

**CHALLENGES FACED IN THE IMPLEMENTATION OF INCLUSIVE
EDUCATION IN SELECTED RURAL PRIMARY SCHOOLS OF SOLWEZI
DISTRICT.**

BY

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of Master of Education in Education Management.**

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AUTHOR'S DECLARATION

I declare that the work presented in this dissertation entitled "Challenges faced in the implementation of Inclusive Education in selected rural primary schools of Solwezi district" is to the best of my knowledge and belief that this is my own work and that it is original. The dissertation contains no material that has been accepted for an award of a degree or diploma by the University of Zambia or any other institution. The works which are not mine are accordingly acknowledged in the dissertation.

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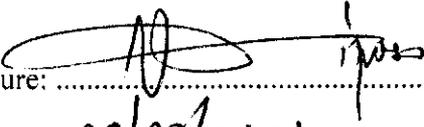
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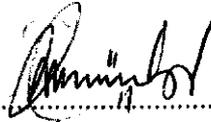
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CERTIFICATE OF APPROVAL

This dissertation of Caireen Cheelo has been approved as partial fulfilment of requirement for the award of the degree of Master of Education in Education Management by the University of Zambia and Open University of Zimbabwe.

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DEDICATION

This work is dedicated to my dear husband Riversage Nzala and my three daughters Luyando, Bulelo and Chikono for their support. I also dedicate this work to my parents, brothers and sisters for their continued encouragement throughout my studies.

ABSTRACT

This study sought to establish the challenges facing the implementation of inclusive education in selected rural primary schools of Solwezi district.

The objectives of the study were as follows: To assess the availability of qualified teachers of special education in rural primary schools of Solwezi district. To evaluate the type of infrastructure used by pupils in rural primary schools of Solwezi district. To suggest measures that will enhance the implementation of inclusive education in rural primary schools.

The study used a descriptive survey study design and employed both quantitative and qualitative methods but with greater focus on the qualitative method. 6 administrators were sampled using the purposive sampling method, while 20 teachers were sampled using simple random sampling, and 15 pupils were also sampled using simple random sampling method. In-depth interviews were used to collect data from administrators. Questionnaires were used to collect data from teachers. Focus Group Discussions (FGD) were used to collect data from pupils. Data collected from questionnaires was analysed using SPSS while data collected from teachers and pupils was analysed using thematic analysis.

Based on the findings, there were fewer teachers qualified to teach learners with SEN in rural primary schools of Solwezi district and that in almost every class (60%) of learners were children with SEN. In respect to infrastructure, this study has revealed that, most of the rural primary schools had no suitable infrastructure, equipment and specialised teaching and learning materials to aid the implementation of inclusive education programme. Furthermore, in reverence to measures that can be used to enhance the implementation of inclusive education in rural primary schools, the study has revealed that, more teachers should be trained in special education, and be posted in rural primary schools. There is also need to build user friendly infrastructure for SEN learners in rural primary schools, and provide support services to learners with special education needs from government and non-governmental organisations working with the education system. The government should also institute legislation which will act as a guiding principle and giving policy direction on the implementation of inclusive education in rural primary schools.

Based on the findings, the study made the following recommendations: The MOE should employ Education Standards Officers (ESOs) specifically for Special Education in all the

districts for effective sensitisation and monitoring of the programme in every district. The government should construct special infrastructure in rural primary schools for better inclusive education practices. Class-sizes or child-teacher ratios must be reduced to about 20 learners in each class for enough time for learners with SEN/disabilities to be attended to. Rural primary schools to have active partnerships with parents in order to make them understand the concept of inclusive education. Government to build more colleges of special education, preferably one in each province in order to eradicate the issue of lack of teachers of special education especially in rural primary schools.

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ABBREVIATIONS AND ACRONYMS

ASD- Agenda for Sustainable Development

CWD - Children with Disabilities.

CRC- Convention on the Rights of the Children

DEBS- District Education Board Secretary

E.F.A - Education For All.

FPE - Free Primary Education

MDGS- Millennium Development Goals

LSEN -Learner with Special Education Needs

M.o.E- Ministry of Education

NGO -Non-Governmental Organisations

SEN- Special Education Needs

SNDP -Sixth National Development Programme

SPSS- Statistical Package for Social Sciences

SNE- Special Need Education

SAFFPD- South African Federation For Persons with Disabilities

PF- Patriotic Front

UN- United Nations

UNESCO- United Nations Educational, Scientific and Cultural Organization

USDG- Universal Sustainable Development Goals

ZECF -Zambia Education Curriculum Framework

ZAMISE -Zambia Institute of Special Education

CHAPTER ONE

1.0 Overview

This chapter focused on the background information, statement of the problem and the purpose of the study. In addition, it also covered the objectives of the research, research questions and the significance of the study. The theoretical framework and scope of the study were discussed. This was followed by definition of terms. Finally, the summary of the chapter one was discussed.

1.1 Background to the Study

There is movement towards more inclusive schooling in almost every country across the world. In actual fact, inclusive education has received more attention globally in the last few years (UNESCO, 2015). As such, inclusive educational practices are being endorsed internationally. In practical terms, establishing more segregated schools is not realistic for most countries in the world. It is also undesirable, from an educational viewpoint. The UNESCO (1994) and UNESCO (2013) stated that all children, including those with disabilities and other special needs, are entitled to equity of educational opportunity and both maintained that inclusion is the preferred approach to providing schooling for students with special needs.

Ainsow (2010) indicated that, most African governments' commitments to SNE began in the 1970s. While countries within the advanced economies have gone beyond categorical provisions to full inclusion, most of the countries in Africa are still struggling with the problem of making provisions for children with special needs even on mainstreaming basis. It seems as though SNE in Africa is still a new concept to many of its nations. Ndeezi (2000) observed that, many African countries have shown theoretical interest in SNE by formulating policies such as mainstreaming, family, community or social rehabilitation and showing the desire to give concrete meaning to the idea of equalizing education opportunities for all children, irrespective of their physical or mental conditions.

Therefore, dissatisfaction with the progress towards inclusive education has caused demands for more radical changes in many African countries. Eklinth and Balescut (2006). showed that there is growing evidence that children with disabilities learn better when they are allowed to go to a public school within their neighborhood. In fact, inclusive education entails 'increasing the participation of students in, and reducing their exclusion from the

cultures, curricula and communities of public schools. This is also the only realistic opportunity they will have to receive education in an inclusive setting.

UNESCO (2004) has acclaimed Zambia's efforts to reach out to the handicapped and impaired children. The EFA movement and the subsequent international conventions have pointed out that particular groups of children are especially prone to exclusion or have been denied a chance to optimally participate in the learning activities which take place in formal, informal or non-formal settings. These children are educationally disadvantaged by the social, cultural, regional and economic environments in which they live. The South African Federation For Persons with Disabilities (SAFFPD) 2008 quoted in Patriotic Front Manifesto (2011 to 2016), estimated that 93% of persons with disabilities in Zambia are living below the poverty line of US \$0.93 per day because they have limited access to quality inclusive education and training which reduces their opportunities to access the employment market . Actually, disability and poverty are closely linked in a cycle of exclusion and marginalization. Thus, exclusion from quality inclusive education leads to exclusion from labour markets and this in turn leads to greater poverty and dependency on others for income and support.

In fact, the right to be educated within the regular school setting is highlighted in instruments such as, the World declaration on Education For All (EFA) 1990, United Nations (UN) standard rules on the equalization of opportunity for persons with disabilities 1999, UN conventions on the rights of the child 1991 as well as the UN Convention on the Rights of Persons with Disabilities 2006 which calls on all State Parties to ensure an inclusive education system at all levels and the Dakar framework for action 2000 (UNESCO, 1990). The thrust of the Salamanca Declaration was reiterated and expanded at the forty-eighth session of the UNESCO International Conference on Education held in Geneva in 2008.

Therefore, the Zambian government in response to the EFA campaigns appears to be working towards increased access for all children in primary schools. Some of the policy measures adopted by the government include; the abolished of examination fees at grade seven levels, re-introduction of Free Primary Education (FPE), the re-admission of pregnant female pupils and admitting pupils without school uniforms. Moreover the Patriotic Front government also recognizes that all Zambian children including Children With Disabilities (CWD) have a

right to a free, compulsory, quality education. The government recognizes the paramount responsibility to provide this education, in collaboration with parents and communities as may be appropriate (Patriotic Front-Manifesto-2011 to 2016). However, the widely accepted notion is that conditions required to allow for successful inclusion are those that contribute to overall school improvement and high levels of achievement for all children. Despite the above good policies introduced by the Ministry of Education, it seems that there are still challenges faced in the implementation of inclusive education in rural primary schools of Solwezi district of North/Western Province.

1.2 Statement of the problem

The Zambian government has been influenced by the strong stance of the international organizations on inclusive education, particularly the Jomtein Conference of Education for All and the Salamanca World Conference on Special Needs Education Statement. As a follow up of this noble stance, the government of the republic of Zambia through the Patriotic Front-Manifesto has promised to promote inclusive education by integrating children with mild to moderate learning disabilities in the mainstream schools (Patriotic Front -Manifesto, 2011 to 2016). Consequently, the ministry in charge of education in Zambia, which is the Ministry of General Education has also strongly embraced the commitment to provide education opportunities of particularly good quality to all children with SENs through provision of inclusive education (MoE, 1996).

Despite both the stance and commitment by the international community and the Zambian government respectively to provide education opportunities of particularly good quality to all children with SENs through the provision of inclusive education, the implementation part has however seemed to be on a slower side especially in rural primary schools. Therefore, this research aimed at establishing the challenges faced in the implementation of inclusive education programme in selected rural primary schools of Solwezi district of North/Western Province.

1.3 Purpose of the study

The purpose of this study was to establish the challenges faced in the implementation of inclusive education programme in rural primary schools of Solwezi district.

1.4 General objective

Below was the general objective of the study.

- a) The general objective of the study was to establish the challenges faced in the implementation of inclusive education programme in selected rural primary schools of Solwezi district.

1.5 Specific Research Objectives

The specific objectives of the study were to:

- (i) To identify challenges faced by administrators and teachers in the implementation of inclusive education in rural primary schools.
- (ii) To discover how administrators and teachers overcome challenges faced in the implementation of inclusive education in rural primary schools.
- (iii) To suggest measures that would enhance the implementation of inclusive education in rural primary schools.

1.6 General Question

The following was the general research question

- (b) What are the challenges faced in the implementation of inclusive education in rural primary schools of Solwezi district?

1.7 Specific Research Questions

The following were the specific research questions?

- (i) What are the challenges faced by administrators and teachers in the implementation of inclusive education in rural primary schools?
- (ii) How do administrators and teachers overcome challenges faced in the implementation of inclusive education in rural primary schools?

- (iii) What measures would be employed to enhance the implementation of inclusive education in rural primary schools?

1.8 Significance of the study

This study is expected to add to the existing wealth of knowledge on the challenges faced in the implementation of inclusive education in rural primary schools. Thus, the study may contribute to a better understanding of the factors that negatively influence the effective implementation of inclusive education in rural primary schools. In addition, the study might benefit educational planners if it may possibly be treated as one of the reference points to feed into their developmental plans to address the gaps in educational provision especially where the implementation of inclusive education is concerned. Besides, it may be of interest to the general public and private educational providers that are involved in ensuring equal opportunities especially to learners with SENs in rural primary schools of Solwezi district to learn of the impediments towards the implementation of inclusive education. The study perhaps would also be significant in raising awareness and generation of information that is to be fed into the current advocacy and lobbying activities taken by various stakeholders aimed at improving the education of learners with SENs especially those found in poor communities under the commended all-inclusive education services.

1.9 Limitations of the study

The researcher had challenges in the collection of data using the questionnaires in that some of the respondents claimed to have lost the questionnaires while others did not even want to participate in the study. Owing to insufficient time, the researcher did not even manage to re-print and distribute more questionnaires. As a consequence, the number of respondents reduced from 30 teachers to only 20.

1.10 Theoretical Framework

Bryman (2004) stated that theoretical framework is a collection of interrelated ideas based on theories. This study's theoretical basis is on the classical liberal theory of equal opportunities propounded by Sherman and Wood, 1982 (Cohen et al, 2003). The major theoretical foundation is that there is need to aspire for equal opportunities in education for all eligible learners. This theory contends that each individual is born with a given amount of ability. As

such, the theory encourages the educational systems to be designed with a view of removing barriers of any kind to allow full inclusion of learners with SENs. For instance, barriers based on socio-economic, socio-cultural, geographical and school-based factors which prevent learners who have a learning disability from benefiting by using their inborn talents should be removed. This is because disability is not inability. The education offered to such groups of learners will accelerate them to social promotion since education is a great equalizer which enhances life chances of the children with special needs (USDG, 2015). The theory demands that opportunities be made available for individuals to go through all levels of education (primary, secondary and tertiary) to which access to quality education will not be determined by the disability of the learners but on the basis of individual capabilities.

In this way, education would at least provide equality of economic opportunities where children with SENs could benefit economically from excellent academic performance. The theory further states that social mobility will be promoted by equal opportunity for all citizens to education. Moreover, many economists have supported the policy on FPE. This policy made education free and compulsory for all as Zambia was trying to meet the MDGs by 2015 (UNESCO, 2013). Through acquiring quality education by all children of school-going age on an equitable basis. In Zambia the local communities, parent groups, associations of disabled persons, churches and community leaders have tried to work for the inclusion of children with SENs into public schools in partnership with the government and other professionals, but very little have been achieved.

1.11 Scope of the study

The study focused on rural primary schools of Solwezi district. The study was confined to establishing the challenges faced in the implementation of inclusive education in rural primary schools of Solwezi district. The rural schools of Solwezi district were selected because most of the children with SENs were likely to be marginalised against education provision in an inclusive setting in a rural place more than in urban areas. The few schools that were selected enabled the researcher to come up with the challenges faced in the implementation of inclusive education in rural primary schools of Solwezi district.

1.12 Operation definitions

Children with Special Needs- this study referred these to children with conditions, barriers or factors that hinder their normal learning and their development. The conditions may include disabilities and emotional or health difficulties which may be temporary or lifelong.

Inclusion – according to this study, this refers to changing of attitude and environments to meet the diverse needs to facilitate participation of the persons with special needs and disabilities on equal basis with others in the society or a process of enabling each child to learn to the maximum extent appropriate, in the school or classroom he/ she would otherwise attend in the neighbourhood, by bringing the support services to the child rather than moving the child to the services.

Inclusive setting-in this study, this term describes a situation where all learners including those with special needs participate in all activities in a community that recognizes and addresses the needs of each learner as much as possible.

Integration –in this study the word refers to the system used mainly to facilitate children with SENs attend ordinary schools that provide minimal modification to accommodate them.

Orthopaedics – in this study refers to a person who is physically disabled.

Support services- refer to extra assistance provided to parents and their children and the school in helping children with special needs in education to adjust to the environment and activities in order to overcome barriers to learning and development.

1.13 Summary of Chapter One

The first part of this chapter concentrated on the background information on the challenges faced in the implementation of inclusive education. In doing so, the chapter focused on literature from outside and within Zambia. Literature reviewed that there has been a wind of change towards more inclusive education worldwide. However, its implementation seemed to be slower especially in African countries. Furthermore, the chapter covered the statement of the problem, and the purpose of the study. In addition, it also brought out the objects of the study, study questions and the significance of the study. Finally, limitations of the study, the theoretical framework, scope of the study, operational definitions were highlighted too. The following chapter discussed literature review from different scholars on the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter reviewed literature related to the topic under study, Creswell (2003) contends that the review of literature involves pulling together, integrating and summarising what is known in an area being investigated. Cohen et al (2009) state that, the main purpose of literature review is to determine what has been done already related to the research problem being studied. As such, literature reviewed helped the researcher to develop a significant problem which would provide further knowledge in the field of study. Thus, the chapter reviewed research and other relevant secondary sources on challenges faced in the implementation of inclusive education in rural primary schools. Themes were used when reviewing literature. Finally the summary of the chapter was highlighted.

2.1 Literature from outside and within Zambia

The 2030 Agenda for Sustainable Development (ASD) (2015) showed that there have been efforts internationally to include children with disabilities in an inclusive education setting. Inclusive education is the key policy objective for education of children and young people with disabilities. UNESCO (2015) defined inclusive education as the way of 'increasing the participation of students in public schools and reducing their exclusion from, the cultures, curricula and communities of public schools. The Salamanca Statement and Framework for Action on Special Needs Education (1994) adopted by the World Conference on Special Needs Education (SNE) paved the way for inclusive education globally.

The 2030 ASD (2015) affirmed to provide inclusive and equitable quality education at all levels of education. The ideal situation is that all children and youths, especially those in vulnerable situations such as CWDs should have access to life-long learning opportunities that help them acquire the knowledge and skills needed to exploit opportunities and to participate fully in society. Member countries for 2030 ASD (2015) strive to provide children with disabilities with a nurturing environment for the full realization of their rights and capabilities through cohesive communities and families.

Furthermore, the Universal Sustainable Development Goals (USDG) (2015) encouraged member countries to ensure that they support inclusive and equitable quality education and promote life-long learning opportunities for all by 2030 by making sure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. In fact, the 2030 ASD (2015) recognizes the world of universal respect for human rights and human dignity, justice, equality, non-discrimination, equitable, tolerant, open and socially inclusive world in which the needs of the most vulnerable are met.

Despite important advances at the international level, the situation for the vast majority of Zambian children with disabilities remains bleak. The three educational policies of Zambia make mention of SENs. However, the Third policy document, MoE (1996) reveals that the government will provide equal education to disabled children and that no forms of discrimination would be accepted against such children. Indeed, this sets a tone for the realization of inclusive education in Zambia. In fact, Mumba (1996) contended that the implementation of inclusive education in rural schools of Zambia has tended to be a challenge.

2.2 Challenges faced by the administrators and teachers in implementing inclusive education in rural primary schools.

Over time, there have been infrastructure problems and a shortage of permanent classrooms in schools, particularly in poor communities like rural primary schools for learners with SENs (UNESCO, 2015). At the same time, existing infrastructure is generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance (Ainsow, 2010). In addition, most of the classrooms do not suit the needs of learners with SENs thereby denying them accessibility and equalization of opportunities in education provision. This has made the administrators and teachers to find it a difficult thing to implement inclusive education in rural schools.

Supporting the foregoing, Eleweke (2002) pointed out that lack of relevant facilities and materials is a major obstacle to the implementation of effective inclusion faced by teachers. Evidence suggests that the facilities essential for educating learners with disabilities in many schools are lacking or grossly inadequate and that inadequate facilities, absence of support

service, large class size and poor infrastructure are some of the obstacles to achieving meaningful inclusion in developing countries (ZECF, 2012).

For example, UNESCO (2005) outlined the number of sanitation facilities required in a school. According to this guide, sanitation facilities required should be in the following ratio 1: 30 for boys and 1: 25 for girls, a urinal pit for boys and at least one toilet for the staff. A study in 2004 by Ngetha carried out in Ruiru Division established that 74% of the schools experienced a shortage of latrines (Ogot, 2004). This is wrapped up by UNESCO (2005) which agrees that a severe shortage on toilets in many public schools is undermining the efforts to provide quality education due to delays caused as students queued to visit toilets interfering with the school timetable. The rugged entrances hinder student movements such as the orthopedics. The teacher student ratio is another evident factor that hinders admission of students to schools as admission is done considering the availability of space in the already overenrolled classrooms. Students are so many in regular classrooms which hinder the teachers from giving individual attention especially to students with SENs.

Furthermore, policy makers who do not understand the concept of inclusive education seem to be a barrier to implementation of this wonderful aspect of education (Ogot, 2004). For example, lack of powerful policy to support the implementation of inclusive education programme in Kenya has been a problem facing this aspect of education. The policy makers most at times play non-chalet attitudes to promote inclusive education. In fact, this has contributed to the slowing down of its implementation especially in rural schools of the developing countries.

Supporting the above assertion, UNESCO (2005) established that the principals and teachers face great problems in the process of implementing inclusive education as some do not even understand the term “inclusive education and they implement it unknowingly when they admit students with autism, partial blindness, physically impaired and mentally handicapped. Eleweke et al (2002) also stated that, administrators do not show an understanding of inclusive education and are uncertain of their roles, lack knowledge, have little or no concern of having enough trained teachers in special education. To further compound the problem, teachers have not been trained to handle inclusive classroom (Ogot, 2004).

In fact, inadequate training in teaching learners with barriers in learning and development result in a high percentage of educators holding negative attitudes towards inclusion of learners with barriers to learning in regular classrooms. However, in Zambia the recent Education Bill (2011) stipulates that, the Minister shall ensure that educational institutions provide learners with SENs with quality education in appropriately designed and well-resourced educational institutions, staffed by qualified and dedicated teachers.

Furthermore, the 2030 ASD (2015) demands that by 2030 there must be substantially increase in the supply of qualified teachers of special education. Equally, ZECF (2012) suggests that teachers should be equipped with knowledge and skills to enable them identify, screen and assess pupils with SENs. Thus, when they are empowered they will be able to provide appropriate interventions to learners with SENs in learning institutions.

The Zambian government through the Strategic Plan of MoE (2003 to 2007) promised that a number of inclusive schooling initiatives will be expanded including training of more teachers at ZAMISE, identification and assessment of SENs in pupils, and provision of specialist materials and equipment. Schools will be given incentives in the form of additional grants and/or bursaries to enroll more children with special needs from the local communities. Despite all these things put in place, a remarkable number of educators are still uncertain about inclusion of learners with barriers to regular classrooms and this cannot just be ignored (ZECF:2012).

Furthermore, UNESCO (2005) stated that parents do not take their children to school since they view disability as a curse shunned by the community. This shows how the community has also neglected its role in education and left every responsibility in the hands of the government. In fact, these problems have hindered even the attainment of EFA goals as some of specialists always advise some of the parents to have their children admitted in special units and schools which most parents cannot afford due to poverty. Moreover when SEN students are taken to inclusive schools, they rely on their peers for support during learning processes (UNESCO, 2005).

2.3 How administrators and teachers overcome challenges faced in the implementation of inclusive education in rural primary schools.

In inclusive classrooms, learners with disabilities are in a general education classroom, as such, teachers usually devise ways of accommodating them during the learning and teaching process. Therefore, teachers and administrators in schools are held more accountable for the performance of learners and as a result, they try to provide relevant resources and skills to deal with inclusive classrooms. Cohen, et al (2003) noted that, “if inclusive classrooms are going to be successful, teachers must make changes in the traditional general education classroom for the students to participate in the learning and teaching process.”

Ainsow (2010) insisted on “very good” instruction which will help every student in the classroom to achieve the best of his or her ability. In their exploration of successful inclusive classroom, Cohen (2003) in his study asked teachers what needed to happen. Teachers reported that they felt students with disabilities could benefit from the classroom if two basic changes in classroom practice were made and these included modifying the curriculum and time to enhance relevance for each student and modifying instructional techniques. The modifications of instructional techniques are generally characterized as good teaching. For example, students who are blind will make use of Braille machine and Braille paper to assist them during the learning and teaching period.

However in Zambia, the Patriotic Front (PF) government through its manifesto promised to provide appropriate sports and recreational facilities and strictly enforce legislation on a barrier free environment dealing with accessibility for persons with disabilities (PF Manifesto -2011 to 2016). The Sixth National Development Plan (SNDP) (2011-2016) also indicated that it shall promote participation and improve facilities for LSEN and provide safe learning environment for all learners by re-introducing boarding facilities including weekly boarding facilities where needed. Therefore, UNESCO (2004) advises that when planning a new building and in securing school facilities and equipment, the tendency should be making only minor changes from the arrangements of the past, on the assumption that the same equipment and instructional materials could serve equally well for the nurturance of all forms of abilities in all children.

This is due to the fact that the mere act of placing children with disabilities together in regular schools does not ensure inclusion. Effective inclusion requires specific planning, modifications and implementation by teachers whose responsibilities include structuring a learning environment in which children with and without disabilities are helped to participate together in a variety of activities related to all areas of development (UNESCO, 2004). The successful accommodation of learners with SEN require facilities, infrastructure and assistive devices, which are in their opinion are lacking.

UNESCO (2013) also reviews that inclusion involves a range of changes and modifications that teachers and principals should make such as in content, approaches, structures and strategies, with a common vision which covers all children with SENs and a conviction that it is the responsibility of the regular system to educate all children. In this context, inclusive school must put flexibility and variety at its core. This should be evident in teachers and the structure of the school, the content of the curriculum, the attitudes and beliefs of staff, parents, and pupils, and the goal should be to offer every individual a relevant education and optimal opportunities for development. Parents and pupils themselves have equally important contributions to make in order to shape the implementation of inclusion (UNESCO, 2013). To the contrally, the USDG (2015) argues that the teacher's knowledge, belief and the enthusiasm on teaching and learning of the SENs pupils are the influential factors in the success of inclusive classroom and not modifications to the system.

2.4 Measures that would enhance the implementation of inclusive education in rural primary schools.

The Salamanca Statement maintains that 'inclusion and participation are essential to human dignity and the enjoyment and exercise of human rights' (Eleweke, 2002). The adoption of Convention on the Rights of the Children (CRC) in 1989 and the World Summit for Children in 1990 were promising enactments and it appeared that rights of children were seriously being considered by the governments and the international community (UNESCO, 2004). The rights of the children were envisaged at the CRC and reaffirmed through the recent UN Convention on the Rights of Persons with Disabilities (UNESCO, 2013). The CRC remains a landmark document which comprehensively covers civil, political, social, economic and cultural rights of children. It takes due consideration of the survival, development, protection

and participation needs of children. Both conventions clearly uphold the importance of education of all children with disabilities and maintain that they must not be excluded from the general educational system.

Therefore serious measures should be taken so as to remove all barriers in the environment to make the classrooms accessible to learners with physical disabilities. First and foremost, ZECF (2012) further suggests that teacher education institutions should include special education in their programmes in order to equip teachers with necessary knowledge, skills, positive attitudes and values when dealing with SEN children. Training programmes for support personnel such as educational audiologists, psychologists, speech and language pathologists and communication support workers, such as interpreters would be of great use if inclusive education is to be a reality in rural primary schools. Furthermore, untrained teachers in special education should be encouraged to go on short courses so that they are able to engage in the use of sign language for the hearing impaired pupils. For partial visual impairment the use of large prints are encouraged to assist them read with ease.

UNESCO (2004) and Kahateli (1995) highlights description of some modifications needed for inclusive education such as a provision of barrier free environment within compounds used by children who are deaf, blind, mentally and physically handicapped, build adapted toilets, bathrooms and bars to assist the children to hold unto while bathing, showering and toileting. Avoid door- steps, instead have ramps with recommended gradient, dormitories and playgrounds. All classrooms should be spacious, well lit and well-ventilated. In fact, the 2030 ASD (2015) advises developing countries to build and upgrade education facilities that are disability sensitive and provide safe, nonviolent, inclusive and effective learning environments for all. This is so because learners with SEN have not had specific resources that suit their disabilities for them to put in place.

Furthermore, the Zambia Education Curriculum Forum (ZECF) (2012) put emphasis on learning institutions to ensure that learners with SEN are provided with appropriate resources for quality learning and to introduce legislation in order to guarantee the right to free, appropriate Education. The Zambian Education Bill (2011) suggests the transcription of print materials into Braille and Sign Language for effective teaching and learning. It further

advises that the education of learners with SENs found in inclusive institutions be monitored and evaluated through the strengthening of the management and supervision system at all levels of the education system.

2.5 Summary of chapter two

From the reviewed literature, it appears that the implementation of inclusive education is a topical issue world over. Globally, literature demonstrated that the implementation of inclusive education is a complex theory that is affected by a good number of variables. Through the reviewed literature, the challenges faced by rural primary schools have been identified. These include; lack of qualified personnel, infrastructure which is not disability friendly, and inadequate teaching and learning materials, lack of political will and legislation to guide the implementation of inclusive education, parental negligence to mention but a few. The chapter further looked at measures that will enhance the implementation of inclusive education in rural primary schools. The literature discovered that teachers need to be trained, build adapted toilets, bathrooms, avoid doors steps, and instead have ramps, sponsor LSENs. Others include having spacious classrooms with well-lit and well-ventilated. Training programmes for support personnel and many others. The following chapter therefore, brought out the methodology which was used in this study.

CHAPTER THREE:

METHODOLOGY

3.0 Overview

Gall (2003) refers to the method as a channel used to demonstrate an activity during instruction. This chapter focused on the research methodology to be used. It contains details on: research design, study location, population, sample and sampling techniques, research instruments, data collection, and methods of data analysis.

3.1 Research design

The study utilized a descriptive survey design. This design was the most appropriate since it allowed the researcher to study a relatively large population for accuracy of findings and is concerned with describing, recording, analyzing and reporting conditions that exist (Creswell, 2003). This provided basis for analyzing the present situation and aided in making recommendations for future decision-making and research concerning the implementation of inclusive education in rural primary schools.

3.2 Study area or site

The study was carried out in selected rural schools of Solwezi district. The rural primary schools of Solwezi district of North/Western province was chosen because the levels of poverty are high which means that implementation of inclusive education may be faced with challenges related to inadequate resource allocation. The researcher picked on this location because she resides there. As such, she encountered very minimal challenges in terms of movements. In fact, Berg (2004) advises that the ideal setting for any study, is one where the researcher has interest in, easily accessible and one that allows the researcher immediate support with the respondents.

3.3 Target population

Creswell (2003) defines population as all members of any well-defined class of people, events or objects. Gall (2003) state that a target population refers to all the members of a hypothetical set of people, events of objects to which we wish to generate the results of our

research. In this study therefore, the population consisted of the administrators, teachers and pupils in all the three (3) rural primary schools of Solwezi district.

3.4 Sample size

The sample comprised 20 teachers, 15 pupils, and 6 administrators drawn from three (3) rural schools of Solwezi district namely Makole, Zangameno and Mbonge primary schools. In this case, each school contributed 2 administrators and 5 pupils. On the other hand, 2 schools contributed 6 teachers each while one (1) school contributed 8 teachers.

3.5 Sampling procedure

Simple random sampling technique was used to select teachers from each school category. The researcher wrote down the name of that particular school where she went on ten pieces of paper and the rest of the papers were blank. Teachers were not involved in the writing of the name, only the researcher did that process. The pieces of paper were equal to the number of teachers in each particular school excluding the administrators. Papers were folded and put in a small box. The box was stuffed to ensure that the papers were well mixed. A teacher who picked a piece of paper with the name of that particular school was selected in the study. This was done in all the three schools. The use of simple random sampling technique was aimed at ensuring that each teacher had an equal chance of being selected to take part in the study.

The pupils were also picked using simple random procedure picked from the grade 7 classes from each school category for focus group discussion. Simple random sampling is a sampling procedure which provides equal opportunity for selection for each element in a population. This was done to eliminate any form of bias. Therefore, six (5) even numbers were written on small pieces of paper and rest of the papers were left blank. These papers were equal to the number of pupils in each grade seven (7) class. The papers were then folded and put in a small box. The box was stuffed to ensure that the papers were well mixed. A pupil who picked a piece of paper with an even number was selected for the study. For the school administrators, purposive sampling applied. This method is based on the judgment of the researcher regarding the characteristics of a representative sample (Creswell, 2003). The reason for using purposive sampling for the administrators was to provide targeted information pertaining challenges facing the implementation of inclusive schooling in rural

schools of Solwezi district.

3.6 Research instruments

Interview guides, questionnaires and focus group discussions were used to collect data from the respondents. The interview schedule was used to collect data from administrators while questionnaires were used to collect information from teachers. The focus group discussion guide was used to get information from the pupils. Interview guides were used to get information from the administrators. The interview guide was developed using open-ended and closed ended questions for in depth information. Questionnaires for teachers were used to get information from teachers on the implementation of inclusive education in rural primary schools of Solwezi district. The questionnaires for teachers were also developed using both closed-ended and open-ended questions and it had more of open ended questions than closed ended ones. The observation guide contained a list of facilities against which the researcher counter-checked to confirm whether these facilities are available or not, adequate or inadequate or if are disability friendly or not. The observation served to check against information provided by administrators and teachers.

3.7 Data Collection Procedures

The researcher got permission to conduct research from the University of Zambia and presented it to the District Education Board Secretary (DEBS). This was followed by the researcher notifying the school administration of his intention to conduct the study in their schools before visiting each of the schools to administer the research tools. The researcher clearly explained the purpose of the study and the procedure to follow to each category of respondents before data collection. This helped to assure the respondents of confidentiality and anonymity of the data to be collected to maximize objectivity in giving responses. The questionnaires were independently filled by the respondents as the researcher carried out focus group discussions and interview guides in the sampled schools. The respondents were given adequate time to fill in questionnaires. The researcher collected twenty (20) filled-in questionnaires for data analysis.

3.8 Data Analysis Procedure

In this study, data was analyzed mainly qualitatively. The qualitative data obtained through

focus group discussions and interview guides was converted manually and summarized in order to obtain concise measures of the data using thematic analysis. Qualitative data was then presented using themes and narrations. Data collected through questionnaires was analyzed using the table tabulations with frequencies and percentages.

3.9 Ethical considerations

Ethical issues were taken into account during data collection. Research ethics were upheld. When the researcher arrived at every site of study, she sought permission from site authorities to conduct research there. Then she briefed them on the value of the research and the procedures to be used. The researcher also assured the school head teachers, teachers and pupils that the study was for academic purposes only. Participants were not forced if not ready to participate in this study. As a way of maintaining privacy and confidentiality, pseudo names were used when necessary by way of using letters of the alphabet. Furthermore, participants were assured that the data to be obtained would not be disclosed to any other persons.

3.10 Summary of chapter three

This chapter focused on the methodology which was used during the research study. The research used a descriptive survey design and employed both quantitative and qualitative methods but with greater focus on the qualitative method. The total sample included three (3) rural primary schools in Solwezi district. However, a selected sample of 6 administrators were sampled using the purposive sampling method, while 20 teachers were sampled using simple random sampling, and 15 pupils were also sampled using simple random sampling method. In-depth interviews were used to collect data from administrators. Questionnaires were used to collect data from teachers. Focus Group Discussions (FGD) were used to collect data from pupils. Data collected from questionnaires was analyzed using SPSS while data collected from teachers and pupils was analyzed using thematic analysis. The next chapter will present the salient key findings of the study. Tabulations of tables were presented to illustrate the views of respondents on specific variables.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.0. Overview

This chapter presents the findings of the study on challenges faced in the implementation of inclusive education in selected rural primary schools of Solwezi district. The findings are based on the following study's research objectives and questions:

4.1 Research objectives:

- (i) To identify challenges faced by administrators and teachers in the implementation of inclusive education in rural primary schools.
- (ii) To discover how administrators and teachers overcome challenges faced in the implementation of inclusive education in rural primary schools.
- (iii) To suggest measures that will enhance the implementation of inclusive education in rural primary schools.

4.2 General question

The following was the general research question

- (b) What are the challenges faced the implementation of inclusive education in rural primary schools of Solwezi district?

4.3 Specific Research Questions

The following were the specific research questions?

- (i) What are the challenges faced by administrators and teachers in the implementation of inclusive education in rural primary schools?
- (ii) How do administrators and teachers overcome challenges faced in the implementation of inclusive education in rural primary schools?
- (iii) What measures would you employ to enhance the implementation of inclusive education in rural primary schools?

The quantitative data was collected from twenty (20) teachers using a semi- structured questionnaire and their responses to questions under each of the above four main objectives and questions are presented using frequency and percentage tables with narrations below each table. While the qualitative data was collected using interview guides (IG) from two administrators from each of the three schools thus, six (6) administrators in total and using focus group discussions (FGD) from a group of five pupils from each of the three schools (i.e. three focus groups each with five pupils) and some of their responses are presented through their direct narrations.

SECTION A

4.4 Responses from teachers

Table 1: Distribution of teachers whether they are qualified teachers of Special Education or not.

Response	Frequency	Percentage (%)
Yes	4	20
No	16	80
Total	20	100

Responses in table 1 above it shows that 4 teachers (i.e. 20%) were qualified to teach learners with SENs. While 16 respondents (i.e.80%) were not qualified to teach the children with SENs.

Table 2: Distribution of teachers on the presence of learners with SEN in their classes

Response	Frequency	Percentage (%)
Yes	12	60
No	8	40
Total	20	100

According to table 2 above, 12 teachers (i.e.60%) stated that they had children with SENs in their classes. While 8 teachers (i.e.40%) stated that they had no learner with SENs in their classes.

Table 3: Distribution on how teachers managed their classes of learners with SEN when they were not trained to teach learners with SEN

Response	Frequency	Percentage (%)
Consultations from the trained teachers	6	54.5
Giving more time to learners with disabilities	2	18.2
Through consultations from special Unit in town	3	27.3
Total	11	100

Table 3 above shows that out of the 11 teachers that had learners with special education in their classes, 6 teachers representing (i.e.54.5 %) stated that they manage their classes through consultation from those teachers that are trained in special education. Two (2) teachers (i.e.18.2%) responded that they managed by giving more time to pupils with disabilities. While three (3) teachers (i.e.27.3%) indicated that they managed to teach the disabled learners by consulting other teachers from the special unit in town.

Table 4: Distribution of teachers' views on whether lack of trained teachers had an effect on the implementation of inclusive education programs

Response	Frequency	Percentage (%)
Yes	18	90
No	2	10
Total	20	100

According to table 4 above, 18 teachers (i.e. 90%) stated that lack of trained teachers has an effect on the implementation of inclusive education program in rural schools. While 2 respondents (i.e.10%) stated that lack of trained teachers has no effect on the implementation of the program in rural schools.

Table 5: Distribution of teachers' ideas on how lack of trained teachers affected the implementation of inclusive education programs

Response	Frequency	Percentage (%)
Teachers only concentrate on the so-called normal children	8	40
Children with SEN may be discouraged and drop out of school	3	15
Teachers lack appropriate knowledge and skills to handle children with SEN	9	45
Total	20	100

Responses from the table 5 above show that, 8 teachers (i.e. 40%) said lack of trained teachers to teach learners with special education needs (SEN) will cause teachers to only concentrate on the so-called normal learners. While 3 teachers (i.e.15%) stated that it will discourage SEN pupils and may end up dropping out of school. Finally, 9 teachers (i.e. 45 %) stated that it leads to lack of appropriate knowledge and skills to handle children with SEN.

Table 6: Distribution of responses from teachers on whether infrastructure supports the implementation of inclusive education program or not.

Response	Frequency	Percentage (%)
Yes	6	30
No	10	50
No sure	4	20
Total	20	100

The findings of the table 6 above show that, 6 (i.e.30%) of the teachers stated that the infrastructure in their schools supports the implementation of inclusive education. While 10 (i.e.50%) indicated that the infrastructure in their schools does not support the implementation of inclusive education program in rural schools. The other 4 (i.e.20%)

indicated that they were not sure whether the infrastructure at their schools supports the implementation of inclusive education.

Table 7: Distribution of teachers' views on how school infrastructure should be to enhance the implementation of inclusive education programs

Response	Frequency	Percentage (%)
User friendly infrastructure for both SEN and non-SEN children	8	40
Infrastructure should not have stairs but rumps	7	35
Suitable environment for disables to move easily	5	25
Total	20	100

Responses from the table 7 above shows that 8 teachers (i.e. 40%) said user friendly infrastructure for both SENs and the able bodied learners was needed to enhance the implementation of inclusive education. On the other hand, 7 teachers (i.e. 35 %) mentioned that the infrastructure should not have stairs but it should have ramps to allow easy movement of the disabled learners. While 5 teachers (25%) stated that suitable environment for disabled needed.

Table 8: Distribution of teachers' suggestions on measures that would be employed to ensure successful implementation of inclusive education programs in rural primary schools

Response	Frequency	Percentage (%)
By training more teachers	9	45
By building user friendly infrastructure for SEN children	6	30
Sensitizing the parents on the importance of special education	3	15
Government should provide support service to the SEN children	2	10
Total	20	100

Table 8 above shows that 9 teachers (i.e. 45%) suggested training of teachers as a measure that should be employed to ensure successful implement the program. While 6 teachers (i.e. 30%) suggested building up of the user friendly infrastructure for SEN learners, while 3 teachers (i.e.15%) suggested sensitizing the parents on the importance of inclusive education. The results further indicated that 2 teachers (i.e.10%) suggested that the government should provide support services to SEN learners.

SECTION B

4.5 Responses from administrators

Qualitative Data from In-depth interviews with School Administrators

The findings below are from the qualitative data collected using interview guides (IG) conducted with administrators from Makole primary school represented by letter (A), Zangameno primary represented by letter (B) and Mbonge represented letter (C). The findings are presented under the guidance of the three umbrella research objectives and questions as done in the quantitative data presented above.

Administrators were asked to state whether they had qualified teachers to teach learners with SENs in their schools and how lack of qualified teachers affect the implementation of inclusive education.

Only the two school administrators from school B acknowledged having one trained teacher to teach children with SENs out the six (6) who were subjected to in-depth interviews.

On how lack of trained teachers in special education affect the implementation of inclusive education, administrators said that most pupils with SENs were likely to drop out of school and that those untrained teachers in special education would concentrate on the so called normal children.

One administrator from school B said this:

“This issue of having no trained teachers in special education in a school would heavily affect children with special learning difficulties and eventually will just stop coming to school. A teacher who is not trained in handling children with special education needs may not understand the actual learning problem which a pupil has and may not even handle it. Some teachers may instead even label that particular child to be dual or a slow learner when he or she is actually not. The government should do something”

A head teacher from school C also lamented this regarding the effect the lack of trained teachers in special education has on the implementation of inclusive education:

“I know that in this country we have Zambia institute of special education (ZAMISE) college and the University of Zambia in Lusaka which trains and equips teachers with special education skills but does not produce enough to cater for all primary schools in Zambia. As such, teachers usually ignore learners with SENs when teaching in class. If we had about five colleges offering special education courses, the burden of schools lacking trained teachers in special education will have helped

in the speedily implementation of the inclusive education programme. I just hope that one day, the situation will change”.

Administrators were asked to state whether the infrastructure at their various schools support the implementation of inclusive education.

The responses from all the administrators interviewed were that the infrastructure of their schools is that type which does not support the accommodation of children with SENs. In other words, their school environments are unfriendly to children with SENs. Some of the responses given were that their schools have no ramps for wheel chairs, rooms are too small, no showers, pit latrines are in bad conditions such that children with SENs cannot even use them especially those who crawl when moving without wheel chairs.

Lamenting on the state of infrastructure and friendly environment for children with SENs in their schools, a senior teacher from school B said this:

“This school has no conducive infrastructure that can be friendly to children with special needs. If I took you round, you will find that there are no ramps for wheel chairs for instance. All is there are steps. The toilets are also not conducive for children with SENs. A lot needs to be done”

A head teacher from school A also said this on the state of the friendly infrastructure in his school:

“For me, I don’t support the whole idea of teaching pupils with SENs in regular classrooms .For example. I don’t see any infrastructure in my school which can support the learning of children with SENs. The classrooms are too small, the floors in classrooms have a lot of pot-holes, there are no ramps for usage of wheel chairs, and we just have one pit latrine and very small one for that matter and no concrete passages leading to these pit latrines. So even if teachers to handle children with special education needs were brought, the environment itself

may not support the learning of children with SENs. That is what I can say”.

Administrators were asked if the education policy on inclusive education has been fully implemented.

Five (5) administrators out of six 6 complained that the education policy on inclusive education was not fully implemented and that the whole exercise was not even supported by the policy makers themselves. However, one of the administrators showed some ignorance about the policy. She said that she was not aware of the policy on inclusive education.

One administrator from school C had this to say over the policy on inclusive education.

“The policy on inclusive education has been totally neglected by the policy makers and to some extent I strongly feel that it has facilitated the slower implementation of inclusive education especially in rural primary schools .There is no political will from the policy markers .And the other thing is that there is no one seem to be concerned about this issue, it is as though people are not interested. In fact, most of the people do not even understand what inclusive education is especially in these villages around. Children with disabilities just sit at home because parents think that they can just be educated in a Special School or Unit .The situation is not good mwe”

Administrators were asked to suggest the measures that should be employed to ensure successful implementation of inclusive education program in rural primary schools.

A number of suggestions that would enhance the implementation of inclusive education in primary schools were given. Some of them given mentioned were that teachers should be trained in sign language and braille and be strictly sent to rural primary schools, teachers in rural areas to encourage parents to enroll their children with SENs in school and to build the infrastructure which is disability friendly among others.

A head teacher from school C said this;

“There are a number of things that the government, the parents, the teachers and other stakeholders can do to enhance the implementation of inclusive education in rural primary schools. For instance, it should begin with the parents themselves to take keen interest in identifying and enroll their children with special education needs in school. Non-governmental organisations (NGOs) can also embark on sponsoring the children with special education needs in primary schools in rural areas, special education trained teachers to be given extra –duty allowances to enhance commitment and motivate them and encourage others to go to colleges to be trained as teachers of special education, government to come up with a policy to discourage special schools and units, government to provide specialised materials in all the primary schools in rural areas. There are so many suggestions which I can give including the politicians having a political will and instituting the legislation to guide the implementation of inclusive education especially in rural primary schools”.

SECTION C

4.6 Responses from the pupils

From the qualitative data collected using focus group discussions (FGD) with the pupils, from the three schools, the first findings are generally presented under the guidance of asking pupils as to whether they know anything about inclusive education.

Generally, from the three focus group discussions held in the three rural primary schools, that is, school A, school B and school C, pupils exhibited ignorance about inclusive education except for only one pupil from school C focus group discussion who said that it is the learning with people with disabilities in the same class with people without disabilities. From

school A and C all the pupils in the focus group except for one in each group said that they have friends with disabilities in their classes while from school B, all the pupils said that they had friends with disabilities in their classes.

On the question to find out if they are willing to learn in the same class with their friends with disabilities, some pupils responded negatively while others responded positively. Those who responded negatively gave reasons that they cannot learn in the same class with disabled friends because most of them are very short tempered, they like fighting and are scared of them when they see them. To those who responded positively, they said that they can be happy to be in the same class because pupils with disabilities are good and are also human beings made by God and really need to be assisted and learn so that they live a happy life.

One pupil from school A in support of inclusive education said this in Kiikaonde:

“Ehhhhh, abe bantu twiita amba bilema, amuwa nabatemwa sana. Ketwalinga kubasululune mambo bakwetu bapangwa kuji lesa umo kabiji nekusemwa basemwa ku bansemi bamo. Amuwa ke namonapo mambo yakusululula. Kafulumende yafwainwatu kutunga byonse byafwainwa kulenga kwambamba basambilile bulongo neatweba pamo. Bimbusu byawama ne tujishinda twawama. Kabiji neateba bana basukulu twalinga kuisapota sana pa bwana bwa sukulu bwetu mambo ngetwakankalwa kuisapota fwebene, aba bakwetu kebakasamilila ne. kabiji bafunjishi betu balinga kutayako mana kwambaula ne bantu bonse mu ntanda yetu pakwambamba bonse bayuke kwamba abe bantu bantutungeatweba kabiji nemana yakusambilila bajinayo kabiji konsha nekusebenza nkito yonse yo tusebenza. Kabiji ke twakonsha kulubamo kwambamba kafwako muntu wabula bulema kumubuji wakwe. Bonsetu twalemana mumajishinda yapusanapusana nobe kwikala nemana sana musukulu nekubula mana sana musukulu. Abe byonse, bulema”.

Below is a translated version of the Kiikaonde narration of pupil above into English language:

“Yes, these people you call disabled, as for me I love them. We are not even supposed to distance ourselves from them because they were created by the same God who created us and are born from the same parents we are born from and hence they are our family members. The government just needs to build infrastructure that can aid their learning like good corridors and pathways to toilets or pit-latrines. Coming to us pupils, we really need to support each other amongst ourselves because if we don’t do that, then our friends will also not learn well. Our teachers also need to keep on sensitizing the community about the disabled that they are also people just like us and them and that they are able to learn and do everything else like all of us and also have a future to live. We should also not forget that all of us human beings are disabled in one way or another. For instance, others are very intelligent while others are not. All these are disabilities we have”

One pupil against inclusive education from school A said this in Kiikaonde:

“Amuwa kembena kukeba kwambamba tufundenga pamo nebafilema mu sukulu imo mambo ino sukulu yetu ifwayo bintu byavula byakonsha kulenga kwambamba abe bantu bafunde bulongo. Aneba mubena kungambila kwambamba mwakonsha kufunda neba mpofu mu class imo? Ine mwane amuwa nakana. Neba funjishi bakufunda bampofu basakufumapi. Kabiji abe bantu baji short tempadi sana bakonsha kumipuma bonse muno juba jonse”.

Below is a translated version of the Kiikaonde narration of pupil above into English language:

“As me, I wouldn't love to be learning together with the disabled in the same school because in this school, we don't have infrastructure to support their learning. You people, are you sure that you can learn with the blind in the same class? No, it is not possible. And where are the teachers to teach the blind going to come from? After all these people are very short tempered and they can be fighting you every day”

SECTION D

4.7 Observations made by the researcher using the observation sheet.

The observation served to check against information provided by administrators, teachers and pupils on the study.

From the observation sheet, the researcher also observed that the infrastructure from the three schools was not disability friendly. For example, some of the floors in classes were very rough and not conducive for the movement of learners with SEN especially the physically challenged. The pit latrines were in bad conditions and at school A there is only one pit latrine for both girls and boys. In addition, most of the teachers were not trained to teach learners with SEN despite having children with SEN in their classes ranging from children with Learning Disabilities (LDs), Mildly Visually impaired, and Epilepsy, Physically disabled and there was one who seemed to have Attention Deficit Hyperactive Disorder (ADHD). However, most of the teachers in classes displayed some enthusiasm in teaching learners with SEN and the teacher pupil relationship was cordial. Teachers struggled a lot to teach pupils with SEN especially the one who was hyperactive. All the three (3) schools lacked specialised teaching and learning materials and assistive devices for learners with SEN.

4.8 Summary of chapter four

This chapter presented data from the four categories of respondents who were the teachers, administrators and pupils. The results of the study indicated that there were less teachers

qualified to teach learners with SENs in rural primary schools of Solwezi district. This study has revealed that in almost every class there were children with SENs. Furthermore, the study revealed that, most of the rural primary schools had no suitable infrastructure and equipment to aid the implementation of inclusive education programme. The toilets are also not conducive for children with SENs. Therefore, to make inclusive education a reality in rural primary schools, more teachers should be trained in special education, build user friendly infrastructure for SEN learners, and provide support services to learners with SENs from government and the NGOs among others. The following chapter focused on the major findings of the study.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0. Overview:

This chapter discusses the findings regarding the challenges faced in the implementation of inclusive education in selected rural primary schools of Solwezi district. The findings were sourced from three rural primary schools in Solwezi district. The chapter relates the findings to the existing literature and theories on challenges faced in the implementation of inclusive education in rural primary schools.

Discussions of qualitative data has involved subjectivity while quantitative data encompasses objectivity and are presented with reference to the objectives of the study, that is, to identify challenges faced by administrators and teachers in the implementation of inclusive education in rural primary schools, to discover how administrators and teachers overcome challenges faced in the implementation of inclusive education in rural primary schools, to suggest measures that will enhance the implementation of inclusive education in rural primary schools.

5.1 Challenges faced by administrators and teachers in implementing inclusive education in rural primary schools,

In regard to whether the teachers in rural primary schools were qualified or not in teaching learners with special education needs (SEN), this study has shown that there were very few teachers qualified to teach learners with SENs in rural primary schools of Solwezi district. On the availability of pupils with special education needs in the classes, this study has revealed that in almost all the classes there were children with special education needs and that it is only teachers that had little knowledge about handling learners with SEN. The study has further shown that lack of or the inadequacy of teachers with skills and knowledge in special education in rural primary schools of Solwezi district had a big effect on the implementation of the inclusive education programme. Qualitatively, the study also revealed that there were very few teachers trained in special education in most rural primary schools of Solwezi district as evidenced from the words of one the head teachers interviewed and who said:

“I know that in this country we have Zambia institute of special education (ZAMISE) college in Lusaka which trains and equips teachers with special education skills but does not produce enough to cater for all primary schools in Zambia. If we had about five colleges offering special education courses, the burden of schools lacking trained teachers in special education will have helped in the speedy implementation of the inclusive education programme...”

These findings are however not in agreement with the Zambia education bill (2011) which stipulates that, the Minister shall ensure that educational institutions provide learners with SENs with quality education in appropriately designed and well-resourced educational institutions, staffed by qualified and dedicated teachers. They are also not in agreement with the Agenda for Sustainable Development (2015), which demands that by 2030, there must be substantially increase in the supply of qualified teachers of special education. Equally, the Zambia Education Curriculum Framework (ZECF) (2012) suggests that, teachers should be equipped with knowledge and skills to enable them identify, screen and assess pupils with SEN. Thus, when they are empowered they will be able to provide appropriate interventions to learners with SEN in learning institutions.

From the focus group discussions held with pupils in this study, it has shown that most pupils did not know the meaning of the concept of inclusive education. However, after knowing what it meant, most of them acknowledged the fact that, in their classes, they had a number of friends with special education needs and different disabilities. The study has also revealed mixed feelings from amongst the pupils with regard to inclusive education. Some were for the idea with reasons that, learners with SENs/ disabilities were people like them and created by the same God, born from the same parents, living in the same community and hence, they needed to be educated in the same way, by the same teachers and in the same class.

Those against the idea also gave their reasons that, usually, learners with SENs/disabilities are so short tempered that they cannot learn in the same class and others said they naturally fear them and cannot mix with them. The immediate above statement from the findings of this study concurs with ZECF (2012) assertion that, a remarkable number of educators and

stakeholders are still uncertain about inclusion of learners with barriers to regular classrooms and this cannot just be ignored.

Furthermore, on infrastructure used by pupils in rural primary schools of Solwezi district.

This study has revealed that, most of the rural primary schools had no suitable infrastructure and equipment to aid the implementation of inclusive education programme. Teachers said that the infrastructure in schools does not support the implementation of inclusive education. For instance, there was a view that corridors should have both stairs and ramps for the non-disabled and physically disabled respectively. These findings pertaining to objective two concur with ZECF (2012) which indicates that the facilities essential for educating learners with disabilities in many schools are lacking or grossly inadequate and that inadequate facilities, absence of support service, large class size and poor infrastructure are some of the obstacles to achieving meaningful inclusion in developing countries.

Equally, qualitative data collected from administrators, the study has shown that there was no conducive infrastructure that was friendly to children with SENs in most rural primary schools of Solwezi district. This finding is supported by UNESCO (2015) who reviews that, over time, there have been infrastructure problems and a shortage of permanent classrooms in schools, particularly in poor communities like rural primary schools for learners with SEN. At the same time, existing infrastructure is generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance (Ainsow, 2010).

Furthermore, one head teacher said:

“...if I took you round, you will find that there are no ramps for wheel chairs for instance. All is there are steps. The toilets are also not conducive for children with special education needs. A lot needs to be done”.

The above comment by one of the head teachers is in line and emphasis with UNESCO (2004) assertion that the successful accommodation of learners with special educational needs require facilities, infrastructure and assistive devices like accessible buildings appropriate to learners with SENs. Similarly, the Zambia Education Curriculum Framework (2012) also put emphasis on learning institutions to ensure that learners with SEN are

provided with appropriate resources for quality learning.

Actually, administrators, teachers and pupils all lamented on the state of sanitation in the three schools. The study has reviewed that the schools had no showers, pit latrines are in bad conditions such that children with SENs cannot even use them especially those who crawl when moving without wheel chairs. This is wrapped up by UNESCO (2005) which agrees that a severe shortage on toilets in many public schools is undermining the efforts to provide quality Education due to delays caused as students queued to visit toilets interfering with the school timetable. In fact, the rugged entrances hinder student movements such as the orthopedics. UNESCO (2005) outlines the number of sanitation facilities required in a school. According to this guide, sanitation facilities required should be in the following ratio 1: 30 for boys and 1: 25 for girls, a urinal pit for boys and at least one toilet for the staff.

5.2 How administrators and teachers overcome challenges faced in the implementation of inclusive education in rural primary schools,

This study has reviewed that, teachers who were not trained to teach learners with SENs had a lot of challenges when it came to handling pupils with disabilities. However, some of the teachers indicated that they managed their classes through consultations from those teachers that are trained in special education within and outside schools. Others said that they tried giving more time to learners with disabilities because they needed more time. This finding is in line with Cohen (2003)'s findings in his study who asked teachers what needed to happen. Teachers reported that they felt students with disabilities could benefit from the classroom if two basic changes in classroom practice were made and these include, modifying the curriculum and time to enhance relevance.

In support of the above, UNESCO (2004) also reviewed that effective inclusion requires specific planning, modifications and implementation by teachers whose responsibilities include structuring a learning environment in which children with and without disabilities are helped to participate together in a variety of activities related to all areas of development. The observations made by the researcher also showed that teachers struggled a lot to teach pupils with SEN especially the one who was hyperactive. However, the researcher observed that most of the teachers in classes displayed some enthusiasm in teaching learners with SENs and

the teacher pupil relationship was cordial what they lacked was skill. This is in agreement with the USDG (2015) that states that the teacher's knowledge, belief and enthusiasm on teaching and learning of the SENs pupils are the influential factors in the success of inclusive classroom. However, all the administrators showed some dissatisfaction on the issue of the untrained teachers teaching learners with SENs and the infrastructure that was not conducive.

One administrator said this in part:

"...For me, I don't support the whole idea of teaching pupils with SENs in regular classrooms .For example. I don't see any infrastructure in my school which can support the learning of children with SENs, teachers are not trained to in special education. Major changes need to be done."

This contradicts UNESCO (2004) which believes that... in securing school facilities and equipment, the tendency should be making only minor changes from the arrangements of the past, on the assumption that the same equipment and instructional materials could serve equally well for the nurturance of all forms of abilities in all children (UNESCO:2004). In support of this, Eleweke et al (2002) lamented that most of the administrators do not show an understanding of inclusive education are uncertain of their roles and lack knowledge.... Most of the pupils, said that they do not have problems being in the same class with SEN pupils because learners with disabilities are also human beings made by God and really need to be assisted and learn so that they live a happy life. This is related to UNESCO (2013) who found out that, parents and pupils themselves have equally important contributions to make in order to shape the implementation of inclusion. Moreover when SEN students are taken to inclusive schools, they rely on their students and colleagues support during learning processes (UNESCO, 2005).

5.3. Suggestions on the measures that would enhance the implementation of inclusive education in rural primary schools.

In respect of the measures that would be instituted to enhance the implementation of inclusive education programme, the suggestions from administrators, teacher and pupils varied although some were almost the same. For instance, this study has shown that teachers, pupils and administrators were for the suggestion that training of more teachers in special education,

building of user friendly infrastructure for SEN learners, and provision of support services from government to children with SENs would enhance the implementation of inclusive education. For instance, one of the pupils interviewed said this in part:

Translated from kikaonde, "The government just need to build infrastructure that can aid their learning like good corridors and pathways to toilets or pit-latrines."

In line with the findings of this study, Stubbs (2000) stated that barriers in the physical environment should be removed to make the classroom accessible to learners with physical disabilities. The ASD (2015) also advised developing countries to build and upgrade education facilities that are disability sensitive and provide safe, nonviolent, inclusive and effective learning environments for all. In addition, UNESCO (2004) and Kahateli (1995) highlights a description on some of the modifications needed for inclusive education such as the provision of barrier free environment within compounds used by children who are deaf, blind, mentally and physically handicapped, build adapted toilets, bathrooms and bars to assist the children to hold unto while bathing, showering and toileting. Avoid doors steps, instead have ramps with recommended gradient, dormitories and playgrounds. All classrooms should be spacious, well lit and well-ventilated. This is so because learners with SENs have had no specific resources that suit their disabilities put in place for them.

One of the administrators suggested the need of legislation and had this to say:

"...there are so many suggestions which i can give including the politicians having a political will and instituting the legislation to guide the implementation of inclusive education especially in rural primary schools".

The above findings are in line with the Zambia Education Curriculum Framework (2012) that encourages the introduction of legislation in order to guarantee the right to free, appropriate Education for learners with SEN.

More still, the findings of this study pertaining teacher education, teachers, administrators and pupils reviewed that there was need for more teachers to train in special education and be send in rural areas.

One of the head teachers interviewed had this to say:

“...need to encourage others to go to colleges to be trained as teachers of special education, government to come up with a policy to discourage special schools and units, government to provide specialised materials in all the primary schools in rural areas.”

Similarly, ZECF (2012) suggests that teacher education institutions should include special education in their programmes in order to equip teachers with necessary knowledge, skills, positive attitudes and values when dealing with SEN children. Training programmes for support personnel such as educational audiologists, psychologists, speech and language pathologists and communication support workers, such as interpreters would be of great use if inclusive education is to be a reality in rural primary schools.

Furthermore, from the focus group discussions with pupils in this study, it has shown that some pupils proposed that massive sensitization of parents on the importance of learners with SENs/disabilities to learn would be a right direction in the spirit of inclusive education in the rural primary schools of Solwezi district. This finding is supported by ZECF (2012) that recommended that “...parents themselves should take keen interest in identifying and enroll their children with SENs. In fact, UNESCO (2005) reviews that, parents do not take their children to school since they view disability as a curse shunned by the community.

5.4 Summary of chapter five

This chapter discussed the findings regarding the challenges faced in the implementation of inclusive education in rural primary schools. The study was based on three objectives which were to identify challenges faced by administrators and teachers in the implementation of inclusive education in rural primary schools. To discover how administrators and teachers overcome challenges faced in the implementation of inclusive education in rural primary

schools and to suggest measures that would enhance the implementation of inclusive education in rural primary schools.

The findings of the study revealed has so far revealed that there are a lot of challenges that have impacted negatively on the implementation of inclusive education in rural primary schools. This study has revealed that children with SENs are also found in regular classes but most of the teachers were not trained to teach them. The study has also shown that lack of or the inadequacy of teachers with skills and knowledge in special education in rural primary schools of Solwezi district had a big effect on the implementation of the inclusive education programme.

Furthermore, this study has revealed that, most of the rural primary schools had no suitable infrastructure and equipment to aid the implementation of inclusive education programme.

The study has also revealed that, to implement and easily make inclusive education a reality in rural primary schools, more teachers should be trained in special education, build user friendly infrastructure for SEN learners, and provide support services to LSEN from government and NGOs working in education.

However, some of the pupils were against inclusive education with reasons that learners with SEN were troublesome and short tempered. The study has shown that there is need for massive sensitization of all the stakeholders on the importance of children with SENs/disabilities learning together with the so called normal especially in rural areas where there are no Special Schools or Units to cater for them.

The next chapter presents the summary of the study findings and the conclusion drawn from the results. It also suggests some recommendations and an area of future research.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter presents a conclusion of the study and provides recommendations based on findings and discussions in the previous chapters for future research.

6.1 Conclusion

The aim of this study was to establish the challenges faced in the implementation of inclusive education in selected rural primary schools of Solwezi district. The objectives of the study were as follows:

- (i) To identify challenges faced by administrators and teachers in the implementation of inclusive education in rural primary schools.
- (ii) To discover how administrators and teachers overcome challenges faced in the implementation of inclusive education in rural primary schools.
- (iii) To suggest measures that would enhance the implementation of inclusive education in rural primary schools.

In view of the findings of the study and what has been discussed so far, it is clear that the implementation of inclusive education in rural primary schools of Solwezi district have a number of challenges. While the importance of implementing inclusive education in rural primary schools of Solwezi district cannot be overemphasized, it is clear from the literature reviewed and the findings that the programme may not be implemented well for the benefit of learners with SENs/disabilities if some obstacles are left unchecked.

The study has shown that there were less teachers qualified to teach learners with SENs in rural primary schools of Solwezi district. On the availability of pupils with SENs in the classes, this study has revealed that in almost every class there were children with SENs and that it were the teachers that had little knowledge on how to handle them. The study has also shown that lack of or the inadequacy of teachers with skills and knowledge in special education in rural primary schools of Solwezi district had a big effect on the implementation

of the inclusive education programme. Qualitatively, the study also revealed that there were very few teachers trained in special education in most rural primary schools of Solwezi district.

Furthermore, this study has revealed that, most of the rural primary schools had no suitable infrastructure and equipment to aid the implementation of inclusive education programme and hence, buildings in rural primary schools should have both stairs and ramps for the non-disabled and physically disabled learners in order create a friendly and conducive environment for learners with SENs/disabilities. For instance, in the qualitative finding and discussion, one head teacher said:

“.....If I took you round, you will find that there are no ramps for wheel chairs for instance. All is there are steps. The toilets are also not conducive for children with special education needs. A lot needs to be done”.

Furthermore, the study has revealed that, to implement and easily make inclusive education a reality in rural primary schools, more teachers should be trained in special education, build user friendly infrastructure for SEN learners, and provide support services to learners with special education needs from government and non-governmental organisations working in education.

The actual words of pupils gotten from them during the focus group discussions, the study has shown that most pupils did not know the meaning of the concept of inclusive education and that they have mixed feelings with regard to whether inclusive education is good or not. Some pupils who were in support of implementing the programme argued that learners with SEN are also human beings. Others were against with reasons that learners with SEN are troublesome and short tempered. The study has shown that there is need for massive sensitization of parents on the importance of children with SENs/disabilities learning together with the so called normal especially in rural areas where there are no Special Schools or Units to cater for them. Moreover poor parents may not even manage to take their children in Special Schools or Units because most of these are situated in urban areas very far away from their homes. Some of these schools are boarding schools that may demand money for the

child with SENs to be enrolled. The building of suitable infrastructure would also help in the implementation of inclusive education in the rural primary schools of Solwezi district.

Therefore, the overall conclusion of the study is that the challenges in the implementation of inclusive education in rural primary schools of Solwezi district are due to some gaps between the understanding of the concept itself and implementation. For instance, lack of understanding of the concept of inclusive education, inadequate trained teachers coupled with negligible number of colleges training teachers of special education, the preconceived attitude towards learners with SEN, lack of conducive/friendly environment and infrastructure, lack of specialised learning and teaching materials and lack of involvement of the main stakeholders like parents and teachers have greatly contributed to the slower implementation of inclusive education in rural schools of Solwezi district. In addition, the absence of legislation to guide the implementation of inclusive education came out clearly. It is hence the contentions of the researcher that the success of the inclusive education will largely depend on aggressive sensitization campaigns to enable all stakeholders in and outside the education sector understand their roles in the provision of inclusive education and this will deflate the idea that the government is the only body that should take full responsibility over inclusion. The notion which to some extent has also contributed to the slower implementation of inclusive education.

6.2 Recommendations

Based on the findings on the challenges faced in the implementation of inclusive education in rural primary schools, the following are the commendations:-

- a) The MoE should employ Education Standards Officers (ESOs) specifically for Special Education in all the districts for effective sensitisation and monitoring of the programme in every district.
- b) The MoE should construct special infrastructure for better inclusive education practices,
- c) The MoE should reduce class-sizes and child-teacher ratios to about 20 learners in each class for enough time for learners with SEN/disabilities to be attended to.
- d) The MoE should encourage active partnerships with parents in order to make them understand the concept of inclusive education.

- e) MoE to build more colleges of special education, preferably one in each province in order to eradicate the issue of lack of teachers of special education especially in rural primary schools.
- f) The MoE should work closely with the Ministry of Justice and Legal Affairs and put up a legislation to guide the implementation of inclusive education especially in rural primary schools.

6.3 Suggestion for future research

Since this study was purely an academic research conducted on the challenges faced in the implementation of inclusive education in rural primary schools of Solwezi district only, it would be important for future studies to conduct a country wide survey in order to have a more conclusive and reliable national perspective of the challenges encountered in the implementation of inclusive education in rural primary schools. This may assist in the education of children with disabilities found in rural and remote primary schools of the country.

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APPENDIX I

QUESTIONNAIRE FOR TEACHERS

**UNIVERSITY OF ZAMBIA IN COLLABORATION WITH
ZIMBABWE OPEN UNIVERSITY (UNZA-ZOU)**

**TITLE: Challenges facing the implementation of Inclusive Education in selected schools
rural primary schools of Solwezi district.**

Dear Respondents,

**You are among the teachers selected to participate in this study. The information you
provide will be solely for academic use and not for any other purpose. It will also be
treated with confidentiality as such, you are not required to indicate your name on the
questionnaire.**

**INSTRUCTIONS: You are expected to tick or write your responses in the spaces
provided.**

1. What position do you hold in this school?

Head teacher [] Deputy/head teacher [] senior teacher [] Other specify [

]

2. Gender? Female [] Male []

3. Highest qualification.

Teachers certificate []

Teachers diploma []

University degree []

Masters degree []

Other specify []

5. Have you ever heard of an inclusive education programme?

Yes [] No []

6. If the answer in question five (5) is Yes, explain what you understand by term inclusive education programme?

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.....
.....
.....

7. Are you a qualified teacher in teaching learners with Special Education Needs (SEN)?

Yes [] No []

11. Do you have learners with SEN in your class? Yes [] No []

12. If you are not a qualified teacher in teaching learners with SEN, how do you manage the class?

.....
.....
.....
.....

8. Do you think lack of trained teachers of special education has an effect on the implementation of inclusive education programme in rural primary schools?

Yes [] No [] Not sure []

9. If the answer in 13 is Yes, how does lack of trained teachers in teaching learner with SEN affect the implementation of inclusive education programme?

.....
.....
.....
.....
.....

10. Is the infrastructure used in this school support the implementation of inclusive education?

Yes [] No [] Not sure []

11. Explain how the infrastructure in the school should be in order to enhance the implementation of inclusive education?

.....
.....
.....
.....

12. Suggest some of the measures you think should be employed to ensure successful implementation of inclusive education programme in rural primary schools?

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END OF QUESTIONNARE
THANK YOU FOR PARTICIPATING IN THI STUDY.
CONTACT: Cell: 0977-122310

APPENDIX II

A GUIDE FOR FOCUS GROUP DISCUSSION FOR PUPILS

TITLE: Challenges facing the implementation of Inclusive Education in selected schools rural primary schools of Solwezi district.

1. What do you know about inclusive education programme?
2. Do you have pupils with Special Education Needs (SEN) in your class?
3. Would you like to have learners with SEN in your class? Why?
4. Do you think the infrastructure in this school favour children with disabilities? If not why?
5. What do you think should be done in order to enhance the implementation of inclusive education programme in your school?

APPENDIX III

ONE –TO- ONE SEMI-STRUCTURED INTERVIEW GUIDE FOR ADMINISTRATORS TITLE: Challenges facing the implementation of Inclusive Education in selected schools rural primary schools of Solwezi district.

1. What is your position in this school?
2. How long have you held this position?
3. What do you understand by inclusive education?
4. Does the school have teachers qualified to teach pupils with disabilities?
5. How does lack of qualified teachers of special education hinder the implementation of inclusive education programme?
6. What do say about the infrastructure in this school, does it support the implementation of inclusive education? If not why?
7. If the answer to question eight (8) is yes, in which way does the infrastructure support the implementation of inclusive education programme?
8. Has the education policy on inclusive education programme been fully implemented? If not why?
9. What would you recommend as the best way of implementing inclusive education in this school?

APPENDIX IV: OBSERVATION SHEET

UNIVERSITY OF ZAMBIA/ ZIMBABWE OPEN UNIVERSITY (UNZA-ZOU)

SCHOOL OF EDUCATION

TITLE: Challenges facing the implementation of Inclusive Education in selected schools rural primary schools of Solwezi district.

WHAT TO LOOK FOR;

1. The physical appearance of the building where learning takes place.
 - (a) Outside view
 - (b) Inside view
 - (c) The surrounding
2. The nature of learning taking place in classes.
 - (a) Type of the learners found in classrooms.
 - (b) Nature of the teachers
 - (c) Availability of learning and teaching materials.
 - (d) Pupil-Teacher relationship

APPENDIX V: RESEARCH TIME TABLE

	JAN	FEB	MAR	APR	MAY	JUNE	JULY
Identification of the problem							
Formation of topic							
Proposal development							
Development of instrument							
Presentation of the proposal and Data collection							
Data Analysis and handing in of the final dissertation							

APPENDIX VI: RESEARCH BUDGET

ITEM	QUANTITY	UNIT PRICE (ZMK)	TOTAL ITEM PRICE (ZMK)
Reams of paper	3	50.00	150.00
Ball pens	2 boxes	15.00	30.00
Pencils	2 packets	20.00	40.00
Stapler	1 stapler	36.00	36.00
Note pad	3 note pads	10.00	30.00
Ruler	2 rulers	8.00	16.00
Flash disk	1 flash disk	150.00	150.00
Correcting fluid	2 bottles	20.00	40.00
Envelope	1 box	30.00	30.00

Calculator	1 calculator	90.00	90.00
Sub-total			612.00
SERVICE COSTS			
Typing	72 pages	3.00	219.00
Printing	72 pages x 4	-	288.00
Editing	72 pages	2.00	144.00
Binding	4 copies	100.00	400.00
Sub-total			1051.00
TRANSPORT COSTS			
Going to round places		-	800.00
Sub-total			800.00
Contingency			150.00
Grand total			2,613.00