



TITLE        THE IMPLEMENTATION OF THE RE- ENTRY POLICY TO  
PERSONS WITH DISABILITIES IN TWO SELECTED SCHOOLS  
IN KITWE DISTRICT OF THE COPPER BELT PROVINCE

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## THE DECLARATION PAGE

I **Sinyinza Cosmas** do hereby declare that this work is of my own and that the work of other persons utilized in this thesis has been duly acknowledged. This work has not been previously presented at this or any other university for same purpose (s)

Signature.....Date.....

Supervisor's Declaration: I/we confirm that the work reported in this thesis was carried out by the candidate under my /our supervisions as university supervisor (s).

Supervisor' Signature.....Date.....

Department.....

## **DEDICATION**

I dedicate this research to my wife, Janet, my children, Mwiza, Zewelangi and Kundananji for being supportive and understanding during the time of pursuing the programme.

## **ACKNOWLEDGMENT**

I wish to extend my sincere gratitude to the following people for invaluable assistance and timely advice during the course of my research work. Mr. Anolt L.H. Moonga for agreeing to supervise my work at a very short notice and Mr. Gondwe J.C for encouraging me to go ahead and complete this tireless research work.

## **ABSTRACT**

Before independence, special education was provided by the voluntary agencies which concentrated on three areas of special needs including visual, hearing and physically handicapped. This clearly meant that quite a number of people with special needs of education which could not be seen by an ordinary eye would be left out.

The view of the world is that all children regardless of individual differences have the right to education, of interest to our country Zambia was the Salamanca World Conference in Spain. The conference advocated for the accommodation of all children regardless of their physical, intellectual, emotional, social linguistic or other conditions which calls for special attention.

However, there are a few problems affecting school children with special abilities and these includes, erratic funding, limited infrastructure, the availability of infrastructure required for the student with disabilities.

The study was conducted in one province, one district and only two selected schools of Kitwe urban in Zambia.

The study of this research aimed at collecting information from respondents on their opinions in relation to the performance of the selected schools.

The research data shall be collected by using primary and secondary methods in order to identify the challenges facing students with disabilities in two schools in Kitwe. The data collected was generally based on children with disabilities, the challenges facing children with disabilities in the two schools of Kitwe.

## ABBREVIATIONS AND ACRONYMS

- (i) UNZA University of Zambia
- (ii) ZOU Zimbabwe Open University
- (iii) MOE Ministry of Education
- (iv) CGSS Chibote Girls Secondary School
- (v) UNESCO United Nation Educational scientific and Cultural Organisation
- (vi) UN United Nations
- (vii) ECZ Examination Council of Zambia
- (viii) IE AGGESS Impart of Education for all Policy on a Girl's access to education in Secondary Schools.
- (ix) FAWEZA Forum for African Women Educationalists of Zambia
- (x) ZARD Zambia Association of Research and Development
- (xi) SVAGZ Sexual violence against Girls in Zambia
- (xii) CSO Central Statistical Office
- (xiii) GRZ Government of the Republic of Zambia
- (xiv) GRZ Government of the Republic of Zimbabwe
- (xv) SIDA Swedish International Development Agency
- (xvi) USAID United States Agency for International Development
- (xvii) MOE Ministry of Education
- (xviii) USA United States of America
- (xix) NIS National Integrated System

(xx) TCZ                      Teacher's Council of Zambia

(xxi) UNMDGS                United Nations Millennium Development Goals



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## CHAPTER ONE

### 1.0. INTRODUCTION

The research is aimed at establishing the critical analysis of the Re-entry Policy to persons with disabilities in two government schools in Kitwe District, Copper belt Province. In order to address this issue, the research only used to address the problems that affect the school children with disabilities.

Before independence, special Education was provided by voluntary agencies. These voluntary agencies however, just concentrated on three areas of special needs which included visual, hearing and physical. A scenario like this meant that a number of people with special education needs which may include the class of Reading and Writing or any other invisible Disability which cannot easily be noticed by the mere eye would be left out. The post-independence era the time was ripe for special education to have its way in the policies, documents and frameworks and most of the countries especially in the sub Saharan region started implementing documents and policies which gave guidelines on how special education could be addressed. Zambia was not exceptional and by 1971<sup>1</sup> the Ministry of Education had taken over the control and the responsibility of providing special education services. The coming in of the Ministry of education in the provision of special education paved way for many policies which could act in favour of people with disabilities.

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<sup>1</sup> (1971) Ministry of Education, Zambia Booklet

## **1.1. BACKGROUND TO THE STUDY**

The constitution of Zambia provides that the schools for the people with disabilities should be administered by the Ministry of Education in accordance with the provisions of an Act of parliament.<sup>2</sup>

The world's view is that all children regardless of individual differences have the right to education. Of interest to Zambia was the Salamanca World Conference in Spain.<sup>3</sup> This milestone conference advocated that ordinary schools accommodate all children regardless of their physical, intellectual, emotional, social, linguistic, or other conditions which calls for special attention opened doors for people with disability to regular class were the so called normal children attend. Ordinary schools should accommodate all children regardless of the disabilities. The current Zambian education policy of 1996<sup>4</sup> has provided guidelines on the provision of special Education in Zambian schools. One of the sound issues highlighted in the document is that to the greatest extent possible people with disabilities should be integrated into the programmes that are offered in ordinary classroom.

Ministry of Education, in (1996) started the guiding principle for the educational of the exceptional children is that to the greatest extent possible they should be integrated into the programme that are offered in ordinary classroom.

Currently the policy is that people with disabilities should learn side by side with normal children.

## **1.2. STATEMENT OF PROBLEM**

The major problems that have affected performance of the schools with disabilities students are as follows:

The two schools in Kitwe, with disabilities has underperformed for quite a period of time due to the following factors;

- (i) Lack of adequate resources
- (ii) Limited infrastructure; one of the most critical elements in ensuring effective schools for the disabled performance.
- (iii) Erratic funding

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<sup>2</sup> Cap 1 of the constitution of Zambia

<sup>3</sup> 1994 – Salamanca World Conference on Student with disabilities, booklet

<sup>4</sup>1996 –“ Educating our Future” Zambia Education Policy Ministry of Education

Low funding has an implication on the overall quality of teachers and equipment for use for the hearing and talking, for students with disabilities.

The ministry of finance and National Planning does not release the lump sum of the approved budget and rather it is released monthly and erratically. The ministry of education submits its budget to the ministry of finance and national planning every year but never receive full funding<sup>5</sup> sometimes money is not released for as long as three months.<sup>6</sup>

Zambia, like many other African countries, have undergone process of political and legal reform (with support/pressure from international donors) to establish civil constitutional, democratic government, for accountability purpose.

### **1.3. THE PURPOSE OF STUDY**

The purpose of study is to critically analyse the performance and challenges facing the two selected schools for students with disabilities in Kitwe District of the Copper belt Province; and also to provide remedies that can draw the general masses of Zambian develop interest and trust in our two selected schools for disabled. This involves the ascertainment of facts in running the two disabled schools in Kitwe, and to evaluate the effectiveness of inclusive education on the academic performance of differently disabled students at the two selected schools in Kitwe of the Copper belt province.

### **1.4. THE OBJECTIVES OF THE STUDY**

The specific objectives of the study were to:

- (a) Discuss the challenges in providing this policy in two selected schools for disabled in Kitwe.
- (b) Identify the current academic performance progress of differently disabled persons.
- (c) Discuss whether to what extend the policy of educating the disabled persons includes education is being implemented.
- (d) Discuss whether the effectiveness of inclusive education on the academic performance of learners with disabilities.
- (e) Compare the African countries to Zambia about the learners with disabilities.

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<sup>5</sup> Interview with the in charge at ministry of Education in Lusaka

<sup>6</sup> Ibid

- (f) Provide the recommendations that can help improve the performance of the schools for learners with disabilities.

## **1.5. RESEARCH QUESTIONS**

In an attempt to obtain a deeper understanding of the academic performance of the differently able persons sector, the evaluation and assessments will undertake in two schools of Kitwe District namely, Lukasu Primary and Chibote Girls Secondary School. The research will focus on the following questions:

- (i) How effective is the inclusive education policy on the academic performance of learners with disabilities?
- (ii) To what extent is the policy of inclusive education being administered?
- (iii) What is the current academic progress of learners with disabilities?
- (iv) What challenges are schools facing in providing this policy?

## **1.6. SIGNIFICANCE OF THE STUDY**

This research is important because it will highlight how the problems of the schools with disabilities shall be curbed in the education system, how the government through Ministry of Education should provide affordable, cost effective teaching and accountability to the general public in order to achieve its target of improving standard of the children with disabilities how adequate funding can improve teaching standard.

## **1.7. LIMITATIONS OF STUDY**

The study tends to be limited in several ways. The study is to be done in one province, one district and only two selected schools of Kitwe urban in Zambia. In these selected schools, not all the people are to be given opportunities to participate in the research instead, only few of them are to participate. This intends to prevent the collection of more and better information from other people who can be useful for the research. Financial constraints cannot also be left out as they pose challenges to move from one place to place.

Listed below are some of the challenges I faced during my research work:

- (a) Most of the times I would resort to borrowing money either from my own neighbours or from some people who used to demand abnormal interests for typing the research work.

- (b) Some interviews were not honoured as respondents showed resentment and suspicious about the questionnaires.
- (c) Respondents took long to complete the questionnaire thereby denying the time for the data analysis.
- (d) Organizing the materials for the research works in the most readable and understandable manner was one of the difficult things I have ever experienced in my life time.
- (e) Research through internet is costly and this led me only to spend few hours on the computer meaning inadequate research materials.

### **1.8. ETHICAL CONSIDERATION**

The research was conducted in respect of the Act guidelines and education policy and as such, findings were used for academic purposes only.

### **1.9. CONCEPTUAL FRAME WORK**

The expected results in our education sector, and with disabilities can only be achieved after the various inputs into the education process; which include the good infrastructure, adequate funding.

The provision and development of infrastructure to host student with disabilities is a crucial element in accessing proper education.



## CHAPTER TWO

### 2.0. LITERATURE REVIEW

The chapter contains the literature review and the frame work. It explains in details the variables relevant to study which focuses on strategies the schools for disabled can apply to ensure that student with disabilities have proper education. To work on conflict arising from the implementing of the re-entry policy for persons with disabilities in two selected schools in Kitwe District of the Copper belt Province.

1. They key issues that will guide my research of the literature review are as follows:

The inadequate infrastructure in the two selected schools for disabilities, erratic funding and lack of training among the members of the schools.

2. The main objective of this research study is to establish the challenges facing the schools for the disabled in two selected schools in Kitwe.

The objective of the study is listed below as follows:

- (i) To determine the extent to which the implementation of the re-entry policy for the person with disabilities
- (ii) To identify the challenges the schools for the disabled are facing and attracting the general masses develop interest in its performance.
- (iii) To establish how inadequate infrastructure has affected the performance of the two selected schools for the disabilities as the whole.

The study will focus on the critical analysis of performance, the challenges facing the schools for disabled and how they can be rectified to give new picture to the Zambian citizens.

This research is important because it will highlight how to implement the Re-entry policy for persons with disabilities into two selected schools in Kitwe, Copper belt Province of Zambia, on how the schools should provide affordable, cost effective learning to the disability students. How adequate funding can improve the disabled schools and to improve schools performance and ways to encourage student/pupils with disabilities to go to school.

The source of information of this research study are from the newspapers, internet and text books (this study will also identify clearly the types of publications that will be used in the research, e.g. statutory instruments, text books and material from ministry of education.

## **CHAPTER THREE**

### **3.0. RESEARCH METHODOLOGY**

In conducting this study a review of available literature from national and international sources on the performance of the disabled students in two selected schools in Kitwe Copper belt Province of Zambia context was undertaken. The desk research was complemented by semi structured interviews from individual members of society and collection of experiences from the people in the disabled schools and retired teachers from disabled schools. The face to face interviews were supplemented with questionnaire which was distributed to some individual citizens. The focus of the interviews and administration that are relevant to the teaching the disabled pupils/ students.

### **3.1. RESEARCH DESIGN**

The research design used in this study was descriptive survey. The study aimed at collecting information from respondents on their opinions in relation to the performance of the two selected schools in Kitwe, of the Copper belt province in Zambia and the challenges faced. The tool that was employed in the initial identification process was by administering a questionnaire to a sample of individuals.

The researcher used both primary and secondary data. Primary data was obtained using questionnaires while secondary data was found from the internet, Newspapers, text books and the information from the ministry of education.

## **CHAPTER FOUR**

### **4.0. DATA COLLECTION**

The research data shall be collected by using primary and secondary methods in order to identify the challenges facing students with disabilities in two schools in Kitwe. Primary sources data shall be collected through observations, questionnaires as well as group discussions. The secondary data collection may be conducted by collecting information from diverse sources of documents or electronically stored information.

### **4.1. PRIMARY DATA COLLECTION**

The data collected was generally based on children with disabilities, challenges facing children with disabilities in two schools in Kitwe, Copper belt Province was analysed by the use of statistical tools such as correlation techniques, analytical software and objective analysis. These were used to generate pie chart.

### **4.2. SECONDARY DATA COLLECTION**

The secondary data collected was on the information from the internet, newspapers, text books.

### **4.3. DATA ANALYSIS**

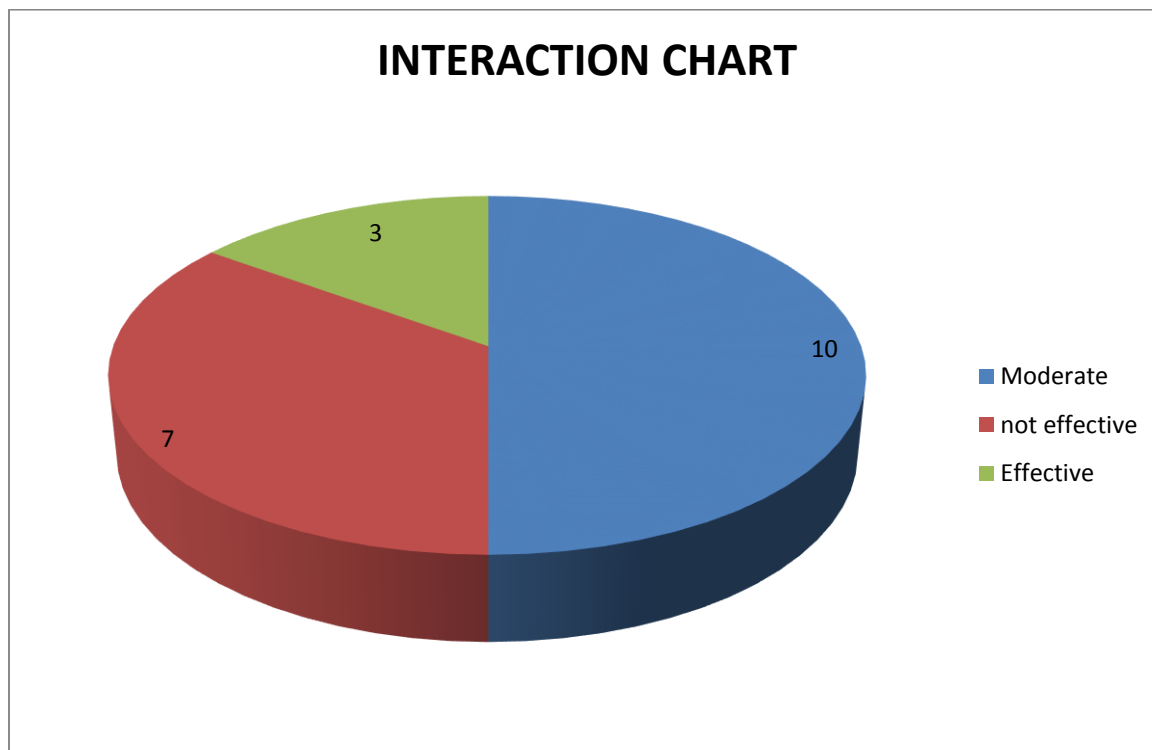
Data analysis in qualitative research used in this study does not require data transcription but records key issues of the discussion with respondents. I found out that 80% of the respondents gave almost similar answers to the weakness in the implementation of the Re-entry policy to persons with disabilities in two selected schools in Kitwe, Copper belt province.

### **4.4. DATA PRESENTATION**

Chapter three highlights the methodology of research used in collecting data, outlining in details the promotion of the questions and rationale of questions, sampling methods and administration of interviews and questionnaires. This chapter now includes the research findings of data collected with presentation of tables and pie charts.

This chapter presents the findings of the field visit. It describes the effectiveness of inclusive education on the academic performance of children with disabilities in the Schools under research, including the staffs and pupils; the data consistently highlights the tremendous impact of inclusive education on the academic performance of the disabled. All respondents in this section answered according to their views about inclusive education.

**TABLE 4.1 How efficient is the interaction between the Disabled and the Non Disabled pupils in inclusive settings?**



The above chart represents the level of interaction between the disabled and the Non disabled or the so called “Normal” children in an inclusive setting. From the data presented and gathered from respondent. It shows clearly that 10 respondents which represents the percentage of 50% argued that the interaction between the disabled and the non-disabled is moderate, while 7 respondents which stands at a percentage of 35% agreed that the interaction is not effective, on the other hand the 3 respondents which represents a percentage of 15% argued that the interaction is very effective.

**FIGURE 4.2 Does inclusive education has an impact on the academic performance of children with disability?**

TYPES OF RESPONSES	FREQUENCY	PERCENTAGE
Yes	2	20%
No	6	60%
Not Valid	2	20%
Total	10	100%

The data in the table shows a representation of 2 people standing at a percentage of 20% arguing that inclusive has an impact while on the other hand 6 respondents standing at a percentage of 60% and indicating that inclusive has no impact on the academic performance of children with disabilities. Respondents clearly indicates that inclusive does not influence anything on learners especially something to do with academic as each learner is unique and can only depend on his or her ability to make academic progression. The school environment can only do little to influence an individual to be poor or successful in academics.

**Figure 4.3 How available are learning materials for learners with disabilities in inclusive schools?**

TYPES OF RESPONSES	FREQUENCY	PERCENTAGE
Very much available	1	10%
Fairly available	3	30%
Not available	6	60%
Total	10	100%

The above table represents the argument about the availability of learning materials. 1 respondent presenting 10% said materials are very much available, 3 respondents standing

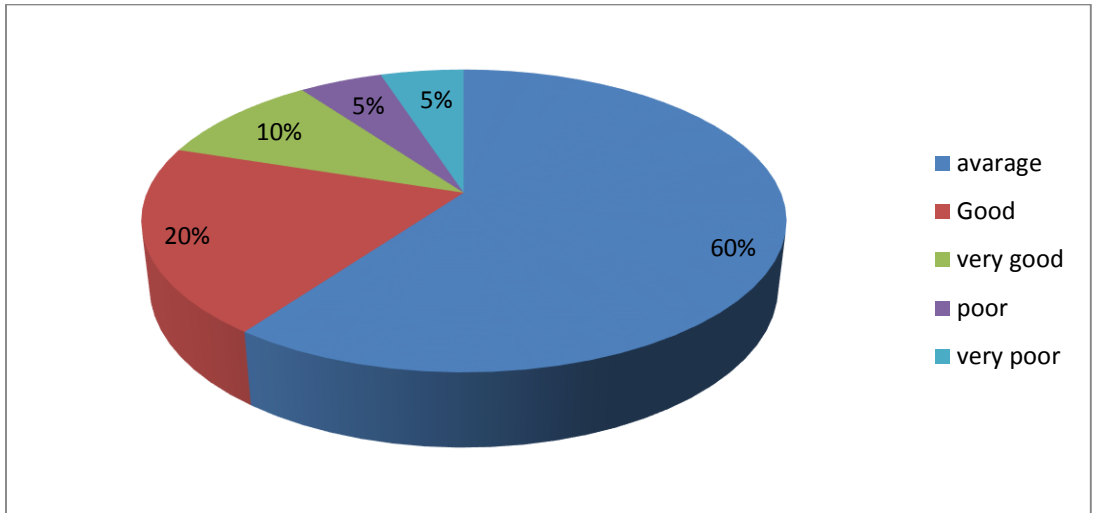
at 30 in percentage said materials are fairly available, the last group standing at 6 and 60% reviewed that material for the disabled are not available.

**Figure 4.4 what challenges hinder the academic progression of learners with disabilities in inclusive schools.**

CHALLENGES	VALID RESPONSES	INVALID	PERCENTAGE %
Limited number of special education teachers.	3	3	15
poor inappropriate infrastructure,	17	3	85
Lack of learning material.	15	3	75
Limited time allocation during normal class time and exams.	5	3	25
Lack of resource rooms to for SNE.	2	3	10
lack of facilities(e.g. technology)	8	3	40
Over enrolments in schools.	2	3	10
Lack of Funding.	3	3	15
<b>TOTAL</b>			

The above table represents the challenges being faced by schools in the provision of effective inclusive schooling. 3 respondents standing at 15% said one challenge is in the shortage of special education teachers, 17 respondents representing 85% said most of the inclusive schools have poor buildings which do not support effective inclusive education. 15 respondents standing at 75% said lack of learning materials is another challenge, 5 respondents said time allocated to learners during normal class and exams is limited, 2 respondents reviewed that inclusive schools lack resource rooms for SNE pupils, another category standing at 2 and representing 10% argued that over enrolment in schools is another challenge, lack of funding was supported by 3 respondent who stood at 15%

**FIGURE 4.5** how can you rate the academic performance of children with disabilities in inclusive settings.



The data in figure 4.5 stands to present the rating of academic performance of children with disabilities in an inclusive setting. 60 percent of the respondents argued that the current academic performance of children with disabilities in an inclusive setting is average, the other group of respondents who stood at 20% agreed that the performance is good, on the other side of the coin another type of respondents who were at 10% reviewed that the performance is very good. In another category of respondent 5% said the performance is poor while on the other hand another 5% said that the performance very poor.

**FIGURE 4.6** Does inclusive Education contribute positively or negatively to the academic performance of children with disabilities?

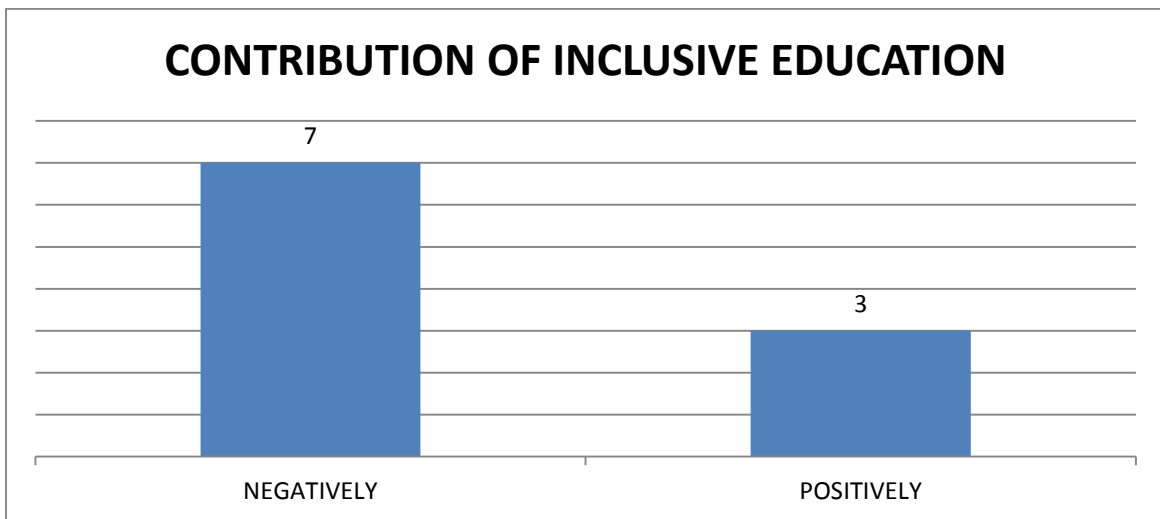


Figure 4.6 stand to review if at all inclusive education is contributing negatively or positively to the academic performance of learners with disabilities. It shows clearly from the bar chart that according to the sampled 7 respondents who stands at 70% in percentage viewed inclusive education as not contributing anything positively to the academic performance of children with disabilities. On the other hand 3 respondents standing at 30% argued that inclusive education contributes positively to the learners with disabilities.

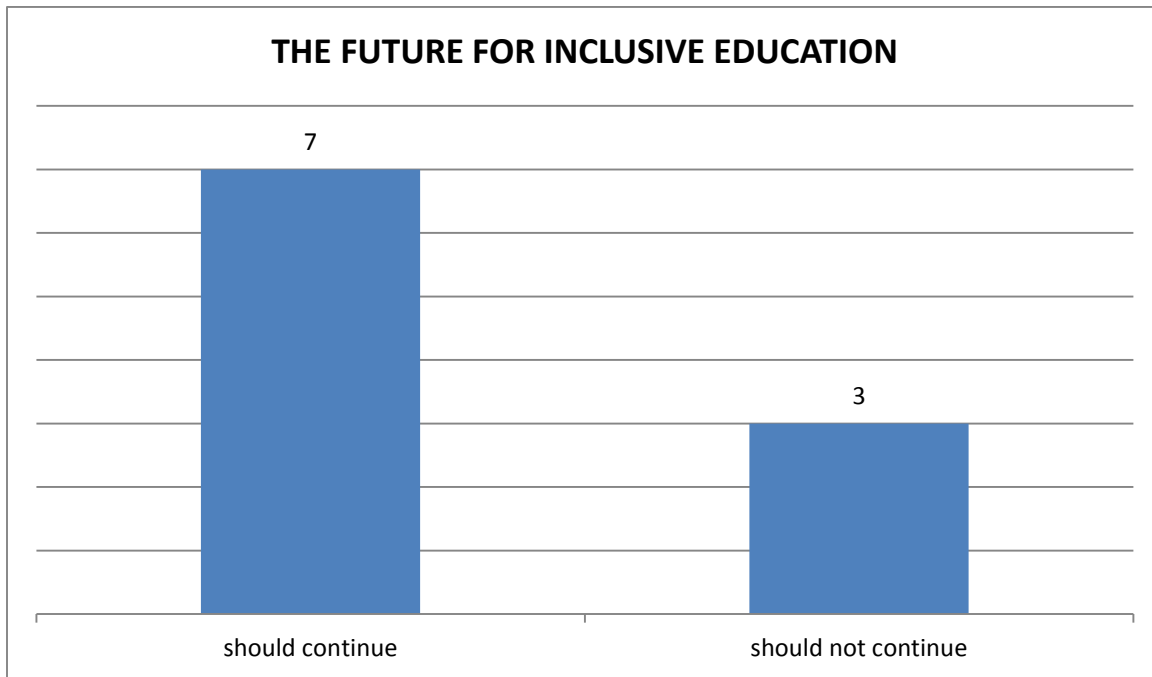
**FIGURE 4.7 Are Schools doing enough to administer the needs and demands of inclusive education?**

<b>TYPES OF RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Yes	1	10%
No	3	30%
Not very much	6	60%
Total	10	100%

Figure 4.7 stand to review the rate at which schools inclusive in this category are meeting the needs and demands of learners with disabilities, in this table it clearly indicates that among the respondents sampled only 1 which represents a percentage of 10% said schools are doing enough to meet the needs of these unique learners, on the other side 3 respondents representing 30% argued that schools are not doing anything to address the challenges of learners. The other category of learners agreed that schools are not doing enough to meet the needs, they may be doing but they are still not there in terms of challenges meeting.

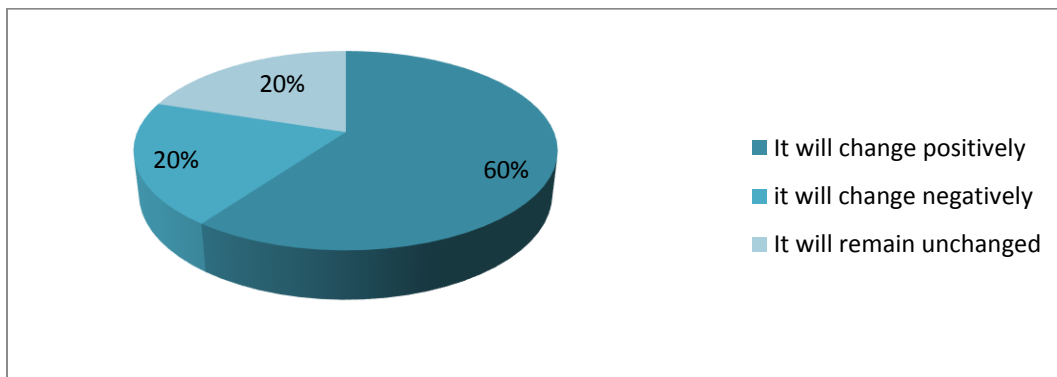


**FIGURE 4.8** viewing it through the academic performance of the differently abled persons, should inclusive education policy continue or be abandoned?



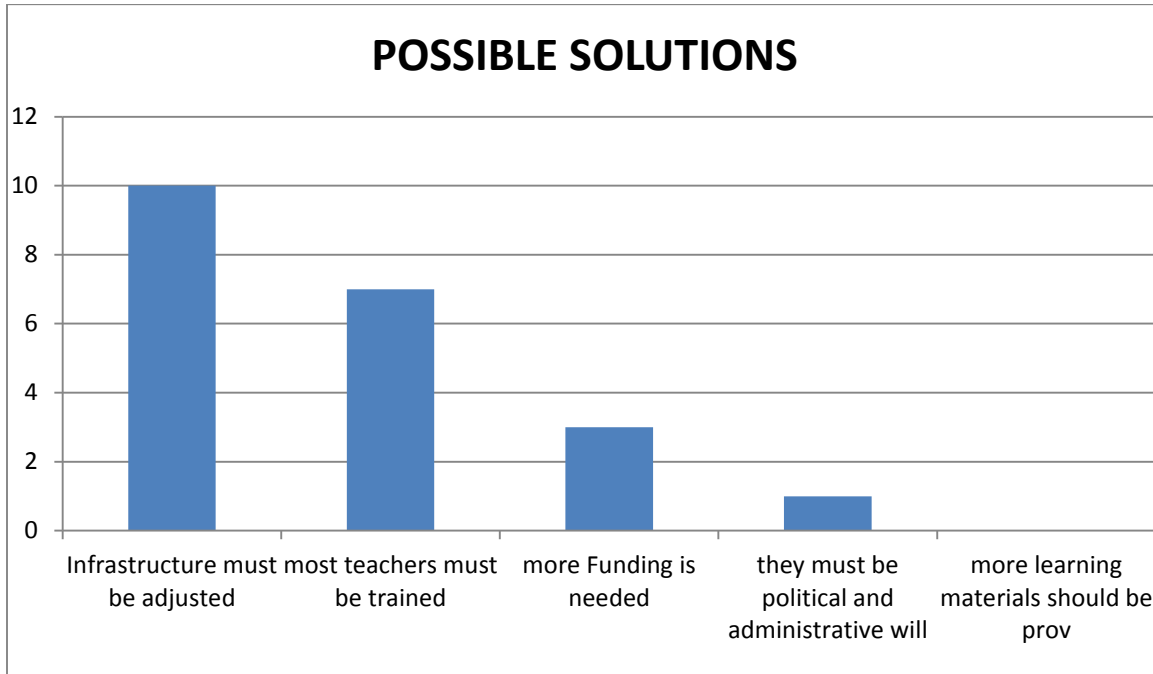
The researcher probed respondents on their views about inclusive education, its benefits and merits especially to learners with disabilities. The bar chart in figure 4.8 clearly indicates that more people supported its continuity and in this scenario 7 respondents representing a percentage of 70% supported the continuity of inclusive while on the other hand 3 respondents standing at 30% called for its fall saying that inclusive schooling should not continue.

**FIGURE 4.9** how do you see the level of academic performance of the differently abled persons in inclusive schools in the future to come.



the figure above indicates the likely of academic performance in an inclusive school in the future to come, 60% of the respondents said the academic performance will change positively, 20% agreed that it will change negatively and another 20% said it will remain unchanged.

**FIGURE 4.10 Can you offer some of what you think can be the solutions to the academic progression of the differently abled persons.**



## CHAPTER FIVE

### 5.0. SUMMARY OF FINDINGS

The study conducted that the conflicts arising from the implementation of the Re-entry policy into two selected schools in Kitwe Copper belt Province lacks proper funding from the stated government and Ministry of Education and adequate infrastructures.

The study recommends that the government must put much effort to up lift the standard of the people with disabilities funding and proper infrastructures. The ministry of education must be funded adequately in order to build modern schools, with modern equipment and to give good conditions of service to all teachers of the two schools in Kitwe who teaches children with disabilities. The teachers should have training programmes from time to time.

Training management must be improved within teaching service, especially in teaching the children with disabilities. There is need to introduce electronic system to assist in monitoring of the studies of the children with disabilities.

The provisions and development of infrastructure to host school of disabilities is a crucial element in accessing good results. The classrooms need to be stereotyped informal buildings (classrooms) would equally suffice in teaching standards of the children with disabilities. Inevitably, a holistic approach should be adopted to ensure that recruitment and placement of teachers of two disability schools should be adopted to ensure that is done simultaneously with the expansion of school space/ rooms where possible.

A recent trend is for civil society organizations to develop oversight mechanisms and indicators to evaluate in a systematic way the teaching of the children with disabilities. The initiative in intended to strength the evaluation system of the teaching council of Zambia, and its funding will be submitted to the legislative branch for revision and approval. The indicators seek to evaluate teachers, according to the number of decisions made, their administrative skills and quality of decision making. Significant strides have been made in the promotion and proper teaching equipment in the two schools for disabilities in Kitwe, Copper belt province and putting mechanisms in Kitwe.

## **CHAPTER SIX**

### **DISCUSSION OF THE FINDINGS**

#### **5.1 EFFECTS OF SOCIALISATION ON INCLUSIVE EDUCATION.**

Socialization or interaction plays a key vital role in the provision of any education, as it has been said no man is an island and the success of any individual in the world of education depends entirely on another one, individuals needs to interact and socialize for them to share information in the academic fields, as easy as the scenario can be, it is not always easy for learners in inclusive schools to interact and consult each other. One reason why the scenario is like this is because of the cultural myths that surround people with disabilities. For example respondents reviewed to the researcher that learners without disabilities are afraid to interact with their peers who are disabled for fear of being part and parcel of what they termed as a natural curse. With the scenario like this at hand the socialization in inclusive schools is affected and hence this is likely to affect the academic performance of pupils with disabilities who need the interaction more than their peers.

Some more respondent also argued that learners with disabilities also do not take up the challenge of exploring their immediate fields to expand the territories into socializing with their peers; this is as a result of self pity, blame and psychologically being defeated. Others it is a result of poor backgrounds from their families were their minds are fed with negatives notions about themselves hence cannot take up challenges of socializing and in no time this will tend to reflect on their academic performance. Without socialization the academic performance of learners with disabilities will go down.

#### **5.2 THE IMPACT OF INCLUSIVE EDUCATION ON THE ACADEMIC PERFORMANCE OF LEARNERS WITH DISABILITIES.**

Respondents went further to argue that the level of intelligence of anyone is not dependent on institution or schools, but on oneself. The school can only help an individual to break barriers of ignorance. But the academic success is entirely dependent on an individual. Some respondents reviewed that, given the same scenario to transfer a learner who is performing below par from an inclusive school to a special school with all facilities and

infrastructures available, the individual can still perform below average. Schools do not make people intelligent but individuals makes themselves intelligent. The inclusive setting will only help but to some extent, especially where learners need to learn and appreciate others who are unique in their own type.

Other respondents reviewed to the researcher that inclusive has an impact on the academic performance and as people of different abilities mingle together they tend to share and learn from one another as this process continues the academic performance will improve in a positive way.

### **5.3 CHALLENGES OF SCHOOLS WHEN DELIVERING INCLUSIVE EDUCATION**

Limited numbers of trained special teachers, most of the schools practicing inclusive education have limited or no teachers who can understand the needs and demands of learners with disabilities. A scenario like this is likely to affect the academic performance of learners with disabilities as no teacher can handle them in a more efficient way. According to some respondents they said most of the schools which have been transformed into inclusive set ups have limited number of trained special teachers.

On the other hand, another category of respondents argued that these inclusive schools have poor inappropriate infrastructure, and this challenge had the largest representation of respondents which stands 85% in percentage. Most of the schools as agreed by respondents reviewed that inclusive school have poor old inappropriate infrastructure which do not meet the needs of learner with disabilities as far as the academic performance is concerned. The revelation was that the coming of pupils with disabilities in schools has not changed the buildings automatically, as most of the schools have remained the same with this policy still at hand.

Lack of learning materials is another challenge at the center of effective provision of inclusive education; some respondents argued that this is a grave crisis on most of the inclusive schools as it is almost out of topic to think that learners will make academic progression without this important aspect being tackled.

Limited time allocation during normal class time and during examination execution, this is another challenge that schools are facing. Some teachers cannot give the best time that is

required to the learners as most of them are in a hurry to finish the syllabus and their schemes of work so that they are not labeled as lazy people, all this will be happening at the expense of learners with disabilities who are likely to be affected academically and their academic performance will in no time go down.

Lack of resource rooms to for people with disabilities in schools is another challenge faced by both learners with disabilities and the schools themselves. Special education rooms are rooms designed for learners with disabilities. This is where learners are attended from away from the normal time in class, but Most of the schools visited reviewed to the researcher that there are no special educations rooms were these learners can be attended from in private time hence this has been a challenge and is contributing the falling of academic progression in class. These rooms cushions on the normal time given during the delivering of content. Since learners are unique and not everyone can understand or master concepts at the same time these rooms are important in this aspect hence without the provision of such services the academic performance of learners with disabilities is going to be affected.

Lack of facilities: the education of pupils with disabilities cannot be extracted from learning facilities, these facilities includes technologies like Braille, embossers, and other learning facilities which most schools are lacking. It becomes therefore difficulty for learners with disabilities to make academic progression.

Over enrolments in school in schools is another challenge that most schools are facing. With the overcrowding in classes it becomes difficulty for teachers to give the adequate attention to their pupils, learners with disabilities are not exceptional in this category. In a class were a teacher has over more than 50 pupils he/she will not give the attention to learners. Worse more pupils with disabilities who needs personal attention, a scenario like this will hinder the academic progression of learners with disabilities, hence the effectiveness of inclusive will not be there.

Lack of funds is another area were schools are facing challenges, without funds it becomes impossible to run any institution, worse more the running of education of the disabled requires huge sums of money. The running of the education for the disabled is expensive and therefore it requires funds, without enough funds schools will not be able to buy

essential materials and required facilities and without facilities it will be difficult to maintain the standard of the academic performance.

#### **5.4 THE FUTURE OF INCLUSIVE EDUCATION**

There is a hot debate concerning the future of inclusive education Respondents who argued for its continuity gave their views basing on the many best that learners benefit from during the interaction with the normal children, while respondents who called for its fall feared the labeling aspect that learners suffer in inclusive schools, their arguments went further to say the learners are likely to suffer psychologically in this category. Instead of being given respect, learners with disabilities are sympathized.

Represents the data views of respondents and how they tend to view the way inclusive education is going to either foster positive or negative change. The data in the pie chart clearly shows that 60% of the respondents argued that with inclusive education at hand, the academic performance of pupils with disabilities will improve drastically in a positive direction. Although respondents in this category said, the platform has to be made ripe for inclusive education to flow, meaning a lot of things are to be put on the ground, structures that support inclusive has to be made ready. Another category of respondents who constitutes 20% of the pie chart argued that inclusive education will make the academic performance move in a negative way. In the same vain 20% also gave their views that inclusive education will neither add nor subtract any value to the system. Things will remain the way there are.

#### **5.5 POSSIBLE SOLUTIONS TO THE TO PROVIDING AN EFFECTIVE ENVIRONMENT FOR INCLUSIVE EDUACTION**

Solutions offered by respondents picked at random, these views were given in line of making inclusive effective. Respondents argued that if inclusive has to take root, the following should be made as platforms were inclusive has to stand:

One category which constituted a larger fraction of respondents argued that the infrastructure has to be suitable or adjusted in a manner that benefits learners with disabilities. Buildings are to be accommodative. For example learners with hearing impairment are to be placed in classrooms which are acoustically treated; rooms which do

not easily permits noise or feedback from the environment. If not so then their academic performance will continue falling as it will be difficult for them to get classroom's instructions argued respondents.

Another fraction of respondents appreciated the value of teachers in inclusive schooling, in this scenario special education teachers, these respondents argued that more teachers are to be trained. In most cases learners with disabilities are being served by untrained teachers who cannot understand their needs and demands. These respondents argued that more teachers are to be trained to match up to the level of learners with disabilities.

Another group of respondents said inclusive education is very expensive to run hence more funding is needed if learners are to be served in the very best manner, unlike normal education, inclusive education has gone an extra mile in terms of financial which is to be readily available.

The political and administrative will is also needed, inclusive education is suffering mainly because of lack of political and administrative will, and policies are not being made in a manner that can benefit learners with disabilities. And the current policies are not being monitors to the point where they can effect change to work for and not against pupils with disabilities, hence respondents argued that they must be political and administrative will for inclusive to contribute effectively to the academic performance of learners with disabilities.

Learners material is another aspect which was unearthed by respondents, these respondents argued that, the provision of learning materials has to be effective for inclusive to foster change in the academic life of differently abled persons, it is almost utopic thinking to image that learners with disabilities will start making academic progression without the provision of learning materials.



## CHAPTER SEVEN

### 6.0. CONCLUSION

The term disability comes from the word disabled. A person can be impaired in different ways. They are still human beings. The ministry of education is autonomously and is administrated in accordance with the constitution of Zambia.

The schools for the disabilities faces the challenges of which some of them includes extreme inadequate and erratic funding, inadequate infrastructure and and finally access to information and training.

Promoting a deep and coherent discussion within civil society about the scope, causes and impart for disabled schools and the pupils/ students.

### 6.1. RECOMMENDATIONS

The following recommendations reflect best practice in promoting the implementation of the Re-entry policy for persons with disabilities in two selected schools in Kitwe District, encapsulate the conclusions drawn from the analysis. They address the 3 (three) key problems areas identified above, the inadequate infrastructure and erratic funding, access to information and training, civil society engagement research, monitoring and reporting, can contribute to understanding the issues related to disabled schools in the society. Donor integrity and transparency, should share knowledge of diagnostics evaluation of processes and efficiency and engage openly with partner countries.

**6.1.1. The inadequate infrastructure** is one of the hindrances to promote good education to the disabled persons. The government through the Ministry of Education to build more schools for the disabilities to cater more students /pupils with disabilities.

#### 6.1.2. Proper funding

In any business organizations, proper funding uplift the morale and standard of teaching, smoothly running of the schools, funding should be up to date.

### **6.1.3. Information and Training**

Internal training must be strengthened. School ethics should also become a part of every curriculum and teachers should lobby actively for formal codes of the education.

These recommendations complement a number of international standards on teaching student/pupil with disabilities integrity and independence, as well as various monitoring and reporting modes that have been developed by NGOs and government activities.

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