

**ASSESSMENT OF ADMINISTRATIVE CHALLENGES FACED
BY PRIMARY SCHOOL HEADTEACHERS IN MANAGING
PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN
INCLUSIVE SCHOOLING IN SELECTED SCHOOLS OF
KAPUTA DISTRICT, ZAMBIA**

By

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**A Dissertation Submitted to the University of Zambia in Partial Fulfilment of
the Requirements for the Award of the Degree of Master of Education in
Educational Administration and Management**

LUSAKA

2016

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DECLARATION

I, **TEDDY MUSONDA**, do hereby declare that this dissertation is original and it is an outcome of my own efforts and that its contents have never been presented elsewhere at this university or any other university or college for academic purposes. I also declare that the narratives, figures and tables contained in this dissertation were generated by me, except for those whose origins have been acknowledged.

Signature:.....

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CERTIFICATE OF APPROVAL

This dissertation by **TEDDY MUSONDA** is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Administration and management by the University of Zambia.

Examiners' Signatures

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Signed:..... Date:.....

DEDICATION

I dedicate this piece of work to my family members. My wife Beauty Musonda offered encouragements to my studies despite demands of family matters. Beauty made sure that always school issues came first. My dedication also goes to my children, Lombe, Temwani, Mwenya, Chongo, Luswepo, Mapalo and Chimwemwe, who were left alone for a long time during my studies. May the good Lord continue blessing them all.

ACKNOWLEDGEMENTS

I will be failing in my duties if I do not acknowledge the following people and institutions that in one way or another helped me during the time I was conducting this Research for my dissertation.

I especially wish to thank my supervisor, Dr. Peggy Mwanza, for her valuable time spent to provide direction and support from the beginning to the successful completion of this dissertation.

I would also like to acknowledge and thank the members of the Department of Educational Administration and Policy Studies: Mr. Henry Msango and Dr. Alfred Kakanda for information and advice to make my work a success. I would also like to acknowledge and thank Mr. Timothy Muwema for the technical advice given on coming up with this dissertation. Let me also acknowledge and thank the Provincial Education Officer (PEO) for allowing me to do my studies full time at the University of Zambia and my District Education Board Secretary (DEBS) for allowing me to conduct research in Kaputa District. Further, I would also wish to thank all the respondents for making it possible for me to gather the information that I urgently needed for my academic purpose. Indeed, their generosity in information giving went a long way and I will always remain grateful for their quick and prompt responses. Above all, I wholly wish to reverence the Lord Jesus Christ, for his immeasurable grace which is sufficient all the time. Truly, He is faithful and just. Thank you for sustaining my life in the University.

ABSTRACT

The study was an assessment of administrative challenges faced by primary school Headteachers in managing learners with special educational needs in inclusive schooling in Kaputa District. The objectives of the study were: (i) to establish the effectiveness of the education policy on inclusive education, (ii) to examine if inclusive practices were well planned and organised in schools, (iii) to establish if inclusive practices were monitored and evaluated in schools and (iv) to determine measures that could be used to address the administrative challenges faced by primary school head teachers in implementing inclusive education in Kaputa District. A descriptive research design using qualitative method was used to conduct this study. The sample consisted of 72 respondents comprising one (1) District Education Board Secretary (DEBS), one (1) Education Standards Officer –Special Education, ten (10) head teachers and sixty (60) teachers. Purposive and simple random sampling procedures were used to select the sample. Data were collected using semi structured questionnaires, interviews and focus group discussions guides. Mainly thematic analysis was used to analyse qualitative data while Microsoft Excel was used to analyse some data of quantitative nature.

The research findings of the study revealed that inclusive schooling policy in Kaputa District was not effectively implemented by primary schools as it did not meet the needs of learners with special education needs adequately. The schools did not have appropriate infrastructure and adequate teaching and learning materials for children with special educational needs included in the mainstreams. It was also found that learners with special education needs received very little support from school management and were rarely monitored by both head teachers and Education Standards Officers. Funding to schools was inadequate and erratic. The study also revealed that there was limited collaboration between schools and stakeholders such as professionals, parents of pupils with special education needs and the community.

The study recommended that the government, through the Ministry of General Education, needed to increase funding towards the implementation of inclusive education programmes. The Ministry of General Education should modify infrastructure in schools, deploy adequate qualified teachers to handle inclusive education programmes and provide appropriate teaching and learning materials to schools if quality has to be enhanced. Additionally, Education Standards Officers should monitor inclusive education programmes regularly.

Key Words: *Administrative Challenges, Special Needs, Inclusive education.*

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LIST OF ACRONYMS

CSO:	Central Statistical Office
CSEN:	Children with special educational needs
SEN:	Special educational needs
DEBS:	District Education Board Secretary
ESO:	Education Standards Officer
MOE:	Ministry of General Education
UN:	United Nations
UNESCO:	United Nations Educational, Scientific and Cultural Organization.
SHN:	School Health and Nutrition.
PEO:	Provincial Education Officer
IEP:	Individualized Education Programme
EFA:	Education for All
NIF:	National Implementation Framework
SNDP:	Sixth National Development Plan.
MDGS:	Millennium Development Goals.
NGO:	Non-Governmental Organisation
FGD:	Focused Group Discussions
DRC:	District Resource Center
DGC:	District Guidance Coordinator
UK:	United Kingdom
ZPD:	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION

1.0 Overview

The right of the child to quality education is at the centre stage worldwide. Every child has the right to quality provision of education. Education is, therefore, not only a right but a tool for human development. Education opens doors and broadens opportunities and freedoms for everyone. Education also contributes to fostering peace, democracy and economic growth as well as improving health and reducing poverty. It is for this reason that every individual, including individuals with special educational needs should access quality education. Hence, the aim of this study to assess administrative challenges faced by primary school headteachers in managing learners with special educational needs in inclusive schooling in selected schools of Kaputa District.

Therefore, this chapter presents the background to the study, statement of the problem, purpose of the study, research objectives, research questions and the significance of the study. It also covers the delimitation of the study and the definition of terms.

1.1 Background of the Study

The United Nations Universal Declaration of Human Rights of 1948 acknowledged and proclaimed that education is a fundamental human right (UNESCO, 2003a). Furthermore, the 1990 Jomtien Conference at which world leaders pledged to ensure that the right to education for all, regardless of individual differences, laid to the foundation for the provision of quality education. Later in 1993, the Standard Rules on Equalization of Opportunities for Persons with Disabilities pointed out these education authorities are responsible for the education of persons with disabilities in integrated settings within ordinary schools. The principle of inclusive education was, therefore, adopted as an alternative policy at the Salamanca World Conference on Special Needs Education: Access and Quality in 1994. The conference adopted the framework for actions on special needs education, the purpose of which was to inform policy and practices

in special educational needs (Ainscow, 1994). Specifically, the Salamanca Framework for Action stated among other things, that Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. The Salamanca statement further reaffirmed the commitment to education for all and recognising the necessity and urgency of providing for children, youths and adults with special educational needs within the regular system. The Latest call for inclusive education is the UN Convention on the Rights of Persons with Disabilities of 2006 which calls on all States Parties to ensure an inclusive education system at all levels. The inclusive education policy on provision of quality education to all is aimed at mapping out practical requirements that would be used to make inclusive education a reality such as qualified teachers, a friendly learning environment, adequate educational resources and an appropriate curriculum for learners with special educational needs.

Hence, all the above developments coupled by initiatives from the countries themselves as well as from various multilateral and bilateral organization and NGOs, have come to recognize the right of every child to a common education in their locality or community regardless of their background, attainment or disability.

Zambia, being a signatory to the United Nations Educational and Scientific Organization (UNESCO 1994), has both signed and ratified the UN Convention on the Rights of the Child of 1989, which sets out children's rights in respect of freedom from discrimination and in respect of the representation of their wishes and views and the UN Convention on the Rights of Persons with Disabilities of 2006, which calls on all States Parties to ensure an inclusive education system at all levels.

In spite of all these efforts, children with special educational needs in most schools of Zambia are excluded from accessing education. Children with special educational needs include visually impaired, hearing impaired, physically challenged and children with intellectual disabilities. Intellectually gifted children are also considered to be learners with Special Educational Needs as they may need to be facilitated to work independently for short periods at tasks that are more challenging than those provided in the classroom. These children with special educational needs

experience difficulties in learning that is why they are referred to as exceptional children. They need Special Education which Tanya and Penny (2007) define as a combination of curriculum, teaching, support and learning conditions necessary in order to meet the pupil's special education needs in an appropriate and effective manner.

The CSO (2015) reported that there were 256,690 persons with disabilities in Zambia. Out of this number, 43.2% had no formal education, 39.7% had primary school education, 14.5% had secondary school education, 1.3% had 'A' level and another 1.3% had attained tertiary education in Zambia. The above mentioned figures indicate that the majority of children with special educational needs do not progress in the current Zambian education system. Ministry of General Education upholds the principle that every individual, regardless of personal circumstances or capacity, has the right to access and participate in the education system. The guiding principle for the education of children with special educational needs is that to the greatest extent possible they should be integrated into the programmes that are offered in ordinary classrooms. Hence, special education is not different from the normal education but refers to those aspects which are unique or are additional to regular education programmes (MoE, 1996). The directive from the Ministry of General Education is that learners needed to be screened for Special Education Needs (SEN) before they were enrolled in Grade 1. Screening ensures that learners were classified into groups to enhance their effective learning. These groups are mild, moderate, severe and profound. Those learners classified severe and profound needed to be referred to Special Schools while those classified mild and moderate were integrated in the mainstreams of the school system.

Despite encouraging developments by the Ministry of General Education, it is recognised that current strategies and programmes have largely been insufficient or inappropriate with regards to the needs of children and youth who are vulnerable to marginalisation and exclusion. Where programmes targeting various marginalised and excluded groups do exist, they have functioned outside the mainstream of education, for example in special schools and special education units. Notwithstanding the best intentions too often the result has been exclusion, leaving children with various special education needs outside the mainstream of school life and later as adults outside

community, social and cultural life in general (UNESCO,1994). It is for this reason that inclusive education should be encouraged. Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Rather than being a marginal theme on how some learners could be integrated in regular education, inclusive education is an approach that looks into how to transform the education system in order to remove the barriers that prevent pupils from participating fully in education.

Practicing inclusive schooling promotes access to education in schools by all learners regardless of their disabilities. One of the most obvious advantages of inclusive schooling is the fact that children with disabilities can be integrated socially with their peers. They can create long-lasting friendship that would not be otherwise possible, and these friendships can give those skills to navigate social relationships later on in life. This is especially true for more severely disabled learners who would be placed in a setting with learners who have little or no social interaction. By learning in an inclusive classroom, children with special educational needs are exposed to interacting with non-disabled learners in a normal social manner. Additionally, children with disabilities can also benefit academically in an inclusive setting in that in a well-designed inclusion classroom the teacher uses inclusion strategies to help learners succeed academically.

However, despite the benefits of inclusive education, most schools in Zambia are not implementing inclusive education to a degree that is satisfactory. In some areas significant segregation is occurring in schools. Some schools have demonstrated a lack of willingness and confidence to implement known best practices of inclusive education. This dilemma motivated the researcher to find out the administrative challenges faced by primary school Headteachers in managing learners with special educational needs in mainstreams of inclusive schooling in Kaputa District in Northern Province of Zambia.

1.2 Development of Special Education in Zambia

For many years in Zambia the field of special education did not exist. Many persons with disabilities were excluded from publicly supported programmes of education. In the middle 18th

Century the missionaries started the education for persons with disabilities more especially the deaf and the blind Kalabula (2007). The African Reformed Church opened the first school for the visually impaired in 1955 at Magwero in Chipata, Eastern Province, as well as the school for the hearing impaired. Another school was established at Mambilima. The Government of the Republic of Zambia took over the responsibility of running special education in 1971 when Lusaka School for the teachers of the handicapped currently called Zambia Institute of Special Education (ZAMISE) was opened to train teachers in special education. Those who were trained at this college were specially trained teachers who had shown interest in special education to handle children with special education needs Kalabula (2007).

The Government policy statements on the education of children with special education needs are embodied in the education reform document of 1977, focus on learning of 1992 and educating our future of 1996. All the three policy documents emphasize access to universal primary education by all children including children with special educational needs. Where this is possible, children with special educational needs should be integrated in the mainstreams of ordinary schools. In this way, children with special educational needs would be better prepared for integration into the various aspects of society when they become adults.

Ministry of General Education upholds the principle that every individual has an equal right to educational opportunities. This means that every individual, regardless of personal circumstances or capacity, has a right of access, participation in the education system (MoE, 1996). The policy documents state that Ministry of General Education should ensure that there is equality of access, participation and benefit for all pupils necessities interventions at all levels of education to support children at risk. Education takes place in schools. Now the question is are children with special educational needs being effectively taught in inclusive schooling and if not, what challenges are Head teachers facing in managing children with special educational needs in inclusive schooling?

1.3 Statement of the Problem

Education is a universal right to all human beings including children. The United Nations Charter Article 28 recognizes that all children should be given an equal opportunity to education. The United Nations states that children, irrespective of ability or inability, shall be entitled to

education (UNESCO, 2015). However, not all children of school going age have access to education. Studies that have been undertaken in Zambia revealed that inclusion practices have not been successful (Kalabula, 2007; and Mandyata, 2002). These studies include factors such as attitudes by teachers and parents towards inclusive education, however, administrative factors limiting the implementation of inclusive education have not received adequate attention. The question that comes into mind is ‘what administrative factors limit the implementation of inclusive education?’ Head teachers play a pivotal role in the management of pupils for their effective learning. This study, therefore, focuses on the administrative challenges encountered by primary school Headteachers in managing pupils with special educational needs in inclusive schooling in Kaputa District.

1.4 Purpose of Study

The purpose of this study was to identify and assess the administrative challenges faced by primary school Headteachers in the management of children with special educational needs, integrated in the mainstreams in Kaputa District. Thus, this will improve education not only to children with special education needs but also to teachers on how they should handle such children with special education need in the mainstream

1.5 Research Objectives

The study was guided by the following research objectives:

- i. To establish the effectiveness of the educational policy on inclusive education.
- ii. To examine if inclusive practices were well planned and organised in schools.
- iii. To establish if inclusive educational practices were monitored and evaluated in schools.
- iv. To determine measures that could be used to address the administrative challenges faced in implementing inclusive education in schools in Kaputa District.

1.6 Research Questions

To address the objectives, the following research questions were used:

- i. How effective was the educational policy on inclusive education?

- ii. Where inclusive educational practices well planned and organized in schools in Kaputa District?
- iii. Where inclusive educational practices monitored and evaluated in schools in Kaputa District?
- iv. What measures could be put in place to address the identified administrative challenges faced in the implementation of inclusive education in schools in Kaputa District?

1.7 Significance of the Study

This study is significant in that it sought to assess administrative challenges faced by primary school Headteachers in the management of pupils with special educational needs in inclusive schooling. Headteachers are crucial in bringing about improved learning by pupils with special educational needs in schools. Therefore, the research findings of this study may positively influence head teachers to effectively manage pupils with special education needs. The findings of this study may also influence the formulation of policies of the Government on the selection and training of Headteachers. The Government being the major financial supplier of public schools, it may be able to address the challenges associated with finances and training of Headteachers and teachers in handling inclusive education programmes in schools. The study is also expected to motivate further studies into the phenomenon.

1.8 Delimitation

The study was conducted in the 34 Primary Schools of Kaputa District. Kaputa District was chosen because it has a indicate number upgraded primary schools and the characteristics of the nature of the problem being studied, which made the area suitable for research.

1.9 Limitation

Considering that the study was restricted to selected schools in Kaputa District, the findings may not be generalised to the rest of the schools in Zambia.

1.10 Operational Definitions

Assessment: A process of identifying strengths and weaknesses of the child through measuring his or her ability to make an informed decision.

Administrative challenges: A restricting condition in the administration of an organisation.

Curriculum: A prescribed programme of study for learners in institutions of learning.

Education Officers: Officials in the Ministry of General Education charged with the responsibilities of running the day to day affairs of the education programmes of the District.

Individualised Education program (IEP): A written plan agreed upon by the IEP team describing the special education needs of pupils with impairments or together with other pupils in an ordinary classroom.

Individuals with exceptional needs: This is the legislative term for learners with special education needs.

Mainstreaming: A term referring to the time during which the learner with special education needs participates in chronologically age appropriate regular education activities of both academic and nonacademic in nature.

Monitoring: The routine tracking and reporting of priority information about a programme and its intended outputs and outcomes.

Special Education: The type of education offered to children with special education needs.

Children with Special Education Needs: These are exceptional children that include visually impaired, hearing impaired, physically challenged, intellectually challenged and gifted children.

Inclusive Schooling: A class that includes exceptional children and normal children.

Inclusive education: A class that is practicing inclusive schooling

Intellectually gifted: A very intelligent child

Visually impaired: An individual with sight problems

Physically impaired: An individual with a deformed body part

1.11 Summary

This chapter discussed the background of the study, statement of a problem, purpose of the study, objectives of the study, research questions and significance of study. Delimitation, limitation and theoretical framework of the study were also discussed. The next chapter looks at literature review.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section reviews previous studies that have been done on administrative challenges that limit the implementation of inclusive education in primary schools in Zambia and other parts of the world. The literature review is based on published articles and books mainly from computerised Adobe data base and University of Zambia library's E-journals. In order to be relevant to the focus of the study, the literature review is premised around the areas that encompass the objectives of the study. As such it deals with the effectiveness of the educational policy on inclusive education, if inclusive practices were well planned and organised in schools, if inclusive education practices were monitored and evaluated in schools, and measures that could be used to address the administrative challenges faced in implementing inclusive education in schools. Before that happens, however, an articulation of the working definition and contextualisation of inclusive education is given.

2.1 Articulation and Contextualisation of Inclusive Education

2.1.1 Inclusive Education: Towards a Definition

Inclusive education is a global phenomenon that has been extensively advocated for in recent history. It is a philosophy and a principle that has its roots in the civil rights movements and educational reform Kauffman and Hallahan, (2005); Mitchell, (2006) and Rombo, (2007). However, the implementation of inclusive education has been difficult because of the conflicts that exist between those who support it and those who do not Mitchell, (2006). suggests that inclusive education is seen as a complex and problematic notion that lacks a common definition. He states that: Although there is no universally accepted definition of inclusive education, there is a growing international consensus as to the principle features of this multi-dimensional concept. With regard to students with disabilities, these include the following: entitlement to full membership in regular, age appropriate classes in their neighborhood school; access to appropriate aids and support services, individualized education programmes, with appropriately

differentiated curriculum and assessment practices. Brown Brown and Palinscar (2005) also maintained that the term is interpreted and applied in many different and sometimes contradicting ways in different cultures. Artiles and Dyson (2005) also stated inclusive education is a multi-dimensional phenomenon where different countries, schools and classrooms define and develop in different directions as it suits their needs.

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

Researchers further argue that inclusive education does not involve itself in naming, labeling or pathologising learners (Bourke and Sutherland, 2010). It is considered to be a philosophy and pedagogy that requires considerable thought around learning, assessment and social interactions. Therefore, the educational organisation should be restructured, adapted and improved to fit, foster and support the diverse needs of every student (Cheminais, 2001; Moore, (1999). According to Pelech and Pieper (2010), inclusive schooling allows more interactive and interdependence-forcing teaching methods in which students help each other and maximise participation. This means that inclusive education is seen as an approach that seeks to address the learning needs of all learners with and without disabilities and allow them to be able to learn

together in educational settings with an appropriate network and support system (Mitchell, 2006).

Tilton (1996:16) states that inclusive education involves a system-wide change in which every student is accepted, belongs and is a valued member of the learning community. This is possible only in a flexible education system that can assimilate the needs of a diverse range of learners and adapts itself to meet these needs (Parasuram, 2006) further stated that all stakeholders in the system (learners, parents, teachers, the community as well as administrators and policy makers) need to be comfortable with diversity, and see it as a challenge rather than a problem. This is because a wide range of factors, including the home and school environment, the skills and methods of teachers, and cultural perceptions of what types of learning are valued and given status, affect children's learning. Therefore, the aim of inclusive education is to ensure that all children have access to appropriate, relevant, affordable and effective education within their community. It starts at home with the family and includes formal, non-formal and all types of community-based education initiatives.

Inclusive education is also considered to be a human right, where all learners are accepted and taught together in a regular classroom (Florian, 2007; Mitchell, 2006). The Salamanca Framework of 1994 emphasised the rights of people with disabilities. The framework pointed out that the establishment of inclusive schools will help to combat discrimination and negative attitudes, develop children's social confidence and help build an inclusive society for them to live in. The framework gives children with disabilities the right to be recognised as people who can contribute meaningfully to the building of a nation along with the rest of the population (UNESCO, 1994).

2.1.2 Historical Background of Special Education and the move towards Inclusive

Education

There were many myths about children who were born deformed, handicapped or in some way abnormal. Some believed that they were non-humans who came from fairies or demons (Sutherland, 1981), while others believed that they were cursed for breaking cultural beliefs and taboos (Frost, 2002). However, Nelson, (2005) argued that people with disabilities have always

existed, across all cultures and all ethnic groups. Hence, the changes in thinking about disability has been sequential from a sociological critique of labeling and segregation; to physiological and medical child-deficit models of integration; and to the social model of disability which is inclusion; placing the responsibility on institutions to remove barriers which limit participation (Corbett, 2001: 33).

According to Farrell (2008) special education is the education of children with special needs in a way that addresses their individual needs and involves individually planned and systematically monitored arrangements of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and the community. Special education was associated with the provision of education to children with special needs in special facilities. Children with special needs included learners with disabilities, learning difficulties, communication or behavior difficulties, and sensory or physical impairment (Mitchell, 2006). This means that special education was constructed on an “ideology of individual pathology that created separation between normal and abnormal. In Papua, New Guinea, children with special needs were rarely provided with formal education. Some were educated in NGO organised schools such as the Mt Sion centre for the visually and hearing impaired while the majority were kept in villages under their parents’ care (Rombo, 2007).

2.1.3 Segregation

Segregated care or education was organised to care for children with disabilities, for their protection, and also as a way of enforcing social control (Vlachou, 2006). Children were enrolled in a separate school or sometimes in a dedicated self-contained room in a general school (Kauffman and Hallahan, 2005). A child with disabilities was categorised as someone who had a physical, mental or sensory impairment which had a substantial and long term effect on their ability to carry out day-to-day activities (Farrell, 2005). This practice was closely associated with the medical discourse and charity discourse where children with disabilities were seen as dependent, childlike, helpless, passive and needy and require some form of care and support from the society (Nelson, 2005: 21). They were considered as fundamentally handicapped and

unable to contribute fully to the well-being of society (Mapsea, 2006). On the basis of this view, people with disabilities were kept in one place so that care and medical attention could be provided for them. The type of education offered in the segregated schools was limited to an emphasis upon a special philosophy and practice. They were not introduced to the curriculum that the other students in non-segregated settings received (Hoskins, 1996).

Therefore, it was later argued that this segregation was a violation of the basic human rights of disabled people (Vlachou, 2006). Criticism of these practices raised queries about the basis of the type of education offered to children with disabilities and its efficacy. For instance, Kauffman and Hallahan (2005) stated that children with disabilities were physically separated and labeled, stigmatised and discriminated against, and unequal educational opportunities were made available to them. Therefore, there was a gradual increase in the demand for the mainstreaming of people with disabilities into regular classrooms (Zionts, 1997).

2.1.4 Mainstreaming

Mainstreaming or integration refers to the inclusion of children with disabilities into the regular school environment for a specific period of time based on their skills. In a mainstream school, children with disabilities attend a special class for most of the day and have little interaction with their non-disabled peers (Kauffman and Hallahan, 2005). One of the purposes of mainstreaming was to break the barrier of children with disabilities being segregated and gave them more freedom and equal opportunities to interact with their peers without disabilities (Senge, 2000). According to Vlachou (2006) integration was perceived as a mechanism for promoting socialisation between disabled and non-disabled children. Others like Corbett (2001) perceived that integration was all about children with disabilities having physical access to mainstream schools and specialist resources.

However, advocates of children with disabilities argue that children with disabilities still receive an inferior education from everyone else. The problem was that the regular school system with its fixed curriculum was not sufficiently accommodating for students with disabilities. It was assumed that students were to fit straight into the regular classroom, which would proceed with

its pre-set curriculum and fixed standard (Hoskins, 1996). It was also argued that mainstreaming had not realised its intention as students were placed in regular classrooms but were not included in the classroom programme, and some classrooms had no special education programme at all. Segregation and mainstreaming education was associated with the medical model of disability, in which an individual with a disability was seen as having needs that required fixing by therapy, medicine or special treatment (Peters, 2003). Criticism of this approach brought about another change, and this was the move towards a unified educational system referred to as inclusive education.

2.1.5 Inclusive education

The concept of inclusive education is considerably different from a mainstreaming school (Andrew and Lupart, 1993). In mainstreaming, students with disabilities started out in a separate system and were integrated into the regular school to fit into the existing curriculum and practices. However in inclusive education, the education of the child with a disability starts at the regular school together with their other non-disabled peers. The child is not expected to fit into the existing curriculum and practice, instead the curricula and teaching style, practices and environment are adapted to suit the range of diversity that is found among children in the class (UNESCO, 2001b). The main emphasis is that all children, regardless of disabilities and other factors that could prevent them from schooling, should be educated together with their nondisabled peers in a regular school, unlike the integration approach, which involved limited inclusion (Andrews and Lupart, 1993). An inclusive practice allows more interactive teaching methods that increase interdependence, in which students help each other and maximise participation. It requires teachers to provide equal learning opportunities with appropriate support and assistance to meet their students' potential. It implies shared responsibility from all stakeholders and joint concern in the process (Corbett, 2001).

Inclusive education is associated with the rights discourse, where children with disabilities are considered to be the equal to any other citizen, and who can participate in the social and economic system of the society that they live in (Nelson, 2005). Children with special educational needs effectively learn when they interact with their nondisabled peers. A

constructivist theory was, therefore, used in this study because proponents of this theory believe that knowledge is constructed by an individual through interaction with other people. No behavior, even if it is new to the individual, constitutes an absolute beginning. It is always grafted onto previous schemes and, therefore, amounts to assimilating new elements to already constructed structures(Irby, et al 2013: 171).

2.2 The Effect of Educational Policy on the Implementation of Inclusive Education in Schools

The education of children and young people with special educational needs is an established key policy objective in many countries. The underpinning ideal is that all children have the right to be educated together regardless of any special need or disability. Inclusive education can be seen across the literature and across a number of legislative documents (Aniscow, et al, 2006). They pointed out that inclusive education looks at both the rights of students and how education systems could be transformed to respond to diverse group of learners. Inclusive education emphasises the need for opportunities of equal participation for any learner with special educational needs in an inclusive schooling.

Poor inclusive education policy implementation is one of the barriers to inclusive education. In a study by Agbenyega (2007) on challenges in implementing inclusive education, it was revealed that there was inadequate support for inclusive education from the concerned stakeholders like education directors and headteachers. In most of the developing countries, most of the parents of the disabled learners are cautious about placing their children in an inclusive programme because of fears that their children will be ridiculed by other children or be unable to develop regular life skills in academic classroom. This was mainly attributed to poor policy implementation. Many governments in the developing countries have not been able to implement inclusive education policy framework. In some countries like Kenya, the education policy is an exclusive, one sided and fails to meet the needs of the challenged learners in inclusive education arrangement Akinyi (2008). The recognition of the necessity develop good and effective legislation which supports the removal of all forms of exclusion and discrimination within education and society was generally crucial in the struggle for more inclusive and relations.

Often such objectives were seen as desirable but not enforceable. Both the specific nature of legislation and the degree to which it is enforceable are of paramount significance in understanding children's entitlements under laws and our responsibilities to meet these requirements within the school.

Lack of adequate and appropriate accountability mechanisms for implementing the inclusive education policy is another administrative factor that contributes to challenges faced in implementing inclusive education. Systemically, the lack of accountability over the years has contributed to an education system that has had no consistent way of implementing the policy on inclusive education. Therefore, an accountability strategy and framework should have clear goals and should be put in place to determine the roadmap of how inclusive education should be implemented in schools.

Ministry of Education (1996), explains that, the Ministry of General Education would cooperate with private, religions, community and philanthropic organisations in meeting the special educational needs of exceptional children and providing outreach services for children whose impairment prevent normal attendance in school. However, from the education systems perspective, the housing of professional support systems has led to put professional services in place when and where they are needed; the diversion of professional services to meet other needs that fall outside of the education system and long waiting times to access needed services and support. Ministry of Education (1996) states that the Ministry of General Education policy was to provide education of particularly good quality to pupils with special educational needs by training an adequate number of teachers in special education. It is however, noted that most of the teachers do not have adequate training on both the abled and the disabled class. This affects the understanding of some of the learners due to poor teaching skills and abilities of the teachers trigger their poor enrolment in the regular schools.

2.3 Effect of Planning on Implementation of Inclusive Education

Lack of planning of inclusive programmes among education planners and head teachers appears to be one of the barriers to the implementation of inclusive education. Planning and preparation

among stakeholders on challenges that could be experienced in providing inclusive education in the ordinary school system is critical. Planning of inclusive education programmes at District level should start with the Education Standards Officer in charge of special education and at school level, planning should be done by head teachers and the individual class teachers. According to Conrad and Whitaker (1997), planning and the use of collaborative teams are important best practices for inclusive education. This requires both time and opportunity to bring professionals and parents together to discuss issues relevant to inclusive education practices either school wide issues or those that relate to be successful education of particular students. It should also be noted that implementation of inclusive education is hampered by inadequate planning for teaching resources. Most of the schools in Zambia do not have appropriate and adequate teaching resources to cater for the various groups of children with disabilities. Hence, inclusive education is just a dream than a reality (Ainscow, 1994).

Moreover, lack of planning for a relevant curriculum based on the principles of universal design makes inclusive education not practical but theoretical (Jordan, et al 2010). Educators particularly of the high school level need to plan to deliver a standard curriculum in a given grade or subject. The focus on curriculum area content sometimes leaves certain students, including those with exceptionalities, without a meaningful link to the curriculum. To some extent, teachers handling inclusive classes feel that since some students do not follow the regular standard curriculum children with special education needs should be outside of the regular class enrolment. Effective inclusive education practices include the use of differentiated / multilevel instruction to tailor the curriculum as well as teaching strategies to ensure that students can learn to their own potential and level of understanding. Ainscow (1994) explains that an important foundation of inclusive education is the planning of heterogeneous classrooms where students of varying abilities learn together and from one another. However, the establishment of heterogeneous classrooms in Zambian schools has not been easy because some of the administrative and environmental variables (Kalabula 2007).

In a study conducted by Mandyata (2002) on teachers' views on inclusive practices, it was found that teachers in Kasama District of Northern Province were not in favor of including pupils with

disabilities in ordinary schools because they were not adequately planned for in schools. Teachers felt that educational resources and lack of information on inclusive practices were significant factors in teachers' acceptance of pupils with disabilities. Lack of appropriate infrastructure poor attitude of school managers towards inclusive education and inadequate funding were also factors affecting teachers' acceptance of inclusive education. The failure to achieve heterogeneous classrooms may also relate to other streaming practices. To its extreme, streaming practice could lead to the creation of separate learning environments for students identified as having similar characteristics (for example students with intellectual or other developmental disabilities). These segregating practices continue to exist in many schools.

2.4 Effect of Monitoring and Evaluation on Implementation of Inclusive Education

Many countries throughout the world have developed some means of monitoring the quality and standards of their education systems. Monitoring process involves supervision by inspection of educational institutions such as schools and other aspects of the education systems. The critical role of inspection as one of the dominant strategies for monitoring and improving the performance of schools cannot be over emphasised. Inspection is concerned with the improvement of standards and quality of education and should be an integral part of a school improvement programme.

Ministry of Education (2008) explains that Zambia is a signatory to the Millennium Development Goals (MDGS) and goal number two sought to achieve universal primary education by the year 2015. This goal demanded the capturing of net enrolment rates, professional rates, literacy rates and completion rates. Similarly Zambia is part of the international community that agreed on the framework for provision of education for all (EFA) by 2015. Education for all includes children with special educational needs learning in the mainstreams of the school system. This system was developed based on the National Implementation Framework (NIF) and the Sixth National Development Plan (SNDP). It also took into consideration the National Vision 2030 with the rationale of coming up with a standardised format of monitoring, evaluation and reporting. Monitoring and evaluation play an

essential role in improving the conditions and quality of inclusive education, not only from the perspective of administration but also learners.

In the study by Maranga in Kenya, it was found that inclusive education was hampered by lack of monitoring and evaluation. Outputs were not being tracked systematically and the effectiveness of inclusive education programmes were not measured (Maranga 1986). According to Maranga, monitoring and evaluation help to determine when a programme is on track and when changes may be needed. Monitoring and evaluation form the basis for modification of intervention and assessing the quality of activities being conducted. Maranga also revealed that inclusive education in schools was not a reality because monitoring and evaluation of inclusive programmes was not accorded high priority. The study further revealed that if monitoring and evaluation were given priority, the standard of inclusive education in schools could highly be improved. Through monitoring and evaluation, supervisors could assist in improving inclusive education practices. Monitoring and evaluation could be used to demonstrate that programme efforts have had a measurable impact on expected outcomes and have been implemented effectively. Monitoring and evaluation is essential in helping managers, planners, implementers, policy makers and donors acquire the formation and understanding they needed to make informed decision about programme generation.

Lack of commitment and negative attitudes have been cited in some studies as some of the factors limiting the implementation of inclusive education over the years (Senge, 2000). Nakitare, (1980) critical study of supervisory practices in Kimilili division of Bungoma District, Kenya reported that 5% of the teachers studied, believed that some inspectors were not dedicated to their inspectoral duties. The general negativity towards inspection and the lack of commitment to inspection may be attributed to the lack of appropriate incentives associated with inspectoral role of the school inspectors. As noted by Maranga (1986), there seems to be a lack of recognition for inspectoral role by the higher government authorities. As a result of the apparent lack of incentives, she noted that there was lack of commitment and incentives on the part of school inspectors to their inspectoral roles which has further led to the inspectors performing inadequately.

Additionally, lack of feedback and follow up also affects the implementation of inclusive education. Productive feedback and follow up initiative related to inspection are lacking in most education systems (Avramidis, et al 2002). As Avramidis et al noted opportunities for follow up regarding recommendations based on monitoring such as the need for in-service training of teachers are badly lacking. Moreover because school inspectors are not members of the school their attempts to provide follow ups initiative, for example in facility in service training programmes based on their recommendations, are highly limited. ‘Therefore, there does not seem to be a sure mechanism for ensuring that improvement initiatives would be undertaken. Furthermore, because of lack of follow – up, there is no way of ensuring that monitoring would contribute to the school development in a cost effective way. The problem of the lack of feedback is not unique to Zambia

Furthermore, because school inspectors had tended to evaluate teachers based on their own perceptions of teacher performance, teacher involvement on matters regarding school inspection had been very minimal. Opportunities for meaningful dialogue between teachers and inspectors, especially after inspections, were also highly limited. Maranga (1986) noted that, then, teachers did not understand and never participated in designing of instruments that were used to evaluate them. Moreover, he argued that school inspectors had the tendency to be biased, concentrating on their business and not able to communicate adequately with teachers to put them at ease.

2.5 How to Enhance Inclusive Education

The recognition of the necessity of developing good and effective policy which supports the removal of all forms of exclusion and discrimination within education and society generally is crucial in the struggle for more inclusive conditions and relations. Both the specific nature of legislation and the degree to which it is enforceable are of paramount significance. Understanding children’s entitlements under law and our responsibilities to meet these requirements within schools is an urgent task which needs to be part of a carefully supported monitored and evaluated staff development policy and practice. It has been argued that for inclusive education to be meaningful, schools must recognise and respond to the diverse needs of

their students, accommodating both different styles and the rate of learning and ensuring quality education to all through appropriate curricula, organisational teaching strategies and utilisation of resource and partnership with their communities (UNESCO, 2003b).

Moreover, planning and the use of collaborative teams are important best practices if inclusive education has to be a reality. This requires both time and opportunity to bring professionals and parents together to discuss issues relevant to inclusive education, either school wide issues or those that relate to the successful education of particular students. In order to alleviate the problems associated with tight bureaucratic procedures, as suggested by Senge (2000), there is need to cut down bureaucratic steps and to reduce paper work. In her view, this strategy was likely to improve communication between planners in the ministry of General Education and school personnel. Additionally, there was need for regular and systematic assessment and analysis of the Zambian education system followed by action based on this analysis to sustain education quality.

In order to successfully provide inclusive education in the ordinary school system, education planners at all levels needed to be trained in understanding the special needs of exceptional children. There was need to devise more cost-effective strategies for facilitating implementation of inclusive education in schools. It was ideal to come up with strategic plans at all levels for implementation of inclusive education. Moreover, existing facilities and distribution of resources should be strengthened to enable inclusive practices to be run smoothly. This could only be done if government Ministry of General Education provided more funding to special education needs in ordinary schools.

In service training was also important in creating awareness on the part of school administrators and teachers regarding their respective roles in the implementation of inclusive education. Similarly, the training and development of the school inspectors of Education Standards Officers on a systematic basis was critical so that they were able to meet effectively the new challenges of education and shoulder with confidence new responsibilities they were required to perform in a developing country such as Zambia. Hoskins (1996) observed that the training of school

inspectors was essential as a means of providing them with the necessary skills unique to supervision. Therefore, there was need for the job on training of inspectors to prepare them for changing inspectoral roles. Induction, especially of new inspectors, could include “shadowing” of experienced inspectors and opportunities to learn about continuing educational reforms not part of the previous experience of inspectors. In service training for inspectors should be aimed at not only responding to the needs identified through staff appraisal process.

2.6 Key Considerations for Developing Inclusive Education from the Inclusion Perspective

Teachers’ Role in the implementation of Inclusive Education

Consistent with the meaning of inclusive education, teachers’ role generally refers to the way they execute their duty to teach students with disabilities in the regular classroom (Ainscow, 2007; Jordan, et al, 2010). The teachers’ role includes daily duties such as planning, teaching, and developing strategies to reduce issues affecting their pupils’ learning (Wearmouth et al., 2006; Florian, 2008). Teachers also identify resources to support progressive inclusion (Agbenyega, 2007: 108). In addition, the teachers’ role also includes assessment, testing and reporting to their supervisors and the Principal (Bourke, 2010). Opertti, et al (2011) noted that; inclusive teachers play a key role by addressing the diversity of learners’ expectations and needs through vast innovations in teaching and learning strategies that do not marginalise learners with special education needs within the broader education system. For such, teachers should undergo proper training in order for them to carry all their students forward into a more equal school or society in which all students will perform wells (Claiborne, et al 2009).

The nature of the teachers’ role does not only limit to the norms of teaching a lesson but it also includes their personal sensitivity to the complex nature of the specific disabilities of their pupils (Bourke, 2010), and the way they reach out to their students so that no learner suffers from their practices while delivering their lessons. (Jordan et al., 2010; Ainscow (2007) add that when teachers understand disabled children’s backgrounds completely, they could use appropriate teaching strategies and perform their duties more confidently. However, Opertti and Belalcáza (2008) argue that inclusive teachers’ roles are not limited to duties inside the classroom but cover duties outside of their classrooms as their role is considered to be one of co-designers and co-

developers of inclusive practices. The discourses that surround teachers' roles in inclusive education largely include the way teachers are prepared to carry out their responsibilities wherever they are at the time of their duty (Jordan et al., 2010). This means the capacity of the role played by teachers is to oversee and plan what suits best for their students' learning, irrespective of where they are to learn (Ainscow, 2005). For example, teachers could plan for cause and effects of what may happen inside and outside the classroom (Opertti and Belalcáza, 2008). It is not the ordinary teaching and learning norms that drives the teachers' role but it is the creative insight that teachers have for inclusion (Ainscow, 2005).

In inclusive education, the teachers' role requires flexible thinking in terms of being creative and innovative to accommodate diversity among learners with varying disabilities under their care (Liasidou 2008). Teachers' roles become realities when the skills and knowledge of inclusion they have acquired through formal training in teachers' colleges and universities and their own personal characteristics meet their understanding of children with special needs' diverse learning requirements (Florian, 2008). In other words, a success in inclusive education in a country depends largely on the capacity of the teachers' skills and knowledge in inclusive education (Bourke, 2010).

However, De Boer, et al (2011), believed that one factor that could hinder teachers developing their inclusive roles is when they hold certain beliefs and attitudes about disabilities. Acedo (2008:10) made this point with his study of Finland's inclusive education regarding teachers' roles as: Part of the success of Finnish inclusive education policies relied heavily on teachers' positive approaches towards inclusion, strong professional skills, high quality pre-service education and opportunities to continue their professional development through in-service training and networking with other teachers.

Adaptation of classroom, curriculum and general school environment

An adaptation is any adjustment in the environment, instruction, or materials for learning that enhances the students' performance and allows for at least partial participation for individual students based on their specific learning needs and should be based on their strengths as well as

weaknesses. According to Parsons, et al (2011) schools must adapt so that they could be physically, socially, and instructionally integrating students with disabilities. O’Gorman and Drudy (2010) stated that teachers always had been professionals whose effectiveness was judged not only by their administrator but also by the society as a whole for their efforts in teaching effectively. Hence, teacher effectiveness in regard to their flexibility in teaching by adapting to situations in the best interest of all learners remained vital (Acedo, 2008). As Parsons et al. (2011:22) put it, students needed different things at different times, and a ‘one size fits all’ approach could not meet those needs of specific disability except by adaptation. Thus flexibility is what was required in inclusion (Peters, 2003s).

Classroom adaptation

Classroom adaptation is a vital practice for an inclusive teacher and refers to how teachers adjust to the physical layout of their classroom, as a way of minimising obstructions that might hinder students’ engagement with their learning (Peters, 2004s). Examples of how teachers achieve classroom adaptations include students’ seating arrangements at furniture like desks and tables, as well as wall displays and student work centres that have no personalised approach (Acedo, 2008). A teacher’s posture, tone of voice and dress may also need to be adapted (O’Gorman and Drudy, 2010). Teachers must also design teaching strategies and organise classroom arrangements so that all pupils have equalised educational opportunities without physical obstruction (Ghergut and Grasu, 2012).

Studies by O’Gorman and Drudy suggested that a disorganised classroom would interfere with disabled children’s learning, thus classroom adaptation is important (O’Gorman and Drudy, 2010). When teachers create a less restrictive environment for students with disability, those pupils do not feel excluded (Peters, 2004). According to Peters (2004), a teacher’s proactively adjusting the classroom, creates a sense of belonging for their pupils with disability so that they do not feel like aliens. Teachers’ skills in adaptation are not limited to the way they set up the classroom environment but also include adapting the curriculum (Parsons et al., 2011).

Curriculum Adaptation

Curriculum adaptation includes a technical analysis of curriculum content, processes and outcomes by the teacher and the adjustments they make to their instructional practices in order to meet the specific learning needs of children with disability in their classroom (Opertti and Brady, 2011, Mara and Mara (2012) suggested that curriculum objectives, content, methodology, and evaluation needed to be adapted. Curriculum adaptation is essential as it reduces the chances of stigma that disabled students could feel when teachers do not take into account the special learning needs of disabled students (Florian, 2008). O’Gorman and Drudy (2010) suggested that curriculum adaptation is done by effective teachers to meet the needs of diverse students and is a significant strategy used in order to achieve inclusive education. As Runswick- Cole (2011:117) puts it, teachers must deliver best practice which includes teaching a lesson that does not exclude any learner of the moment (Florian, 2008).

An example of a curriculum adaptation is a teacher considering an alternative strategy that would include a boy who uses a wheelchair to participate in the regular physical education lesson without the sense of exclusion (Runswick-Cole, 2011). Adapting the curriculum is a must-do action in a class with children with diverse learning needs because it is the way to keep all learners in the school (Avramidis, et al, 2002; Florian, 2008). Ainscow (2005:109) noted that some students simply chose to drop out of school since the lessons seem irrelevant to their lives. In order to hold disabled children in the classroom to complete their education, curriculum adaptation was necessary.

However, children’s school life expectancy and their interest in remaining at school was not identical across the globe (Gornitzka et al, 2002), but it varies significantly between the wealthier countries and third world countries (Ainscow, 2005). The schools in the developed countries have a higher chance of keeping more of their children in school because of the advantage of adequate teaching materials and facilities to nurture their learning while developing nations increasingly have less student enrolment in schools due to lack of facilities (Peters, 2004). For example, Rogers and Vegas (2010:502) stated that, “in developing countries, many teachers work in schools that do not have adequate teaching materials or basic infrastructure, with on

average many more children per classroom than advanced countries. In this scenario, it is important that central governments of developing countries should empower education programmes with the content knowledge between learning the school curriculum and how to teach it by adapting to the context (Avalos, 2000). However, this means inclusive education is not about the ordinary teaching but is about the way educational programmes are re-organised and run in a regular school to suit all learners' needs regardless of their differences (Skrtic, 1991).

Adapting the General School Environment

Adapting the school environment refers to adjusting the general school setting to encourage a barrier-free learning environment (Operti and Brady, 2011). For example, the architectural structure of the classrooms and walkways, such as tracks on the school ground, should be made easily accessible for disabled children's mobility. Facilitating inclusive school environments requires ensuring physical access for optimal learning and social experiences. Peters (2004) also emphasised that adapting a whole school environment reduces the difficulties experienced in inclusion. Naukkarinen (2010) also believed that creating a barrier free environment increased disabled children's capacity to experience freedom in learning and accessibility. Operti and Brady (2011) argued that a learning environment that could not easily be accessed by children with disability does not produce successful inclusive education. Similarly, Liasidou, (2008) in their research suggested that the ideology of inclusive education was not about segregating students with special needs into special classes and schools but rather about fitting schools to meet the needs of all students. In other words, school environments needed to be adapted in such a way to ensure that all children feel welcome as part of their school community. Bourke (2010) argued that to create an inclusive school environment was not an easy task and it required professionally trained teachers to design a whole inclusive school environment that could best nurture different learners' needs.

Challenges that Teachers face in the Implementation of Inclusive Education in Primary Schools in Tanzania

There are many challenges teachers face in implementing inclusive education in primary schools. Inclusive education is a process and therefore it cannot be attained in a single day it takes several years to reach this goal of educational for all (Chaula, 2014).

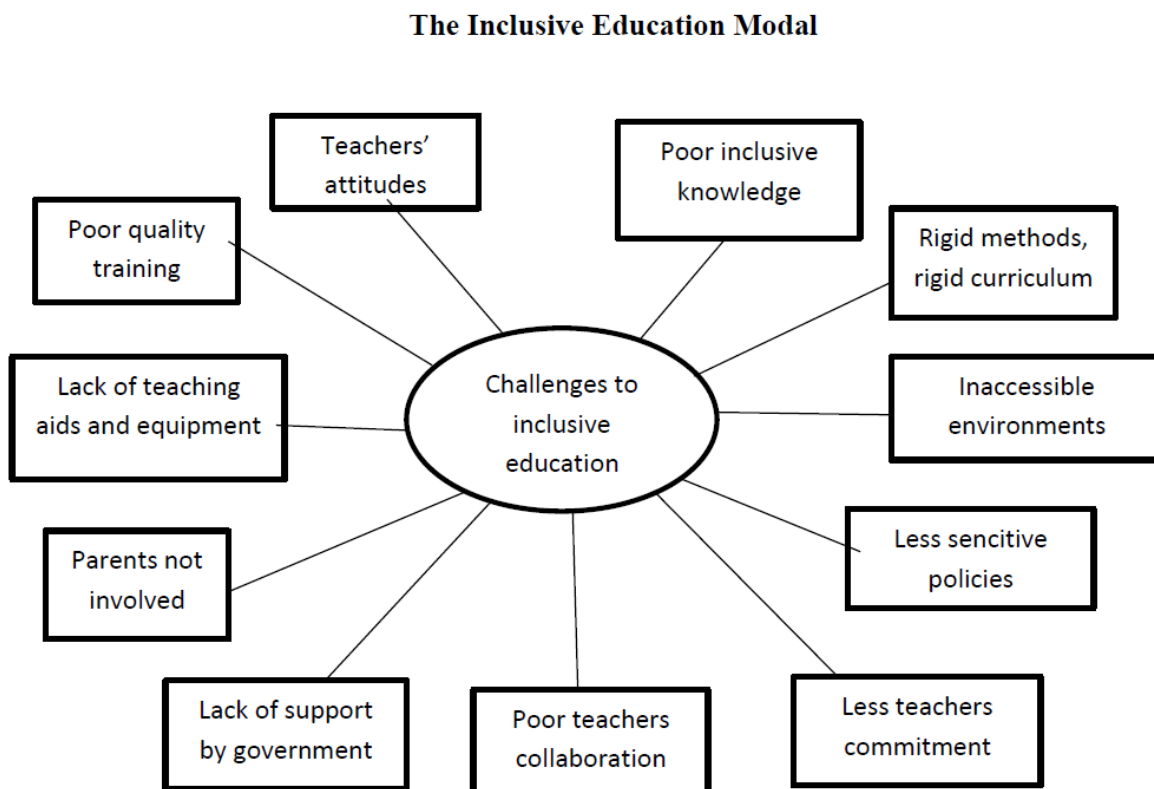


Figure 1: Inclusive education (adapted from) Little and Lewis (2007: 10)

There is poor collaboration and interaction among teachers, students and parents. This becomes a challenge for teachers to implementation inclusion (Chaula, 2014). Teachers needed parents' support in doing their work. In most cases teachers were unwilling to involve parents in school matters. In line with this, Vigotsky (1978) emphasised that, students have different Zone of Proximal Development (ZPD) and through interaction with their teachers or peers, underachievers get to understand the new concepts. Vigotsky also stressed on cooperative dialogues between children and knowledgeable members of their society in challenging activities. Children learn to think and behave in ways that reflect their community's culture.

For this matter it means that there should be a good interaction between learners and teachers (Chaula, 2014). As learners learn from their teachers they take them as their role model.

Engen (2009) asserted that there were three ways a cultural tool could be passed on from one individual to another. The first one was imitative learning, the second way was by instructed learning and the final way was collaborative learning, which involved a group of peers who sought to understand each other and work together to learn a specific skill. Senge (2000: 535) discussed this by saying the school should involve the parents and empower them to define their own challenges systematically, especially the challenges that might be in the way of an optimal education for their children, and search out unique solutions that would work for them. By doing so the school becomes the resource place for parents and their children.

In addition to that, parents were experts for their children, in the sense that they knew better their children and had the last say on them while teachers were experts in helping the students in academic arena and provision of different skills to fulfill the needs of the child. Therefore a parent needed to provide to the teacher the necessary information about the child which could help the teacher to plan teaching and reaching objectives of the child. Again, teachers and parents in collaboration with counselors needed to design a way of helping the child social and emotional development. In addition to this UNESCO (2004a) Stated that education was not simply a matter for professionals. Parents had the knowledge of their children which professionals did not have. That meant as far as inclusion was concerned, the good cooperation between school and parents was necessary.

Teaching in primary schools is stressful to most teachers. Teachers do not have commitment in teaching because they are being given low salaries and they are not respected by the society. This makes them not to play a good role for their responsibility. This becomes a big challenge when it comes to the implementation of inclusion in primary schools. In relation to system theory Senge (2000: 281) argued that teachers should be involved in creating and sustaining school wide change. To him involvement meant teachers seeing the educational dynamics in all classrooms across responsibility. Mmbaga (2002) argued that teachers lack commitment because

their salary was low and therefore most of them prefer to be committed to private tuition than normal class teaching because tuition gave them an extra income. There is lack of proper knowledge towards inclusion. Most teachers in primary schools lack the knowledge of inclusive education that makes it difficult for them to implement it. Lack of adequate knowledge makes them fail to adapt inclusion. If the teacher lacks the inclusive knowledge he or she may face another problem of poor classroom management. In line with this Senge (2000) gave advice that children should be provided with learning opportunities during non-school hours. This would help them more on the construction of new knowledge. In addition, Wikan (2008: 18) argued that low quality of teacher education or lack of qualified teachers could be one reason behind the poor learning outcome as this may be a challenge towards the implementation of inclusion.

There was presence of some less sensitive policies to the implementation of inclusive education. This included both the policies and the people who are to implement them. In line with this Senge (2000:536) argued that changing the policies affecting accountability, funding, programme development and evaluation, supervision and resource deployment in response to the innovations and achievements in school communities would improve the situation. This has made it difficult in the implementation of inclusive education in Tanzanian primary schools.

Mmbaga (2002:180) gave various policies which were the challenges in implementing inclusion in Tanzania. These were; cost sharing, decentralization and introduction of standard four examinations. According to her these policies were started in general terms given that the issues of equal opportunity and human rights had not been high on the political agenda. General statements of policy and intent could provide loopholes for ignoring the needs of those traditionally excluded from education. This became a challenge to teachers when it came to the implementation of inclusion because according to her, it seemed the blame was attributed to teachers and parents as they seemed not to perform well their role as they are not specified in relevant policies such as decentralisation and participation of the private sector in education development.

There was scarcity of teachers who had knowledge of inclusive education. Most primary schools lacked teachers who could teach the students with special educational needs. Senge (2000:280) argued that teacher's failure to create an intellectually reflective, engaging classroom for learning was not simply malpractice but it was immoral, particularly for students who did not have the option of withdrawing due to poverty. There should be designed teaching strategies that ensure that every child is attended to by teachers individually. This called upon the IEP through Co-teachings. Negative attitudes of teachers could create barriers to learning for students with disabilities. Some parents also preferred to hide their children at home than sending them to school. Wikan (2008: 12) cemented this point as he stated that: "*the attitude of the teachers to children from poor households might add to the decision not to send or to drop out from schools.*" Sometimes parents do not like their children to attend normal schools as a means of inclusion because they think they will be segregated. This gave hard time to teachers towards the implementation of inclusion.

In labeling, the teachers often construct a certain understanding of the pupils in accordance with constructivist theory. Labeling does not help teachers' attitude change towards the implementation of inclusive education in primary schools. Most of the teachers tend to label the students according to their disabilities which make the students not to be comfortable. This showed that if teachers themselves did not accept the disabilities the students had then it became a problem in implementation of inclusive education. Mmbaga (2002: 189) argued that arrangement for sorting pupils into groups or classes based on their assumed common abilities for learning remained a common practice in many schools despite their massive warning evidence they had suggest negative influence they can have upon the motivation and achievement of large groups of pupils.

Wikan (2008) in his study gave an example of a certain school in Tanzania where she found out that labeling was being practiced. One teacher referred to a group of children experiencing difficulty in learning as "my people". She said that it was interesting to know how the teacher interacted with this group as the term meant some kind of comradeship. However, the children with learning difficulties were the ones who were labeled as my people.

These children were not allowed to answer the questions when the teacher asked. Instead, the teacher would quickly call on one of the able bodied children to try, allowing ample time in expectation of a correct response. There was low expectation of teachers from the students with special education needs. Most of the teachers had given up on the success of learners with disabilities. They always take them as failures or as low achievers instead of applying different ways that could help them to accommodate the students with learning disabilities. Mmbaga (2002: 191) argued that teachers low expectations of low performance by children with special education needs, clearly lowers children's self-esteem and retards their progress. The research findings showed that inclusive education faced a serious challenge in Tanzania.

The role of inclusion is to remove this view by putting children with different learning abilities and cultures together so they could learn from each other and develop socially. These cultural differences affect their learning processes. It is important that teachers find out the knowledge level of these students which Vygotsky (1978) termed as The Zone of Proximal Development (ZPD) simply defined as the gap between what a student could achieve independently and what he or she could achieve under teachers' guidance or in collaboration with more capable peers. There was no provision of inclusive education in universities and colleges that train teachers. The teachers were not supposed to hold the information they got instead they should put it into practice. This will help the students to be accommodated because instead of the entire burden to be left to teachers if the society gets education they could also help in the implementation of inclusion.

Mmbaga (2002: 190) gave an example that; "A teacher was teaching a class where visual impaired students were attending. All the children in the class were taught as sighted children with the teacher writing on the blackboard and children copying what the teacher had written down. The teacher did not bother if they could see or not. She could not even read in favour of those who could not see." This showed that the teacher lacked inclusive education practices that was why she was not able to realise what she was doing was not good. Additionally, the infrastructure and classrooms were not adaptive for the needs of the students. For example some of the buildings in primary schools had stairs which limit mobility of students with physical and

visual impairment. Socio constructivist theory advocates that environment should be manipulated in a desirable way so that a child acquires what will help them in the future (Vygotsky, 1978). In addition, Senge (2000: 536) suggested the use of cable television and computer networking as a powerful tool for teaching and learning for strengthening communities by linking families, school, homes, neighborhoods, higher education institutions, businesses and community agencies. For example, technology networks could promote better system, skill and resource exchanges and other mutual aid and assistance networks. This could help teachers to adapt to good ways of inclusive education.

Inadequate teaching and learning resources was another challenge in primary schools. The cost of buying teaching and learning materials was high. For example, braille machines and textbooks were costly hence, it became a problem to implement inclusive education. Mmbaga (2002: 175) argued that schools were not making necessary purchases of teaching and learning materials, equipment for making teaching aids and materials for building and completing the required number of classrooms and furniture to avoid overcrowding and having pupils sit on the floor. Therefore this made it difficult for the school to plan effectively for their development and hence, teachers faced problems in implementing inclusion. Mmbaga emphasised that planning was one of the guiding principles in inclusive education development. Adaptation involved changing things like teaching methods, classroom organisation, physical environment and many more (Jordan et al 2010). This entails that teachers should make sure that each child benefits from the teaching, regardless of his or her learning difficulties.

Furthermore, Mmbaga (2002) mentioned that most of the primary school teachers were not aware that they could use their local environment in teaching students with special educational needs. She gave an example that; “teachers were not keen to use real objects in the environment that were available free of charge and most of the teachers taught without appropriate teaching aids.” At the school where she did her research she observed that in the classroom, textbooks were being shared up to nine children. Visually impaired pupils had no writing equipment such as Perkins braille and Hand frames and Styluses were not available for all pupils in need of them. Besides, Senge (2000) emphasised on nurturing pedagogy as the art and science of teaching that

provides nourishment, support, and encouragement for all children to promote their learning at various stages of their development. This problem should be taken into consideration as it may be a source of difficulty in learning and therefore may be a factor for exclusion.

There was lack of awareness, among teachers, parents and the guardians about inclusion education. This was because in Tanzania, inclusion had not been advocated that much so it became difficult to implement it. This made most teachers not to discover the uniqueness of the students which could help them to assist the learners based on their uniqueness. Vygotsky emphasised that, all exceptionally human, higher forms of mental activity were the result of social and cultural contexts as these conceptual developments were adaptive. They were central to knowledge and skills that were necessary for success within a particular culture (Rieber, 1998).

The examination system does not consider the specific needs of the students. For example, visually impaired students needed to have more time when sitting for an exam and also there were other subjects which they could not take for example practical studies. That meant all this was a barrier towards implementation of inclusive education. Mmbaga (2002: 183) argued that; “the primary school curriculum was examination-oriented.” No wonder teachers felt there was no time for them to give extra help to children experiencing difficulty in learning, arising from whatever source, including their own teaching. The example was given that teacher’s performance in upper classes was very much associated with the school’s performance in standard seven examinations. A good teacher was one who had the largest number of passes in his or her subject and a good school was one that had most pupils selected to public secondary schools by virtue of their examination results.

2.7 Inclusive Education Policies and Practices from Countries around the Globe: New Zealand, China, Cyprus and Botswana.

Literature had established that many countries around the globe have embraced inclusive education in their own ways depending on their national goals (Kearney and Kane, 2006; Liasidou, 2008). This section briefly summaries inclusive policies for four countries: New

Zealand, China, Cyprus and Botswana. These countries had been chosen as a way to understand the background information about how inclusive education had been adopted.

New Zealand developed inclusive education from the mainstream movement and special education in general (Kearney and Kane, 2006). An array of legislation strategies and plans support the education of disabled people (Parsons et al, 2011). However, it was not until 1996 that the policy specifically was designed to meet the needs of students labeled as having special needs was introduced (Kearney and Kane, 2006:206). The policy is New Zealand's first 'inclusive' education policy which brought changes that were designed to make it easier for students with special needs to enroll at their local school (McMenamin, 2011). The main aim of the policy was to achieve a world class inclusive education system that provides learning opportunities of equal quality to all students (Kearney and Kane, 2006). The policy's direction was in line with what was described as an international move towards inclusion of all children with special education needs in local educational settings (McMenamin, 2011).

China as a member country to UNESCO, adopted the idea of inclusive education in the 1990s (Hu, 2011). Traditionally, children with disability were placed at the lowest level of the social hierarchy. The placement of disabled children this way reflected the influence of the ancient teaching of Confucius. Because of this religion, the feudal system lasted for more than 2,000 years in China. As a consequence, this religion continued to encourage negative attitudes and perceptions about disability. Today the national goal of full inclusion of all disabled students is far from being achieved because most of the schools have not welcomed children with special educational needs (Hu, 2011).

Cyprus has established special education systems as a private humanitarian initiative since 1929. Special schools functioned independently without unified legislation until 1979 when the introduction of 47/79 Special Education Law began a revolution in the nature of education in Cyprus (Liasidou, 2008). Students with special educational needs witnessed inclusion around that time.

Botswana had its first inclusive education policy enacted in 1977. It was not until the second policy in education was revised in 1994 that special education provision was introduced. But a small number of non-governmental organisations had already been providing education for children with specific special disabilities (Bourke and Sutherland, 2010). Botswana began practicing inclusion and integration after signing a number of international declarations, such as the 1994 Salamanca Framework for Action on Special Needs Education which advocates education for all schools to accommodate all children.

2.8 Summary of the Chapter

This chapter consisted of three sections of literature review that informed the current study. The first part provided a summary of the definition of inclusive education. Inclusive education has been defined and interpreted in various ways as it suited particular needs. Most defined inclusive education as the inclusion of children with disabilities in regular schools. Inclusive education is a recent development, spearheaded by advocates of children with disabilities who felt that segregated education limited some of the children's learning opportunities. Inclusive education has progressed from a segregated approach to a mainstreaming or integration approach to the inclusive approach. Literatures had further outlined key consideration when implementing inclusive education such as teacher roles in implementing inclusive education, classroom adaption and environmental adaption. Empirical literatures from different countries were reviewed and showed that inclusive education has been adopted in many countries in the world. However, the implementation of inclusive education by different countries has a lot of challenges and administrative challenges in the implementation are also severe. The next chapter looks at research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The previous chapter reviewed different literature on challenges that limit the implementation of inclusive education in schools. This chapter on the other hand outlines the research methodologies that were used in the study. Research methodology is a method used to guide the research in collecting and analysing data within the framework of the research process. The chapter gives details on the research design, study site and population, sample size and sampling procedure, data collection techniques and tools, and data analysis. This chapter also presents ethical considerations of the research in the process of data collection.

3.1 Research Design

Kombo and Tromp (2006) states that a research design holds the components of the research together and provides a framework for collection and analysis of data. It shows all procedures that are selected by the researcher for studying a particular phenomenon. It acts as a guide in the completion of the study. Additionally Orodho (2003) defined a research design as a plan that is used to generate answers to research problems and questions.

This study employed a descriptive research design. Since the study sought to assess administrative challenges faced by primary school headteachers in managing pupils with special educational needs in inclusive schooling in selected schools of Kaputa District in Zambia, a descriptive research design was fundamental. This design was also adopted because it allowed collection of data directly from the population in order to understand and explain the phenomena in a natural setting. Furthermore, descriptive research design was used to produce an accurate representation of events. According to Kothari (2003) descriptive research deals with the description of the state of affairs as it exists at present. It is done with a specific research question in mind. It also gives a set view of the subject, populations or methods of analysis before the research is started.

3.2 Study Population

A population is a group of individuals from which the samples will be taken for measurement having the same characteristics (Leedy and Ormrod, 2005). In any given research the study population is that population that the researcher is interested in studying. The target population in this study were the District Education Board Secretary (DEBS), the Education Standards Officer for special education (ESO-Special), headteachers of all the 10 primary schools and 60 teachers from 10 primary schools in Kaputa District. This population was picked because it included the people considered relevant to the study of administrative challenges faced by primary school headteachers in managing pupils with special educational needs in inclusive schooling.

3.3 Sample Size

Creswell,s (2003) defines a sample as a portion of the population. It is a portion taken from, for instance a group of persons or elements that have unique characteristics. Similarly Kombo and Tromp (2006) states that sample size is the actual number of individual or objects that constitute a given sample. In this study, the sample consisted of 72 respondents. That was 60 teachers, 10 head teachers, 1 Education Standards Officer, Special Education (ESO-Special) and 1 District Education Board Secretary (DEBS). This sample was representative enough to give the required data. The DEBS and the headteachers were picked because they were the policy makers while the Education Standards Officer for special education, monitors the implementation of the policies. The teachers were included since they were the implementers of the policies.

3.4 Sampling Procedures

Sampling procedure is the process of collecting participants, places and objects to participate in any given study. There are two sampling designs that help in this process; these are probability and non-probability designs (Kothari, 2011). The various ways of doing probability sampling are: simple random, stratified, interval and cluster sampling, while non-probability sampling involves purposive and convenient sampling.

This study used non-probability sampling procedures called purposive in selecting the DEBS, the ESO Special and head teachers from the district and schools respectively. According to Cresswell (2003) purposive sampling is non-probability sampling procedure or technique where the researcher focuses on particular characteristics that were of interest which would best enable him or her to answer his or her research questions. This is based on the knowledge of the population and the purpose of the study. This sampling procedure has also an advantage in that the purpose of the study can be fulfilled even with a small sample which is picked purposely and carefully. To give equal chances to all the teachers from the ten schools to be selected in the study, the researcher used probability sampling procedure called simple random sampling. Six teachers were also randomly selected from each school to make ten focused group discussions. The advantage of simple random sampling is that the samples yield research data that can be generalised to a larger population. This method also permits the researcher to apply inferential statistics to the data (Kombo and Tromp, 2006).

3.5 Data Research Instruments

Interview guides, focus group discussions and questionnaires.

3.6 Data Collection Procedure

In order to solicit information from teachers, DEBS, ESO Special and headteachers, semi-structured questionnaires, interview and focus group discussions guides were used. Interview guides were used to collect data from the DEBS, the ESO Special and the headteachers. Questionnaires were administered on headteachers while focus group discussion was conducted on teachers. These were the people on the ground to monitor inclusive education practices and policy implementers respectively.

Questionnaires were used because it is an economic way of accumulating information of significance, data can be generated from a large sample within a short time and it is fairly easy to tabulate and analyse. Confidentiality is also upheld. Interviews were used because the researcher was able to get in-depth information about the problem being researched and varied opinion on

an issue. The interviews also allowed the respondents to freely respond to an issue, and the researcher could, therefore, gather a lot of information (Kombo and Tromp 2006). On the other hand, focus group discussion was chosen as data collection tool because it simultaneously solicits for opinions and experiences of participants (Creswell 2003). FGD also offers a certain quality of control, in that; participants provide checks on each other (member checking); excluding extreme or false views (Parsons et al 2011).

3.6 Data Collection Procedure

The researcher sought permission from the DEBS, (see Appendix v), and explained why the study was being carried out. The DEBS then made appointments with ESO Special, head teachers and teachers from schools and asked them to be available when the researcher visited their institutions. After explaining what was required of them, the respondents formed groups in which focused group discussions were conducted to teachers and questionnaires were administered to head teachers and the interviews were conducted to the DEBS and headteachers. The researcher used a note book and a pen to record data from focused group discussions and interviews.

3.7 Data Analysis Method

Since the study was qualitative, data were analysed thematically. Thematic analysis basically refers to topics or major themes that come out of the interviews or discussion (Creswell, 2003). In this case, thematic analysis focused on the major themes in relation to the objectives and research questions of the study. On the other hand, some quantitative data that were used in the study was analysed using Microsoft Excel to produce outputs such as percentages, pie charts, bar charts, distribution tables, frequency tables and graphs.

3.8 Ethical Considerations

Since this research was dealing with people, ethical issues were highly considered. Permission was first sought from the University of Zambia Ethical Committee in Lusaka. Further, before entry into the schools, permission was sought from the education authorities at district level and

then from the school authorities where the data for this study were collected. Furthermore, permission was also sought from the participants and the aim of the study was explained to the participants before commencement of data collection. The participants were also told that the data that was going to be collected was entirely for academic purposes. They were also assured of confidentiality and anonymity throughout the research process and that their participation was voluntary and that they were free to withdraw at any time if they felt so without any penalty. Ethical principles actually helped to ensure that research was directed towards achieving worthwhile goals.

3.9 Summary

The chapter provided a description of the methodology that was employed to collect the required data. It has provided highlights on the research design, population, study population, sample size, sampling procedure used to generate information required to support the study, tools for data collection and justification of these instruments, data collection procedures and how analysis of data was done, and finally an outline of ethical considerations before the commencement of the study. The next chapter presents research findings.

CHAPTER FOUR
PRESENTATION OF RESEARCH FINDINGS

4.0 Introduction

This chapter presents the findings of the study, which aimed at assessing administrative challenges faced by primary school headteachers in managing pupils with special educational needs in inclusive schooling in selected of schools of Kaputa District in Zambia. The presentation is outlined in relation to the study question and the emerging themes. The questions of this study were: how effective was the educational policy on inclusive schooling; where inclusive education practices well planned and organised in schools; where inclusive education practices monitored and evaluated in schools; and what measures could be used to address the administrative challenges faced by headteachers in implementing inclusive education in schools of Kaputa District.

Professional Qualifications of Respondents

The District Education Board Secretary (DEBS), Education Standards Officer-Special Education (ESO-Special), head teachers and the teachers were asked to indicate their highest professional qualification. Table 4.1 below shows their responses.

Table 4.1: Highest Professional Qualifications of Respondents

QUALIFICATIONS	STATUS OF RESPONDENTS		
	Teachers	Head teachers	District Education Officers.
Certificate	35	2	-
Diploma	20	3	-
Degree	5	5	2
Masters	-	-	-
Total	60	10	2

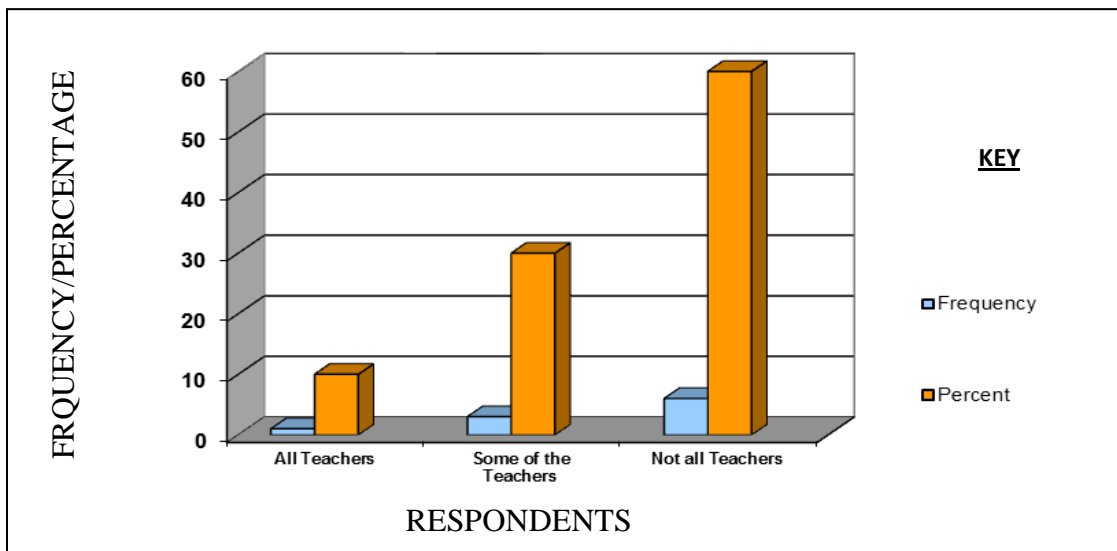
Source: Field Data, 2016

The table above shows that out of 60 teachers who participated in the study, 5 (8.3%) had university degrees, 20 (33.3%) had diplomas and 35 (58.3) had certificates as their highest professional qualifications. The table above shows that many teachers who are the implementers of inclusive education policy had certificates and diplomas as their highest qualifications. They had not advanced or acquired special education qualifications to effectively handle learners with disabilities in inclusive classrooms.

Adequacy of Policy to meet the needs of children with special education needs

All the respondents said that the schools in Kaputa District were implementing inclusive education policy. However, the policy was not effectively implemented. The headteachers were asked if their teachers were qualified to undertake inclusive education which they were practicing in their schools, 60% of the respondents indicated that not all the teachers were trained to implement inclusive education, 30% of the respondents indicated that some of the teachers were trained to implement inclusive education, 10% of the respondents indicated that all teachers at their schools were trained to undertake inclusive education. Figure 4.1 below shows responses from the headteachers of the schools from Kaputa District on teachers being trained to implement inclusive education.

Figure 4.1: Teachers Trained to Practice Inclusive Education



Source: Field Data, 2016

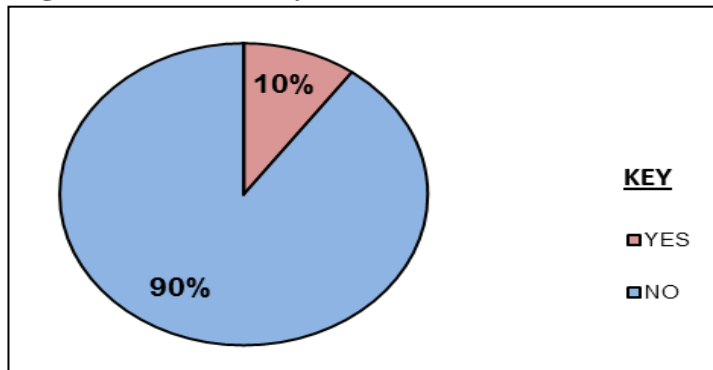
During focus group discussions, teachers in school A indicated that the training which they went through on inclusive education was not sufficient and adequate enough to equip them with knowledge to practice inclusive education. The course in inclusive education was only taken as part in their college courses and not as a full course on its own thus their position of not having sufficient knowledge on inclusive education.

The above Research findings showed that in order to implement inclusive education successfully, teachers were supposed to be trained to practice inclusive education when they were undergoing training because they were the policy implementers. The above Research findings showed that teachers in Kaputa District had not gone through sufficient training to equip them to practice inclusive education.

Suitability of the Curriculum

Headteachers were further asked on the suitability of the curriculum on the implementation of inclusive education, 10% of them indicated that the curriculum was suitable to implement inclusive education while 90% indicated that the curriculum was not modified to suit learners who were abled differently in an inclusive school. During indepth interviews, headteachers revealed that the curriculum was meant for the mainstream of pupils. When the educational policy on inclusive education was formulated in 1996 (MoE, 1996), the curriculum was not modified to suit learners with different abilities to assimilate knowledge. The figure below shows responses from the headteachers on the suitability of the curriculum.

Figure 4.2: Suitability of the Curriculum



Source: Field Data, 2016.

When interviewed, the DEBS said that there was need for a classroom to be equipped with necessary physical, human and material resources catering for learner population with varying disabilities and learning needs. However, placing learners with special educational needs together with able bodied learners in one classroom will require educators to be trained to teach an adapted curriculum catering for all learners. When the facilities were not adequately present, children with special educational needs were dumped in a regular classroom. The DEBS also said that one practical way to modify the curriculum was to decentralize the activity and modify the curriculum in Districts. This should be done in District Resource Centre's (DRC's). The District Resource Centre Coordinators (DRCC's) and their assistants should be trained by the Curriculum Development Centre (CDC) on how to modify the curriculum to suit children with special education needs. The team should also include special education teachers from special schools and special units. This team of teachers would now meet all the teachers at the Resource centers to reskill them on how to effectively implement inclusive education in schools.

For instance, one teacher at school B indicated that:

“Teachers identify learners with special educational needs but they do not give support to these learners with (SEN) because the curriculum was not modified”.

Another teacher from the same school affirmed that:

“There was pressure coming from the supervisors, that teachers needed to increase their pass percentages in their respective class rooms, for this reason, teachers kept learners with special educational needs at the back of their class room and forgot about them.”

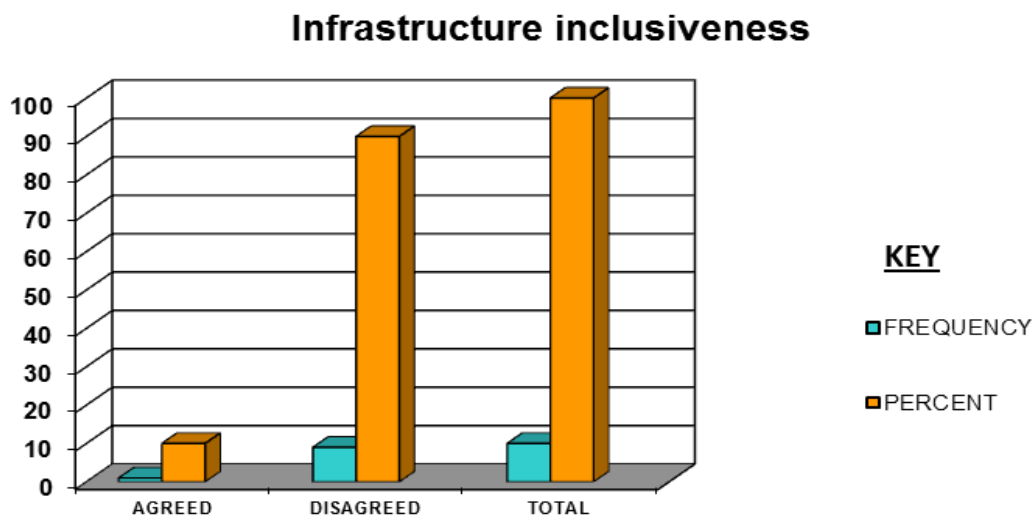
As indicated by the above research findings from the teachers, it was very difficult for teachers to consider learners with special educational needs where the curriculum was not modified to support the move and also the pressure from their supervisors added to the distraction of forgetting to effectively implement inclusive education. Additionally, during the interview, the

headteacher of primary school A indicated that one disabled grade 6 pupil was failing to complete class exercise on time because he had a deformed right hand. If the curriculum was modified, the disabled learner could have been taken care of.

Infrastructure Inclusiveness

Infrastructure should be adequate to support inclusive education, the researcher found out from headteachers on their views on the state of their schools infrastructure to implement inclusive education, 10% of the respondents indicated that the infrastructure was adequate to implement or support inclusive education, while 90% of the respondents indicated that the infrastructure was not adequate to support inclusive education in their schools. The figure below shows responses from school headteachers on infrastructure inclusiveness.

Figure 4.3: Infrastructure Inclusiveness



Source: Field Data, 2016.

The DEBS and teachers shared the same sentiments as they indicated that infrastructure in schools was not inclusive. The DEBS indicated during interviews that all the schools in Kaputa District did not have ramps but had stair cases in the classrooms. It was, therefore, difficult for learners on wheelchairs to access classrooms because of stair cases. Additionally, the DEBS indicated that the door ways in all the classrooms of Kaputa District were not wide enough to

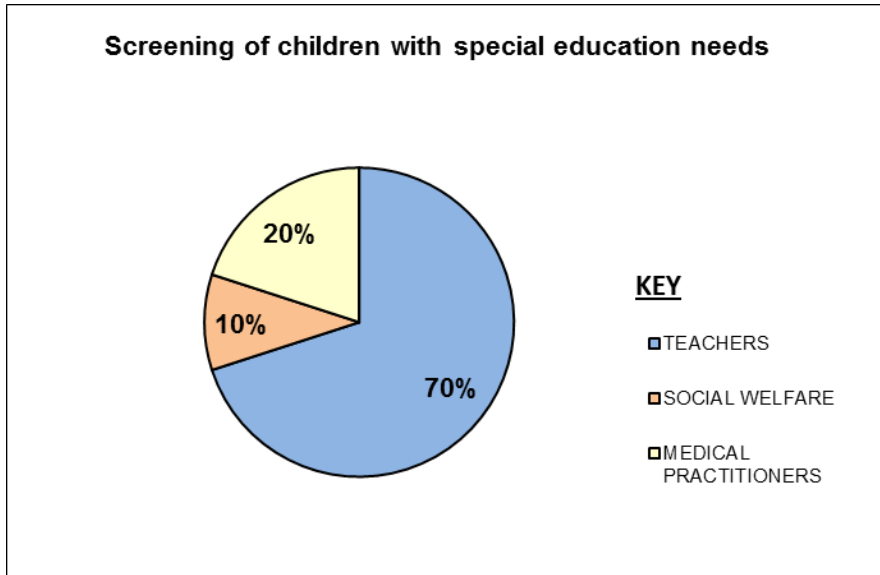
allow learners on wheelchairs access these facilities. The DEBS added that teaching and learning materials were not inclusive. Schools did not have Perkins Braille writers and Braille paper to be used by children with visual impairments. The DEBS also indicated that other materials such as hearing aids, and talking computers for children with hearing impairments and visual impairments respectively were not found in schools. In a focus group discussion, one teacher from school C indicated that the toilets were designed for children who were able bodied and not children with special education needs. All the toilets in the school were pit latrines with no squatting pans to allow children with crutches and those on the wheelchairs to use. A teacher at another primary school indicated during a focus group discussion that the football and the netball playing grounds were not appropriate for learners with special education needs. The grounds were too big to be used by learners on the wheelchair and those with crutches. .

All the respondents indicated that funding from the Government was not adequate to effectively manage inclusive educational policy in Kaputa District. The researcher, therefore, argued that infrastructure was not inclusive to support inclusive educational policy in Kaputa District.

Screening of Learners at the Enrolment Stage

When asked on whether or not screening was done at the time when the pupils were being enrolled to start grade one, 4 headteachers indicated that they screened the learners before they started grade one while 6 headteachers indicated that they did not screen the learners before they were enrolled in grade one at their school. When asked during the interviews about who were involved in the screening of children with special education needs, 10% of the headteachers indicated that the Social Welfare were present at the time of screening the grade ones, 20% of the them indicated that the medical practitioners were present at the time of screening the learners, 70% of the headteachers indicated that the teachers were the people who did screening at the time of enrolling the grade ones as indicated in figure 4.4 below.

Figure 4.4: People who are involved in Screening of Learners



Source: Field Data, 2016.

During in-depth interviews, the DEBS said:

“Screening of learners was done by guidance teacher in most of the schools in Kaputa District. These guidance teachers may not have adequate knowledge on different disabilities because they lacked adequate tools to determine the disabilities present in a child.”

The ESO said:

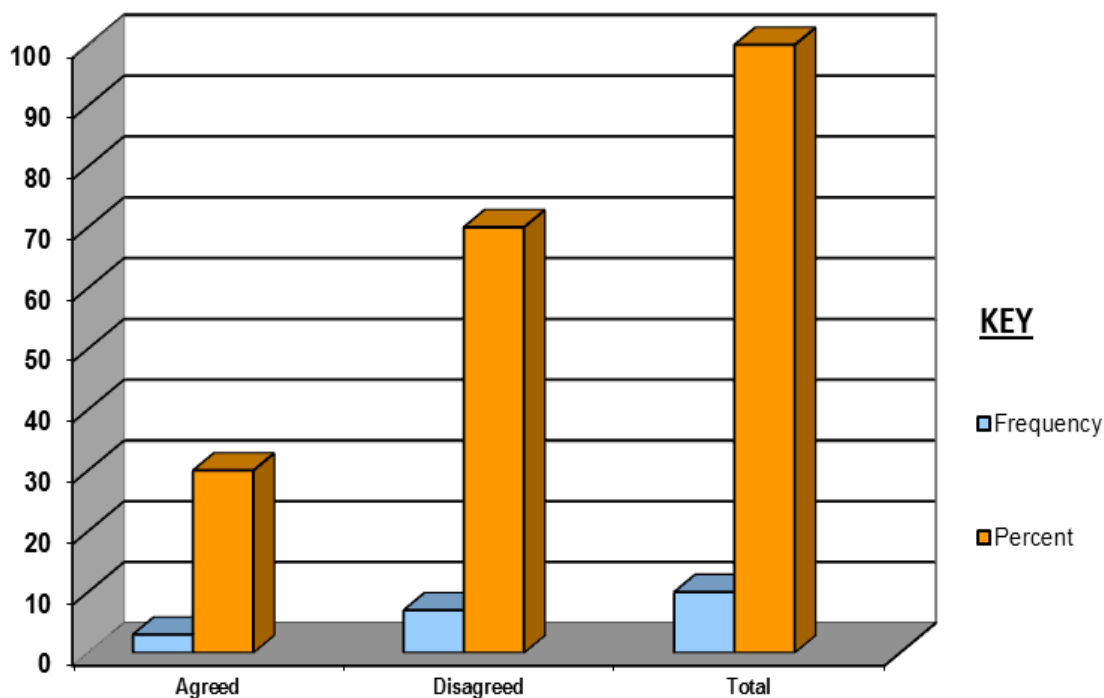
“There was need to develop a District Assessment Center to facilitate proper screening of children at the time of enrollment.”

The recommendation by the ESO to have a District Assessment Center would enable professionals to be in one place and be able to screen the learners centrally unlike following them in different schools in Kaputa District.

Mechanisms to Identify Learners with Disabilities at the Point of Entry

Identification of learners with disabilities at the point of entry was important because it helps the educational practitioners to make an informed decision on the learner either by correcting the disability and include in the mainstream or refer the case to special school. Screening of learners for special education needs is on-going it can be done at grade one or any other time when professionals felt to do so. When asked on whether or not headteachers had mechanisms to identify learners with disabilities at the point of entry in their schools, 30% of the respondents agreed while 70% of the respondents disagreed with the statement. The figure 4.5 below shows responses on the mechanisms to identify learners at the point of entry.

Figure 4.5: Mechanisms to Identify Learners with Disabilities at the Point of Entry



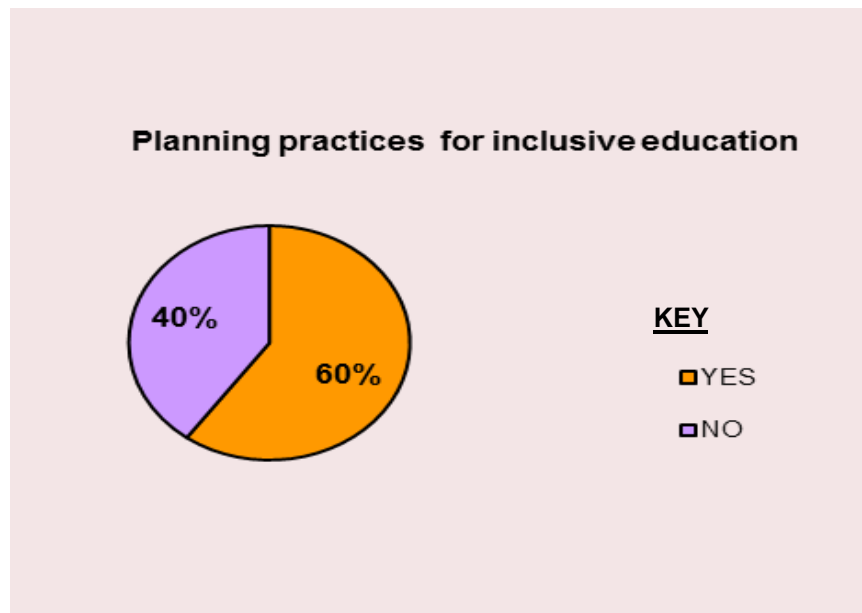
Source: Field Data, 2016.

Planning and Organizing of Inclusive Educational Practices in Schools.

As regards on how well the inclusive practices were planned and organized; 60% of the headteachers indicated that they planned for inclusive education at their schools, 40% of them indicated that they did not plan for inclusive education at their schools. However, the ESO-

special education indicated that planning was done except that certain facilities such as District Assessment Center could not be accessed. One Headteacher at school D said that the school constructed the rumps to allow a disabled pupil in grade 6 to access the two (2) classrooms on a wheelchair. The figure 4.6 below shows responses from the headteachers on planning for inclusive education at their schools.

Figure 4.6: Planning for Inclusive Education in Schools



Source: Field Data, 2016.

During indepth interviews, the DEBS and the ESO-Special said that Kaputa District Education Board planned for inclusive education. Planning was done with other professionals such as; personnel from Ministry of Health, Ministry of Community Development and Social Services, the Local Council, Social Ware fare and parents from the local community. The Education Officers said that inclusive education programmes were budgeted for under equity though the allocation was not adequate.

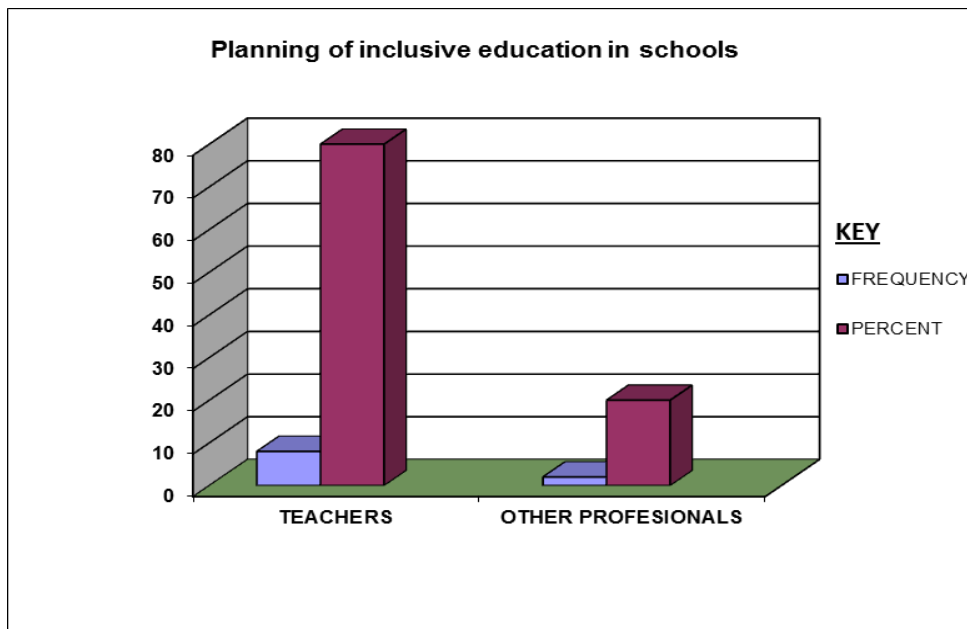
The District Education Officers explained that they had constituted a District Special Education Committee comprising of members from the above mentioned professionals. The ESO-Special Education said that in the year 2016, the District had designed a form called the First Entrant

Screening Tool for Special Needs (see Appendix VI) to compel all parents enrolling their children in grade 1 to have them screened and placed in the mainstreams before enrolment. Research findings from interviews indicated that screening of learners for special education needs was done by the District Guidance Coordinator (DGC), Zonal INSET Coordinators (ZICs), and the School Guidance Coordinators.

Officers Responsible for the Planning of Special Education Programmes in Schools.

As regards officers responsible for the planning of special education programmes in schools, the majority of the headteachers indicated that they did not plan for inclusive education for their schools, instead teachers and other professionals planned for education programmes for children with special education needs. The research findings from the interviews with headteachers indicated that 20% of the headteachers said that planning for inclusive education was done by other professionals mostly from the hospital, social ware fare and parents while 80% of the headteachers indicated that teachers were the ones who did the planning for inclusive education at their schools. Figure below shows the responses from the headteachers on who planned for their schools.

Figure 4.7: Responses from the Headteachers on Who Planned for their Schools.



Source: Field Data, 2016,

Teachers Planning for Classes

The research findings from the focus group discussions with the teachers who were the policy implementers, concerning their planning for inclusive education indicated that, 5% of the teachers planned for specific learners while 95% of the teachers indicated that they planned for all learners and not for specific learners. Table 4.2 below shows the responses for the teachers on planning for classes. One teacher at school D said that he prepared work for slow learners after identifying the slow learners at the end of the lesson.

Table 4.2: Teachers planning for classes

	Frequency	Percent
Plan for all learners	3	95
Plan for specific learners	57	5

Source: Field Data, 2016.

When probed further during focus group discussions, a teacher at school E narrated that:

“It was very difficult for teachers to plan for all learners because of the pressure from their supervisors on increasing pass percentages in their respective classes.”

All the teachers interviewed stated that they focused on fast learners to maximize on their output of performance because of the pressure from their supervisors. Learners with special educational needs were put at the back of the classroom and forgotten about because teachers had to concentrate on the fast learners.

4.1 Monitoring and Evaluation of Inclusive Education in Schools

When asked on whether monitoring and evaluation of inclusive educational practices in schools was done, 50% of the headteachers strongly agreed with the statement that they monitored inclusive education, 40% of the respondents agreed with the statement that they monitored and evaluated inclusive education at their schools, 10% of the headteachers disagreed with the

statement that they did monitor inclusive education. The DEBS said that monitoring and evaluation of inclusive education programmes were done by Education Standards Officers particularly the ESO-Special Education. Additionally, monitoring and evaluation were also done through analysis of monthly returns submitted by the schools to the DEBS office every month. The ESO-Special said that one of his key result areas in his individual work plan was to monitor and evaluate inclusive education programmes in schools. All the headteachers agreed with the Education Standards Officers that they monitored and evaluated inclusive education programmes in schools.

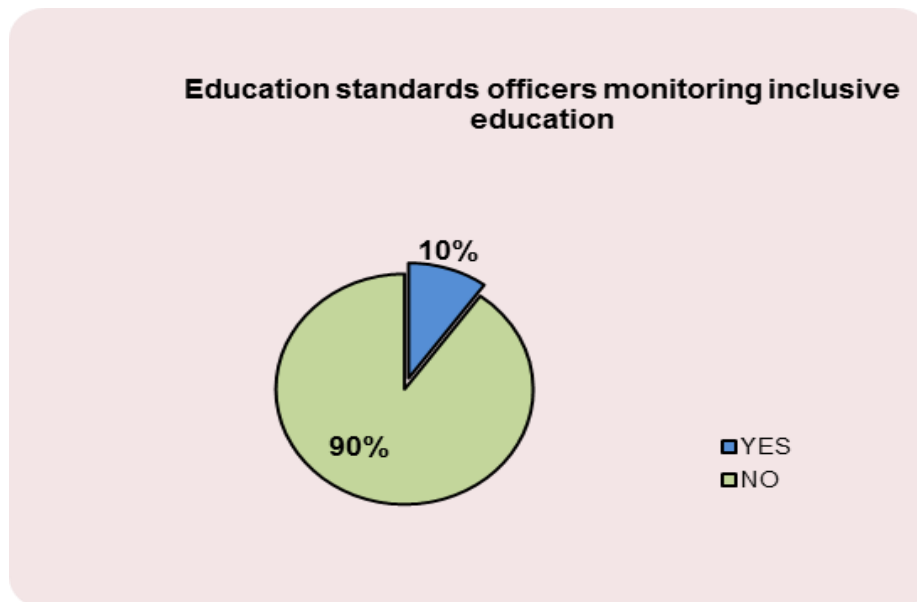
However, one teacher from the same primary school disagreed that:

“Education Standards Officers come to monitor schools but do not monitor inclusive education only. If they do they do not tell us.”

Education Standards Officers monitoring inclusive education programmes

The research findings from the interviews with headteachers on whether Education Standards Officers did monitor inclusive education programmes in schools indicated that 10% of the respondents said that Education Standards Officers did not monitor inclusive education at their schools while 90% of the respondents said that the Education Standards Officers monitored inclusive education programmes at their schools. Figure 4.8 below shows information on whether or not Education Standards Officers monitored inclusive education in schools of Kaputa District.

Figure 4.8: Education Standards Officers Monitoring Inclusive Education



Source: Field Data, 2016.

During focus group discussions, one teacher from school F said that:

“Education Standards Officers come to monitor but do not monitor inclusive education separately, they were only interested in finding out how many lesson plans each teacher had prepared in a term.”

The above information from the teachers was in agreement with the responses of the 90% headteachers who said that the Education Standards Officers did monitor inclusive education.

Having looked at challenges faced by primary school headteachers in managing learners with special educational needs in inclusive schooling, the researcher looked at the measures that could be used to address the situation. The following were measures that were their responses:

Measures that could be used to Address Administrative Challenges faced by Headteachers in implementing Inclusive Education

When asked on how administrative challenges faced by headteachers in implementing inclusive education could be addressed. Different respondents had different suggestions as presented below:

The DEBS said:

“The Government through Ministry of General Education should construct an assessment center in each District of Zambia, train and reskill teachers to effectively handle inclusive educational programmes in schools.”

The ESO- Special said:

“Changing the mindset of the community through sensitisation of the inclusive education programmes should be the starting point of effectively implementing the programmes.”

The ESO-Special also emphasized on the need to continuously monitor and evaluate inclusive education programmes and involves the parents of children with special educational needs in the implementation of inclusive education programmes in schools.

The Headteachers said:

“Implementing inclusive educational programmes was expensive, therefore, Government needed to increase funding to schools and deploy more qualified teachers to handle inclusive education programmes in schools.”

The teachers said:

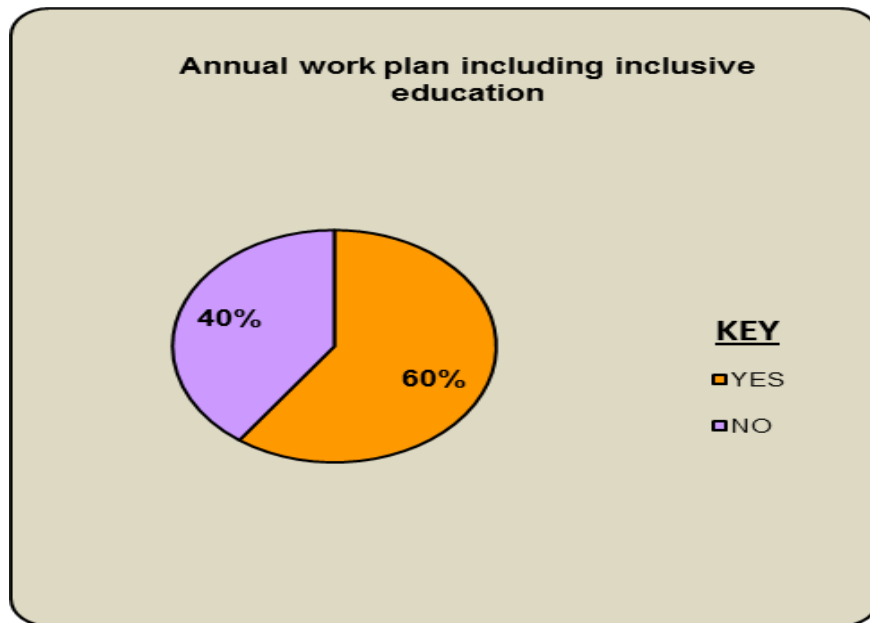
“Handling inclusive education programmes in mainstreams was extra work for us.”

For this reason, teachers needed extra duty allowance called inclusive education allowance to be paid to them for handling children with special education needs in the main streams.

Annual Work Planning to Include Inclusive Education Programmes

When asked if annual work plan included inclusive education programmes, 40% of the headteachers responded that they did not include inclusive education programmes in their annual work plan while 60% of them indicated that they included inclusive education programmes in their annual work plan as illustrated in figure 4.9 below:

Figure 4.9: Annual Work Plan Including Inclusive Education



Source: Field Data, 2016.

However, it was observed that if inclusive education was to be a success, the headteachers needed to intensify annual work planning by including inclusive education programmes.

Construction of an Assessment Centre for the District to effectively Assess and Place Learners

The DEBS was asked to suggest ways on how the administrative challenges could be addressed in order for teachers to implement inclusive education well. The DEBS suggested that:

“The government should construct an assessment center for the District of Kaputa to effectively assess and place the learners in inclusive classrooms before they start grade one.”

If the pupils were assessed well right from the beginning, the schools could know those pupils with special education needs and be able to attend to them in a special ways just when they start grade one class.

Reskilling and In-service Training of Teachers on the Implementation of Inclusive Education

In the focus group discussions with the teachers, one of the common suggestions from the teachers was on reskilling and in-service training of teachers on the implementation of inclusive education. Sixteen (16) teachers from ten (10) different schools indicated the same sentiments of one teacher from school D who said that:

“In order to address the administrative challenges, there was need to reskill and provide in-service training to teachers on the implementation of inclusive education.”

If teachers were trained in colleges on how to handle children with special educational needs in inclusive schooling, they would provide that skill required to teach children with special educational needs in inclusive classrooms.

Modification of Infrastructure to Suit the Needs of Learners

Four (4) headteachers had a common suggestion on infrastructure; they said that the infrastructure was not suitable for children with special educational needs. For example one headteacher from school B stated that:

“there was need to modify the infrastructure at his school to suit the needs of learners who were differently abled, these were construction of ramps, toilets, widen doors for wheel chaired learners.”

Another headteacher from another primary school asserted that:

“There was need to modify the playing grounds and equipment to accommodate learners with different abilities.”

This shows that headteachers suggested for modification of infrastructure to suit different needs of learners.

Government should Increase Funding to Teacher Education Section

The Research findings showed respondents indicating the need for training of teachers on inclusive education. However, this could not be done without funds. For instance one headteacher from school E said:

“Government should increase funding under teacher education section to effectively cater for inclusive education programmes.”

If teachers were more trained on inclusive education, it would be very easy to implement inclusive educational programmes because they would have the necessary skills needed for them to carry out inclusive education, unlike the situation at present where a teacher who has little skills and knowledge handles inclusive education programmes. If government increased funding, most of the teachers would have knowledge and skills to handle inclusive education.

Sensitisation of Parents

Education is a right to every child and not a privilege; the ESO special education suggested that:

“There was need to sensitise parents, some of whom hide their children with special educational needs in homes and also from the rest of the members of the community.”

The ESO further said that education is a right to every a child and, thus, it is not lawful for parents to hide children with disabilities away from school and the rest of the communities. However, only through massive sensitisation at events such as PTA meetings could this trait be reduced from parents.

Education should go beyond the School Environment

The ESO-Special education suggested that:

“In order for inclusive educational programmes to be effective, education should go beyond the school environment. Children should come from inclusive societies. All children needed to exploit their full potentials, regardless of ability or disabilities in order to achieve inclusive development.”

The society where children with special educational needs were living should accommodate and stop discriminating children with disabilities. Parents and other members of the community should work hand in hand with teachers to integrate children with special education needs in society.

The headteachers from school G also stated:

“Parental involvement was cardinal to inclusive education because a parent had some understanding of the child’s attributes which would be beneficial to the school in their efforts to provide inclusive education.”

The need for unity between the school and the parents could not be over emphasised in order to implement successful inclusive education and address the administrative challenges.

Incentives for Teachers involved in Inclusive Education Programmes

The teachers in all the ten schools visited, indicated that there was need for the government, through the Ministry of General Education to introduce special incentives for teachers who were involved in inclusive education for the extra work which they perform in order to motivate them as they perform their duties. For example, one teacher from school H said:

“There was extra work that was performed when a teacher was involved in conducting inclusive education, programmes, thus the need for government consideration as it would motivate the teachers performing those extra responsibilities.”

4.2 Chapter Summary

The preceding chapter presented the findings of the study. The research findings from interviews, questionnaires and focused group discussions were similar and clearly showed that the majority of the respondents strongly felt that inclusive education policy was not effectively implemented in schools of Kaputa District. In the first instance, the teachers handling inclusive education classes were not adequately trained to handle children with special educational needs in an inclusive schooling. Additionally, the curriculum offered in the mainstreams was not adapted to meet the needs of children with special educational needs. The curriculum did not provide opportunities to suit children with different abilities and interests. This fact was confirmed by the research findings from interviews, questionnaires and focused group discussions where it was established that children with special educational needs used the same curriculum offered in the main streams without making modifications to it. Modification entailed making changes to a range of educational components in the curriculum such as content knowledge, the method of instruction and students’ learning outcomes through the alterations of materials and programs.

The research findings also indicated that the infrastructure in all the schools such as the classrooms and the school surroundings were not suitable for children with special educational needs. The number of classrooms and school grounds were not commensurate to the pupils enrolled in an inclusive schooling. These only suited able bodied children leaving out children with special educational needs. The research findings of the study also indicated that though the District Educational Managers plan for inclusive education programmes, teachers on the other hand did not plan specifically for children with special educational needs but plan for all learners. As far as monitoring and evaluation of inclusive education programmes were concerned, all the respondents indicated that monitoring was done by the District Education Standards Officers more especially the ESO-Special education and also by the school management; the head teacher, deputy head teacher and the senior teachers. The findings of the study also indicated that collaboration between the school management and other stakeholders such as professionals and parents was not adequate to enhance quality inclusive education.

All the respondents recommended increased Government funding towards the provision of inclusive education programmes in schools of Kaputa District. The government needed to construct an assessment centre for the district to effectively assess and place learners in inclusive schooling before they start school. The government through the Ministry of General Education should modify the infrastructure and curriculum to suit learners with special educational needs and also reskill teachers to handle children with special education in mainstreams classrooms of Kaputa District. The next chapter discusses the findings of the study.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.0 Introduction

The previous chapter presented the findings of the study which aimed at assessing the administrative challenges faced by primary school headteachers in managing pupils with SEN in inclusive schooling in selected schools of Kaputa District in Zambia. This chapter discusses the findings of the study which was aimed at assessing of administrative challenges faced by primary school head teachers in managing pupils with special education needs in inclusive schooling. The findings were discussed in line with the objectives which were:

- i. To establish the effectiveness of the educational policy on inclusive education.
- ii. To examine if inclusive practices were well planned and organised in schools.
- iii. To establish if inclusive education practices were monitored and evaluated in schools.
- iv. To determine measures that could be used to address the administrative challenges faced in implementing inclusive education in schools in Kaputa district.

5.1 Effectiveness of the Educational Policy on Inclusive Education

Teachers Training on Inclusive Education

Consistent with the meaning of inclusive education and with what was found in other studies elsewhere, this study established that teachers' role generally referred to the way they executed their duty to teach students with disabilities in the regular classroom (Ainscow, 2007; Jordan et al 2010 and O' Neil et al, 2009). The teachers' role includes daily duties such as planning, teaching, and developing strategies to reduce issues affecting their pupils' learning (Wearmouth et al., 2006; Florian, 2008). Teachers also identify resources to support progressive inclusion (Agbenyega, 2007:108). In addition, the teachers' role also includes assessment testing and reporting to their supervisor and the Principal (Bourke, 2010). Operti and Brady (2011:470) noted that inclusive teachers play a key role by addressing the diversity of learners' expectations and needs through a vast repertoire of innovation teaching and learning strategies that do not marginalise them within the broader education system. For such teachers, their good intentions

and good teaching practice would carry all their students forward into a more equal school/society in which all students will perform well (Claiborne, Cornforth, Davies, Milligan and White, 2009).

In consonance with Winger (2008: 18) and Mmbaga (2002)'s studies, this study found that teachers did not go through training to implement inclusive education. Teachers indicated that the training which they went through on inclusive education was not sufficient and adequate enough to equip them to practice inclusive education. The training was only taken as part in their college courses and not as a course on its own thus their position of not having sufficient knowledge on inclusive education. The majority of the teachers said that they were not ready to teach CSEN effectively. They said that they depended on the information, knowledge and methods they learned from workshops which in itself was not sufficient, adequate and sometimes not comprehensive enough to offer valuable and effective knowledge. One teacher did not stress that to date, neither pre-service nor in-service guarantees the confidence to address inclusive education. Not even lecturers at colleges and universities were conversant with issues of inclusive schooling. The other teacher said that it was a nightmare to talk about inclusive education when the classes were large. In a grade 4 class where she was teaching, she had 87 pupils coupled with other co-curricular duties. How could she attend to CSEN? She asked.

The above revelation is an eye opener for the Zambian government to ensure that teachers be trained to practice inclusive education when they are undergoing training if implementation of inclusive education could be successful. This is in agreement with Bourke (2010) who established that a success in inclusive education in a country depended largely on the capacity of the teachers' skills and knowledge in inclusive education. Contrary to Florian (2008) who argued that teachers' roles became realities when the skills and knowledge of inclusion they have acquired through formal training in teachers' colleges and universities and their own personal characteristics meet their understanding of children with special needs' diverse learning requirements. This study found that teachers in Kaputa district had not gone through sufficient training to equip them to practice inclusive education. The teachers said that there was some component of special education taught to them during their initial training in colleges but that

training was not adequate to handle children with special education needs in inclusive classrooms. In inclusive education, the teachers' role required flexible thinking in terms of being creative and innovative to accommodate diversity among learners with varying disabilities under their care (Lohani, Singh and Lohani, 2010).

On the other hand, the DEBS said though all the schools were implementing inclusive schooling, the policy was not adequate because it was not backed by law where someone could be prosecuted if one does not practice inclusive education. An example was given that a parent who does not take his or her child with special education needs to school could not be taken to courts of law and tried. Education policies should be constitutionalised for them to be effective. The international framework of human rights offers a set of minimum standards for protecting human dignity. However, the international framework does not offer a standard formula for human rights implementation in a given country (Matafwali, 2009). Being a party to these international treaties, Zambia should comply with these agreements by ensuring that education is made available and accessible to all children irrespective of ability or disability of an individual. This entails that the international obligations that make the right to education are reflected locally in education policy, legislation and administrative practices. The enforcement and applicability of inclusive education policy was not apparent in the Zambian jurisdiction as education is not considered as a fundamental right under the current constitutional provision (Matafwali, 2009). Currently, the Zambian child has no means of claiming the right to education under the current law.

Modification of Curriculum to Suit Children with Special Educational Needs.

Curriculum adaptation includes a technical analysis of curriculum content, processes and outcomes by the teacher and the adjustments they make to their instructional practices in order to meet the specific learning needs of children with disability in their classroom (Operti and Brady, 2011.). In addition, Mara and Mara (2012) suggested that curriculum objectives, content, methodology, and evaluation needed to be adapted. Curriculum adaptation was essential as it reduced the chances of stigma that disabled students could feel when teachers did not take into account the special learning needs of disabled students (Florian, 2008). Inclusion in education

was perceived as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, culture and communities, thereby reducing exclusion within and from education. Inclusion, therefore involved a range of changes and modifications in content, approaches, structures and strategies with a vision which covered all children with special education needs (CSEN). It is for this reason that it is the responsibility of a regular system to educate all children using a modified curriculum (UNESCO, 1994).

However, this study found that the Ministry of General Education had not made an attempt to modify the curriculum to meet the needs of children with special education needs. Modification of the curriculum is the only way to create more accessible learning environments to support all learners and their teachers in an inclusive schooling. The headteachers further argued that that the curriculum was exam oriented, therefore, it was not solving the problem of children with special education needs. If the curriculum was left in the hands of individual teachers to modify, then there would be a total distortion of the whole curriculum which would suit the needs of teachers and not that of learners. Each individual teacher would modify the curriculum to his or her own advantage. It was evident from the results that that there were no significant differences in the views the Education Standards Officer, headteachers and the teachers on the quality of special educational needs in inclusive schooling in regular classroom. An appropriate curriculum was vital in the education of all children more especially children with special education needs.

This study showed that Education Standards Officers, headteachers and teachers indicated that the general education curriculum was the one affected in all the schools for all the learners including those with special education needs. The research findings were not in agreement with Mitchell (2008), who stated that making an appropriate adaptations or modifications to the curriculum was central to inclusive education. The necessary adaptations or modifications within the established curriculum were carried out so that learners with special education needs may achieve the objectives and contents laid down. Mitchell further explained that it was a single curriculum that was, as far as possible, accessible to all learners, including those with special education needs. Conversely, special education needs were created when the curriculum was not accessible to all the learners. Similarly, Johnson (1993) contends that the objectives set for

children attending special education establishments were the same as those for all the pupils. Furthermore, establishments must have the necessary school organisations and carry out the necessary curricular diversifications in order to facilitate pupils in the achievement of such objectives. Therefore, the general objectives of the different educational stages constituted the necessity for Individualised Education Programmes (IEP) for children with special education needs learning in the mainstreams of inclusive schooling. Kalabula (2007) stated that the school curriculum must seek to develop the individual learner's potential abilities to the maximum and that the concepts in the curriculum must be spelt and be treated separately because mistakenly it is usually assumed that children with special education needs had been considered when blanket terms such as 'Education For All (EFA)' and 'Individual Learner's Potential (ILP)' were used, but which always end up marginalising these children with special education needs.

In terms of the availability of and adequacy of teaching and learning materials, the majority of the respondents felt that teaching and learning materials for inclusive schooling were not adequate. The study revealed that inclusive schooling had inadequate teaching and learning materials. The materials supplied in schools were not only inadequate but also inappropriate for the children with special education needs. This contributed to the problems of inequities and disparities between children in the mainstream and children with special education needs. The findings were inconsistent with those of Chaula, (2014) which stated that to make learning very effective, it was not sufficient to utilise the factors and techniques that facilitate learning. The teachers should create certain conditions in the classroom that may improve learning. These conditions included; providing teaching and learning materials, giving the knowledge of progress and success, praising or reprimanding and guiding learners to learn.

The study showed that the use of teaching and learning aids was very important in as far as quality special education needs provision was concerned because they made learning concrete and meaningful. The use of visual aids such as maps, charts, models, real objects, film strips, diagrams and pictures would make the teacher's verbal descriptions concrete. In addition, meaning is usually attached when learning involved aids as these are supplementary devices to

learning. Quality special education needs provision in inclusive schooling therefore, required adequate availability of teaching and learning aids to meet different needs of learners.

The above observation was also confirmed by (MoE,1996), where it was noted that the provision of educational facilities remained limited and unsatisfactory owing to the increasing pressure on educational infrastructure, poor maintenance and increase in the school-going population. Furthermore, the government indicated that improvement of quality inclusive education and improvements in student performance depended heavily on there being sufficient text books, special equipment and other teaching and learning aids.

However, the results of this study further indicate that the Ministry of General Education has not done much in schools of Kaputa District to increase the availability and adequacy of the teaching and learning materials in inclusive schooling. This observation points to the fact that if the mainstream classrooms were not supplied with adequate teaching and learning materials, most of the teachers of special education would teach theoretically as opposed to the conversional methodology of combining theory and practice. The availability of teaching and learning materials, in inclusive schooling, increases learner participation. This consequently increases their motivation and increases their willingness to participate in their education. Ministry of Education (1992) supported this view when they observed that instructional materials in the teaching and learning of children with special educational needs make them learn more and retain better what they had been taught and that it also promoted and sustained students' interest.

The findings above contradict Kelly (1991)'s views who stated that education without resources is like education without future. In this case, Kelly was alleging that quality and sustainable education cannot continue or be given without any formal documentation or resources to back it up. There is need for educational materials in inclusive education to facilitate quality special education to children with special education needs in schools of Kaputa District of Northern Province of Zambia,

Infrastructure Inclusiveness

The study found that infrastructure inclusiveness was lacking in Kaputa primary schools, all the ten (10) headteachers indicated that the classrooms and other infrastructure like the toilets and playing fields were not appropriate and comfortable to promote inclusive schooling. All the teachers agreed that in fact the infrastructure was meant for able bodied learners only excluding children with special education needs. Hence, Mara and Mara (2012) specifically suggested that the lack of relevant facilities was a major challenge to the implementation of effective inclusive education in many schools. It seems to be the case that the simplest teaching materials that could even be produced locally such as maps, charts and other illustrative resources were not produced in many schools.

The research findings of this study on infrastructure inclusiveness conforms to the recommendations made by Fullan (1982) on how to enhance the implementation of inclusive education; an adaptation is any adjustment in the environment, instruction, or materials for learning that enhances the students' performance and allowed for at least partial participation for individual students based on their specific learning needs and should be based on their strengths as well as weaknesses. According to Parsons, et al (2011) schools must adapt so that they could be physically, socially, and instructionally integrating students with disabilities.

The study revealed that schools in Kaputa District did not have adequate and appropriate physical facilities. Infrastructure was not yet modified to accommodate children with special education needs. For example, some classrooms were poorly lit; there were no ramps and no acoustic materials in most schools. This situation made the learning environment somewhat hostile to children with special education needs. These findings were consistent with that of Corbett, (2001) who pointed out that in Finland infrastructure was unsuitable to children with special education needs. However, the findings contradicted Perush (1991) who stated that a good provision of education must take into account the environment into which pupils learn. Both the teacher and the pupils must be free to do their work freely and properly. According to Mitchell (2008), all educational establishments must meet the hygienic, acoustic, habitability and security conditions stipulated in the legislation in effect. The places devoted to instructions must

have ventilation and natural lighting. They would also have to possess the necessary architectural conditions to facilitate access, movement and communication, in accordance with what was laid down in the legislation with regard to promotion of accessibility and elimination of barriers.

The above research findings further confirmed the observation by the Ministry of Education (2008) where it was noted that the provision of educational facilities remained limited and unsatisfactory owing to the increasing pressure on education infrastructure, poor maintenance and increase in the school going population. The Government also indicated that improvement of quality in schools and the improvements in student performance depended heavily on there being sufficient text books, specialized equipment and other teaching and learning aids placed in spacious and well secured infrastructure such as Laboratories, Industrial Arts Workshops and Home Economics rooms. However, in Kaputa District, the Ministry of General Education had not done enough to modify infrastructure, build more structures and increase the availability and adequacy of the teaching and learning materials in order for inclusive education to be a success.

System to Identify Learners with Disabilities

Like other studies elsewhere (Ainscow, 2007; Jordan et al 2010 and O' Neil et al, 2009), the study found that schools in Kaputa District practicing inclusive education did not have a proper system of identifying learners with disabilities. The DEBS said that inclusive education policy was not effective because there was no assessment center in the District. Children with special educational needs were assessed by guidance teachers most of whom were not trained to effectively assess and place in main streams, children with special education needs for them to benefit from inclusive schooling policy. Many learners with mild disabilities went unidentified. One teacher said these were some of the children teachers consider to be dull in class. Because of not having a proper system to identify learners with disabilities, one teacher said that inclusive education was not good because schools fail to identify learners with special education needs who experience difficulties in learning and further create problems for the other learners in their learning and development. The teacher went on to say that when Education Standards Officers come to school, they blame the teachers for not making the CSEN break through. This is the more reason why the teachers concentrate on high archiving learners leaving out CSEN. No

matter inclusion policies that guarantee learners to access the regular classroom, teachers will still have a negative attitude to the CSEN. The teacher strongly felt that teachers who should serve CSEN should be volunteer teachers with interest of teaching CSEN and this should not be imposed on all teachers for fear of being blamed if learners do not perform well.

5.2 Planning and Organisation of Inclusive Education

While Conrad and Whitaker (1997) affirmed that planning and the use of collaborative teams were important best practices for inclusive education. This required both the time and opportunity to bring professionals and parents together to discuss issues relevant to inclusive education practices either school wide issues or those that related to be successful education of particular students. In the current study, lack of planning of inclusive programmes among education planners and headteachers was one of the barriers to the implementation of inclusive education. Planning and preparation among stakeholders on challenges that could be experienced in providing inclusive education in the ordinary school system was critical. It should also be noted that implementation of inclusive education was hampered by inadequate planning for teaching resources. Most of the schools in Kaputa do not have appropriate and adequate teaching resources to cater for the various groups of children with disabilities. Hence, inclusive education was just a dream than a reality (Ainscow, 1999).

The DEBS and the ESO-Special Education said that Kaputa District Education Board planned for inclusive education. Planning was done with other professionals. The education officers went on to say that inclusive education programmes were budgeted for under equity though the allocation was not adequate. The District Education Officers explained that they had constituted a District Special Education Committee comprising of professionals coming from stakeholders ministries and organisations as earlier pointed out in the previous chapter. The ESO-Special said that in 2016, he had designed a form called the first entrant screening tool for special needs (see Appendix VI), to compel all parents enrolling their children in grade 1 to have them screened for special education needs and placed in mainstreams before enrolment. The screening was done by the District Guidance Coordinator (DGC), Zonal INSET Coordinators (ZICs), and the School Guidance Coordinators.

However, the study established that planning and organisation of inclusive education was not adequately done by headteachers and teachers. The ESO-special education was the person who was doing the planning for the implementation of inclusive education.

5.3 Monitoring and Evaluation of Inclusive Education

Monitoring and evaluation play an essential role in improving the conditions and quality of inclusive education, not only from the perspective of administration but also learners. Contrary to the study by Maranga (1986) which found that inclusive education was hampered by lack of monitoring and evaluation. Outputs were not being tracked systematically and the effectiveness of inclusive education programmes was not measured. The current study found that monitoring and evaluation of inclusive education programmes was done by Education Standards Officers more especially the ESO-Special Education. Additionally, monitoring and evaluation was also done through analysis of monthly returns submitted by the schools to the DEBS office every month. The ESO-Special education said that one of his key result areas in his individual work plan was to monitor and evaluate inclusive education programmes in schools. All the headteachers agreed with the Education Standard Officers that they monitor and evaluate inclusive education programmes in schools. Teachers, on the other hand said that Education Standards Officers went to monitor schools but did not monitor inclusive education only.

The study further found that monitoring and evaluation of special educational needs was done by ESO-special education and headteachers at their schools in Kaputa District. According to Maranga (1986), monitoring and evaluation help to determine exactly when a programme was on track and when changes would be needed. Monitoring and evaluation formed the basis for modification of intervention and assessing the quality of activities being conducted. It was further revealed that inclusive education in schools was not a reality because monitoring and evaluation of inclusive programmes were not accorded high priority. The standard of inclusive education in schools could highly be improved through monitoring and evaluation. Supervisors could assist in improving inclusive education practices if they were monitoring schools regularly.

The study has also shown that the Education Standards Officers were knowledgeable of their roles in inclusive education some of which included:

- reporting regularly to the Ministry of General Education on the quality of inclusive education among other duties.
- monitoring of the performance of teachers and the school management in accordance with all-round set standards performance indicators.
- ensure the equitable distribution of teachers by working out the curriculum based establishment and class based staffing.
- carry out regular and full panel quality assurance and standard assessment of all education institutions on a regular basis.
- advise education providers on the provision of proper and adequate physical facilities in all educational institutions
- ensure that the appropriate curriculum is operational in all educational institutions.
- ensure that there is timely provision of appropriate teaching and learning materials in all educational institutions.

The above findings were consistent with that of Ministry of Education (1996) which stated that, Education Standards Officers contribute towards achieving the government's overall purpose and its strategic objective a smarter, healthier, fairer and stronger establishment, evaluation and promoting standards of quality in education provisions. The findings were also consistent with that of Penny and Anne (2000) which stated that in reflecting on the British Education Schools Act of 1992, the role of inspection in Britain was to monitor the standards, quality, efficiency and ethos of the schools and inform the Government and the general public on these matters.

As regards to whether Education Standards Officers monitored inclusive education or not in Kaputa District regularly, the study revealed that Education Standards Officers monitored education institutions but not monitoring inclusive education in isolation. Fullan (2001) observed that monitoring of teaching and learning by Education Standards Officers play a critical role in the improvement of standards and quality of education and should be an integral part of school improvement programme. Ministry of Education (1996) also states that Education Standards

Officers were officials charged with the responsibility of identifying and providing feedback on strengths and weaknesses in education institutions so that these institutions could improve quality. Thus, the absence of monitoring and evaluation of inclusive education in schools of Kaputa District clearly puts the quality of inclusive education to test.

5.4 Summary

This chapter has discussed the findings which were based on the research objectives. From the discussions of findings, it has been established that schools in Kaputa District were not implementing inclusive education effectively. Challenges that the school administrators faced in the implementation of inclusive education have been established which need to be addressed. Strategies for effective implementation of inclusive education have been identified according to participants' perceptions. The next chapter presents the conclusion, the recommendations and also suggestions for further research.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

The previous chapter has covered discussion of findings of the study which the purpose was to explore the challenges faced by primary school head teachers in the implementation of inclusive education in mainstreams. This chapter presents the conclusions and recommendations emanating from the research findings and discussion of the study. Suggestions for future research are also outlined in this chapter.

6.1 Summary

Chapter one introduced the research and subsequently stated the research problem. The objectives of the study were also set in this chapter which served as a parameter guide for the research. In chapter two, a review of the literature relevant to the study was assessed. From this chapter different authors reviewed that inclusive education had not been successful in many countries. This had been mistaken to be education for all or universal education. Inclusive education looked at the rights of children and how education system could be transformed to respond to diverse needs of learners. Inclusive education emphasised the need for opportunities of equal participation for any student with special education needs in the mainstreams. Several items of literature in chapter two had revealed that factors such as attitudes by teachers and parents towards inclusive education have extensively been investigated; however, administrative factors limiting the implementation of inclusive education had not received adequate attention.

Chapter three outlined methodology of the study. The researcher used a descriptive research to collect data in order to understand and explain the phenomena in a natural setting. The population for the study was District Education Officials, Headteachers and teachers from primary schools. The sample size was 2 officials from the District Education Office, 10 Headteachers, and 60 teachers from 10 primary schools. The researcher used purposive and simple random sampling methods. Tools for data collection used were semi-structured

questionnaires, focus group discussions, in-depth interview guides. Data were put into themes and analysed qualitatively.

Chapter four presented the research findings under the identified themes: how effective was the education policy on inclusive education; where inclusive education practices well planned and organised in schools; where inclusive education practices monitored and evaluated and what measures could be put in place to address the identified challenges faced by primary school head teachers in implementing inclusive education in Kaputa District? Chapter five that followed described the analysis and interpretation of the research findings in relation to the objectives of the study. The research findings and its analysis were presented in chapter five from results gathered from field and guided by the research objectives. Chapter six gives the conclusions and recommendations based on the analysis that had been done in the foregoing chapter of the research study. It derived its basis from the interpretation and analysis on the research findings presented in the previous chapter. The conclusion made by the researcher about this study was the basis of the recommendations. In furtherance, areas of the possible future research had also been suggested.

6.2 Conclusions

Based on the research findings and discussions; the researcher made the following conclusions: As regards the effectiveness of the education policy on inclusive education, the educational policy on inclusive education was not effective and not adequate because; the policy was not backed by law, infrastructure was not inclusive, training for teachers was not adequate to practise inclusive education, funding from the government on inclusive practises did not match the pronouncements on inclusive schooling and schools lacked the system to identify the learners with disabilities.

When it comes to examining if inclusive practices were well planned and organised in schools, findings of the study have shown that planning for inclusive education was very inadequate and the majority of the headteachers and teachers in inclusive schools did not plan for inclusive

education. However, only the ESO-special education was the one who planned for special education.

On establishing if inclusive education practices were monitored and evaluated in schools, the study showed that monitoring and evaluation was done in primary schools of Kaputa District by the ESO-special education and the headteachers from their respective schools.

As regards determining measures that could be used to address the administrative challenges faced in implementing inclusive education in schools of Kaputa District. The study makes recommendations in order to achieve the last objective of the research.

6.3 Recommendations

1. Government through the Ministry of General Education should construct the assessment centre for the district to effectively assess learners before they start grade one. It was not adequate for counselling and guidance teachers alone to assess and place children with special education needs in mainstreams, but the involvement of other stakeholders. Professionals from other places should be drawn to the district assessment centre to help in the assessment and placement of learners with special education needs. These professionals should include a health personnel who are able to professionally identify the physical and health impairments and correctly advise the next course of action on the child with special educational needs.
2. There must be re-skilling and in-service training of teachers on the implementation of inclusive schooling in all schools by Government through the Ministry of General Education. For teachers to be effective to implement inclusive schooling they need to be knowledgeable, and this knowledge should be imparted to them through in-service training. If training of teachers had to be effective the curriculum in colleges should include content and strategies that seriously address inclusive education programmes. In schools, education managers such as the DEBS and headteachers should continuously conduct Continuous Professional Development (CPD) for serving teachers in the District Resource Centres.

3. Infrastructure should be modified by Government to suit the needs of learners who are differently abled, that is; construction of ramps, toilets, widen doors for wheel chaired learners and also modify play grounds and equipment.
4. Government should increase funding under teacher education section to effectively cater for inclusive education programmes in schools.
5. Since inclusive education involves society, the Ministry of General Education should come up with a department or Directorate under Curriculum Development Centre (CDC) to produce materials and manage all inclusive education programmes in schools.
6. Headteachers should enhance sensitisation of parents, some of whom hide their children with special education needs in homes and also the rest of the members of the community on inclusive education programmes in schools.
7. In order for inclusive education programme to be effective, education should go beyond the school environment. Children should come from inclusive societies. All children must exploit their full potentials regardless of ability or disability in order to achieve inclusive development. For this reason Government should introduce inclusive education programmes in all line ministries and encourage other stakeholders to do the same.
8. Parents should be involved in order for inclusive education programmes to be successful. Every time the school holds Parent Teacher Association meetings, inclusive education should take a centre stage on the agenda.
9. Government should motivate teachers involved in inclusive education through introduction of allowances for extra work on special educational needs.

6.5 Areas of Future Research

The researcher recommended possible areas of research to add to the body of knowledge as follows:

- Assessment of non-administrative challenges on the implementation of inclusive education.
- Impact of teacher's participation on inclusive education successfulness.

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APPENDICES

APPENDIX (I)

**The University of Zambia
School of Education
Departments of Education Administration and Policy Studies (EAPS)**

Questionnaire for Headteachers

The purpose of this study is to establish administrative factors that limit the implementation of inclusive education in schools of Kaputa District. The study is meant to determine information needed to foster improvement in inclusive practices in schools. The information obtained from the study shall be treated with high confidentiality and your name will not be published in the document. The study is for academic purposes only.

Kindly provide your honest answers by answering the asked questions.

INSTRUCTIONS:

Please respond to all the questions that are being asked. Provide brief explanations or tick where applicable

1. (a) Name of school _____

(b) Sex: Male Female

(c) Highest professional qualification of the respondent

Certificate Diploma Degree Master's Degree

(d) Position/ Post held _____

2. Is your school implementing the inclusive education policy?

Yes No

3. Are teachers in your school trained in the implementation of inclusive education programmes?

Is it all teachers / some teachers / not all?

4. Do you think the policy on inclusive education is adequate to meet the needs of learners with special education needs? Yes No

5. If the answer is no to question 4, what do you think is missing?

Do inclusive education programmes planned in your school cater for all the learners including those with special education needs?

Yes No

6. If they are not, why?

7. If they are planned who is involved in planning (tick where applicable).

(a) Parents

(b) Learners

(c) Teachers

(d) Other professionals

8. Are inclusive education programmes budgeted in your school?

Yes No

9. If the answer is **YES** to question 9, is this allocation adequate to implement inclusive education programmes?

If the answer to question 9 is NO, why?

10. Is infrastructure appropriate and adequate for all the learners in the school including those with special education needs?

Yes No

11. Does your school have appropriate and adequate teaching and learning resources for all the learners?

Yes No

12. If the answer is NO to question 13, why?

What accountability mechanisms have your school put in place to enhance successful implementation of inclusive education?

Are inclusive education programmes monitored and evaluated in your school?

Yes

No

13. If the answer is YES to question 16, who monitors and evaluates these programmes?

14. If the answer is NO to question 16, why?

In your own opinion, what do you think are the administrative factors affecting the implementation of inclusive education programmes in your school?

In your view, what should be done to make the implementation of inclusive education a reality in the school?

Thank you!!!

The University of Zambia
School of Education
Departments of Education Administration and Policy Studies (EAPS)

Interview schedule for the District Education Board Secretary (DEBS) and the Education Standards Officer Special Education (ESO – Special).

The purpose of this interview is to establish administrative factors that limit the implementation of inclusive education in schools of Kaputa District. The study is meant to determine information needed to foster improvement in inclusive practices in schools. The information obtained from the study shall be treated with high confidentiality and your name will not be published in the document. The study is for academic purposes only.

Kindly provide your honesty answers by answering the asked questions.

INSTRUCTIONS:

Please respond to all the questions that are being asked provide sufficient explanations.

1. (a)Name of the District:_____

(b)Sex Male Female

(c) Highest professional qualification the respondents:

Certificate: Diploma Degree Master's Degree

(d)Position / Post held_____

2. Are schools in your District implementing inclusive education policy?

3. Are teachers in your district trained in implementing inclusive education?

4. (a) Do you think the policy on inclusive education is adequate to meet the needs of learners with special education needs?

(b) If answer is yes to question 4, what do you think is missing?

5. (a) Do you plan for inclusive education programmes in your District?

(b) If you do not plan, why?

6. If you plan, who is involved in planning?

Is it

(a) Parents

(b) Learners

(c) Teachers

(d) Other professionals

7. (a) Are inclusive education programs budgeted in your District?

Yes

No

(b) If the answer is **YES** to question 7a, is the allocation adequate to implement inclusive education programs?

(c) If the answer is **NO**, why?

8. Is the infrastructure appropriate for all the learners in the District including those with special education needs?

Yes No

9. (a) Does your District have appropriate and adequate teaching and learning resources for all the learners?

Yes No

(b) If the answer is NO, why?

10. What accountability mechanisms has your District put in place to enhance successful implementation of inclusive education?

11. (a) Are inclusive education monitored in your District?

Yes No

(b) If the answer is YES who monitors and evaluate these programmes.

(c) If the answer is NO, why?

12. In your own opinion, what do you think are the administrative factors affecting the implementation of inclusive education programmes in your District?

In your view, what should be done to make the implementation of inclusive education a reality in the District?

Thank you!!

**The University of Zambia
School of Education
Departments of Education Administration and Policy Studies (EAPS)**

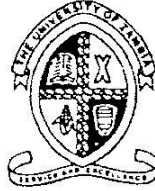
Focus Group Discussion Schedules for Teachers

The purpose of this study is to establish administrative factors that limit the implementation of inclusive education in primary schools of Kaputa District. The study is meant to determine information needed to foster improvement in inclusive practices in schools. The information obtained from the study shall be treated with high confidentiality and your names will not be published in the document.

Please respond to all the questions that are being asked without fear.

1. Do you have learners in your classes with special educational needs?
2. How much attention do you give to the needs of all learners in your schools including those with special education needs?
3. Are you trained to handle children with special educational needs in inclusive schooling?
4. Do you have other trained teachers in special education to assist you handle learners with special educational needs in your class.
5. Do you think the policy on inclusive education is adequate to meet the needs of learners with special educational needs?
6. As a class teacher, do you plan for inclusive education programmes to cater for all learners including those with special educational needs?
7. If you plan, who is involved in the planning? Is it parents, learners or other professional?
8. Are inclusive education budgeted in your schools.
9. If the answer is YES to question 8, is the allocation adequate to implement inclusive education programmes.
10. Is infrastructure (classrooms, toilets, labs and other specialized rooms including play grounds) appropriate and adequate for all learners including those with special education?

11. Does your school have appropriate and adequate teaching and learning resources for the learners?
12. Does anyone come to monitor inclusive education programmes in your classes?
13. If the answer to question 12 is YES, who monitors and evaluates these programmes?
14. In your own opinion, what do you think are the administrative challenges or factors affecting the implementation of inclusive education programmes in your schools?
15. In your own view, what should be done to make the implementation of inclusive schooling a reality in your school?



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

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=====
Date...12/01/2016.....

TO WHOM IT MAY CONCERN

Dear Sir/Madam

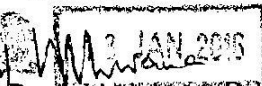
RE: FIELD WORK FOR MASTERS/ PhD STUDENTS

The bearer of this letter Mr./Ms. M. V. SOLOMON TENDON..... Computer number 512890945..... is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

THE UNIVERSITY OF ZAMBIA
ASSISTANT DEAN (PG)

2 JAN 2016
Daniel Ndhlovu (DD)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS

APPENDIX (V)

*Correct name to be addressed to:
The District Education Board Secretary,
P.O. Box 490025, Kaputa*

note ref no TSNO



**REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION**

**Office of the District Education Board Secretary,
Kaputa District Education Board
P.O. BOX 490025
KAPUTA**

15th January 2016

**ATTENTION: TO ALL HEADTEACHERS
KAPUTA DISTRICT**

Dear Sir/ Madam

REF: FIELD FOR MASTERS / PhD STUDENTS

Kindly refer to the subject matter above.

I introduce to Mr. Musonda Teddy the bearer of the computer number 512800945 is a registered student of University of Zambia, School of Education.

He is taking a Masters' PhD programme in Education. The programme has a fieldwork component which he has to complete with your help.

I shall appreciate if the necessary assistance is rendered to him.

**Peter Musumali
District Education Board Secretary
KAPUTA DISTRICT**



APPENDIX (VI)

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY
EDUCATION
THE FIRST ENTRANT SCREENING TOOL FOR SPECIAL NEEDS 20...

Form#/.....

School: Child's Name:
Teacher: Date of Birth:
Grade: Sex:
District: Date of Assessment:
Province: Assessor:

	Yes	Sometimes	No
1. Speech /Language development. Tick where appropriate			
a. Expressive language			
i. Speaks clearly with proper articulation			
ii. Child able to express self in a familiar language			
iii. Tells a story			
b. Receptive language. Tick where appropriate			
i. Understands normal conversation			
ii. Easily remembers names of people/objects			
iii. Follows simple instructions			
2. Motor. Tick where appropriate	Yes	Sometimes	No
a. Fine motor skills			
i. Is s/she able to open the bottle top			
ii. Is s/he able to pick small objects with fingers?			
iii. Is s/he able to hold a pencil with a writing grip?			
iv. Is s/he able to tie shoe laces?			
b. Gross motor skills			
i. Can child catch and throw object e.g. ball?			
Can child stand on one leg unaided?			
ii. Is child able to run?			
3. Personal social skills. Tick where appropriate	Yes	Sometimes	No
i. Does child interact with other children?			
	Same	Younger	Older
ii. Which age group does s/he interact with more comfortably?			
4. Medical/Health. Tick where appropriate	Yes	Sometimes	No
i. Has child from any severe illness before?			
ii. Has any member of the family suffered from a similar disease?			
iii. State the type of illness(write in the box)			
5. Activities for daily living skills. Tick where appropriate	Yes	Sometimes	No
i. Is child able to use the toilet unaided?			
ii. Can child dress/undress self-unaided?			
iii. Can child bath self?			

iv. Can child feed self?			
v. Can child comb self?			
6. Cognitive development. Tick where appropriate	Yes	Sometimes	No
i. Does child put things away where they belong?			
ii. Works independently with little support.			
iii. Willing to compare his/her work with others.			
iv. Concentrates when given work.			
v. Remembers two (2) numbers in sequence			
7. Hearing. Tick where appropriate	Yes	Sometimes	No
i. Does child talk in loud or very soft voice?			
ii. Turns body so that the same ear is turned toward sound?			
iii. Frequently asks for thing to be repeated.			
iv. Does child concentrated on speaker's lips to gain meaning?			
8. Visual. Tick where appropriate	Yes	Sometimes	No
i. Does child squint eyes for far or near tasks?			
ii. Does child blink eyes excessively?			
iii. Does child rub eyes excessively?			
iv. Does child tilt head and pushes head forward?			
v. Does child hold objects close to eyes?			
vi. Does child complain of blurred/double vision?			
vii. Does child complain of dizziness, headaches, nausea following close up work?			
C: B Has the child got any of the following impairments? Tick where appropriate	Yes	No	Comments
1. Physical impairments			
2. Visual impairments			
3. Hearing impairments			
4. Intellectual disabilities			
5. Speech/language difficulties			
D: Recommendation			
Recommend Child for further assessment			
If yes	Remarks		