said schools have for a long time included in their mainstream children with different disabilities, for example those with learning difficulties, the partially sighted albinos and physically impaired.

Whether respondents would like to be involved in decision making on issues involving their child

Respondents were asked to indicate whether they wished to be involved in decision making on issues involving their child at the school where their child was learning. Almost all the respondents 33, (16 females and 17 males), out of the total of 34 said they would like to be involved in decision making on issues involving their child. Only one (1) female respondent said she would not like to be involved.

When asked for reasons for their responses, they said:

They had rights as parents/guardians in any decision making on issues involving their children as they were the right people who knew their children better.

Children tended to show their true self and are more open to their parents/guardians who get to know the children through living with them daily in close contact.

Gender of child with disabilities likely to be given priority to attend school by respondent

When asked which gender they would give priority to attend school, majority of the respondents, 24, (13 females and 11 males) said both, while four (4) female and six (6) male respondents said boy. No respondents opted for the girl child. Table 3 below shows their responses.

Reasons given for their responses were that both are children and needed education and that they would be able to sustain their lives hence lessen dependency on the family and, community.

Table 3: Child likely to be given priority to attend school

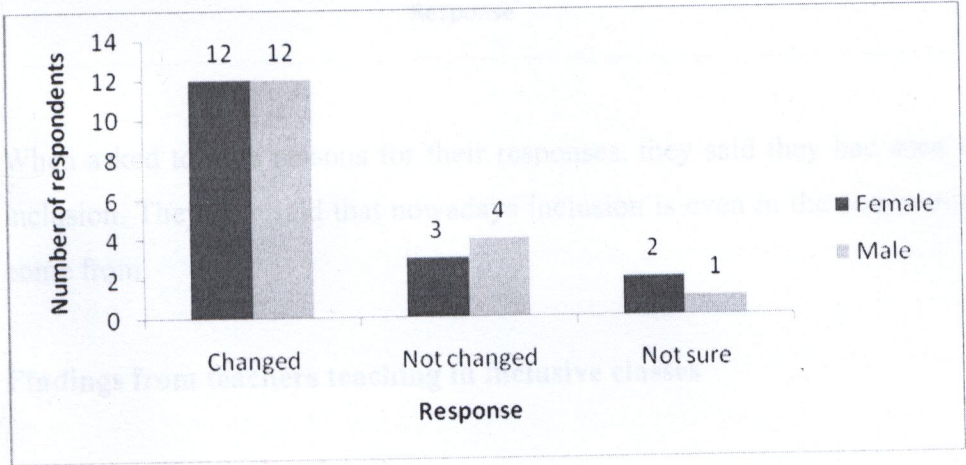
Response	Gender of respondent		Total
	Female	Male	
Boy	4 (40.0%)	6 (60.0%)	10 (100.0%)
Girl	-	-	-
Both	13 (54.2%)	11 (48.8%)	24 (100.0%)
Total	17 (50.0%)	17 (50.0%)	34 (100.0%)

Whether child’s behaviour has changed due to inclusive education

In responding to the question which aimed establishing whether inclusive education has changed the child’s personal life, 11 female and 12 male respondents said their child’s behaviour had changed whereas seven (7) female and seven (7) male respondents said their child’s behaviour had not changed. The remaining two (2) female and four (4) male respondents said they were not sure.

The reasons given by parents with children with disabilities were that before inclusive schooling their children used to be disruptive - grabbing toys from siblings or peers, lack of any form of cooperation. Now they behaved properly. Parents with children without disabilities said their children now looked at disability with less suspicion than before. They are now able to mix freely, for example, with albinos.

Figure 4: Behaviour change in the child as the result of Inclusive education

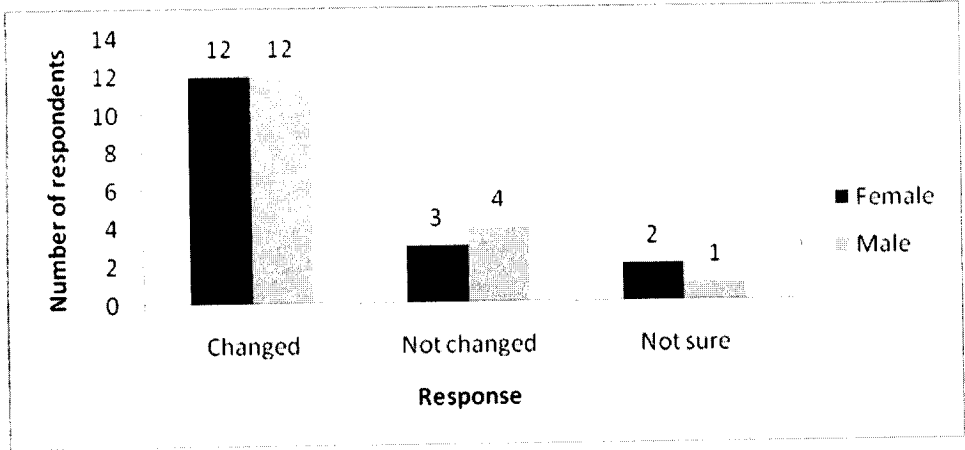


Whether inclusive education was changing the attitudes of the respondents' experiences as parents/guardians

Respondents were asked to indicate whether inclusive education was changing their attitudes in relation to their experiences as parents/guardians of children with and without disabilities. Figure 5 below shows their responses.

The figure below shows that 12 female and 12 male respondents said their attitude in relation to their experience as parents/guardians had changed while three (3) female and four (4) male respondents said there has been no change. Only two (2) female and one (1) male respondent said they were not sure.

Figure 5: Attitude change of parents/guardians as a Result of inclusive education



When asked to give reasons for their responses, they said they had seen the benefits of inclusion. They also said that nowadays inclusion is even in the community the children come from.

Findings from teachers teaching in inclusive classes

Number of children with disabilities in classes practising inclusive schooling

Respondents were asked to indicate the number of pupils with disabilities learning in inclusive classes.

Table 4 below shows that the total number of children with disabilities was nine (9). Two (2) female and one (1) male pupil were in Grade 5 while one (1) female and one (1) male pupil were in Grade 6. The remaining, three (3) female and one (1) male pupil were in Grade 7. table6 below shows the number of children with disabilities included at various levels in mainstream classes The difference in the number of pupils with disabilities by gender could be attributed to the fact that there have been a lot of advances towards girls' education. Another reason could be that many young parents especially women with formal education seem to believe in the education of a girl child whether with or without disabilities as compared to the older generation.

Table4: Number of children with and without disabilities’ in inclusive classes

grade	Boys with disabilities	Girls with disabilities	Boys without disabilities	Girls without disabilities	total
5	1(3%)	2(7%)	10(33%)	17(57%)	30(100%)
6	1(3%)	1(3%)	18(60%)	10(33%)	30(100)
7	1(3%)	3(10%)	12(40%)	14(47%)	30(100)
total	3(3%)	6(7%)	40(44%)	41(46%)	90(100)

Type of disability of pupils in classes practising inclusive schooling

Respondents were asked to indicate the types of disability of the pupils included in inclusive classes. Table 5 shows the responses. The table shows that three (3) female pupils had physical disabilities while one (1) female and two (2) male pupils had learning disabilities. The other three pupils, one (1) male and two (2) females had albinism and visual disabilities. Pupils with albinism were also found to have some related behavioural problems, while those with albinism had visual problems.

Table 5: Type of disability of pupil in inclusive education

Type of disability	Gender of respondent		Total
	Female	Male	
Physical	3	-	3
Learning	1	2	3
Visual/albinism	2	1	3
Total	6	3	9

Whether respondents were trained to teach both pupils with and without disabilities

Respondents were asked to indicate as to whether they had been trained to teach pupils with and without disabilities.

Table 6 below shows their responses. The table shows that two (2) female and one (1) male respondent indicated that they had received training while one (1) female teacher said she had not been trained to teach pupils with and without disabilities. For the respondents who indicated that they were trained, they said that the training was not exclusively to teach inclusive classes but to teach in special schools. They also said that the training lasted for two (2) years.

Table 6: Whether respondent was trained to teach Children with and without disabilities

Response	Gender of respondent		Total
	Female	Male	
Yes	2	1	3
No	1	-	1
Total	3	1	4

When asked if they encountered any difficulties in teaching in an inclusive classroom, the respondents said “yes”. The reasons they gave was that most of the time pupils with learning disabilities lagged behind and that they did not have enough time for each pupil as they were following the normal curriculum, irrespective of disabilities.

Findings from school managers

Whether school managers understood the concept of inclusive education

Respondents were asked to indicate whether they understood what inclusive education was. Table 7 below shows their responses. The table shows that all the five (5) school managers understood what inclusive education was.

Table 7: Whether school managers understood the concept of inclusive education.

Response	Gender of respondent		Total
	Female	Male	
Yes	3	2	5
No	-	-	-
Total	3	2	5

The respondents were furthermore asked to indicate how they came to get information on inclusive education. Their responses were that the Ministry of Education through Teacher Education had carried out massive sensitizations in schools on inclusive education before implementing the programme.

Whether teachers are happy with inclusive education

As regards to whether teachers were happy with inclusive schooling, the responses from the respondents were as shown in Table 8. The table shows that two (2) female and one (1) male respondent said “yes”, while one (1) male and one (1) female respondent said “no” and “not sure”, respectively.

Table 8: Teachers happy or not with inclusive education

Response	Gender of respondent		Total
	Female	Male	
Yes	2	1	3
No	-	1	1
Not sure	1	-	1
Total	3	2	5

Respondents were asked to give reasons for their responses. For the respondents who said “yes” the reason given was that teachers wanted to practice their acquired holistic approach to teaching children with and without disabilities in the same class, whereas those respondents who said “no” said teachers complained over the work load and remediation for slow learners.

Teachers’ attitudes towards teaching children with disabilities

Respondents were asked to indicate teachers’ attitudes towards teaching children with disabilities in an inclusive environment. Their responses were as shown in Table 9 below. Two (2) female and two (2) male respondents said teachers’ attitude was positive while one (1) respondent said teachers’ attitude was negative.

Table 9: Teachers’ attitudes towards teaching children with Disabilities

Attitude	Gender of respondent		Total
	Female	Male	
Positive	2	2	4
Negative	-	1	1
Total	2	3	5

Furthermore, the respondents were asked to give reasons for their responses. For the respondents who said “positive” the reasons given were that teachers were able to sensitize classes on disability and made it their duty to teach children without disabilities how to socialise with those with disabilities.

As for those respondents who said “negative”, the reasons they gave were that the school managers were in most cases on temporal basis which made it difficult for them to fully familiarize themselves with teachers and their attitudes towards teaching in general.

Whether schools were willing to enrol children with disabilities

Respondents were asked to indicate as to whether schools were willing to enrol children with disabilities in their schools. One male respondent said “yes” while two female respondents said “no”. The remaining one (1) female and one (1) male respondent said they were not sure. Reasons give for their responses were as follows:

- Generally schools do not have Special Units for children with disabilities.
- There are usually no teachers trained to handle children with disabilities.
- Teachers who do not have special education training find it difficult to understand disability in general and how to handle a child with disability.
- Most teachers in schools lack methodology and skill that specialist teachers posses and so are reluctant to enrol children with disabilities.

- Most schools refuse to enrol children with disabilities because they believe them to be a nuisance.

Policy regarding the provision of inclusive education

Pertaining to whether the school had a policy regarding the provision of inclusive education, all the five (5) respondents (three females and two males) said they had a policy in place.

The respondents were asked to indicate what the policy stipulates and the following were their responses:

- Children with disabilities had a right just like any other child to a full time education at the school.
- Children with disabilities are to be treated just like any other child in the school.
- Education resources are to be shared equally regardless of ability or disability.
- The school works hand in hand with the Ministry of Health and community around the school.

Collaboration between the school and other professionals

Respondents were asked to indicate whether there was collaboration between the schools and other institutions and professionals such as medical doctors and social workers. All the respondents three (3) females and two (2) males agreed that there was collaboration.

The respondents indicated that they worked with:

- The Zambia Institute for Special Education (ZAMISE) which helped in identification, assessment and placement of children with disabilities.
- The University teaching Hospital which provided free medical and health services for the children with disabilities.
- The Ministry of Community and Social Services who played an important role in creation of awareness and positive attitudes towards children with disabilities in the community
- Social workers who went to the school to help in organising programmes to teach the community about what was taking place in the school?

Whether parents/guardians of children with disabilities support inclusive education

Respondents were asked to give an opinion on whether parents/guardians of children with disabilities were in support of inclusive education. All the five (5) respondents, (three females and two males), said “.Sometimes”. The reasons they gave for their responses were that:

- They perceived education for their children to be in a separate school with teachers trained to teach children with disabilities as being the best for them.
- Children if in special school would relate easily to one another without the fear of being teased due to their status.
- Parents can share common issues relating to their experiences.

Whether special education training skills was important for all teachers in the school

Respondents were asked to say whether they thought special education training skills was important for all teachers in the school. All the five (5) respondents said “yes”. The reason they gave for their responses was “Teachers need to be equipped with necessary skills to enable them handle children in an inclusive setting.

Whether the school had adequate resources available for children with disabilities

Respondents were asked to indicate whether the school had adequate resources available for boys and girls with disabilities. All the respondents, three (3) females and two (2) males said “no”. They indicated that they lacked qualified personnel, learning and teaching materials and financial support.

Whether career guidance teachers encourage pupils with disabilities to take up skills oriented subjects

Respondents were asked to indicate whether career and guidance teachers encouraged pupils with disabilities to take up skills oriented subjects in school. Three (3) female and one (1) male respondent said pupils were encouraged to take up skill oriented subjects, while one (1) male respondent said they were not encouraged to do so.

For the respondents who said pupils were encouraged to take up skill oriented subjects, a further question was asked to them to indicate the type of skills the pupils were taking. They mentioned the following:

- Weaving, plaiting and knitting
- Basket making
- Craft – modelling in clay and paper
- Cooking and sewing

Adequacy of resources for provision equity and quality education to children with disability

Respondents were asked to indicate as to whether resources in the school were adequate in the provision of equity and quality education to children with disabilities. All the five (5), respondents, three (3) females and one (1) male said resources were not adequate. They gave the following reasons:

- The school had no specialist teachers
- Classes were too large form them to give adequate individualised attention to children with disabilities

Whether physical school infrastructure on learning environment imposes any constraints on girls with disabilities

Respondents were asked to say whether the physical school infrastructure on learning environment imposed any constraints on girls with disabilities. One (1) female respondent said “yes”, while two (2) female and two (2) male respondents said “no”.

The school manager who said “yes” indicated that the school had no proper toilet facilities. Most pupils stayed away from school because they were using one (1) communal toilet. The steps leading to the toilets were also not friendly to children with disabilities.

Dominating group (male/female) in decision making involving their children's education

Respondents were asked to give their views as to which group dominated in decision making involving their children's education. Three (3) female and one (1) male respondent said "females" while one (1) male respondent said "males". Reasons given were as follows:

- In most cases women were the ones seen escorting children to school
- When the school called for a meeting or requested for parents, it was always the women who turned up.

Gender discrimination against children with disabilities in the school

Respondents were asked to indicate whether there was gender discrimination against children with disabilities in the school. All the five (5) respondents, (three females and two males) said there was no discrimination against children with disabilities in the school. They gave the following reasons for their response.

"We enrol any child in the school as we believe in the right of every child to education".
"Our school is the only one in our area that practices inclusive education".

Whether school managers thought inclusive education could be achieved in Zambia

Respondents were asked to give their opinion on whether inclusive education could be achieved/work in Zambia. Two (2) female and two (2) male respondents said "could work" while one (1) female respondent said "could not work".

For the respondents who said it could work, the reason they gave was that people have now come to appreciate inclusive education. For the female respondent who said it could not work, she said most schools do not have specialist teachers to handle inclusive classes.

Focused group discussions with pupils with and without disabilities

FGD with pupils without disabilities

Focus group discussions with pupils without disabilities revealed the following as shown in tables 10, 11 and 12 below.

Table 10: Belief about albinos

Disability: Visual impairment

Condition: Albinism.

Pupil No	Belief
1	If you see an albino, you must spit saliva on your family, because if you don't you might give birth to an albino
2	Albino skin melts, so if you sit near them you can contract their condition
3	They are never buried when they die as their bodies disappear in thin air
4	They have money, if you ask one to give you some of the money and the does not do so it means that he is evil.
5	Their body parts are good for charms and Satanists use them for that.
	If you stare at them for a long time, you also can become an albino
7	Thy are mysterious and are feared by many pupils to sit next to them in class

Table 11: Beliefs about epilepsy

Disability: **Learning**

Condition: **Epilepsy**

Pupil No	Belief
1	If she/he bites you, you will also start experiencing seizures like them
2	If saliva from an epileptic falls on you, you also become epileptic
3	If you get in contact with their urine you can contract the condition
4	If they are under seizure, a spoon should be put in their mouth or else they will die
5	In classroom, they are feared because their condition is contagious.

Table 12: Beliefs on other disabilities

Disability: **Others.**

Condition	Pupil No	Belief
Hare lip	1	When mother was pregnant was bewitched by jealous people
Hare lip	2	Woman aborted a pregnancy so foetus came back to eat up the nose//lip.
PH	3	When women could not conceive went to get medicine from witch doctor to give birth to PH .Child is evil/ghost.
V.I	4	If there was a blind person in the family, the next generation will have a blind person
H-1	5	If you make signs to an hearing impaired person they become aggressive and beat you up

FGD with pupils with disabilities

Most pupils stated that they liked learning in the same class with pupils without disabilities. They said they had even made friends with some of the pupils without disabilities. However, some pupils said the following:

Pupil **"A"** who had an epileptic condition said;

"Other pupils always ran away from me when I have a seizure for fear of contracting the condition".

Pupil **"B"**, who was physically handicapped, said;

"I have a writing problem because of my impaired hand but my friends among the pupils without disabilities give me enough assistance together with the teacher".

Pupil **"C"** said;

"I feel that learning side by side with pupils without disabilities is good as I am able to interact with them".

Pupil **"D"** said;

I receive negative comments from other pupils. They called me names such as "Bisule" which means "big head"

However Pupils **"E"**, **"F"**, **"G"**, **"H"** and **"I"** stated that they had no problem and that they were very happy to learn in inclusive classes.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Introduction

This chapter discusses the findings of the research which sought to find out the views of parents/guardians on the education of children with and without disabilities in regular schools; factors influencing the views of parents/guardians of children with and without disabilities on the education of children with disabilities; differences between females' and males' views on inclusive education; and the factors influencing the access and participation in education for children with disabilities.

Views of parents/guardians on the education of children with disabilities in regular schools

Two different groups of respondents consisting of 34 participants indicated their views. The study revealed that 47% of the women and 41% of the men did not know that children with disabilities were learning together with children without disabilities in the same classrooms.

The number of respondents who indicated lack of knowledge of the existence of the programme in the school was higher than that of the respondents who had knowledge of the existence of the programme.

The ignorance and uncertainties about inclusive education among parents/guardians could be that the school had not put in place strategies for sensitization to the parents/guardians who had children learning in this school.

There is great need for publicity as this would help parents/guardians of the children with and without disabilities, and even the communities around to develop a positive attitude and commitment towards the programme. This finding is in line with Ysseldyke

(1988) ,who argued that reasons for non-involvement of parents in decision making programmes involving the education of their children may be that the major decision have already been made and a meeting is held just to inform them.

Turbull and Turnbull (1982), also states that even when parents are involved they only listen, rather than contribute to decision making programmes. They argue that this may be as the result of lack of preparedness by parents for the meetings, the technical jargon typically used and confusion about their role.

Gascoigne (1996), also argues that in many cases the participation of parents in school programmes is additional. UNESCO (1994), also points to the fact that parental involvement in the education of their children provides opportunities for the parents and children to learn about each other by sharing pleasure and struggle. This leads to self-esteem which unlocks the child's hidden potential.

Schools in Zambia have for a long time been including children with disabilities in regular schools and parents/guardians know about this. The reasons for most of the parents/guardians indicating that they did not know about inclusive education could have been the actual word "inclusive" which for most of them was a strange word, because after the researcher had simplified the term by actually explaining that the word "inclusive" meant the actual learning of both children with and without disabilities in the same classroom, respondents understood.

This shows that inclusive education will continue to be topical unless professionals learn to collaborate with parents. It therefore remains that collaboration between professionals and parents/guardians in decision making is central not only to the development of the school but the nation as a whole.

An informed parent/guardian can have increased recognition of the child's needs. This would in turn have a positive effect on the child's academic as well as social achievement. However, despite most of the respondents lacking knowledge about

inclusive education, they said it could work well in Zambia. They suggested that more schools should introduce the programme especially for those children who did not have severe disabilities.

Factors influencing the views of female and male parents/guardians on the education of children with disabilities in regular schools

There are many factors influencing views of parents/guardians on the education of children with disabilities in regular schools. The main factors that were identified by the respondents in this study were as follows:

Parents/guardians of children with disabilities

- Attitudes of pupils without disabilities
- Attitudes of teachers
- Persistent transfers of teachers
- Discrimination/stigmatization
- Lack of financial support

Parents/guardians of children without disabilities

- Persistent transfer of teachers
- Beliefs, traditions and myths about some disabilities/conditions
- Behaviour of pupils with disabilities

Negative attitudes of pupils without disabilities towards pupils with disabilities was cited by all parents/guardians of the children with disabilities, more especially those parents who had children with severe intellectual functioning as a result of epilepsy.

They complained that these children were most of the time being teased because of their condition. They also complained about teachers' attitudes towards these children. Although teachers' generally portrayed positive attitudes towards children with disabilities, they were always the first ones to run away from the classroom when an epileptic child came under seizure.

This encouraged other pupils to tease and stigmatize the victim who ended up staying away from classes for fear of being teased by fellow pupils.

The parents/guardians of children with disabilities also complained about the persistent transfers of teachers from the school. They said that this left pupils with a lot of psychological and emotional stress.

They also said they were not able to buy school requirements for their children due to a number of issues, such as large family size.

On the other hand, parents/guardians of children without disabilities cited persistent transfers of teachers, beliefs and traditions, as some of the factors that influenced their views on education of children with disabilities in regular schools.

Most of the women among this group cited a lot of beliefs held about disability. Many of them did not like the idea of having their children learning with children with conditions like epilepsy. They believed that if saliva or urine from the victim came into contact with other children, or any contact with the victim when under attack would contaminate the other children.

They suggested that it would be better for such children to learn in their own separate environments, such as special units. They also cited behaviours of the children with disabilities to be affecting their children as they tended to copy those behaviours such as lying on the floor and pretending to be under seizure.

However this group of respondents did not have any complaint about other disabilities. They agreed that children with other disabilities other than epilepsy could learn together in inclusive classes.

The study also revealed that an equal number (10 each) of both men and women were in favour of inclusive education as opposed to an equal number of both men and women (7 each) who were not in favour of inclusive education. However, most of the respondents indicated that children should learn together in an inclusive setting.

This finding is in line with Booth (1997) who said that inclusive education should be accepted as an education which provides opportunity for a person with a disability to participate fully in all educational, employment, recreational, community and domestic activities that typify everyday society.

The findings revealed that most of the respondents who represented the community from where the children came, favoured inclusive education. However the findings are contrary to Kasonde-Ng'andu et al. (2001) who observed in their study in North-Western and Western Provinces of Zambia that the attitudes of various respondents, teachers, head teachers and parents were predominantly negative with parents of children with disabilities manifesting the most negative attitudes.

The high positive number of respondents advocating for inclusive education in Lusaka urban district could be that respondents were able to see the benefits of inclusive education in their children's achievements both at school and home as well as in positive behaviour change especially for the parents/guardian of children with disabilities.

When children with disabilities learn together, with children without disabilities they tend to feel accepted socially, physically and emotionally, thereby developing their self-esteem. The other reason for the positive attitude could be that most of the respondents had formal education. This finding is in agreement with Kasonde-Ng'andu et al. (2001) whose data in the study showed a substantial number of people seemingly believing in the philosophy of inclusive, especially among those with formal education and the young ones.

Differences between males' and females' views on inclusive education

In examining the views of parents/guardians on inclusive education, the differences in views between the two groups showed that:

- More men (60%) than women (40%) said they would rather give priority to a boy child than a girl child with disability.

- More women (54%) than men (46%) said they would give priority to the girl and boy child with disability. More women (74.4%) than men (28.6%) knew about inclusive education although most of them said they did not participate in the initiation of the programme.
- More men (65%) than women (50%) participated in the initiation of the programme.
- More men (57.8%) as compared to (42.1%) women were informed about new programmes that the school wished to undertake in the school.
- More men (51.5%) than women (48.5%) wanted the school where their child was learning to involve them in decision making involving the education of their child.
- More men (52.9%) as compared to (47.1%) women indicated that children with and without disabilities should be enrolled in the same school and learn in the same classroom.
- More men (75%) than women (25%) indicated that they wanted their children to learn with boys only rather than girls only.
- More men (55%) as compared to (45%) women indicated that teachers had positive attitude towards their children.

The above statistics shows that men dominated in many situations. Although more women (74.4%) than men (28.6%) knew about inclusive education, the study revealed that there were more men who indicated a positive attitude towards inclusive education in general and the education of their children.

The above finding is in agreement with Kasonde-Ng'andu et al. who argued that gender was found to be related to attitudes, as they observed that males had more positive attitudes towards disabled persons than females.

The study also established that most of the male respondents who were in favour of boys' education were those in the age range of 50 years old and above. Historically older

people had the feeling that only boys should attend school while girls attended to household chores.

The responses shown in this study could mean that these men were still with the belief that only boys and not girls could achieve higher in education.

This finding is in agreement with those of Mackie (1991) who asserts that parents mould their sons' and daughters' personalities to fit patterns of masculinity and femininity. Rules and social structures are set up by men to suit their own purposes which even if this is seldom, bluntly articulated serve to keep them in permanent power.

The study further revealed that although the formal curriculum in school, including participation in games no longer distinguishes in any way between boys and girls, some parents/guardians, especially men still have preference for boys to attend school as compared to girls. This kind of attitude could be an entry point for the development of gender difference perpetuation in the education system.

This finding is in conformity with Giddens (2001) who argued that gender is a critical factor in structuring the types of opportunities and life chances individuals and groups face and strongly influence the role they play within social institutions from the house to state.

Effects of perceptions held by parents/guardians of children with and without disabilities on the education of children with disabilities in regular schools

The researcher observed that the perceptions of parents/guardians on the education of their children had different effects on the different respondents.

On the part of women with children with disabilities, they were very happy that their children were being encouraged to learn and also to take up skills oriented subjects such as plaiting, weaving and knitting.



These skills were found to be critical in that children with disabilities would not have trade skills if they did not acquire them whilst at school.

This finding is in agreement with Kalabula (2005) who argues that separate schooling is seen as being alien; ending up being a more serious disability than the disability itself to people with disabilities themselves. Hence inclusion advocates education in which diversity in individuals is not only tolerated but is also seen as a source of richness. Children should appreciate each other and learn from their differences.

Parents/guardians in this category were also encouraged in their children's education by actively escorting them to school as well as taking them back home when school hours were over. They helped their children in collecting materials to be used in skill subjects such as sacks, waste paper as well as materials for Activities for Daily Living (ADL) such as toilet tissues, tooth brushes among other things.

Children were now able to do some simple house chores such as sweeping the house and cleaning plates. The only problem that they experienced was the long distance to the school as it was the only one of its kind in the area. But despite this, they were encouraged to take their children to school.

Interested parties like the Catholic Church in the area also encouraged the parents/guardians by provision of free materials for skills training such as computers, sewing machines as well as school exercise books to the children.

The parents/guardians commended this gesture by the Church and hoped that many other donors interested in the education of children with disabilities would come to the aid of the children just like what the Catholic Church was doing. These findings are in line with Gascoigne (1996) who argued that encouraged into partnership appropriately, most parents of children with disabilities will be able to influence positively a whole host of education and schooling.

According to their child's special needs, they can help the professionals understand the implication of their child's difficulties; they can advise on aspects of individual behaviour management; they can help devise and implement joint home/schools strategies; they can give guidance on physical management of the child in the classroom and wider classroom environment; and they can also help with home work; reading practice and other things that "active" parents get involved with.

Women with children without disabilities on the other hand felt that their children were becoming more aware of the disabled. This was evidenced in the way the children without disabilities assisted their peers with disabilities by guiding them home when their parents/guardians failed to show up to collect them after school hours.

They made friends with them and even invited them in their homes to watch television and also to do homework. This made the parents//guardians to become more aware of disability itself. They were now able to empathise with their fellow parents/guardians of children with disabilities, whereas in the past they felt pity for both these parents/guardians and their disabled children, they now understood the uniqueness of these issues.

Children with conditions such as albinism who seemed to feel shy and lacking self confidence were encouraged by this category of parents when they visited their peers. This made them feel accepted in their friends' families.

On the other hand men from the two groups explained that most of the time, they were not at home but that they wanted to see both children with and without disabilities socialise both at home and at school.

However, the parents/guardians of children without disabilities were very concerned about children suffering from epilepsy. They suggested that these children be sent to institutions such as hospitals where they would be catered for by better qualified

personnel. They explained that the condition was creating an emotional effect on the others as they had to witness convulsions on their peer every now and then.

This finding is in line with Kasonde-Ng'andu et al. (1986) who argued that the best place for children with disabilities is a separate provision in Special Schools because in separate schools the children are free from being laughed at, stared at and teased by normal children

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents the conclusion on both the literature reviewed in the study and the study conducted. The recommendations based on the findings with guidelines for further research.

Conclusion

In light of the research conducted aiming at finding out the views of parents/guardians on inclusive education, with a gender dimension the results show that most parents/guardians, especially men, are not aware of inclusive education.

Among the factors contributing to the lack of knowledge about inclusive education is lack of collaboration between professionals in the school system and the community prior to the innovation of the inclusive schooling programme.

Furthermore the research indicated that even though both female and male teachers have been trained to teach in inclusive classes they still cannot handle both pupils with and without disabilities in the same class room adequately.

This is due to large numbers of pupils per class, as well as lack of adequate teaching/learning materials. Children with disabilities are also faced with problems of social interaction due to beliefs and stereotypes held by the children without disabilities towards disability. The children with disabilities also suffer limited opportunities to learn due to teacher pupil ratio.

Recommendations

The government (MOE) should:

- a) Adequately sensitise the community from where children come before any innovation such as inclusive schooling.
- b) All teachers should be trained in inclusive education to equip them with techniques and skills of teaching both children with and without disabilities if inclusive education is to succeed.
- c) Put in place a policy for every school on home/school visits so as to encourage collaboration between professionals and the community.
- d) Encourage females to take active part in the education of their children by offering short courses in the education system in activities for Daily Living (ADL) so that females as care givers may earn a living thereby contributing to the school and national development.
- e) Provide support services such as psychological counselling for men and women who have their children in inclusive classes. This will enable them accept each other's individual differences, and so will their children.
- f) Provide proper information to parents and community but disability so as to curb traditional beliefs and misconceptions.
- g) should put in more efforts into the betterment of education for children with disabilities by involving parents/guardians of the children that enrol in the education system. And since parents/guardians are more close to their children than the professionals, they can help the country achieve the MDG basic education for all by 2015. Therefore,
- h) Involve members of the community in the school organisation so as to realise inclusive education.
- i) Help parents to remove impediments that hinder children with disabilities from taking full advantage of inclusive schooling.

Women should:

- a) Form associations in the school to help teach girl children, especially those with disabilities such as cerebral palsy, activities for Daily Living (ADL) when the girls begin their menses.

- b) Should interact among each other and sensitize each other on their rights as parents and educators of their children.

Men should:

- a) Accept equal opportunities for both male and female children whether disabled or not, as every child has a right to education and to achieve in any situation availed to them.
- b) Accept the female counterpart as partners in development and eradicate stereotyping.
- c) Treat both girls and boys equally.

Acronyms

ESSP-Education Sub-sector Support Programme

BESSIP-----Basic Education Sub-sector Programme.

IEP-----Individualised Education Programme

MOE-----Ministry Of Education

SEN-----Special Education Needs

SIDA-----Swedish International Development Agency

TED-----Teacher Education

ZAMISE-----Zambia Institute of Special Education

ZATEC-----Zambia Teacher Education Course.

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APPENDIX A

SEMI-STRUCTURED INTERVIEW

INTERVIEW FOR PARENTS/GUARDIANS

Dear respondent

I am a student carrying out a study on views of parents on inclusive education, for a Master's Degree in Gender Studies at the University of Zambia.

You have selected to participate in the study. The information that you shall provide will be used for academic purposes only and will be treated with strictest confidentiality.

A. BACKGROUND

1. Gender

Male [] Female []

2. Location of school were children learn

a) Low density []

b) Medium density []

c) High dentist []

3. Age of respondent

a) Below 20 years []

b) 20 – 30 years []

c) 31 – 40 years []

d) 51 years and above []

4. Status of your child []

- a) With special needs []
- b) Without special needs []
- c) Not sure []

5. If your child has special needs, state the nature of child's special needs

- a) Visual impairment []
- b) Hearing impairment []
- c) Physical impairment []
- d) Behavioural difficulties []
- e) Specific learning disabilities []
- f) Emotion and behavioural difficulties []
- g) Learning difficulties []
- h) Language and speech difficulties []

B. VIEWS OF PARENTSON INCLUSVIE EDUCATION

1. Do you know what inclusive education is?

- a) Yes []
- b) No []
- c) Not sure []

2. Do you think children with special needs should be enrolled in the same school with children without special needs?

- a) Yes []
- b) No []
- c) Not sure []

3(a). Do you think it would be alright if your child was learning with disabled boys only rather than with disabled girls only.

- a) Yes []
- b) No []

c) Not sure []

3(b). Please explain your response in question 3(a) above.

.....
.....

4. Do you participate in activities at the school where your child is learning?

a) Yes []

b) No []

c) Not sure []

5(a). Do you think it would be alright for your child to learn side by side in the same classroom with children with disabilities and also those without disabilities.

a) Yes []

b) No []

c) Not sure []

5(b). Please explain your response to question 5 (a) above

.....
.....

6. What is the attitude of teachers towards your child in the school?

a) Positive []

b) Negative []

c) Not sure []

7. In your personal view, are schools willing to enrol children with disabilities in your area?

a) Yes []

b) No []

c) Not sure []

8. From your experience who between males and females (mother and father) favours the idea of pupils with disabilities and those without disabilities learning together in the same classroom?

.....
.....

C. FACTORS INFLUENCING VIEWS OF PARENTS

1. Does the school where your child is learning inform you of any programme that the school would like to undertake/implement?

- a) Yes []
- b) No []
- c) Not sure []

2. Did the school where your child is learning involve you in the initiation of inclusive schooling?

- a) Yes []
- b) No []
- c) Not sure []

3. Do you think inclusive education is good in Zambia?

- a) Yes []
- b) No []
- c) Not sure []

4(a). Would you like the school where your child is learning to involve you in decisions making issues involving your child?

- a) Yes []
- b) No []

c) Not sure []

4(b). Please explain your response to question 4(a) above.

.....
.....

5. Do you teach your child some skills such as daily living skills e.g. toileting and dressing.

a) Yes []

b) No []

c) Not sure []

6. Do you require guidance to cope with your child at home?

a) Yes []

b) No []

c) Not sure []

7. What support services would you need for your child? Specify.

a) Yes []

b) No []

c) Not sure []

8(a). Has your child got any learning materials?

a) Yes []

b) No []

c) Not sure []

8(b). Please explain your response in question 8(a) above.

.....
.....

D. GENDER ISSUES

1. is your child a boy or girl?

- a) Yes []
- b) No []
- c) Not sure []

2. If you had a girl and boy both with disabilities, which one of the two would you send to school?

- a) Boy []
- b) Girl []
- c) Both []

3(a). Do you experience discrimination in the enrolment in schools among children with special needs?

- a) Yes []
- b) No []
- c) Not sure []

3 (b). Please explain your response in 3(a) above

.....
.....

4 (a). Are girls with special need sexually or physically abused at school?

- a) Yes []
- b) No []
- c) Not sure []

4 (b). Please explain your response in 4(a) above

.....

.....

E. IMPACT OF PARENT’S VIEWS ON CHILDREN’S PERFORMANCE

1(a). Has your child’s personal life changed as a result of learning in the same class with children with, and those without disabilities?

- a) Yes []
- b) No []
- c) Not sure []

1(b). Please explain your response in 1(a) above

.....
.....

2. Has your child’s behaviour at home been affected by the introduction of inclusive education?

- a) Yes []
- b) No []
- c) Not sure []

3(a). Do you think inclusive education is changing the nature of your experience as a parent/guardian?

- a) Yes []
- b) No []
- c) Not sure []

3(b). Please explain your response in 3(a) above

.....
.....

APPENDIX B

QUESTIONNAIRE FOR SCHOOL MANAGERS

INSTRUCTIONS

Dear respondent

I am a student carrying out a study on views of parents on inclusive education, for a Master’s Degree in Gender Studies at the University of Zambia.

You have selected to participate in the study. The information that you shall provide will be used for academic purposes only and will be treated with strictest confidentiality.

Tick the appropriate answer or written in the space provided.

A. BACKGROUND

1. Gender
- (a) Male [] (b) Female []
2. Location of school where children learn
- a) Low density []
- b) Medium density []
- c) High density []
3. Age of respondent
- a) Below 30 years []
- b) 31 – 40 years []
- c) 41 – 50 years []
- d) 50 years and above []
4. Number of teachers by gender: Female _____ Male _____

5. Number of children with special needs by gender: Female [] Male []
6. Number of children without disabilities by gender: Female [] Male []
7. Number of Special Education teachers by gender: Female [] Male []
8. Nature of disability status of children
 - (a) Visual impairment []
 - (b) Hearing impairment []
 - (c) Physical impairment []
 - (d) Behavioural difficulties []
 - (e) Specific learning disabilities []
 - (f) Emotional and behavioural difficulties []
 - (g) Learning difficulties []
 - (h) Language and speech difficulties []

B. VIEWS OF SCHOOL HEADMASTERS ON INCLUSIVE EDUCATION.

- 1 (a). Do you think children with special needs should be enrolled in the same school with children with special needs?
 - a) Yes []
 - b) No []
 - c) Not sure []

1 (b). Please explain your response in 1(a) above

.....

.....

2. Do you understand what inclusive education is?
 - a) Yes []
 - b) No []
 - c) Not sure []

- 3 (a). Do you think it would be alright if children with special needs were learning side by side in the same class with children without special needs?
 - a) Yes []
 - b) No []

c) Not sure []

3 (b). Please explain your response to question 3(a) above.

.....
.....

4 (a). Are your teachers happy with inclusive education in your school?

a) Yes []

b) No []

c) Not sure []

4 (b). Please explain your response in question 4(a).

.....
.....

5. What are your teacher's attitudes toward teaching children with special needs in the same class with children without special needs?

a) Positive []

b) Negative []

c) Not sure []

6 (a). In your personal view, do you think schools are willing to enrol children with disabilities?

a) Yes []

b) No []

c) Not sure []

6. (b) Please explain your response to question 6(a).

.....
.....

C. FACTORS INFLUENCING VIEWS OF SCHOOL MANAGERS

1. Do you have a policy in your school regarding the provision of inclusive education?

a) Yes []

- b) No []
- c) Not sure []

2. Is there any collaboration between your school and other professionals, e.g. medical personnel and social workers?

- a) Yes []
- b) No []
- c) Not sure []

3. Do parents/guardians of pupils with special needs support inclusive education?

- a) Yes []
- b) No []
- c) Not sure []

4. Do you think Special Education training skills is important for all teachers?

- a) Yes []
- b) No []
- c) Not sure []

5. What are the levels of participation of both men and women as parents/guardians of children at your school in the education of their children?

.....

6. What is the relevance of the curriculum to the life skills needs of girls and boys with special needs in your school?

.....

7. Do you have adequate resources available for boys and girls with special needs in your school?

- a) Yes []
- b) No []
- c) Not sure []

8. Do career and guidance teachers encourage pupils with special needs to take up skills oriented subjects in your school?

- a) Yes []
- b) No []
- c) Not sure []

9. Are the resources in your school adequate in the promotion of equity and equality in the provision of education of children with special needs as well as those without needs?

- a) Yes []
- b) No []
- c) Not sure []

10(a). Does the physical school infrastructure on learning environment impose any constraints on girls with special needs e.g. lack of proper sanitation?

- a) Yes []
- b) No []
- c) Not sure []

10(b). Please explain your response to question 10(a).
.....
.....

D GENDER ISSUES

1(a). Who among parents/guardians dominate in decision making involving their children’s education at your school?

Female [] Male []

1(b). Please explain your response to question 1(a).
.....
.....

2. Has your school ensured the MOE policy of 50% enrolment of girls with special needs to that of boys with specialized needs? Please explain.

.....
.....

3(a). Do you experience gender discrimination in enrolment in your school among children with special needs?

- a) Yes []
- b) No []
- c) Not sure []

3(b). Please explain your response to question 3(a).

.....
.....

4. What are the cultural factors affecting female parents' participation at your school in the education of their children?

.....
.....

E. EXPECTATION OF SCHOOL MANAGERS VIS-AVIS TO ENSURE INCLUSIVE EDUCATION

1(a). Do you think inclusive education is good for children in Zambia?

- a) Yes []
- b) No []
- c) Not sure []

1(b). Please explain your answer to question 1(a) above.

.....
.....

2. What do you suggest should be done to ensure the education in the same classroom for both pupils with disabilities and those without disabilities?

.....
.....

3. What would you like the Ministry of Education to do on the issue of inclusive education?

.....
.....

4(a). Do you think inclusive education is benefiting children with special needs?

- a) Yes []
- b) No []
- c) Not sure []

4(b). Please explain your answer to question 4(a) above.

.....
.....

5. Suggest any other ways you think can assist children with disabilities and those without disabilities to learn side by side as equal citizens.

.....
.....

APPENDIX C

SEMI-STRUCTURED INTERVIEW FOR TEACHERS TEACHING INCLUSIVE CLASSES

VIEWS OF TEACHERS ON INCLUSIVE EDUCATION

Dear respondent

I am a student carrying out a study on views of parents on inclusive education, for a Master’s Degree in Gender Studies at the University of Zambia.

You have selected to participate in the study. The information that you shall provide will be used for academic purposes only and will be treated with strictest confidentiality.

Tick the appropriate answer or written in the space provided.

- 1. Are you trained to teach both pupils with, and those without disabilities?
- 2. If the answer to 1, above is yes, how long did the course take?
- 3. If the answer to question 1, above is No, how are you able to teach these pupils together?
- 4. What do you understand by the concept of inclusive education?
- 5. List four (4) advantages of inclusive education.
 - a)
 - b)
 - c)
 - d)
- 6. List four (4) disadvantages of inclusive education.
 - a)
 - b)
 - c)
 - d)

7(a). Based on your experience, should:

a) Children with disabilities learn together with children without disabilities in the same classroom?

.....

.....

b) Children with disabilities learn separately in special units?

.....

.....

c) Children with disabilities learn in the same school with children without disabilities but not in the same classroom.

.....

.....

7(b). Please give reasons for your responses above.

.....

.....

.....

.....

.....

.....

APPENDIX D

FOCUS GROUP DISCUSSION QUESTIONS FOR PUPILS WITHOUT DISABILITIES

You are learning together with pupils who have disabilities in your classroom. What beliefs do you have about...

People with albinism?

People with epilepsy?

People with hydrocephalus?

People with disabilities such as,

Physical impairments?

Visual impairments?

Hearing impairments?

APPENDIX E

FOCUS GROUP DISCUSSION QUESTIONS FOR PUPILS WITH DISABILITIES

Do you like learning in the same class with pupils without disabilities?

Do you have friends among pupils without disabilities?

Do you get any help from pupils without disabilities?

Do you get any help from your teacher?

What problems do you find in learning together with pupils who do not have disabilities?