

**Challenges and Facilitators of Inclusion Policy Implementation for pupils Special
Educational Needs in post-primary regular schools in Zambia.**

By

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Dedication

To my lovely daughters: Chanda, Chibamba and Chungu

Declaration

I, Jesart Yotam Ngulube, do hereby solemnly declare that this dissertation represents my own work and that it has never been previously submitted for a degree at this or any other University.

Signed.....

Date.....

Permission

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Abstract

This study was aimed at exploring the challenges and facilitators of inclusive education policy implementation for pupils with special education needs in regular post-primary schools of Zambia. The study was case study in nature. The respondents were purposively chosen from two schools in one of the ten provinces of Zambia. The study was guided by the following objectives: 1). To examine the provisions of the inclusive education policies developed in the selected schools of Zambia; 2). To establish the attitudes of the post-primary school teachers towards inclusion of disabled pupils in the general education classrooms of Zambia; 3). To explore the challenges of inclusive education policy implementation at the two schools of Zambia; and 4). To explore the facilitators of inclusive education policy implementation at the two schools of Zambia.

To achieve the above stated objectives, 32 teachers involved in the inclusive education (n= 32) responded to a questionnaire which had closed- end questions; and 4 senior school administrators (n= 4) responded to semi-structured interview. Further, document review was used to examine the individual school's inclusive education policy. Tables and charts (comparative bar-graphs and pie-charts) were used to analyse quantitative data. Thematic analysis was used to analyse qualitative data. Document analysis was used to analyse data from document reviews. Triangulation of survey, interview and document review was used in order to have an in-depth understanding of the challenges and facilitators of inclusive education policy implementation at the two schools of Zambia.

The findings suggest that inclusive educators in Zambia face challenges that hinder the full implementation of inclusive education of the pupils with special education needs in regular post-primary schools which among others include lack of clear and coordinated school inclusive policy guidelines to guide teachers, inadequate government funding and inadequate provision of teaching/ learning and equipment. The findings also suggest that there are inclusive facilitators of inclusive education policy implementation in Zambian schools which among others include full support of including pupils with Special Education Needs by the school staff, and the communities' support in subsidizing finances by the government to schools to provide required resources for the pupils.

Key words: inclusive education, special education, integrated education, special educational needs, challenges, facilitator, Children with disabilities

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List of Abbreviations

ACFP	African Child Policy Forum
AIESD	Attitude to Inclusive Education and Specific Disabilities
CPD	Continuing Professional Development
CSO	Central Statistical Office
DEBS	District Education Board Secretary
EPI DATA	Epistemology Packaging Instrument Data Technology Agency
GRZ	Government Republic of Zambia
IEP	Individual Education Programme
MOE	Ministry of Education
SEN	Special Educational Needs
SNDP	Sixth National Development Plan
SNE	Special Needs Education
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children Emergency Fund
WHO	World Health Organisation

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Chapter One: Introduction

1.1 Rationale and background of the study

I was listening to the pupils with visual disabilities communicating to the minister of general education of Zambia, through a song, for upgrading their school to a post-primary school level when a debate had erupted. The general education teacher, who was also a parent of one of the children at the special school where I am the head teacher, said something that struck me when I was searching for an area of research:

“It is good that this special school has been upgraded to offer education up to grade twelve. This school has good education policy; teachers have positive attitudes towards disabled children and school environment is conducive. Currently, the disabled children in regular secondary schools have their performances compromised.”

In response, one of the special education teachers at my school asked: “Has anyone carried out research and come up with the findings to indicate that the mainstreamed disabled pupils in regular secondary schools have their performances compromised? As long as such research is not done, I will not agree with you.”

My whole attention was drawn to these sentiments. From the 15 years of my teaching experience in special education schools in Zambia, leads me to wonder why many families with disabled pupils may believe that special schools are best places for their children’s education. Further, being the current head teacher for the talked about newly upgraded special school in Zambia, I have been observing that most parents in the province want their children with disabilities to be educated at my school. But to conclude that my school has good education policy, that my teachers have positive attitudes towards disabled children and that my school environment is conducive compared to inclusive regular post-primary schools in the province would be tendentious. However, I wondered if there could be some challenges at the inclusive education policy implementation phase in the regular schools. I knew that I could not give an answer to this question without finding out from the teachers and administrators in the inclusive post-primary schools. In short, there would be need for empirical research.

The concept of inclusive education was adopted during the Salamanca Conference (UNESCO, 1994). The statement written on point 7 under the Salamanca statement invites countries to respond to a conceptual framework of action based on a direct

commitment to inclusive education (ibid,7). Recognising the widespread discrimination, exclusion and marginalization that persons with disabilities faced globally partly perpetuated by the shift in the interpretation of inclusive education from mainly moving children with disabilities into the mainstream to overcome the divide between regular and special education, to seeing inclusive education as creating a new framework for attending to all children's diversity, and probably with the strong forces from "human rights" and "disability" movements, led the United Nations General Assembly of 2006 to adopt the Convention on the Rights of Persons with Disabilities - CRPD (Reindal, 2015). More specifically, Article 24 of the CPRD that refers to education creates an obligation for state party governments to do two things: provide education to persons with disabilities; and provide that education within an inclusive system (UNCRPD, 2006).

Zambia adopted inclusive education policy in 1996; and piloted in 1997 (Kalabula, 2000; MoE, 1996). The education for learners for learners with special education needs, especially those with disabilities, in Zambia is provided in a dual system: segregation and inclusion (Education Act, 2011; MoE, 1996; GRZ, 2011). Lack of adequate empirical research in developing countries has contributed to the slow implementation of inclusive education in the mainstream schools (Kalabula, 2000). A baseline study carried out by Kasonde-Ng'andu and Moberge (2001) on inclusive schooling in North-Western and Western provinces of Zambia indicate that the idea of inclusion of disabled children in general education system was widely accepted. However, the study reviewed that Headteacher and regular school teachers had more positive attitudes than special education teachers (ibid). Some researchers have documented that teachers' attitudes are critical in the implementation of inclusive education (Prince, 2003). Negative attitudes are a major obstacle to the education of disabled children (ibid). There has been little research conducted in Zambia by Mandyata (2003); Tambulukani, Banda and Matafwali (2012); and Ndonyo (2013) that has, however, confirmed that despite encouraging inclusive education practices in the country, most special education teachers at primary school level do not support inclusive education because regular school teachers are lacking knowledge and skills to teach learners with special education needs, especially those with disabilities. These studies have gaps in the investigation of challenges and facilitators of inclusive education policy implementation in Zambia because they were conducted only at primary school level of education. No research has been conducted at post-primary school level of education in Zambia. Little is known about the

effectiveness of inclusive education policy at post- primary school level of education in the country. Therefore, this study was timely and necessary. It is also hoped that the study would add new knowledge to research and perhaps generate questions for further research.

The use of case study was thought to be a practical method of examining and contrasting the inclusion policy implementation in two settings in order to construct a picture of inclusive education provision that may be commonly or exceptionally seen within the two sample schools. This case study approach, using triangulation of methods (Rose & Shevlin, 2014; Yin, 2014), would bring out commonalities and exceptionalities of inclusion experiences of educators thereby providing in-depth analysis of inclusion policy implementation in the selected province, and in turn this might give a general picture of the inclusion policy implementation in the country.

1.2 Research question

The following was the main research question for this study:

What are the challenges and facilitators of inclusive education policy implementation in regular post-primary schools in Zambia?

1.3 Research sub-questions

The research attempted to answer the following questions:

- i. What inclusive education policies are put in place in the two sample regular post-primary schools to implement inclusive education?
- ii. What are the attitudes of post-primary school teachers towards inclusion of pupils with special education needs at two schools of Zambia?
- iii. What are the challenges of inclusive education policy implementation are experienced in the two schools of Zambia?
- iv. What are the facilitators of inclusive education policy implementation at the two schools of Zambia?

1.4 General aims of the study

This study was intended to further the understanding of the challenges and facilitators of inclusion policy implementation at post-primary school level of education in Zambia. It was hoped that this study would help gain greater insight into inclusive school arrangements at post-primary school level of education in Zambia.

1.5 Specific objectives

The main objectives of the study were to:

- i. Examine the provisions of the inclusive education policies developed in the selected schools of Zambia;
- ii. Establish the attitudes of the post- primary school teachers towards inclusion of pupils with special education needs in the general education classrooms of Zambia;
- iii. Explore the challenges of inclusive education policy implementation at the two schools of Zambia.
- iv. Explore the facilitators of inclusive education policy implementation at the two schools of Zambia.

Chapter Two: Literature Review

2.1 Introduction

The literature review has provided an account of approaches to education of persons with special education needs: special education, inclusive education and integrated education. The literature briefly explored the current socio-economic background of Zambia, disability statistics and compared them with other countries in the region and world figures. Further, common challenges and facilitators of inclusive education policy implementation have been discussed. Finally, a summary of the main points found is given.

2.2. Educational models for persons experiencing disability.

2.2.1. Overview

With a view to realising the right of persons with disabilities, education has become one of the key basic rights as stated in the Convention on the Rights of Persons with Disabilities (CRPD) under Article 24 (UN, 2006). The topic regarding education of persons with special needs has been debated and hence models of education have come on board (Lewis and Little, 2007): 1) special education; 2) inclusive education and 3) integrated education.

2.2.2 Special education model

Special education is the provision of a course of instruction for learners with Special Education Needs (Government of Republic of Zambia, 2011). This kind of education is offered in segregated institutions usually catering for particular types of disability and special needs. In relation to disabled learners, this model is a reflection of medical model of disability where the child is regarded as having a problem. The child is looked at as different from other children and therefore he or she has special needs and requires special education setting, special equipment and special teachers (Lewis & Little, 2007). Figure 1 below shows how special education is built around that ‘the child is the problem’.

Source: Lewis & Little, 2007: 11

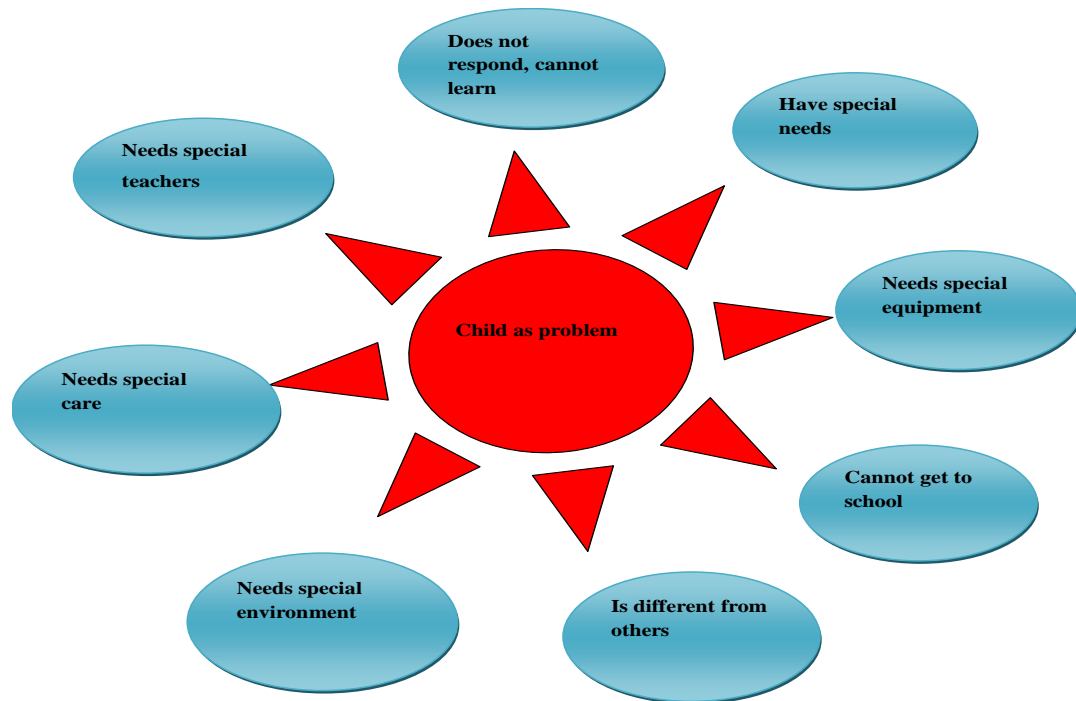


Figure 1: Special education identifies the child as a problem to his/ her exclusion

2.2.3 Inclusive education model.

Inclusive education is based on human rights and social practice (Arduin, 2015). UNESCO (2005) defines inclusive education as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education”. This implies that inclusive education is not just about education for disabled learners as it was originally presented at the ‘World Conference on Special Needs Education’ in Salamanca in 1994 (Miles and Kaplan; 2005; Reindal, 2015; UNESCO, 1994). This view is shared by Miles and Singal (2010: 5) who observe that “there has been a shift in the interpretation of inclusive education, from mainly moving children with disabilities into the mainstream classes to overcome the divide between regular and special education, to seeing inclusive education as creating a new framework for attending to all children’s diversity.”

Therefore, inclusive education focuses on creating school environments to respond to the differing developmental capacities, needs and potentials of all children (Mitiku, Alemu & Mengsitu, 2014). In other words, inclusive education involves bringing

special education services to a disabled child who is in regular classroom; rather than the disabled child to the services as is the case in a special education classroom. However, the student may get help from learning support and resource teachers and care support from special needs assistants depending on the pupil's assessed level of need (Wang, 2009). Therefore, inclusive education involves changes and modifications in content, approaches, structures and strategies, with a common innovation which embraces all students and a belief that it is the duty of individual government to educate all children.

Inclusive education does not put the 'blame' for exclusion on a child's personal facets or abilities. Instead, it is convinced that the problem is within the education system (Lewis & Little, 2007). Figure 2 shows how inclusive education identifies 'the education system as the problem.

Source: Lewis & Little, 2007: 10

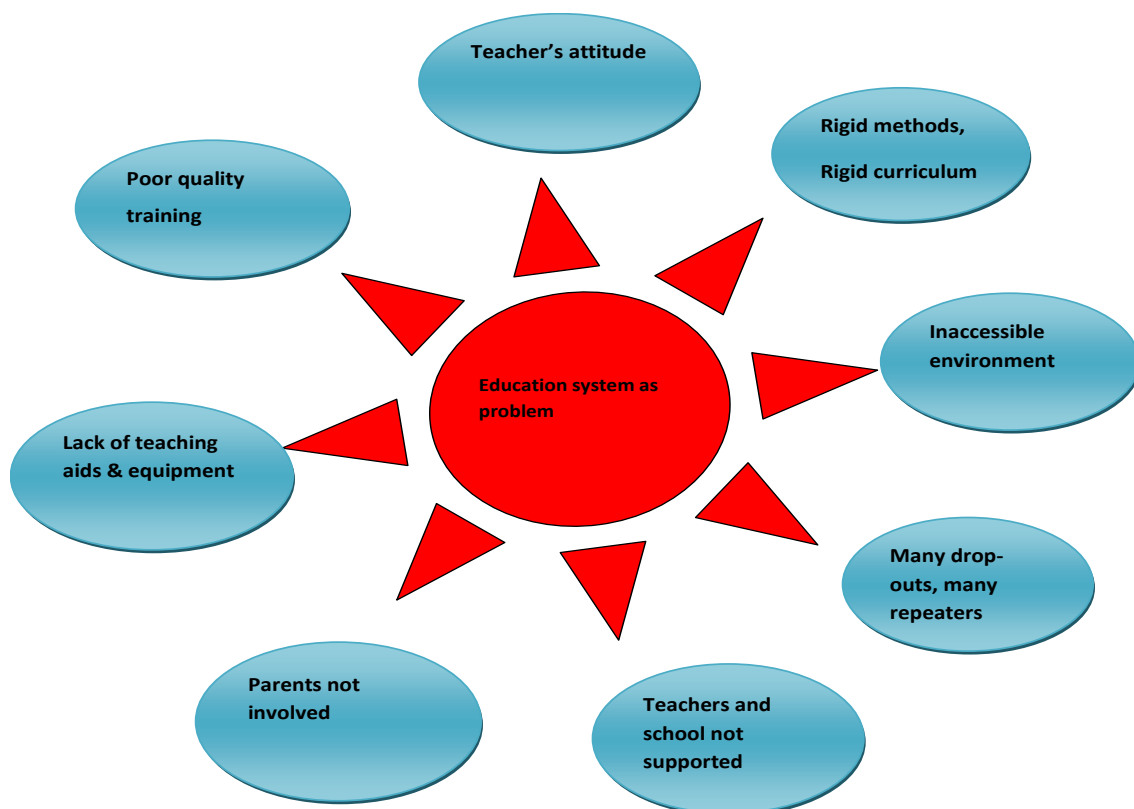


Figure 2: Inclusive education identifies education system as problem to child's exclusion

2.2.4 Integrated education model

The trend of integration in education began in the 1970s and gained momentum in the late 1980s and early 1990s (Fuchs & Fuchs, 1994). The first planned, integrated school opened in 1981 in Northern Ireland claiming to be important for shaping individual identity without loss of community or social individuality (Niens et al., 2003; Montgomery et al., 2003). At policy level, the Belfast (Good Friday) Agreement (1998), reference is made to integrated education as a process of promotion of a culture of tolerance at every level of society (Montgomery et al., 2003).

According to Silwamba (2005), the increase in opening more special Units in Zambia emanated from the 1990 Jomtien World Declaration on Education for All. The conference stressed the importance of success to education opportunities: “every person [child], youth and adult shall be able to benefit from education opportunities designed to meet their basic learning needs” (UNESCO, 1990). The philosophy of integration is that children with special educational needs, especially those with disabilities, are entitled to the same range of educational opportunities and experiences as their peers, therefore, should be educated in the same physical location (UNESCO, 1994). In general terms, integration in educational terms refers to the arrangements and practices to facilitate the education of children with disabilities in special classes or units mainstream schools attached to or within ordinary schools (ibid). Lewis and Little (2007) add that the focus of integrated education is on getting disabled students into regular school environment. It is seen as a stepping stone to social inclusion (social model of disability) where disabled learners would socialise with the non-disabled outside classroom (ibid).

Lewis and Little (2007), however, observe that the system also tends to see the causes of exclusion as being the child – that is child's physical or intellectual status that causes the problem. In response to the exclusion, the system tends to be based around ‘fixing’ or changing the child so that he or she can fit into the existing, unchanged education system. It is believed that such an approach may help individual children to attend school at a particular point in time. Lewis and Little further observe that integrated education works well at helping marginalised children to be present in a special classroom or unit, but it may not always work towards their genuine participation in all aspects of school life or achievement in education. In relation to disabled learners, like special education, it is more of a reflection of medical model of disability (ibid) (See figure 1).

2.2.5 Comparison of the education models

The comparison of the education models is summarised in figure 3 below.

Source: Reiser, 2008

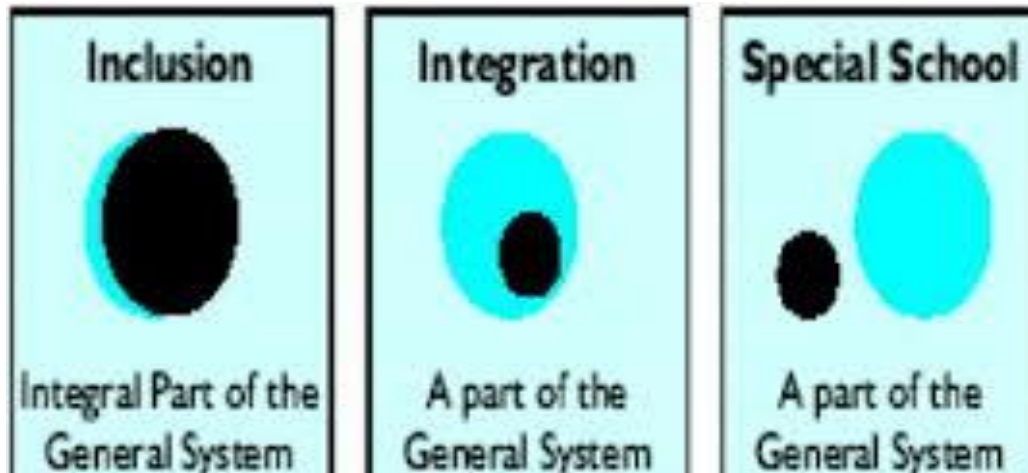


Figure 3: Comparison of education models

2.2.6 Educating pupils with special needs in Zambia.

The first formal school for children with special educational needs was at Magwero School for the blind, in Chipata district in Eastern province, which opened in 1955 (Kalabula, 1991; Kanyanta, 2005; Silwamba, 2005). Since 1955, other special schools have been opened in other parts of Zambia (Appendix 1).

Zambia first made a national commitment to equitable and quality education following the launch of the policy document entitled 'Educating our Future' (MoE, 1996). The country adopted the inclusive education policy to include the pupils with disabilities to the greatest extent possible in general education classroom. Thus, in Zambia, inclusive education is perceived as an extension of special education, administered alongside the ordinary school system (ibid).

Inclusive Schooling Programme (INSPRO) was introduced in Zambia in 1997 when it was piloted on the Copperbelt province in Kalulushi district. After the programme successes, it was taken to scale in 1999 (Chilufya, 2004). By the end of 2003, with financial and technical support from NGOs and cooperating partners such as DANIDA, FINNIDA and Irish Aid, reached to 21 other districts of the country with the ministry of education's intentions of having it in all regular schools in the country where ordinary teachers were trained and several other stakeholders were sensitized (Chilufya, 2004;

Ndonyo, 2013). In practice, inclusive education for post-primary levels gained momentum in Zambia after 2003 when the country effected decentralisation policy on the education sector (Chilufya, 2004; Ndonyo, 2013). However, Musukwa (2013) observes that very little attention has been paid to the quality of inclusive education practice in schools. Inequalities have not been identified nor do disparities among the disability pupils receive much attention.

The right to education for persons with disabilities in Zambia is protected by the international human rights frameworks including the United Nations Convention on the Rights of the Child - UNCRC, Article 28, (UN, 1989) and United Nations Convention on the Rights of Persons with Disabilities - UNCRPD, Article 24, (UN, 2006). Zambia signed the UN Convention on the Rights of Persons with Disabilities in 2008; ratified it in 2010; and domesticated it in 2012 (GRZ, 2013). Locally, the education of children with disabilities in Zambia is supported by two policy frameworks: the 1996 education policy that provides for 'inclusive education' and appropriate education for each child, and the Zambia Disability Act No. 6 of 2012 provides for the government penalties to any education institution that refuses to enrol a disabled child based on disability (GRZ, 2013). Further, the Education Act No. 23 of 2011, Articles 22 and 23, has been enacted to support the two policy frameworks (GRZ, 2011).

However, the government's effort to provide ambitious policies and programmes is criticised by some quarters of people who observe that the good policy formulations exist on paper but not translated into action because of lack of political will (Musukwa, 2013).

2.3. Socio-economic background of Zambia

Zambia covers an area of 752, 614 square kilometres, with a terrain which is mostly plateau savanna and a climate which is dry and temperate. The 2010 Census of population and housing captured the population of 13,092,666 which is predominately Christian and two-thirds of the population is under the age of 25 years (Central Statistics Office - CSO, 2012).

2.3.1. Zambia's social development

Education is vital in increasing a county's socioeconomic development (GRZ, 2013). It establishes people's abilities in terms of skills and the ability to receive and process information for livelihood choices (CSO, 2012). Despite this recognition, Zambia is yet to reach education standards that are proportionate with sustainable development. From

the literature reviewed, an estimated 22 percent of the population has had no formal education. Of the total population, only 25 percent have completed lower primary, 27 percent upper primary, 13 percent junior secondary and 11 percent senior secondary. Only 2 percent of Zambians have completed a Bachelor's degree or above (ibid). Regarding access to secondary education, both boys and girls have been affected adversely due to neglect of infrastructure development at secondary level of education (GRZ, 2013). Hence, struggle over secondary school places has put girls and other vulnerable groups at a disadvantage. There are presently not enough places for pupils as only 25.9 percent of children who complete primary school move on to secondary school (ibid). The provision of educational facilities remains limited and unsatisfactory due to the increasing pressure on education infrastructure, poor maintenance and increase in the school-going population (Musukwa, 2013; Tambulukani et al, 2012). The poor education infrastructure could be attributed to the limited investment in education infrastructure (GRZ, 2011).

2.3.2. Zambia's economic development

Zambia's economy, despite having abundant natural resources, is heavily dependent on mining especially copper mining. However, the slump in copper prices during the first quarter of 2016 undoubtedly posed adverse effects on the country's economy. Several copper mines have suspended operations and laid off thousands of workers (Nanyangwe-Moyo, 2016). The industry had experienced the same situation towards the fourth quarter of 2008, as metal prices on the London Metal Exchange Market. This situation has made the Zambian government inability to adequately manage its education system. Nanyangwe-Moyo observes that in Zambia, there was a decline of 38% in total education expenditure from 1974 to 1983 and a further decline of 50% in the period of 1983 to 1991 (ibid). In general, Kelly (1999) upheld that with the prevailing economic instability, special education services had not been adequately funded in Zambia.

The World Bank Report (1996) stated that educational services were deteriorating as a result of severe decrease in funding in many African countries, although the *Salamanca Statement* (1994) reaffirmed the commitment of the world community to give the highest policy and budgetary priority to improving their educational systems to enable them to include all children, UNESCO (1994, p.ix) research indicated that in many developing countries special education provision was not a government priority

(Kisanji, 1995a). Some reasons for this, according to Mba (1995), were around the beliefs that: (1) meeting the needs of people with disabilities is expensive, (2) the needs of the “normal” majority will have to be met prior to meeting those of people with disabilities, (3) expenditure on disability services is “a waste of scarce funds” and even with the best training some individuals will perpetually depend on tax-payers.

2.3.4. Economic impact on educational provisions for persons with disabilities in Zambia

As mentioned above, the economic decline in Zambia has made it difficult for the government to meet its social and economic obligations (Kalabula, 2000). For instance, the proportion of the total public budget allocated to the education and training ministries stood at over 16% in 1984, declined to below 8% in 1991, and in the years since then has fluctuated around 10% (Kelly,1999). Kelly (ibid) further observes that adverse economic conditions make it difficult, if not impossible, for communities to make education accessible to all students.

Tambulukani, Banda and Matafwali (2012) state that some children are unable to reach schools because of long distances or transport facilities are unavailable. They add that roads are poorly developed and maintained making schools inaccessible, particularly to those who wheel themselves. It is imperative to indicate that although transport may be available in urban areas they are inaccessible to people in wheelchairs, and this has destructive effects on students with disabilities.

The Ministry of Education of Zambia indicated that pupils with disabilities constituted 5.1 % were those in grade 1 – 9 but just 1.58 % of the enrolment for grade 10 – 12 (Sight Savers – Zambia, 2011). This shows a high drop-out rate and low progression rates for children with disabilities. Someone would speculate that high drop-out and low progression was mainly as the result of the negative impact of poor economic situation in Zambia.

2.4. Disability statistics in Zambia

There are two sources of statistical information to estimate global disability prevalence: the World Health Survey; and the Global Burden of Disease (WHO, 2008). World Health Survey estimates the average prevalence for persons with disabilities aged 15 years and above, to be at 720 million people having difficulties in functioning with around 100 million experiencing very significant difficulties. The Global Burden of

Disease estimates the number for the same age group to be at 785 million (15.6%) with 110 million people experiencing very significant difficulties (ibid). Estimates of the prevalence of children with disabilities may differ significantly depending on the definition and measure of disability (UNICEF, 2005). For instance, the Global Burden of Diseases estimates the number of children aged 0 – 14 years experiencing "moderate to severe disability" at 93 million (51 percent), with 13 million (0.7%) children experiencing severe difficulties (ibid).

There is no recent statistical data on the persons with disabilities in Zambia due to mainly cultural barriers where most of disabled persons are hidden because disability is still regarded as a misfortune or punishment from God for the families' wrong doings (GRZ, 2013). Some families feel ashamed and cursed for having a disabled member of the family (ibid). However, based on the national census of population and housing of 2010, persons with disabilities were estimated at 2.7 percent of the national population which translated into 256 690 persons living with disabilities. Out of the 256 690 disabled persons in Zambia, 52.8 percent were male and 47.2 percent female. The residential distribution shows that 26 percent are in urban and 74 percent are in rural areas. Of the total population of persons with disabilities, the most common disability reported was physical disability with 38.8 percent and sight at 30.2 percent respectively (Central Statistics Office - CSO, 2000).

International Standards such as those set by the World Health Organization (WHO) provided that persons with disabilities were between 10 to 20% of national populations (Mont, 2007). According to the estimation of the World Health Organisation (WHO), persons with disabilities accounted for 10 percent of the country's population (CSO, 2012).

For the purpose of this study, persons with disabilities are estimated at 10% of the total population in line with the Zambia Sixth National Development Plan - SNDP (2011 – 2015) because the government used this estimate to plan for the provision of educational facilities, services, equipment and materials to persons with disabilities in learning institutions. This means that there could be about one million (1,000,000) to two million (2,000,000) persons with disabilities in Zambia (GRZ, 2011). Further, the total number of children with disabilities was estimated at 1.6 percent of the total population of persons with disabilities (ibid).

1.5 Challenges and facilitators of inclusive education policy implementation in Zambia

Different researchers from different parts of the world have conducted different studies on challenges and facilitators of inclusive education policy implementation for pupils with disabilities in regular schools.

1.5.1 Literature search process/ strategies

Four literature searches were conducted to identify the common challenges and facilitators of inclusive education policy implementation. First, electronic searches on ERIC (2010-2013) and Education Full Text available through Trinity College Dublin library databases were conducted. Descriptors for the electronic search included 'inclusion', 'inclusive education', 'challenges', 'barriers', 'practices', 'policies', 'special education', 'special needs', 'special education needs', 'disability', 'impairment', 'regular school' and 'mainstream'. Other relevant keywords, combinations of these, and the researchers are known to have published on the topic.

Second, an extensive and advanced online search of articles (2010-2015) on widely available engines, such as Google Scholar revealed additional information from journals (European Journal of Special Needs Education; Asian Journal of Inclusive Education; International Journal of Inclusive Education; Journal of International Association of Special Education; European Research Journal; Electronic Journal for Inclusive Education).

Third, references cited in the identified and recent articles were used to obtain additional target studies. The text of each result was investigated. The search was narrowed to studies that met following criteria: (1) the greater the number of keywords included in the text, the more relevant the text; (2) the information was published between January 2000 to December 2014; (3) the most recent and relevant information was included by comparison and selection; (4) the investigation was published in English (the language with which I'm comfortable). Fourth, professional help from relevant authorities on research in Disability Studies at Trinity College Dublin and the expertise on research in special education needs in Zambia also provided recommendations to supplement literature already searched.

1.5.2 Common Challenges or barriers to inclusive education policy implementation

Muthukrishna and his colleagues (2016) cautions that inclusive education is not about disability solely, but about a wide range of barriers to learning; therefore identifies the following 10 barriers to inclusive education policy implementation as summarised in figure 4.

Source: Muthukrishna et al., 2016:139

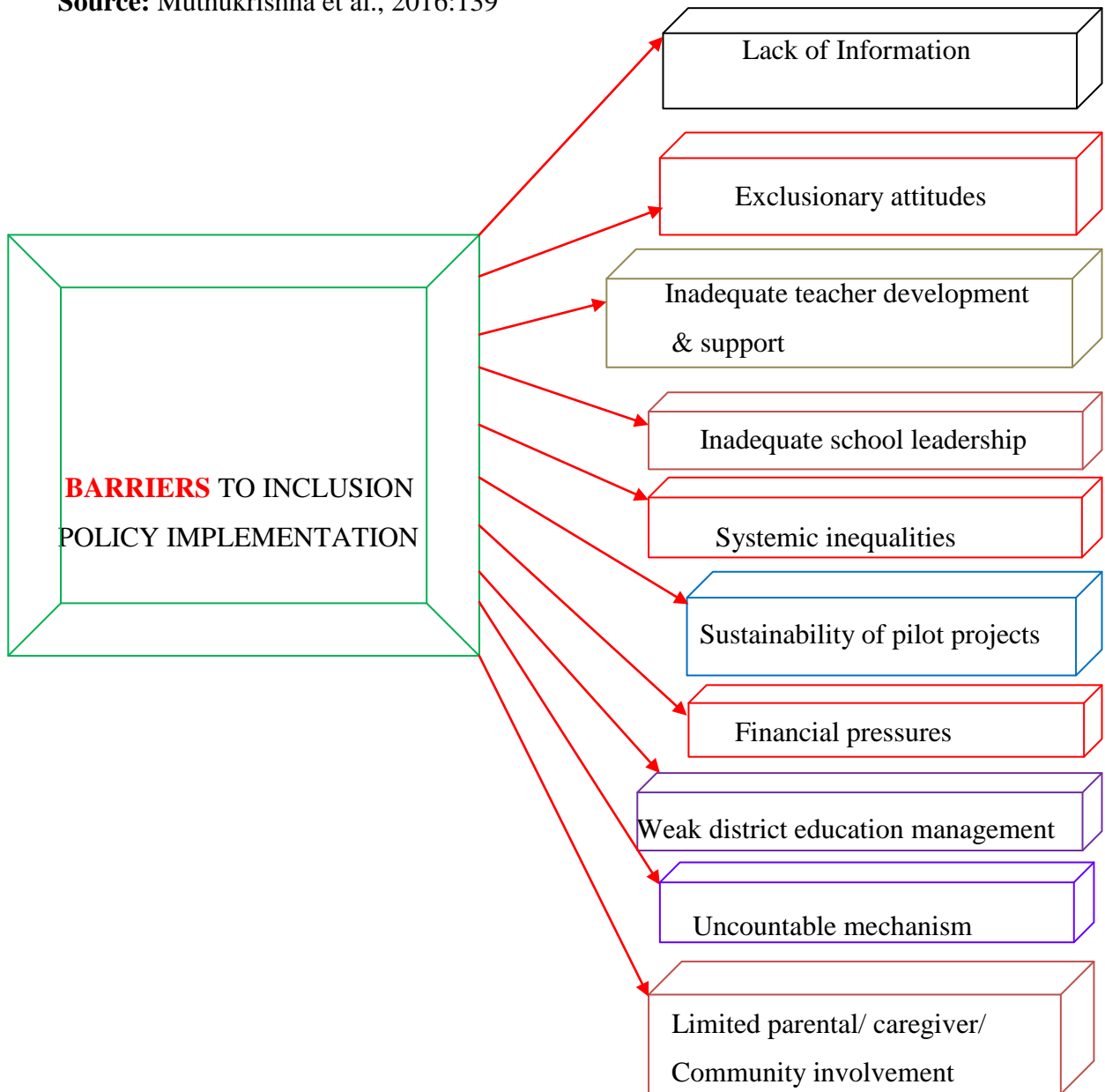


Figure 4: Common barriers to inclusive education

The challenges or barriers to inclusive policy implementation are discussed below:

1.5.2.1 Lack collective knowledge (information) about inclusive education policy and its implementation

It would be unrealistic to expect that inclusion would be appropriately implemented in the absence of a clear and collective understanding of what inclusion is and what it entails (Muthukrishna et al., 2016). Monsen and Frederickson (2003) conducted a study in New Zealand on regular primary school teachers on mainstreaming pupils in their classrooms using surveys. The study indicated that there was little that was known about the relationship between that teachers thought of inclusive education policy and the type of type of environment they provided. The results indicated mixed views on mainstreaming policies and practices. Similar studies have been conducted in the different countries, and the results still indicated that even though there are opportunities, teachers still lacked collective knowledge on implementation and usefulness of inclusive education because teachers had remained insufficiently informed (Mitiku, Alemu & Mengsitu, 2014; Monsen, Ewing & Kwoka, 2014).

In Africa, a study was conducted in Botswana to identify attitudes and concerns of teachers toward the inclusion of students with disabilities. The results revealed that teachers felt unprepared and fearful to work with learners with disabilities in regular classes (Chhabra, Srivastava & Srivastava, 2010). Similarly, Tambulukakani, Banda and Matafwali (2012) carried out a situation analysis of the provision of inclusive education in eight districts of Zambia and their study indicated that despite that the country has a policy, it lacks implementation guidelines on how national aspirations would be achieved and therefore teachers lacked commitment. All these studies highlight that lack of collective knowledge about inclusive education policy may impede its implementation.

1.5.2.2 Persistence of exclusionary school cultures and practices (attitudinal barrier)

As mentioned above, persistence of exclusionary school cultures and practices, to some degree, directly linked to a lack of collective knowledge about inclusive education policy and its implementation (Muthukrishna et al, 2016). Concerning exclusionary school cultures and practices, Dagneu (2013) conducted a study in Bahir Dar town on primary school teachers and students based on their participation in the implementation of inclusive education. The results from both teachers and students revealed that

misconceptions and wrong beliefs and social barriers impede the implementation of inclusive education. Separate studies have been conducted in Africa and all reveal all kinds of societal barriers to learning including, abuse in schools, including bullying stemming from negative traditional beliefs on disability (Charema, 2010; Jonas, 2014). Jonas (2014) describes these societal barriers to learning as ‘barriers in our heads and hearts’. These studies reviewed may be confirming that negative attitudes towards disability may bring into play a wide variety of fears, suspicions, and other issues which would affect the perceptions and orientation of both school staff and pupils. Further, barring cultures and customs may lead to resistance towards supporting inclusive education policy implementation in schools.

1.5.2.3 Inadequate teacher development and support

The suitable training of teachers is pivotal if they are to be certain and capable of teaching learners of various educational needs (WHO & World Bank, 2011). This implies that barriers to learning may arise from the teachers’ inability to serve particular groups of children with special education needs due to shortcomings in the way they [teachers] are prepared and supported to serve all learners. Muthukrishna et al., (2016: 138) state that “unqualified or under-qualified teachers contribute to pedagogical barriers to learning”. The study by Gronlund et al (2010) reveals that teachers’ failure to use or insufficient use of the available technological innovations that would assist children with disabilities in their learning stems from inadequate training and support for teachers.

About instructional barriers, Forlin and Chambers (2011) observes that there is a problem in the way teachers were being prepared in inclusive education knowledge and skills and this would result in new graduates’ inadequacy in effectively supporting students with Special Education Needs. Similar results were found by Serpell and Jere-Folotiya (2011), who reported that there was inadequacy in teacher training curriculum in professional skill development in the area of adaptive curriculum in Zambia. For instance, it is indicated in the world report on disability that “the majority of teachers lack sign language skills creating barrier to learning for deaf pupils” (WHO & World Bank, 2011: 215).

Other exploratory studies conducted in other parts of the world reveal that other pedagogical challenges that affect inclusive education learning of children with education needs emanate from lack of or limited specialised teaching and learning

materials and equipment especially in developing countries (Croft, 2010; Tambulukani, Banda & Matafwali, 2012).

1.5.2.4 Inadequate school leadership to support inclusive education policy implementation

Insufficient school leadership to support inclusive education policy would significantly hinder its implementation (Muthukrishna et al., 2016). It is noted that majority of school authorities do not exercise greater leadership, and that there is paucity of support for inclusive education learning within the school leadership (WHO & World Bank, 2011). Glazzard (2011) in his study identifies that lack of willingness among local education authorities in North England was due to lack of or inadequate leadership required to implement inclusive education policy. Another study by Serpell and Jere-Folotiya (2011) in Zambia observe and reveal that there is lack of or inadequacy leadership skills in teachers and administrators to enable them effectively implement inclusive education for children with disabilities. This makes them fail to see the need for strong collaboration with other stakeholders in their communities to promote inclusive practices in their schools (ibid).

1.5.2.5 Systemic inequalities

This includes inaccessible school buildings and overcrowded classrooms (Muthukrishna et al., 2016). Enabling Education Network (2003) as quoted in the 2011 World Report on Disability states that school buildings may be totally or partially inaccessible to children with disabilities because of stairs, narrow doorways, inappropriate seating, or inaccessible toilet facilities (WHO & World Bank, 2011).

Musukwa (2013) identifies that one of the major barriers to inclusion implementation in Zambia are the physical barriers which include inaccessible infrastructure including playing fields which are not user-friendly to persons with disabilities. Similarly, Ndonyo (2013) also found out that ordinary schools in North-western province of Zambia had school facilities, infrastructure and environment which were not conducive for the implementation of an inclusive education programme. Accessibility also includes curriculum. Many curricula expect all pupils to learn the same things, at the same time and by the same means and methods. But pupils are different and have different abilities and needs (UNESCO, 2005: 25). Similarly, Ndonyo (2013) observed

that the curriculum for both ordinary and teacher training colleges was not easily accessible to learners with disabilities.

1.5.2.6 Sustainability of pilot project

Project monitoring and evaluation are central to ensuring, among others, sustainability of any project or programme as these mechanisms would give clear and meaningful implementation indicators. Tambulukani, Banda & Matafwali, (2012) observe that there is a distinct degree of isolation of special education staff from regular educators which reduce the experience of collaboration with one another. The isolation of special education staff from regular educators is mainly attributed to negative attitudes existed by both parties by failing to appreciate the roles each part would play in the effective implementation of activities in an inclusive setting (ibid). Such inadequate collaboration among teachers within a piloting school may contribute to slow scaling up of inclusive education practices to other schools as there would little practices to share with other schools who would want to become inclusive.

1.5.2.7 Financial pressures

The most obvious financial barrier to implementation of successful inclusive practices in schools is the growing inadequacy of funding for education, in general, let alone for special education (WHO & World Bank, 2011). Lack of specialised materials and equipment for the education of the children with disabilities is very much connected to lack of or inadequate funding. Glazzard (2011) carried out a study in North of England. In his study, lack of funding was one of the key barriers to inclusion. Similarly, inclusion implementation in Africa is hindered by lack of or inadequate financial resources from the governments (Ametepee & Anastasiou, 2015; Musukwa, 2015; Muwana, 2012). The researchers claim that economic barriers lead to lack of or inadequate provision of education support services such as technical and mechanical appliances and equipment that need to be available to all learners with disabilities.

1.5.2.8 Weak education management at district level

This involves both problems with existing regulation and issues of assessment of disabilities (Muthukrishna et al, 2016). In their study, they found that people had incorrect perceptions that Individual Education Programme - IEP do not apply in regular education setting. In addition, the inclusion monitoring and enforcement by education authorities were inadequate. In the previous study by Romm, Nel and Tlale

(2013), teachers reported that they were rarely visited by the district office to support them. Also, Monsen and Kwoka (2014) reported that teachers' attitudes towards inclusion decreased with less internal and external support from the school administrators and district education authorities respectively. These findings may imply that teachers are rarely monitored.

1.5.2.9 Lack of accountability mechanisms

These are issues of inclusion policies which may be perceived as being inadequate and counterproductive in providing meaningful inclusive educational options for their children. Mitchell and Desai (2005) assert that many countries in Asia had legislation and policies in place that dealt with issues of special education. However, it was observed that legislation and policies for inclusion were lacking. Very little efforts were made to put legislation in place (ibid). Charema (2010) explains that the lack of social justice; failure to respect universal human rights and equal opportunities hinders vulnerable persons such as those living with disabilities to have access to any school of their choice in their area regardless of their strengths, weaknesses and disabilities.

1.5.2.10 Limited parental/ caregiver/ community involvement

Lehr and Brown (1996) acknowledged that there was no record of the effective approach to parental involvement in their child's learning. The studies by Carter et al (2009) and Muthukrishna et al (2016) reveal that lack of parental involvement would emanate from failure by schools to promote the principles of networking and partnership in their community in order to protect and enhance child well-being, development and learning. Tambulukani, Banda & Matafwali (2012) found out that failure by schools to involve the community disadvantaged schools from community support to help teachers to effectively assist the children with special needs.

2.7. Recommended facilitators of inclusive policy implementation

According to UNESCO (2003: 16), "the starting point for overcoming barriers to education is to decide what the fundamental problem is". From the challenges identified by Muthukrishna et al (2016), World Report on Disability provides recommendations for addressing the identified challenges as shown in Figure 5. The order of the presentation on the framework is not in the order of importance (WHO & World Bank, 2011: 216).

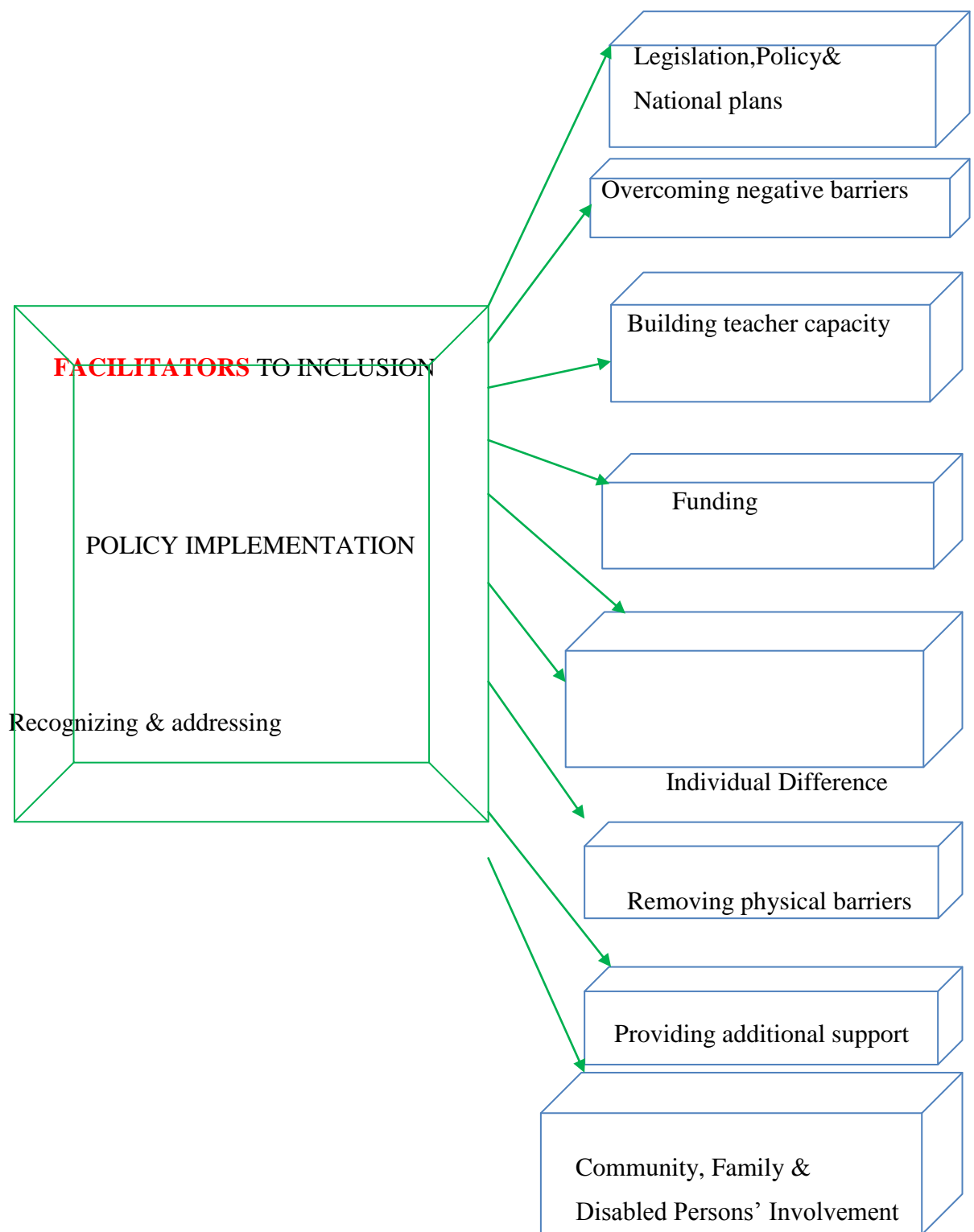


Figure 5: Facilitators of inclusive education policy implementation

The recommendations for facilitators of inclusive education policy implementation are discussed below:

2.7.1. Legislation, Policy and National plans

The World report on disabilities points indicates that “the success of inclusive education depends on largely the country’s commitment to adopt appropriate legislation, develop policies and plans, and provide funding for its implementation” (WHO & World Bank, 2011: 216). A study in schools in Cyprus by Koutrouba, Vamvakari and Steliou (2006), Cypriot teachers' indicated that the provisions of the new laws on special education in Cyprus had adopted the right course of action in defining the guidelines of inclusive programmes and determining the effects of inclusion on all students.

Kasonde- Ng’andu and Morbeg (2001) in their baseline study on the special educational needs in North-western and Western provinces of Zambia recommended to the Ministry of Education for workable policy guidelines on inclusive education as this would enlighten all stakeholders on what inclusion in regular schools’ entails. Musukwa (2013) noted that the Zambian government signed the UNCRPD in 2008; ratified it in 2010 and domesticated the convention in 2012; enacted the Education Act No. of 2011 and the Persons with Disabilities Act No. 6 of 2012; and the Sixth National Development Plan (2011 – 2015). However, he recommended for increased political will and funding towards implementation to realise the strategies put in the national plan on disability and development.

2.7.2. Overcoming negative attitudes

It is noted in the World report on disabilities that “the attitudes of teachers are critical in ensuring that children with disabilities stay in school and are included in classroom activities” (WHO & World Bank, 2011: 223). Devecchi et al (2011) carried out a study to secondary school teachers to inclusion in schools in Scotland. The results indicated that teachers developed positive attitudes towards students with disabilities after studying for a module in special education. The positive attitudes towards persons with disabilities may also be achieved through workshops on disabilities where types and causes of various disabilities are discussed to help remove the fears of such conditions, as the case reported of some teachers in Zambia who believe that a condition of albinism is contagious (WHO & World Bank, 2011).

2.7.3. Building teacher capacity

According to the World disability report, appropriate training for regular teachers is crucial if they are to be confident and competent in teaching children with various educational needs (WHO & World Bank, 2011). This would include curriculum adoption, behaviour management, collaborative teaching techniques, problem-solving strategies, and preparation of meaningful IEP which can be used in the regular classrooms (ibid). However, central to inclusive teaching strategies is a notion of collaborative teaching (Boyle, Tapping & Jindal, 2013). Both special and regular school teachers need to be trained in collaborative teaching for them to appreciate each other's roles in an inclusive classroom. According to Romm, Nel & Tlale (2013), collaborative planning among the special and regular school teachers should seriously be supported by all meaningful school administrators as this would promote teamwork among the school staff. They go on to say that special education teachers should receive in-service training in order for them to provide more effective support to regular educators (ibid).

One other contributing factor to the success of inclusive education is the preparation of new teachers. Higher education programmes must shift from a training curriculum which focuses on preparing teachers to serve specific categories of learners to a type in which the emphasis is on instructional techniques and adaptations which would serve a variety of children with special educational needs in all education settings (Devecchi et al., 2011; Ndonyo, 2013).

2.7.4. Funding

The World report on disability recommends that school funding be decentralised to allow budgeting be done at local [school] level basing on to enrolment and other indicators (WHO & World Bank, 2011). The study carried out by Manddyata (2011) revealed a significant relationship between funding for school infrastructure and learning resource to teacher acceptance of pupils with disabilities in the sampled regular schools in Kasama district of Northern Province of Zambia. Similar exploratory studies conducted reveal that provision of appropriate and adequate specialised facilities, human and teaching and learning resources in inclusive schools were recommended to support inclusive practices (Leatherman & Niemeyer, 2005; Musukwa, 2013; Tambulukani, Banda & Matafwali, 2012).

2.7.5. Recognising and addressing individual difference

This would range from changes in existing assessment, diagnosis and evaluation process to development of new methods for responding to particular needs of children with disabilities within regular education and improve distribution of information concerning success practices by reviewing identification and evaluation methods, including regular educators in the planning process, reducing emphasis on label as a basis for services, identifying and communicating successful practices, expanding access to appropriate equipment, and improving support for children with disabilities perceived as particularly challenging (WHO & World Bank, 2011).

Continuing professional development should be unavoidable in the development of inclusive education process as teaching school staff would acquire inclusive teaching skills necessary to meet the IEP requirements of their learners (Avramidis, Bayliss & Burden, 2000; Rakap & Kaczmarek, 2010). Muthukrishna and friends conducted a case study in the KwaZulu Natal province in South Africa that revealed intervention, curriculum differentiation and inclusive assessment procedures as skills required for teacher in addressing the needs of learners with severe disabilities (Muthukrishna et al., 2016). Therefore, it would go without a doubt that there should be curriculum and inclusive programme activities reviews to enhance inclusive practices in regular schools.

Ndonyo (2013) recommended that the curriculum for both Basic schools and the teacher training colleges in Zambia needed to be changed to enable teachers to cater for pupils with disabilities in regular schools. Tambulukani, Banda and Matafwali (2012) in their study in Zambia reported that teachers were found using proactive classroom intervention strategies aimed at meeting the needs of learners with visual impairments. For instance, making learners with low vision sit in front and sometimes preparing separate work for them.

2.7.6. Removing physical barriers

It is noted that “incorporating universal design into any new building plans is cheaper than making the necessary changes to an old building” (WHO & World Bank: 223). However, the physical layout of the existing classrooms should be changed to make them accessible to all persons with disabilities (ibid).

2.7.7. Providing additional support

Teachers require in-service training in order to promote teacher collaboration (WHO & World Bank, 2011). Carter et al (2009) state that “collaborative planning may help teachers to identify the nature of their learners’ problem to be solved” The study by Ylonen and Norwich (2012) reveal that the use of lesson study method as a school-based collaborative professional development approach would help teachers to come out of their comfort zones by taking more widely in lesson planning to increase the variety of different activities. Peer tutoring is another teaching strategy that would give support to the teacher and the learner (Lieberman & Houston – Wilson, 2009). Others add that collaboration, time and administrative support is a successful formula for successful implementation of inclusive education policy (Caskey, 2008; Romm et al., 2013).

Another important innovation which would support to teachers is for educational monitoring to promote effectiveness in implementing inclusive practices. Additionally, education authorities need to provide motivation for school staff (WHO & World Bank, 2011).

2.7.8. Community, family and disabled peoples’ involvement

Parental involvement is crucial to ensuring a child’s educational success (Nvellymalay, 2011). There is a need to promote increased involvement of parents of children with disabilities and the community at large in supporting inclusive practices in neighbourhood schools. Parents should be encouraged to participate in the various organisations involved with the public schools, including parent-teacher organisations and Disability Persons’ Organisations (Mariga et al., 2014).

WHO & World Bank (2011: 223) states that “there are examples of innovative practices, such as in Kalamoja region of Uganda, that link Community Based Rehabilitation to inclusive education”. Similarly, Muthukrishna et al., (2016) yield stories of innovative initiatives of networking and partnerships across the three sample schools to build support in the community and protect and enhance child well-being, development and learning (p.141).

2.8. Summary

The literature reviewed above indicates that inclusive education of children with special education needs in the world over is guided by two main policy frameworks: the UNCRC (1989) and UNCRPD (2006). The literature further indicates that:1) The

UNCRC and UNCRPD has influenced state nations to develop inclusive education policies, legislations and plans to implement inclusive education; 2) Most other countries are implementing inclusive education; 3) Most other countries are striving to effectively provide inclusive education to children with special education needs; 4) Different challenges have emerged in the process of implementing inclusive education policy, and some common barriers have been identified and positive practices to overcome these obstacles have been recommended; 5) Studies have been conducted on challenges and facilitators in Zambia but only at the primary (basic) school level of education. However, there is a gap in research. No research on challenges and facilitators at post- primary school level has been conducted in Zambia. Therefore, the purpose of this study is to address this gap.

The following chapter presents a description of how the study was conducted to address this gap in the literature.

Chapter Three: Methodology of study

3.1. Introduction

This chapter reviews the theory and method of multiple case studies and discusses why this methodology was chosen for this study and how it was adopted to collect data from the 2 sample schools in Zambia.



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The fish eagle travels far off the river in search of food. When it has finally caught its prey, it flies back to a suitable place where it consumes it in peace. Like the fish eagle, I went out to collect data from respondents using different methods.

Adopted from Ilubala-Ziwa,2014

3.2. Overview of multiple case study methodology used in this study

The use of case study as a means of providing a narrative that describes phenomena within educational setting has found favour over many years. Burns (2000) says that “case study method can be usefully employed in most areas of education, such as special education”. This study, as mentioned in chapter one, was conducted at two inclusive education schools in the selected province of Zambia. The techniques used were surveys, interviews and document reviews. Yin (2009) suggests that where case studies collect data from a variety of sources, they provide a powerful means of triangulation based upon a commitment on the researcher to recognise is likely to be subjected to multiple perspectives and interpretations.

In educational research where there is an intention of building a detailed picture of a school and the many influences that impact its operation, Yin (2014) suggests that this can be achieved by ensuring that a broad range of perspectives from within the school is examined in detail. Further, Stake (1995) and Gillham (2000), as quoted by Rose and Shevlin (2014), also suggest that the use of multiple case studies can be a useful means of exploring and comparing an issue or phenomena within a range of settings. They propose that by focusing on a subject, such as the interactions between teachers and parents in a range of different schools, it is possible to build a picture that may be seen as typical of schools as a whole. Rose and Shevlin (2014) point out that within the area of special education needs study, for example, extensive use of case study has been made as a means of providing an in-depth of distinct phenomena or contexts.

There are some critiques of use of case study in education research. The issues of generalisation and lack of rigour in data collection are at the forefront of many critiques, and it is hard to dispute these limitations of most case study research. However, Flyvbjerg (2006), as quoted by Rose and Shevlin (2014), acknowledges these limitations but challenges this prevailing thinking that generalisation, though valuable, is only one way in which scientists assess the value of accumulated knowledge. He argues that a descriptive, phenomenological case study without recourse to generalisation can be of value in providing an illustration which adds to a discourse of a context or situation thereby illuminating understanding and providing a basis for further discussion and analysis.

3.3. Components of a multiple case study

Some essential components and stages should be followed when designing a multiple case study. The components include: developing research questions or aims; ensuring rigour in the study; choosing participants; sampling; deciding on data collection methods; managing as well as analysing the data (Crowley, 1994). The following subsections will describe each of these components and explain how each was handled.

3.3.1. Research design

A research design is a scheme or plan that is used to generate answers to research problems. Since a good plan has to be devised in such a way that it is orderly and focused, a study design can be regarded as an arrangement of conditions for collection and analysis of data in a focused manner. A research design is important in research because it structures the research, as a story structures the world. According to Kothari

(2004: 32), a study design stands for the planning of the methods to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in view the objective or aim of the research and the availability of time and money. Thus a design is used to structure the study to show how all the major parts of the study work together when addressing the central research questions. In other words, the study design weaves together all of the elements, including the objectives and research questions, into a coherent research project. The aim is to be in line with the purpose of the study. Finally, the research design shows how data will be collected and analysed. Research which is thoughtlessly designed might result in rendering the research exercise futile (Kothari, 2004). In the present study, I gave careful thought to the design so that I could avoid giving misleading conclusions.

However, in the actual study the researcher might face some challenges. For example, one might carefully plan for the time to be spent and finances to be used in the whole study, but this might not materialise as a result of unplanned occurrences. Language barrier might influence the researcher to shift from using focus group discussion to face to face interview method.

In this study, a case study design was used. Ghosh (1992: 224) defines a case study as “an intensive study through which one can know precisely the factors and causes of a particular phenomenon”. Creswell (2014) referred to research design as the entire process of research from conceptualising a problem to writing the narrative; it is not merely the methods, such as data collection, analysis, and reporting. Yin (2014: 240) defines research design as “a plan that logically links the research questions with the evidence to be collected and analysed in a case study, ultimately circumscribing the types of findings that converge”. I found the case study design to be appropriate to this particular study because this design aims at collecting information from multiple sources which can be triangulated to corroborate the same findings.

3.3.2. Research question(s), aims and objectives of this study

As mentioned in chapter one, the research question is: what are the challenges and facilitators of inclusion policy implementation of pupils with disabilities in regular post-primary schools in Zambia? The research sub-questions are:

- What inclusion policies are put in place in the two sample regular post-primary schools to implement inclusive education?

- What are the attitudes of post-primary school educators towards the inclusion of disabled learners in two schools of Zambia?
- What are the challenges of inclusive education policy implementation in post-primary schools in Zambia? and
- What are the facilitators of inclusive education in post-primary schools in Zambia?

The general aim of this study was to further the understanding of the challenges and facilitators of inclusion policy implementation for pupils with disabilities in Zambia. It is hoped that this would help gain greater insight into inclusive school arrangements in Zambia.

The specific objectives of the study are to 1) Examine the provisions of the inclusion policies developed in the selected schools of Zambia; 2) Establish the attitudes the post-primary school teachers towards inclusion of disabled pupils in the general education classrooms; 3) Explore the challenges of inclusive education policy implementation in the schools of Zambia; and 4) Explore the facilitators of inclusive education policy implementation in schools of Zambia.

3.3.3. Study Population

Sidhu (2005: 253) defines population as “the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study”. It means all those people or documents that are proposed to be covered under the scheme of study. In this study, the population comprised all the school administrators, teachers, pupils with and without special education needs and parents of children with and without special education needs in the sample regular post-primary schools in the selected province of Zambia. From this population, only senior school administrators and inclusive education teachers were selected purposively.

3.3.4. Sample size and Sampling procedure

Sidhu (2005) observed that studying any problem, it’s hard to study the whole population or universe. It was, therefore, convenient to pick a sample out of the universe proposed to be covered by the survey. According to Sidhu (2005: 253), a sample is "a small proportion of the population selected for observation and analysis. It is a collection consisting of a part or subset of the objects or individuals of the population which is chosen for the express purpose of representing the population. He further notes

that observing the characteristics of the population; one can make certain inferences about the features of the population from which it is drawn". Denscombe (2010: 23) refers a sample to "the relatively small part of that (research) population who are chosen to participate in the study.

Source: Denscombe, 2010: 23

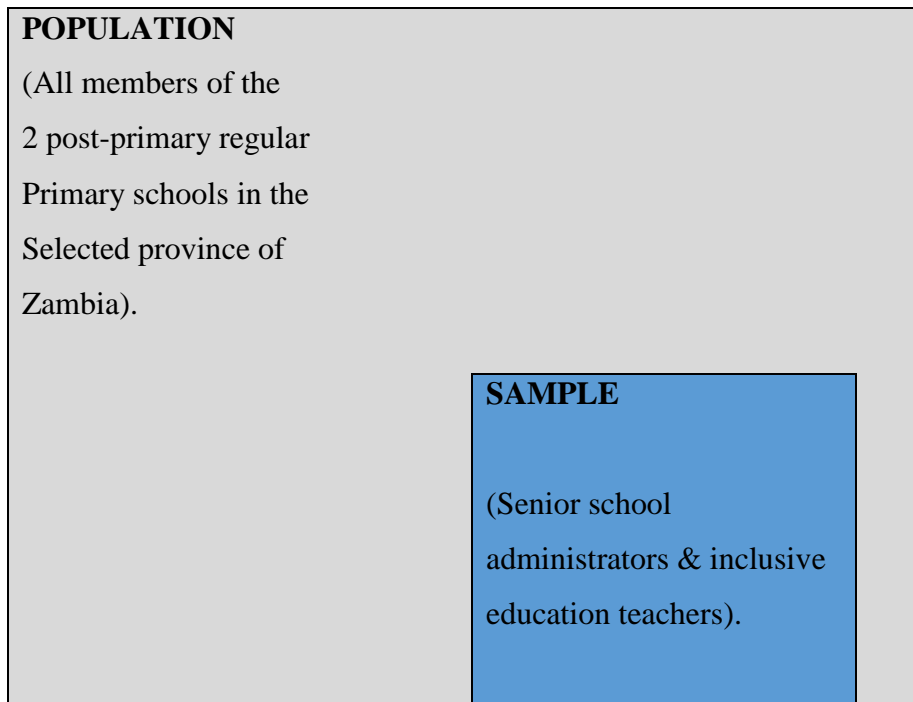


Figure 6: Relationship between population and sample for this study

In this study, four senior school administrators and 38 inclusive education teachers were purposively selected, and they all consented to participate in the study. This comprised two senior school administrators from each sample school. 18 inclusive education teachers were from school 1 and 20 inclusive education teachers were from school 2 (See table 1). Denscombe (2010) explains that purposively sampling operates on the principle that we can get the best information through focusing on relatively small number of instances deliberately selected on the basis of their attributes (that is, relevance and knowledge) and that it works well where the researcher already knows something about the specific people or events that they are likely to produce the most valuable data (p.34). Therefore, the use of purposive sampling (expert sampling) was chosen because the respondents were best positioned to provide needed information for this study.

Table 1: Target population & Subject sampling

	School 1	School 2	Total
Pupils' Enrolment	n = 943	n = 1 091	n = 2 034
Disabled pupils	n = 11	n = 18	n = 29
Teachers	n = 45	n = 72	n = 117
Inclusive Education Teachers	n = 18	n = 20	n = 38
Trained Special Education teachers	n = 2	n = 6	n = 8
Senior School Administrators	n = 2	n = 2	n = 4

3.3.5. Data collection methods used in this study

As mentioned in chapter one, this was an exploratory study using case study research method in educational settings which involved using multiple methods: surveys, interviews and document review (Rose and Shevlin, 2014; Yin, 2014). Robson defines case study methodology as follows: “Case study is a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence” (2002: 53). The use of multiple cases was decided to help to establish a range and to increase the likelihood to generalisability. This, however, is not the main aim. This approach of triangulation of methods related well in this study as data was collected from different sources (teachers, administrators and inclusive education policy documents) from the two schools to have an in-depth understanding of commonalities and exceptionalities of inclusive education policy implementation within the sample schools.

Table 2: Data collection

Sources	Collection process
Inclusive Education Teachers	Questionnaire
Senior School Administrators	Interviews
Inclusive Education Polices	Documentary Reviews

Table 3: Timeline for the study

The time plan activities for the research project are presented in the table below. The boxes in grey signified the period when an activity was done.

	TASK	Jan 2016	Feb 2016	Mar 2016	Apr 2016	May 2016	Jun 2016	Jul 2016	Aug 2016	Sep 2016
1	Desk study – Review of Literature.	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	
2	Short Literature review & Research questions.	Grey	Grey							
3	Proposal Writing	Grey	Grey							
4	Identification & formulation of Questionnaires, Interview Schedule.	Grey	Grey							
5	Ethical application & approval				Grey					
6	Data collection (Fieldwork in Zambia).					Grey	Grey			
7	Supervision by Dr. Edurne Garcia Iriarte	Grey	Grey	Grey	Grey	Grey	Grey	Grey	Grey	

8	Data Analysis																			
9	Thesis Writing																			
10	Presentation of findings																			
11	Submission of the Dissertation.																			

3.3.6. Validity and Triangulation: Rationale for using multiple sources of evidence in this study

3.3.6.1. Validity: Internal and external validity

According to Punch (2005: 112), validity means "the extent to which an instrument measures what it is claimed to measure; an indicator is valid to the extent that it empirically represents the concept it purports to measure. For Silverman (2013: 448), "Validity is the extent to which an account accurately represents the social phenomena to which it refers". Many researchers respond to validity concerns by describing the warrant for their inferences. For the checks and balances, the current researcher used the technique of triangulation plus his commitment to seek deliberately to disconfirm own interpretations.

Burns (2000) states that there are three types of validity: construct validity; internal validity and external validity. To improve construct validity, the current researcher firstly used multiple sources of evidence to demonstrate a convergence of data from three sources (surveys, interviews and document review). Secondly, he established a chain of evidence that linked parts together. For the internal validity, the researcher dealt with how well the findings marched with the reality by assessing the three sources through triangulation and re-checking with participants. For external validity, Burns (ibid) advises the need to know whether the study's findings are generalisable beyond the immediate case. However, in this study, the emphasis is on the characteristics of a particular instance; therefore, external validity is not of great importance. The main aim of this study is to understand in depth one case and not what is general tune for the two cases. Generalisability, therefore, is left to the reader, who may ask, 'to what extent can I relate what is in this study to my situation.'

3.3.6.2. Triangulation

Yin (2014: 240) defines triangulation as "the convergence of data collected from different sources, to determine the consistency of a finding". Triangulation is an important tool to help the validity of a piece of educational research (ibid). Stake (1995: 114) states, "with multiple approaches within a single study, we are likely to illuminate or nullify some extraneous influences". Similar to these motives for using various approaches to data collection, Creswell (2014: 15) holds that "from the original concept of triangulation emerged additional reasons for mixing different types of data, for example, the results from one method can help develop or inform the other method".

Patton (2002), as cited in Yin (2014), discusses four types of triangulation: of data sources (data triangulation); among different researchers (investigator triangulation); of perspectives to the same data set (theory triangulation); and of methods (methodological triangulation).

The present study used the data and methodological triangulations that encouraged to collect information from multiple sources and aimed at authenticating the same findings. In pursuing such confirmatory strategies, figure 2 shows what happens when you have triangulated the data, the case study's findings will have been supported by more than a single source of evidence. Denscombe (2012) supports the use of multiple methods in a case study as it fosters the use of multiple sources of data which, in turn, facilitates validation of data through triangulation. For the desired convergence to occur, the current researcher used three independent sources (surveys, interviews and school inclusive policy document) all point to the same findings and interpretations.

Source: Yin, 2014: 121

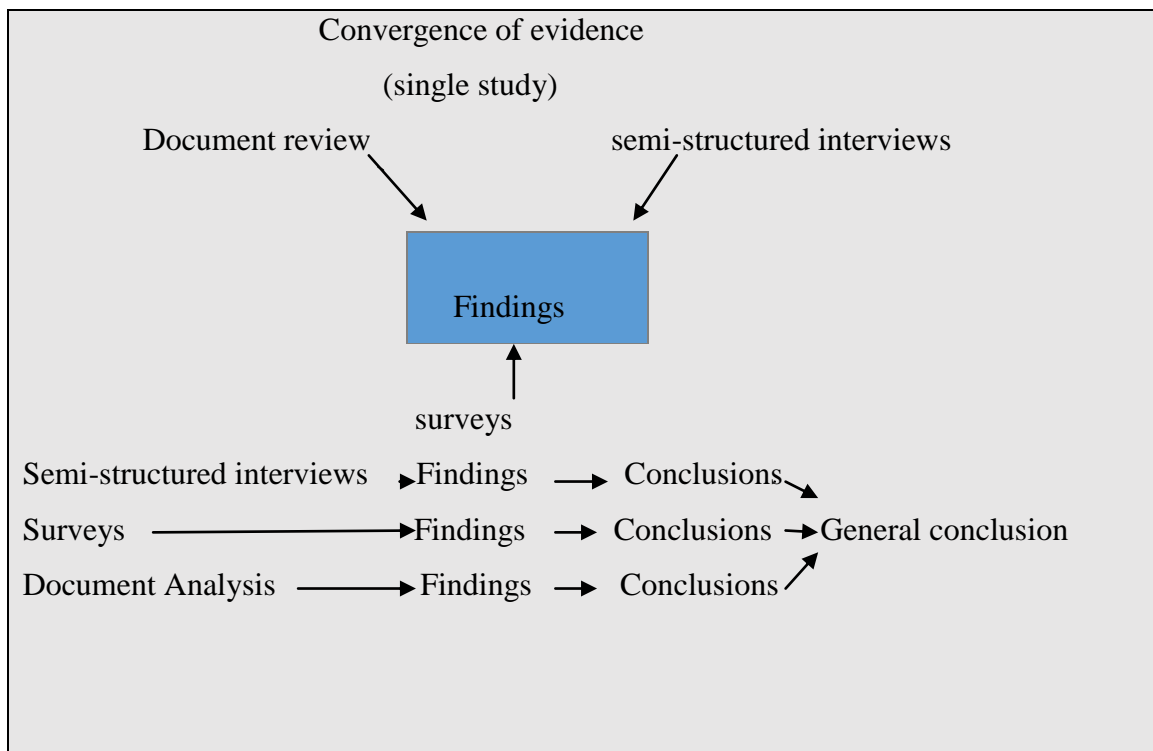


Figure 7: Convergence of multiple sources of evidence in this study

By developing convergent evidence, Yin (2014: 121) notes that “data triangulation helps to strengthen the construct validity of your study. Additionally, multiple sources of evidence primarily provide multiple measures of the same phenomenon”. However, Yin (ibid) cautions on the disadvantages of multiple sources of data which include: 1) the collection of data from multiple sources is more expensive, and 2) the case study researcher will need to know how to carry out the full variety of data collection techniques.

3.4. Research instruments and implementation

The qualitative data was collected using self-administered questionnaires and semi-structured interviews were used to collect qualitative data. The individual school inclusive education policy document was reviewed through document analysis.

3.4.1. Questionnaires

The questionnaire (Appendix: 2) was used to measure the following areas: 1) attitudes of the teachers to inclusive education and specific disabilities; 2) the challenges common to inclusive education; and 3) the extent to which these issues are addressed in the schools.

To measure the teachers' attitudes, an adaptation of the Attitude to Inclusive Education and Specific Disabilities (AIESD) Scale developed by Haq and Mundia (2012) was used. On this scale, the term 'students' was changed to the term 'pupils' because in Zambia, 'students' are those studying at college or university. The AIESD scale is a two-part measuring tool where responses 1 and 2 are considered negative while 4 and 5 are positive. Choice 3 is considered a neutral or mild response. Part I (16 items) is a 5-point Likert-type scale (1SD, 2D, 3N, 4A, 5SA) on which the participants indicate the extent to which they agree with the statements. The items in this were adapted from literature review, and the questions are phrased positively and do not require reversing when scoring. Based on pilot data, the subscale had an alpha reliability of .73 and was judged by peers in special education to have a high content validity. Part II (9 items) is also a 5-point Likert-type scale (1SD, 2D, 3N, 4A, 5SA) on which the participants again indicate the extent to which they agree with the statements. The items were also developed from the literature sources, and the items are also phrased positively and do not need reversing when scoring. The alpha reliability based on pre-test was .75 and colleagues in special education also rated the scale to have adequate content validity (Ibid).

Using the adaptation of the AIESD for attitude, the current researcher developed a 7-item survey (Section B of the questionnaire) to measure the challenges common to the inclusion of pupils with disabilities in regular schools and the extent to which the problems are addressed. The challenges identified from the literature sources were organised in seven underlying themes of inclusion policy implementation needs: policy, teacher support, government support, material and equipment, facilities, academic and social. The participants were first expected to consider how important each issue was to them, within each theme (Column A) on a scale of 0 – 4 as follows: 0 = not applicable, 1 = not important at all, 2 = a little important, 3 = somewhat important, 4 = very important. Responses 0 and 1 are considered negative while 3 and 4 are positive. Choice 2 is considered neutral or mild response. The participants then considered how fully they believed each challenge was being addressed at their school (Column B) on a scale of 0 – 4 as follows: 0 = not applicable, 1 = very unsatisfied, 2 = usually unsatisfied, 3 = usually satisfied, 4 = very satisfied. The scales' (Section B of the questionnaire) reliabilities and validity of the contents were piloted at a special education school where special education teachers provided comments. At the end of the survey, space was

provided for additional comments (if any) on the success or lack thereof about inclusion of pupils with disabilities at their school.

3.4.2. Interviews

Interviews are one of the most important sources of information. Burns (2000: 467) states that “interviews are essential as most case studies are about people and their activities”. Yin (2014: 240) defines an interview as “the mode of data collection involving verbal information from a case study participant”. Sidhu (2006: 149) explains an interview as “a two- way method which permits an exchange of ideas and information”. From these definitions, in an interview, the investigator collects data directly from the respondents in face-to-face contact or by recording using mode of recording. Instead of writing the responses, the interviewee gives the needed information verbally in a face-to-face relationship. Sidhu (ibid: 158) asserts that “the interview reveals what people think and do by what they express in conversation with the interviewer”.

After establishing a friendly rapport with the respondent, Ilubala-Ziwa (2014) states that the investigator may obtain confidential information (that the respondent might be reluctant to present in the interview) in writing. Holstein and Gubrium (2004: 140) states that “interviewing provides a way of generating empirical data about the social world by asking people to talk about their experiences”. The researcher may capture the feelings, emotions and opinions of the respondents, something which the researcher might not be able to do when using questionnaires (Sidhu, 2006). From Sidhu’s explanation, it is clear that in a one-on-one interview, the researcher can capture the behaviour, gestures, reactions, emphasis, assertions and emotions of the respondents. These non-verbal expressions can give more accurate information than a questionnaire. Non-verbal cues “may give messages which would help in understanding the verbal response, possibly changing or reversing its meaning” (Robson, 2002: 273). However, it is cautioned that interviews should be reported and interpreted through the eyes of the interviewees who provide valuable insights and identify other sources of evidence. Most commonly, case study interviewers use the unstructured or open-ended form of an interview so that the respondent is more of an informant than a respondent (Burns, (2000).

In this study, I chose to use interview technique as one of the case study sources of data so that I could directly obtain data from the senior school administrators. Face to face semi-structured interviews, with 14 open-ended questions (Appendix: 3) were conducted with four senior school officials to collect data on school inclusive education policy issues. Some responses from the top school administrators were triangulated with those from teachers, especially with what worked well or not in their school. All the interviews were conducted in the respondents' offices. This was convenient for them as they were able to counter-check their responses from the available documents in their offices.

It goes without saying that interviews should be recorded. With improved technology, Silverman (2013) recognises the growing advantages of being able to play back interviews. The issue of transcription is important to consider as it takes lots of researcher's time. To show sufficient detail in the extracts from the interview data, the researcher took time to include particular questions to which provoked particular answers as well as the 'hm' and 'hms' and other sound particles which were crucial in guiding the interviewee in a particular direction. The transcripts from each of the four interviews were given to respective participants for consideration and no amendments were made. This is in line with Denzin, as cited in Fontana and Frey (2000, p. 666), who holds that "those studied have claims of ownership over any material that is produced in the research process". Loxley (2000) cautions that the spoken word has a degree of ambiguity no matter how careful we report or code the answers (Fontana and Frey, 2000, p. 265), therefore it is important to pursue ambiguity and clarify meanings. Each transcript was read and re-read several times to identify keywords. Keywords were highlighted and data was grouped collectively to form subcategories, such as understanding the least restrictive environment, challenges to inclusive education, experience and resources. They were coded in the style borrowed from a grounded theory approach (Charmaz, 2006). Wisker (2008) explains that grounded theory is really what it says it is – theory grounded in experiences. Further, it is explained that grounded theory is recommended for small samples.

3.4.3. Document review

Burn (2000) states that variety of documents are likely to be used as case study investigator. They would include policy documents; letters; agendas; minutes; administrative reports; files; books; journals; diaries; budgets; news clippings; photographs; lists of employees/ pupils; syllabi. Sources of document data may be "published and/or unpublished" (Ilubala-Ziwa, 2014:129). Burns (2000) cautions that it is essential to remember that these documents may not be accurate or lack bias and that they may be written with a special audience in mind, for a specific purpose. In fact many may deliberately be edited before issue. But they are important as another way to confirm evidence derived from other sources. They may specify events and issues in greater detail than interviewees. In this study, the document review technique was used to examine inclusive education policy documents from the two schools under study. Data from the review process was triangulated with data from the questionnaire and interviews. Additionally, the researcher took time to review secondary data from the Central Statistical Office (CSO). Document review saved my time and expense of transcribing responses, as well as the costs in the interview method.

3.5. Schools' and Interviews participants' profiles

The following section contains the profiles of the 2 participating schools and 4 interviews' participants.

3.5.1. School 1

The first participating school in this research is referred to as **School 1** in order to ensure its anonymity. This inclusive education school is located in one of the 12 districts of the sampled province of Zambia. It is situated about 160 Kilometres south of Lusaka, the capital city of Zambia, and located 4 kilometres off Lusaka – Livingstone Road. The school is a Grant-aided institution (Mission school) managed by one of the protestant churches in the country. It was built in 1965 by the responsible Managing Agency but was officially opened in 1970 with an enrolment of 560 pupils. The current enrolment at this school is 943 pupils with 32 teaching staff (including the two senior administrators). The school is administered by laity man who is a member of the church (Managing Agency).

3.5.2. School

The second participating school in this research is referred to as **School 2** to ensure its anonymity. This inclusive school is located in one of the 12 districts of the sampled

province of Zambia. It is situated about 305 Kilometres south of Lusaka, the capital city of Zambia, and located just along the Lusaka – Livingstone Road. The school is a Public institution and administered by a woman. The school was by the Government of the Republic of Zambia with financial assistance from the World Bank. It was officially opened in 1966. The current enrolment at this school is 1 091 pupils with 72 teaching staff (including the two senior administrators).

3.5.3. Participant A

The first participant to be interviewed for this research is referred to as **Participant A** to ensure his anonymity. The participant is currently the Headteacher for School 1.

3.5.4. Participant B

The second participant to be interviewed for this research is referred to as **Participant B** to ensure his anonymity. The participant is currently the Deputy Headteacher for School 1.

3.5.5. Participant C

The third participant to be interviewed for this research is referred to as **Participant C** to ensure her anonymity. The participant is currently the Headteacher for School 2.

3.5.6. Participant D

The fourth participant to be interviewed for this research is referred to as **Participant D** to ensure his anonymity.

3.6. Implementation

The schedule was as follows: Week 2, school 1 (Information session); Week 3, school 1 (collection and initial analysis of the questionnaires); Week 4, school 1 (interviews); Week 5, school 2 (information session); Week 6, school 2 (collection and initial analysis of the questionnaires); Week 7, school 2 (interviews).

3.7. Pilot study

Prior to the implementation of data collection instruments, a pilot study was conducted. The survey questions were pilot tested. The copies of the questionnaire were given to special education teachers from a special education school where the researcher is the Headteacher. Teachers from both primary and post-primary sectors participated in the pilot study. From this pilot study, it was discovered that the ‘hearing impairment’ category (in Section A, Part II) was omitted due to typing error; and this omission was included.

Prior to conducting interviews with the senior school administrators at the sample schools, I carried out pilot interviews with two senior special education administrators at the same special education school where the questionnaire was piloted. This was to ensure that the audio equipment worked correctly and that the questions were appropriate and answerable. The pilot interviews highlighted to me that my question on 'least restrictive environment' needed some clarity.

3.8. Data analysis

Both quantitative and qualitative methods of data analysis were used. Descriptive statistics were used to analyse the quantitative data by using analysis of frequencies and percentiles and making presentations in the form of charts (comparative column graphs and pie-charts) and tables (Punch, 2013). The quantitative data was managed by using EPI Data software to get the frequencies and percentages of the responses from the survey. Thematic analysis was used to analyse the qualitative data and be able to come up with the themes that guided to generate memos. This was done manually. The additional comments made by teachers in the surveys were regarded as qualitative data and were also analysed using thematic analysis. Documentary analysis was used to analyse the provision of the inclusive education documents.

3.9. Data collection procedure and ethical considerations

Once the ethical approval had been obtained from Trinity College Dublin, I sent the formal consent form (Appendix: 4) to the District Education Board Secretary (DEBS) to formally act as gatekeeper in the study. The DEBS was written to (Appendix: 5). He confirmed support to conduct this study in writing (Appendix: 6). The DEBS indicated that he would facilitate the access to schools and would be available to offer an onsite support during my fieldwork. Further, I wrote to the two Headteacher explaining the purpose and scope of the study. In the letters, I also asked for permission for information session; distribute the questionnaire to the inclusive education teachers; to conduct interviews with the senior school administrators; and to have access to the school inclusive education policy document (Appendix: 7).

I am a Headteacher at a special education school within the selected province of Zambia with 15 years of experience in special education provision. My school was recently upgraded to a post-primary level of education. Previously, the pupils who qualified from my school to do post-primary education used to go to the two sample schools. The Irish Aid awarded me a scholarship to study at Trinity College Dublin. During my

fieldwork for data collection, I also did my placement with the District Education Board- DEBS (Government Agency). The DEBS monitored my research and facilitated access to the schools where issues of confidentiality and anonymity were clarified (Appendices: 8 & 9).

The study was conducted at two sample schools in one of the ten provinces of Zambia. The two schools were purposively sampled because of their involvement in inclusive education provision at post-primary school level. It was planned that a total of 40 teachers were to be included in the study. If more than 40 teachers wanted to be included, the researcher would have randomly selected 40 from those who would have expressed interest. The ceiling of 40 was set because it was presumed that some teachers would be out of the schools invigilating the General Certificate 'O' level Examinations for the external candidates. The examinations were written around the same time set for data collection. However, it happened that there were 18 inclusive education teachers from school 1 and 20 from school 2.

3.10. Ethical approval and considerations

All ethical issues, both possible and potential were adhered to in this study as required by the School of Social Work and Social Policy, Trinity College Dublin Ethical Committee. Ethical issues included aspects of participants' voluntary participation, informed consent, anonymity, confidentiality, respect for the participants' rights, values and decisions, and non-interference of their responses.

Special written authority and permission was obtained from the DEBS for this study to be undertaken. Permission was also granted by the Headteacher to conduct surveys, interviews and to review the inclusive education policy documents in their schools.

Detailed information sheet for the participants accompanied each questionnaire. Separate information sheet was also prepared for those who were interviewed. The participants were informed of the purpose of data that was to be generated from them, its significance and benefits the study may bring about by exploring the challenges and facilitators of inclusive education policy implementation in post-primary regular classrooms. The respondents were assured that their responses would be treated with total confidentiality. The questionnaires and sound recorder were securely stored throughout the research with access only available to the researcher and the supervisor.

The teachers were given one week to make a decision before they signed the consent form (Appendix: 10). The senior school administrators were also purposively recruited

because of their positions in the 2 schools. They were also given one week to make a decision before they signed a consent form (Appendix: 11).

Further, contact details of both the researcher and supervisor were available to DEBS and participants for them to feel free to contact should they want to learn more about the study or should they wish to withdraw from the study after participating in interviews or submission of their questionnaires.

3.11. Rigour and Trustworthiness

As mentioned earlier in this chapter, data quality in this multiple case study is determined by the standards of the strategy of data triangulation. However, subjectivity meanings and perceptions of the subject are significant in any study, and it is the researcher's responsibility to assess these (Krefting, 1991; Shenton, 2004).

In this section, it is necessary to note what Burns (2000: 477) say "that it takes longer for exponents to develop the skills needed for the rigorous case study. The writings of most case studies reveal more literary artistry than reliable and valid explanation". To establish that the research took place truthfully, the current researcher sought participants' verification and rigorously relied on peer review throughout the study before reporting the findings. Further, during both the quantitative and qualitative phases of this study, the validity and reliability of the tools and/or equipment used were tested by piloting the surveys and also interviews to special education colleagues at a special school in the selected province. Furthermore, in order to guard against bias in case study which is mostly still contested in methodology texts, as stated by Ortilipp (2008), participants answered all the questions during the interview sessions that were put to them without feeling reluctant. Every effort was made to have the interviewees to check the transcribed data to see if everything was captured. They verified the transcribed data.

Additionally, triangulation techniques were employed in this study to ensure trustworthiness of the quality of data by using surveys, interviews and document review; and also by using inclusive education teachers, administrators and inclusive education policy documents as triangulation sources (Rose & Shevlin, 2014; Yin, 2014).

3.12. Limitation and delimitation of study

3.12.1. Limitations

The study had the following limitations:

- One common limitation with questionnaires is that they cannot probe deeply into respondents' opinions and feelings. Teacher responses were restricted to suggested choices.
- The study concentrated on views of administrators and inclusive education teachers was a limitation in itself. The perceptions of other stakeholders such as 'other' teachers, pupils and parents towards inclusive education policy implementation could not be investigated in this study due to time and money constraints, and scope.

3.12.2. Delimitations

- The study was restricted to one of the ten provinces of Zambia due to time, transport and money constraints.
- A sample of 38 inclusive education teachers was purposively selected from the 2 schools. However, 32 questionnaires were collected out of 38 which were distributed.

3.13. Summary

This chapter has outlined key elements of the multiple case study method adopted for this study. The use of a purposive method of selecting the participants has been explored. The approaches of collecting data and including the data analysis procedures have been shown. The next chapter presents the findings from the case studies conducted.

Chapter Four: Data Analysis



An old traditional Hindu story went like this:

Six blind men wanted to find out what an elephant was really like. An elephant was brought to them. The first blind man felt the trunk of the elephant and said, "The elephant is like a snake". The second blind man held the tail of the elephant and said, "The elephant is like a rope". Another of the men felt the side of the elephant and said, "The elephant is a big wall". The fourth man held one of the elephant's tusks and said, "The elephant is a kind of spear". The fifth man tried to put his arms around one of the legs of the elephant and said, "This so-called elephant is a tree trunk." The last man caught hold of the elephant's ear and said, "The elephant is a huge fan."

SOURCE: (Grade 8 Religious Education in Zambia, Pupil's Book, p.43)

This old Hindu story teaches that each person can know only part of the truth of an event or situation. Thus, in the current research, the investigator collected data from two sources and used two methods so that he could do triangulation of the results presented in this chapter.

Adopted from Ilubala–Ziwa (2014: 144)

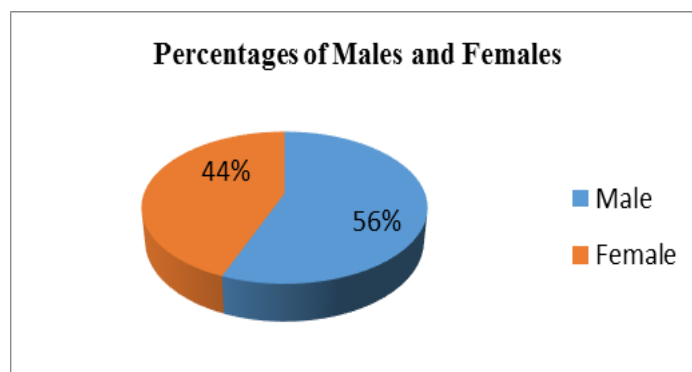
1.6 Overview

This chapter presents data collected from three methods: 1) surveys; 2) interviews; and 3) document review. The data presented first is that from the survey. This data is organised in two sections: 1) quantitative data; and 2) qualitative data generated from additional comments made by some of the teachers in the study. Secondly, it presents data from interviews. Finally, data from document review is presented. The data from the three sources will be triangulated in the next chapter.

1.7 Sample description

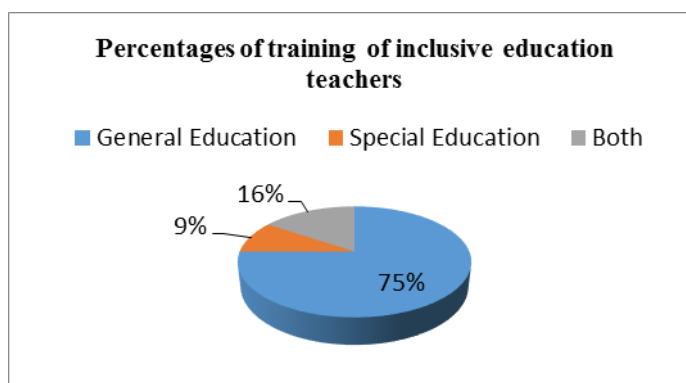
Out of 38 teachers who consented to participate in the survey, 84 % ($n=32$) of them returned the questionnaires. There was 100 % ($n=18$) response from School 1 and 70 % ($n=14$) response from School 2. All the teachers who participated had included pupils with disabilities in their classrooms. In this study, the participants' demographics are described in terms of gender, general tertiary training, the subjects they teach, the grade levels they teach and their years of experience in teaching inclusive classes as shown in Figures 3, 4, 5, and 5; and Table 4.

Figure 8: Gender of the participants



There were 32 out of 38 teachers who returned questionnaires of whom 56 % ($n= 18$) were males and 44 % ($n=14$) were females. Out of 32 teachers, 18 (10 males and 8 females) were from school 1 while 14 (8 males and 6 females) were from school 2.

Figure 9: Training of participants



It can be observed from Figure 4 that 75 % ($n=23$) of teachers who returned the questionnaires have general education training and do not have special education training; 9 % ($n=4$) of the teachers had special education as part of their initial teacher training; while 16 % ($n=5$) acquired special education during their in-service teacher training.

Table 4: Number of teachers who teach subjects offered to pupils with SEN

Note: Frequency = n

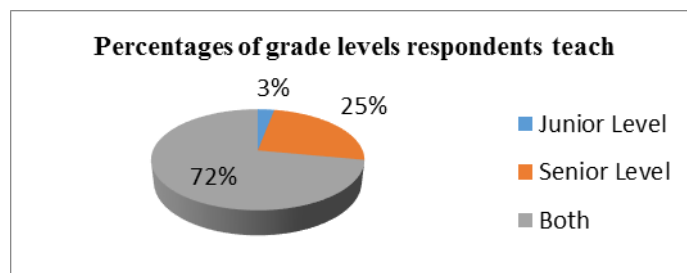
Subject Area	n
English Language (including English Literature)	7
Zambian Languages	3
Mathematics (Ordinary)	5
Agricultural Science	1
Biology	1
Chemistry	2
Physics	1
Geography	5
History	12
Religious Education	7
Civic Education	7
Civics	1

It is important to mention that the subjects indicated in Table 4 are the only subjects offered in inclusive classes at School 1 and 2. Subjects like Biology, Chemistry, Physics and Civic Education are offered at senior secondary school level (Grades 10 – 12) only

while Civic is offered at junior secondary school level (Grades 8 – 9) only. The other subjects indicated in the table are offered at both junior and senior secondary school levels.

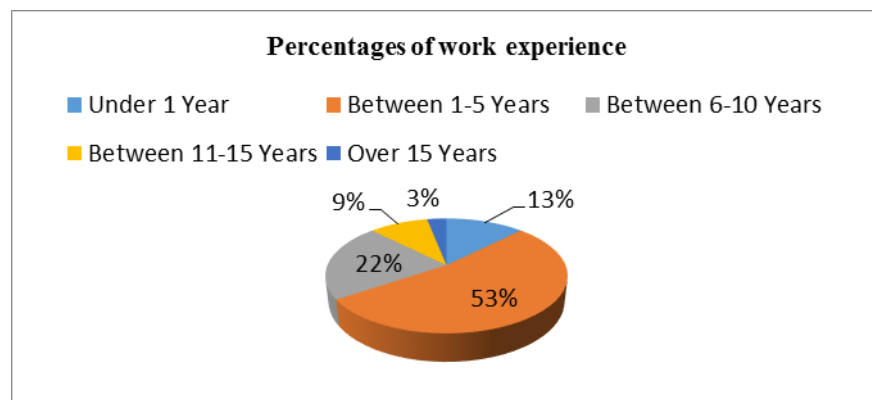
It can clearly be observed that there are more teachers of History ($n=12$) than in Science related subjects ($n=1$). This can be explained by either: 1) most pupils with SEN do not take science related subjects; or 2) there is shortage of teachers in science related subjects.

Figure 10: Grade levels the respondents teach



Out of the 32 teachers who returned the questionnaires, it is revealed in Figure 10 that 72 % ($n=23$) of inclusive education teachers teach at both junior and senior classes, 25 % ($n=8$) of the inclusive education teachers teach senior classes only, and 3 % ($n=1$) teach junior class only.

Figure 11: Respondents' work experience in teaching Inclusive class (es)



Out of the 32 teachers who returned the questionnaires, the findings in figure 6 indicate that half of the teachers had their experience in teaching inclusive class (es) ranging from 1 – 5 years. Their overall experience was positive as indicated by their positive attitudes toward inclusion of pupils in their regular classrooms.

1.8 Attitudes toward inclusive education practice in regular classroom

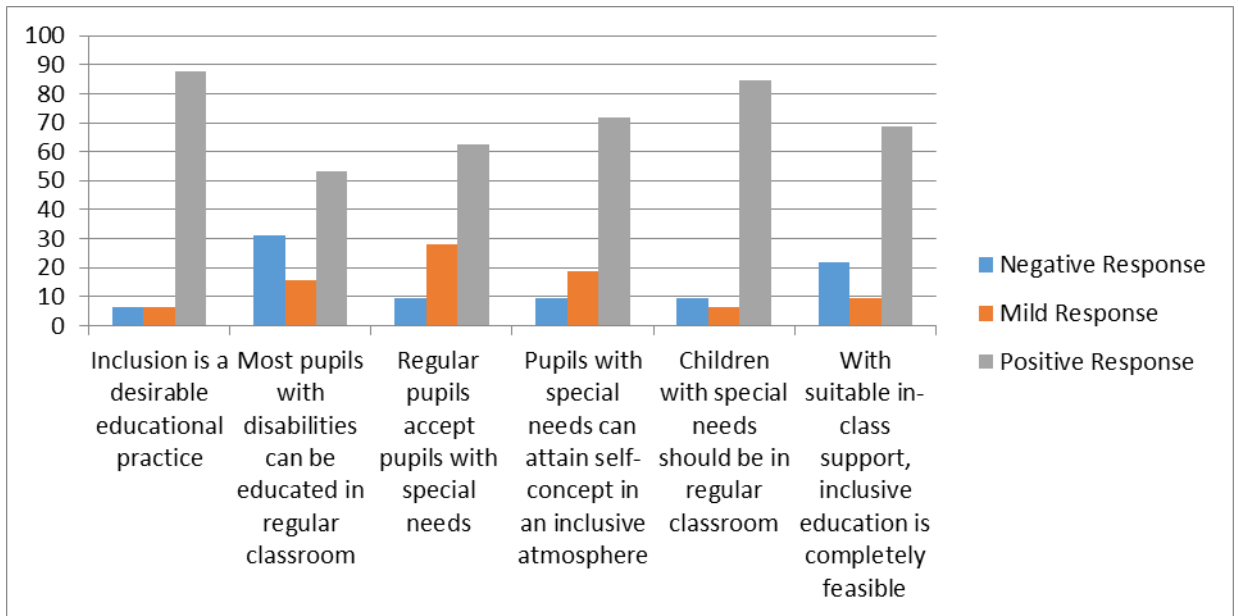
Teachers were asked to rate the extent to which they agreed or disagreed with the statements about inclusive education in regular classrooms. The statements about the teachers' attitudes toward inclusive education have been presented into relevant in order to simplify the analysis and presentation of the results. The original scale was on a 5-point Likert scale but for case of presentation of results, the responses were collapsed. The "Strongly Agree" and "Agree" categories were combined to indicate "Positive response", "Strongly Disagree" and "Disagree" and "Disagree" were combined to indicate "Negative response", and "Neutral/ Don't know" was indicated by a "Mild response".

1. Attitudes toward inclusion pupils with disabilities in regular classroom

As presented in figure 7, most teachers responded positively to the item about inclusive education being a desirable educational practice (88%). The teachers were in agreement that children with special needs should be in regular classroom (84%). There were also general positive responses that pupils with special needs can attain self-concept in an inclusive atmosphere (72%), in-class support to make inclusive education feasible (68%), regular pupils accepting pupils with special needs (63%) and educating pupils with disabilities in regular classroom (54%).

Despite the majority of teachers responding positively to all items, some responded negatively to the item about educating pupils with disabilities in regular classroom (31%). Others indicated that in-class support cannot make inclusive education feasible (22%).

Figure 12: Attitudes toward inclusive education of pupils with disabilities in regular classroom

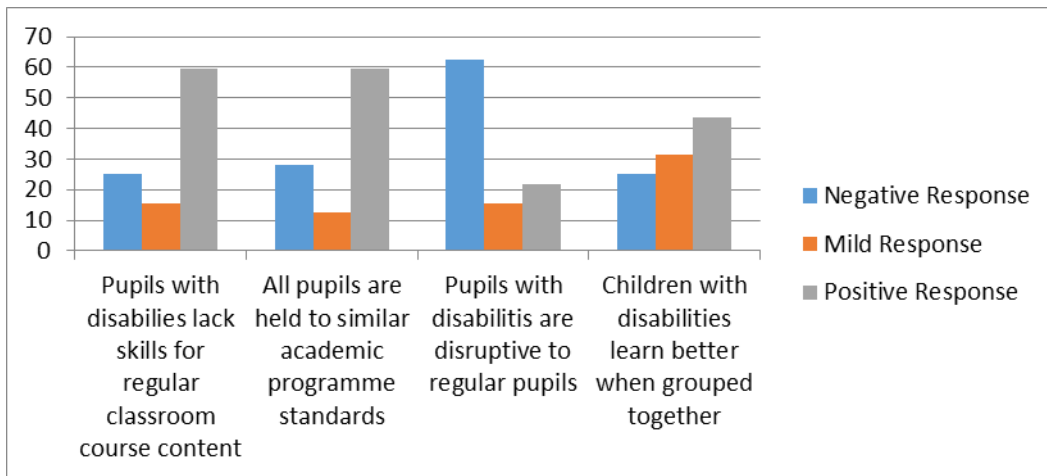


2. Attitudes of educating disabled pupils alongside regular pupils

As observed in Figure 13, the teachers indicated that pupils with disabilities lack skills for regular classroom course content (59 %). The teachers also indicated that disabled pupils and regular pupils are subjected to similar academic programme standards (59 %). Findings show some teachers support the idea that disabled children learn better when they are separate (45 %).

However, 61 % of the teachers disagreed that disabled pupils disrupt regular pupils in an inclusive classroom. Also, 22 % of the teachers indicated that pupils are not held to similar academic programme standards.

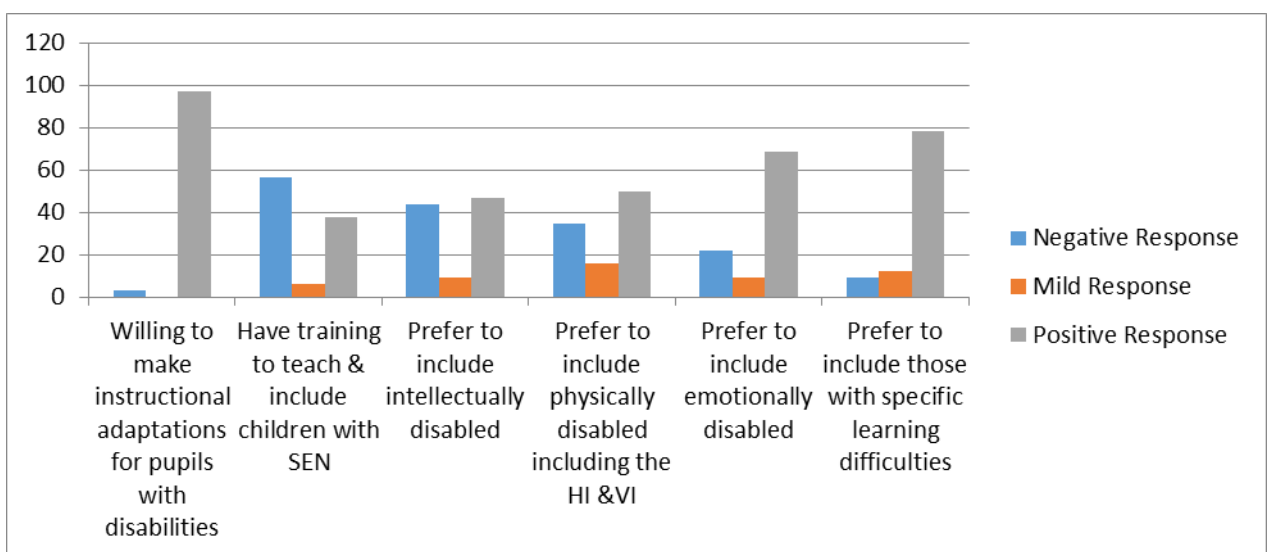
Figure 13: Attitudes toward educating disabled pupils alongside regular pupils



3. Attitudes toward including pupils with special educational needs

The findings here indicate that teachers are in agreement with making instructional adaptations for pupils with disabilities (98%). Teachers prefer to include pupils with specific learning difficulties (78%) and emotionally disabled (70 %) in their classrooms. 58 % of the teachers indicated that they do not have training to teach and include children with Special educational needs. They also indicated that they would prefer to include intellectually disabled pupils in their class (42%). As observed in Figure 14; the findings are of mixed results for including the physically disabled pupils.

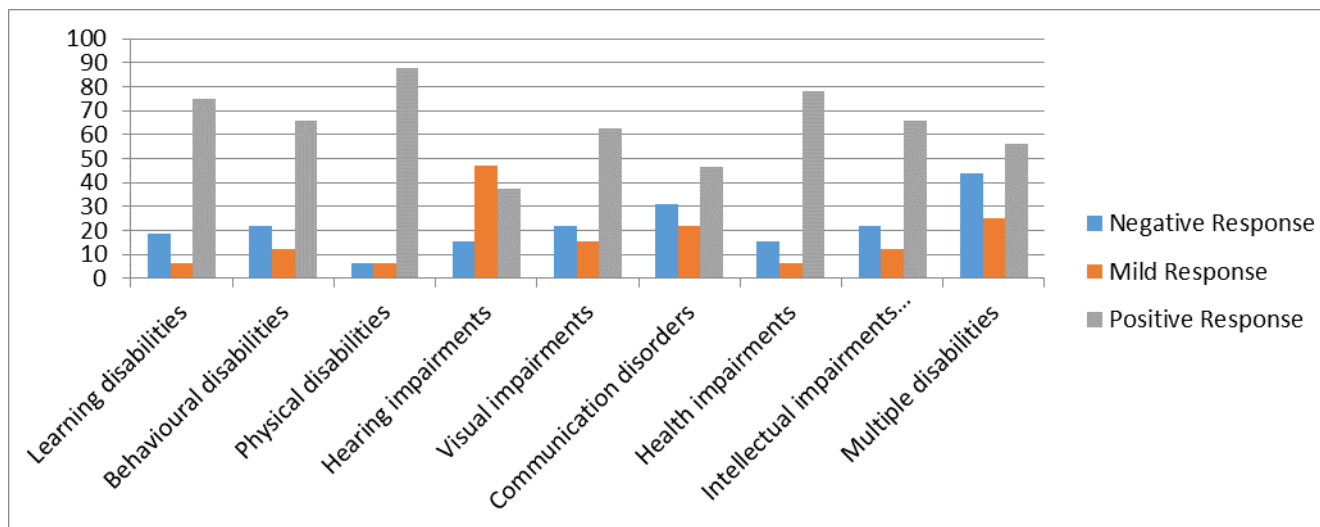
Figure 14: Attitudes toward including pupils with special educational needs



1.9 Attitudes toward children with specific impairments

Teachers were asked to rate how well they can teach pupils who are diagnosed with impairments. The results, expressed as percentages of the respondents' attitudes towards children with specific impairments, are shown in Figure 15. The original scale was on a 5-point Likert scale but for case of presentation of results, the responses were collapsed. The "Strongly Agree" and "Agree" categories were combined to indicate "Positive response", "Strongly Disagree" and "Disagree" were combined to indicate "Negative response", and "Neutral/ Don't know" is indicated by a "Mild response".

Figure 15: Attitudes toward pupils with specific impairments



The results in the figure 15 above show that teachers believe that they can teach very well the pupils diagnosed with physical disabilities (88.0%), health impairments (78.0%) and learning disabilities (75.0%).

The teachers also indicated that they can teach pupils diagnosed with intellectual difficulties and behavioural disabilities (65.0% respectively), visual impairments (62%), and those diagnosed with multiple disabilities (58.0%). It can clearly be observed that the teachers believe that they cannot teach well the pupils diagnosed with communication disorders (48.0%) and hearing impairments (38 %).

1.10 Common challenges of inclusive education policy implementation

The common challenges of inclusive education were presented to teachers in seven themes. The themes were: Policy; Teacher & support staff; Government support; Material & equipment; Facilities; Educational modifications; and Social. Teachers were asked to consider the importance of issues within each theme. They were also asked to consider how each issue was being addressed in their schools. The original scale was on a 5-point Likert scale but for case of presentation of results, the responses were collapsed. The “Very important” and “Somewhat important” categories were combined to indicate “Positive response”, “Not applicable” and “Not important at all” were combined to indicate “Negative response”, and “A little important” is indicated by a “Mild response”.

Policy

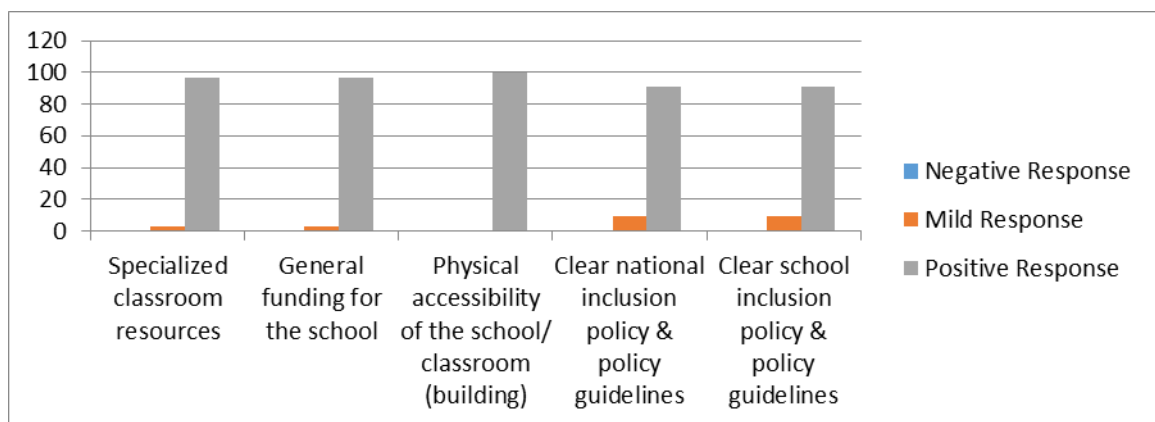
The teachers were asked to consider the importance of implementing inclusive education policy in regular schools. They were also asked to consider how specific policy issues were addressed

in their schools. The results, expressed as percentages of importance of inclusive education policy and satisfaction of inclusive education policy, are shown in Figures 11 and 12.

1. Importance of inclusive education policy

From figure 11 above, it clearly shows that over 80 % of teachers agreed with the importance of inclusive education policy.

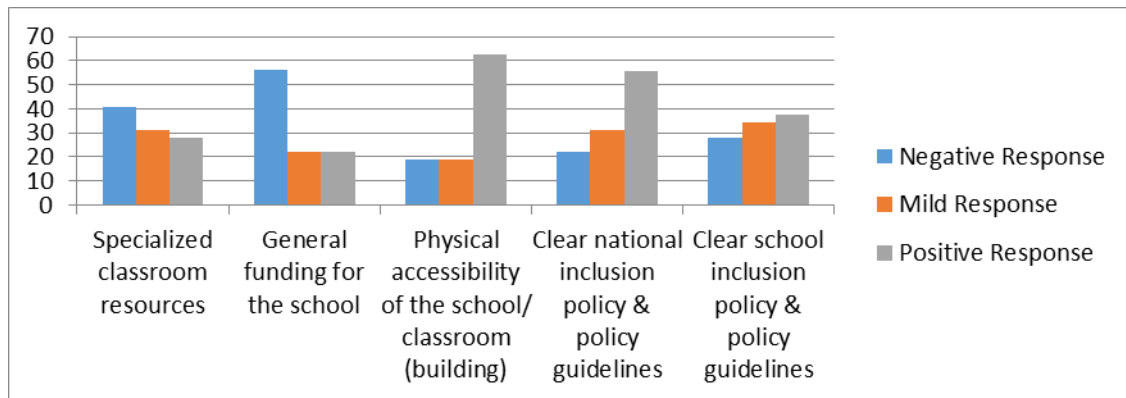
Figure 16: Importance of inclusive education policy



2. Satisfaction of inclusive education policy issues.

The teachers were in agreement that physical accessibility of the school/ classroom (building) (62%) and national inclusion policy and policy guidelines (55%) were being addressed. The teachers were in disagreement that funding (56 %) and the specialised classroom resources (40 %) were available to schools. The findings also show some mixed results in availability of school inclusive education policy and policy guidelines.

Figure 17: Satisfaction of inclusive education policy issues



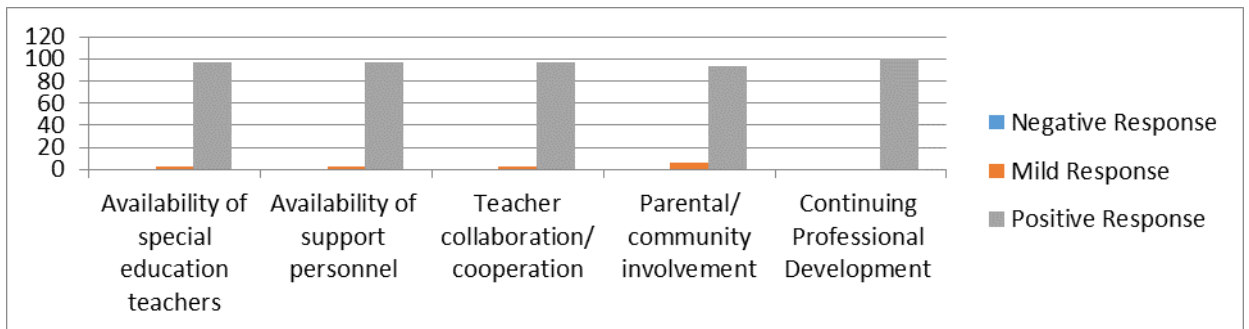
1.11 Teachers and support staff

The teachers were asked to rate the importance of the teacher and support staff in the implementation of inclusive education in regular classrooms. The results, expressed as percentages of the importance and satisfaction of availability of teachers and support staff, are shown in Figures 18 and 19.

3. Importance of availability of teachers and support staff

It can be observed from Figure 13 that over 90% of teachers acknowledged the need for teachers and support staff in implementing inclusive education policy.

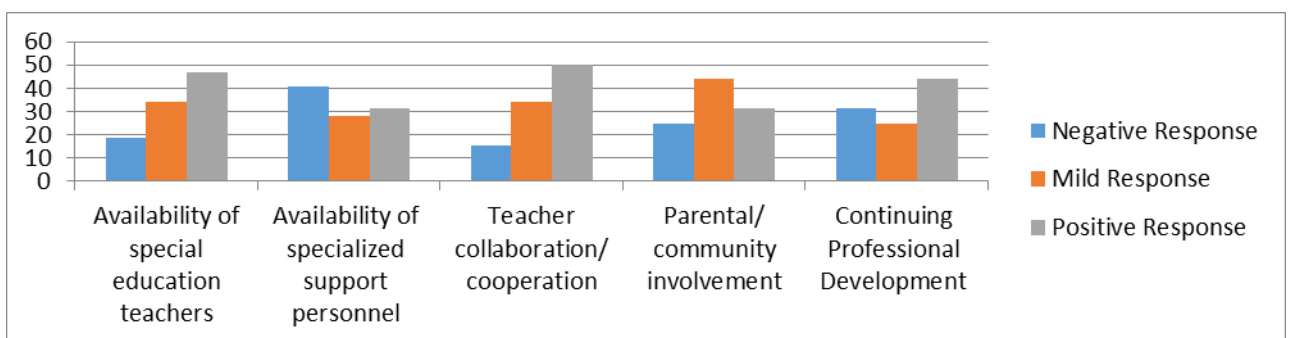
Figure 18: Importance of availability of teachers and support staff



4. Satisfaction of availability teachers and support staff

Teachers were in agreement that teachers need to collaborate when implementing inclusive education (50 %). They also acknowledged the important role the special education teachers in implementing inclusive education in regular schools/ classrooms (45 %). However, teachers expressed concern of non-availability of specialised support personnel in schools (40 %). Teachers also expressed concern about lack of support for continuing professional development in schools (30 %). The findings also indicate mixed results in relation to the role of parents/ community in the implementation of inclusive education policy.

Figure 19: Satisfaction of availability of teachers and support staff



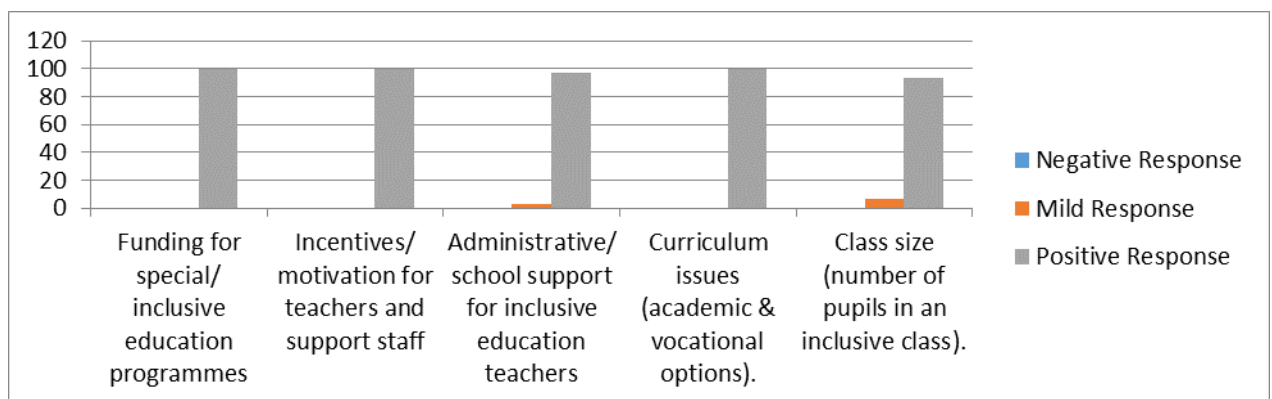
1.12 Government support

The teachers were asked to consider the importance of government support in implementing inclusive education. The results, expressed as percentages of responses on importance of government support and satisfaction of government support, as shown in Figures 20 and 21.

5. Importance of government support in implementing inclusive education policy

The findings in Figure 20 indicate that over 90 % of teachers acknowledge the importance of government support in implementing inclusive education in regular schools.

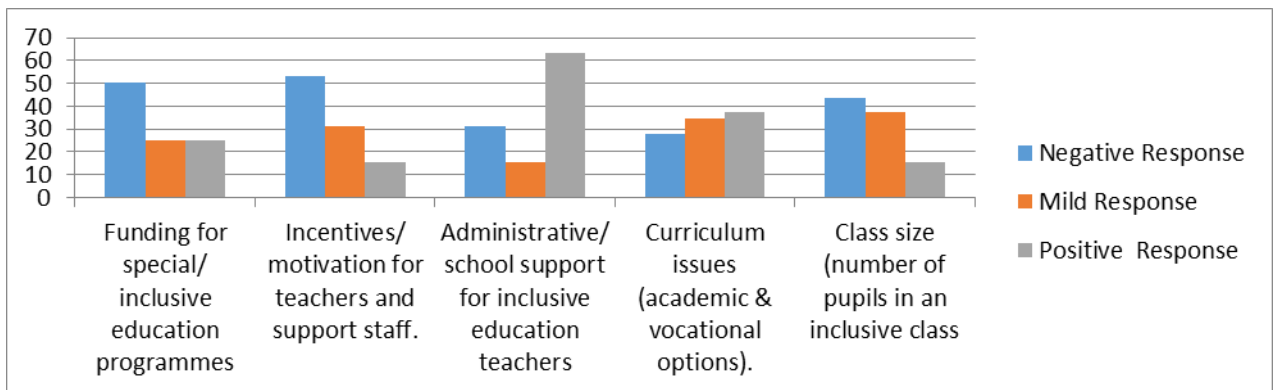
Figure 20: Importance of government support in implementing inclusive education policy



6. Satisfaction of government support towards implementing inclusive education policy

Teachers were satisfied with they receive support from school administrators in implementing inclusive education (62 %). However, they expressed the concern for inadequacy of funds for inclusive education programmes (50 %). The teachers also indicated that there are no incentives for teachers and support staff for working with children with special educational needs in regular schools (50 %). The findings also indicated mixed results in relation to curriculum issues and size for inclusive classes.

Figure 21: Satisfaction with government support towards implementing inclusive education policy



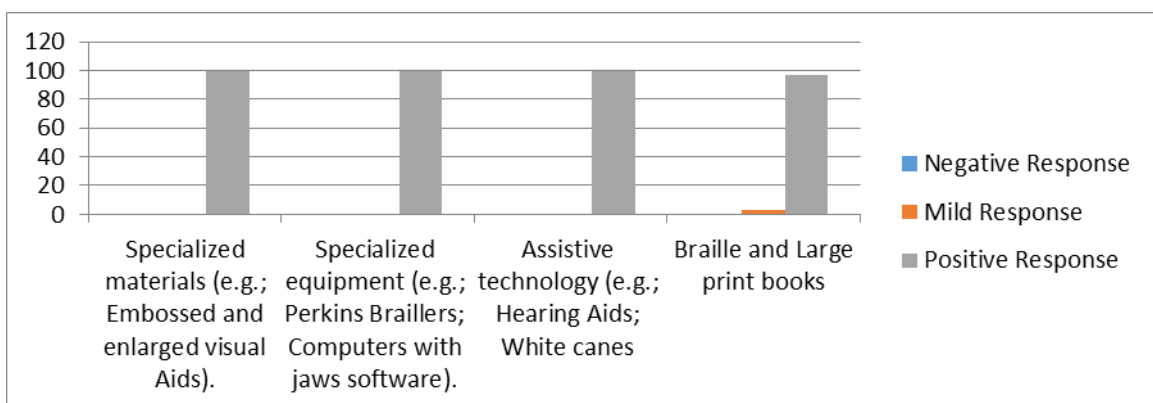
1.13 Materials and equipment

The teachers were asked to consider the importance of provision of materials and equipment in implementing inclusive education. They were also asked to consider the availability of materials and equipment. The results, expressed as percentages of importance and satisfaction of provision of materials and equipment for pupils with disabilities, as shown in Figures 22 and 23.

7. Importance of provision of materials and equipment for pupils with disabilities

The findings indicate that over 95 % of teachers expressed the need for adequate provision of appropriate and specialised materials and equipment for implementing inclusive education policy.

Figure 22: Importance of provision of materials and equipment for pupils with disabilities

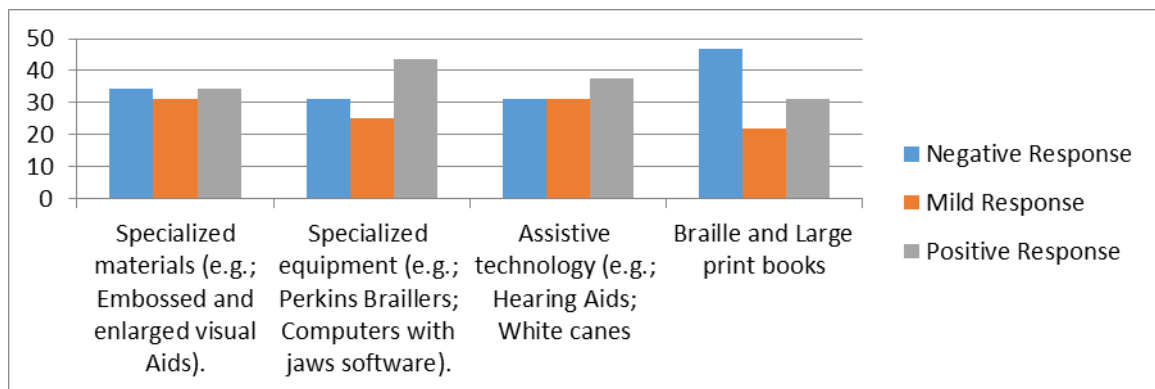


8. Satisfaction of the availability of materials and equipment for pupils with disabilities

The teachers agreed that specialised equipment for pupils with disabilities is made available in schools (44 %). In Zambia, equipment such as Perkins Brailers is usually provided by Non-Governmental organisations working with schools offering education to children with disabilities. These include among others Sight Savers – Zambia and Health Help Zambia.

However, the teachers were in disagreement with the availability of Braille and Large Print books (46 %) and specialised materials such as embossed and enlarged aids (34 %). The findings also indicate mixed results on assistive devices such as hearing aids and white canes (30 %).

Figure 23: Satisfaction with availability of materials and equipment for pupils with disabilities



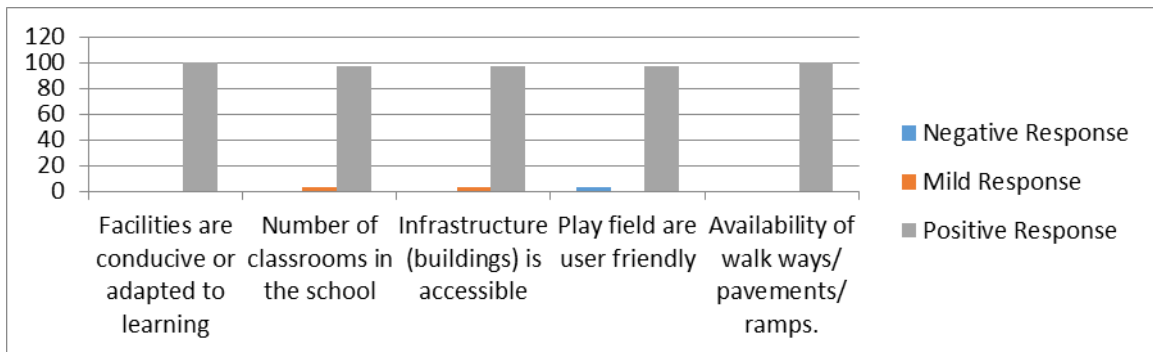
1.14 Facilities

The teachers were asked to consider the importance of provision of facilities for implementing inclusive education. They were also asked to consider the accessibility of available facilities in schools. The results, expressed as percentages of importance of provision and satisfaction of provision of materials and equipment for pupils with disabilities, as shown in Figures 24 and 25.

9. Importance of provision of facilities for pupils with disabilities

According to Figure 24, it can be observed that over 95 % of teachers agreed with the need for provision of facilities for children with disabilities to successfully implement inclusive education policy.

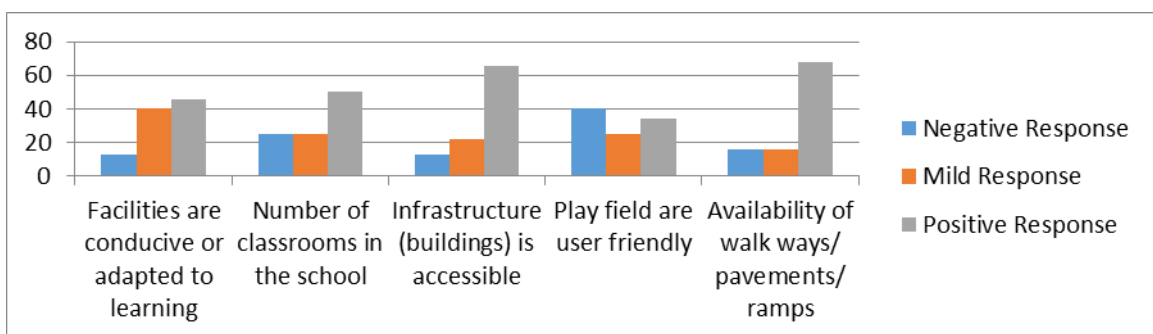
Figure 24: Importance of provision of facilities for pupils with disabilities



10. Satisfaction of provision of facilities for pupils with disabilities

The teachers were in agreement with the availability of ramps (67 %) to enable easy accessibility of school buildings by those pupils using wheel chairs (65 %). The teachers were satisfied with the number of classrooms in schools (50 %). However, the teachers were not satisfied with the existing play fields which are not user-friendly for most children with disabilities (40 %). The findings indicated mixed results about the facilities being conducive for learning (46 %) as indicated in figure 25.

Figure 25: Satisfaction of provision of facilities for pupils with disabilities



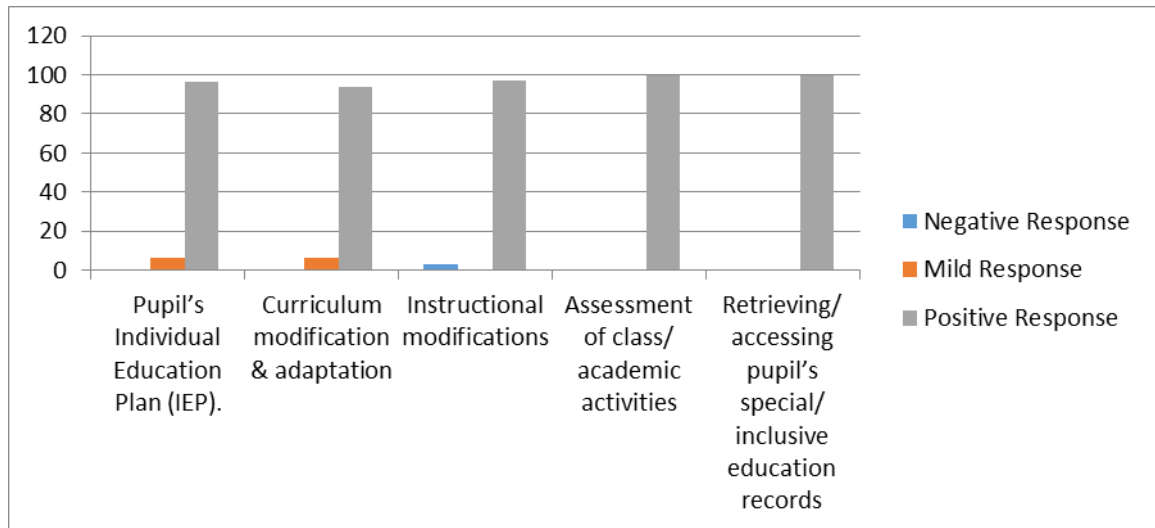
1.15 Educational modifications

The teachers were asked to consider the importance of education modifications in the education for persons with disabilities. The teachers were also asked to consider how issues of education modifications are being addressed in schools. The results expressed as percentages of importance and satisfaction provision of educational modification in inclusive education setting, are shown in Figures 26 and 27.

11. Importance of educational modifications in inclusive education setting

The findings in figure 26 reveal that over 95% of teachers agreed with the need of providing educational modifications to meet individual needs of learners with disabilities.

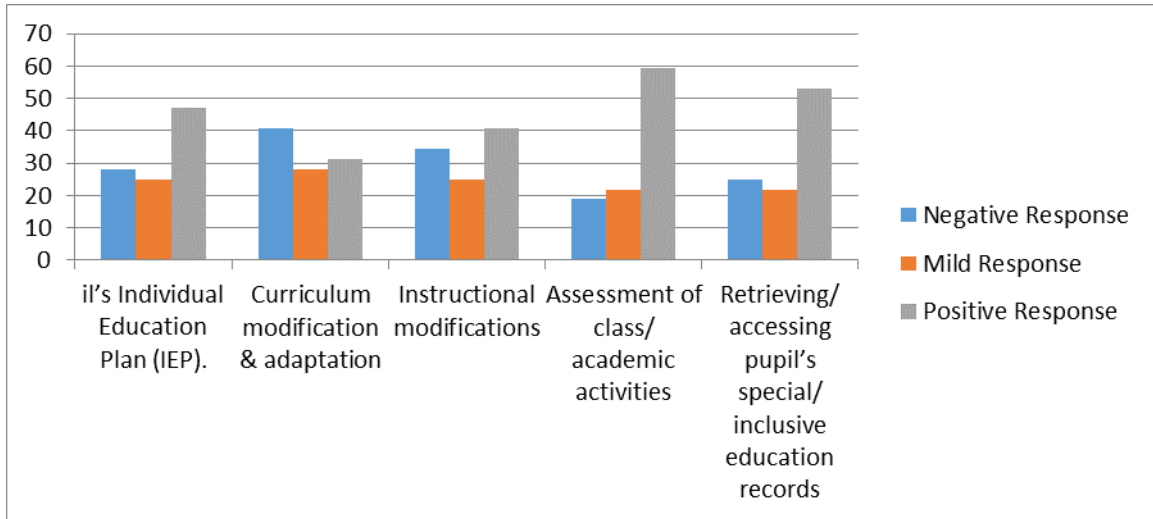
Figure 26: Importance of educational modifications in inclusive education setting



12. Satisfaction of the provision of educational modifications in inclusive education setting

The findings as shown in Figure 27 reveal that teachers make modifications in the way academic assessments for pupils with disabilities are conducted (60 %). Some teachers agreed that they can access past special/ inclusive education records of pupils with special educational needs (52 %). The teachers were in disagreement with curriculum modifications (40 %). They also expressed the concern of lack of Individual Education Plans for pupils with special educational needs (28 %). The findings indicate that 34 % of teachers had mixed views in instructional modification despite indicating in the previous findings that they were willing to make the necessary instructional modifications.

Figure 27: Satisfaction of provision of educational modifications in inclusive education setting



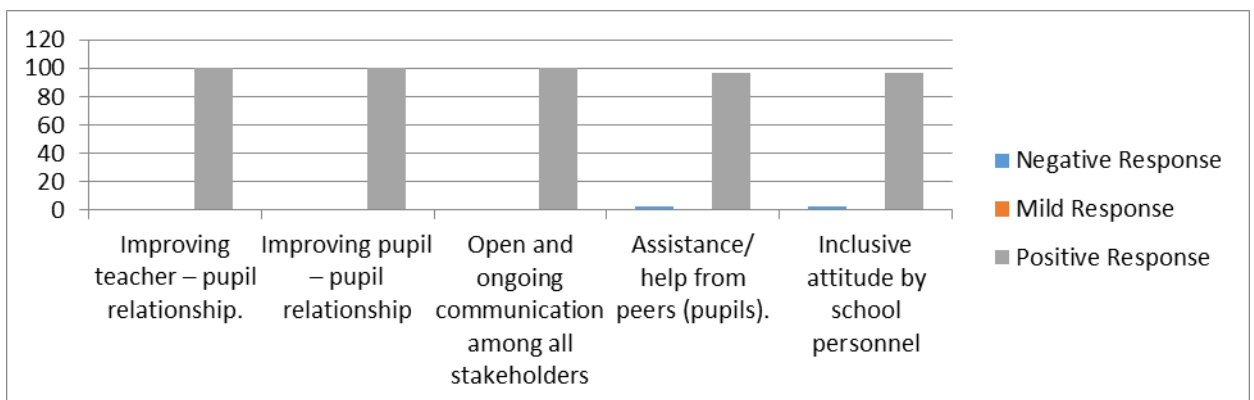
1.16 Social

The teachers were asked to consider the importance of social linkages when implementing inclusive education policy. The results expressed as percentages of importance and satisfaction of provision of social support for pupils with SEN and accessing social support by pupils with SEN, as shown in Figures 28 and 29.

13. Importance of social support for pupils with SEN

It can be observed in Figure 28 that over 97 % of teachers agreed with the importance of providing social support to children with disabilities by the school community.

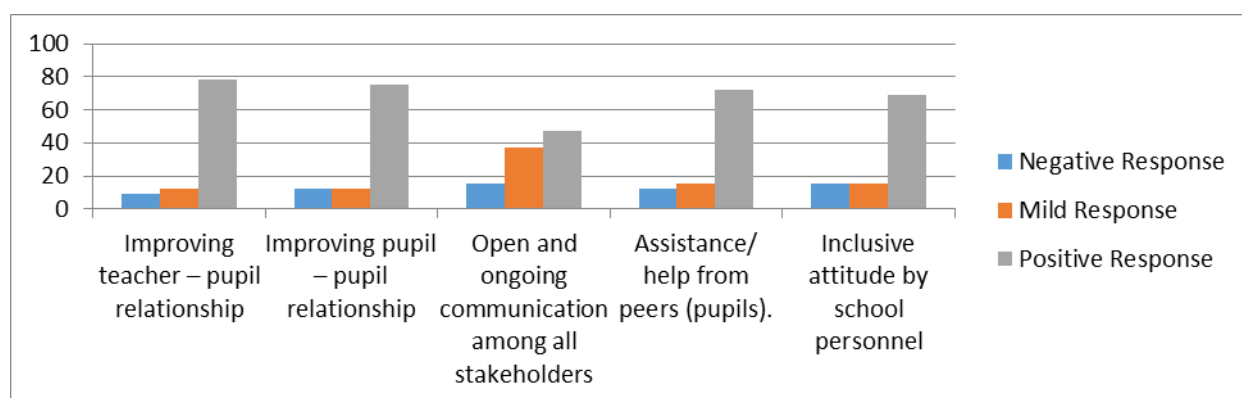
Figure 28: Importance of social support for pupils with SEN



14. Satisfaction of provision of social support for pupils with SEN

The findings in shown in figure 29 reveal that 70 % of the school communities (teachers, regular pupils and other school personnel) provide social support to pupils with disabilities. However, 15 % of teachers did not agree that there is effective communication among all stakeholders in the provision of education of children with special educational needs.

Figure 29: Satisfaction of provision of social support by pupils with SEN



1.17 Qualitative results from the Survey

The survey included responses to an open-ended item where teachers were given an opportunity to share their additional thoughts, which the researcher may not have included in the closed- ended questions, about the success or lack thereof concerning inclusion of pupils with disabilities at their school. Twenty-seven comments were provided in response to this survey item with participants mostly reiterating their support for inclusion and the need for domesticating inclusive education policy. Others emphasised the need for government support and professional development.

Participants supported the need for implementing inclusive education policy in regular classrooms. One participant wrote, “Inclusive education is very important for pupils with SEN.” Respondents indicated that schools need to localise inclusive education policy. One respondent expressed the need as he stated, "As a school, we need to domesticate the national education policy regarding inclusion of persons experiencing disabilities at our school.” Because implementing inclusive education policy has its own demands, teachers noted the need for increased funding to enable schools buy

specialised materials. One participant wrote, “The school needs a lot of financial and material assistance to make education of learners with disabilities a success.”

Reflecting on professional development, participants noted that training of all teachers in inclusive practices is key to effective implementation of inclusive education policy as one participant wrote, “It can be helpful to improve inclusion of pupils with disabilities if teachers are taught some skills needed to help such learners while at college.” Another participant stated,

“There is a need to sensitise teachers who are not special education trained to handle these [pupils with disabilities] learners.” The need for continuing professional development was raised by respondents since many teachers lack necessary skills. They believed that teachers would share inclusive education skills to enable them to effectively include pupils with SEN as commented by one participant that there is “need to support sign language lessons for teachers.”

Summary

Teachers’ attitudes in implementing inclusive education are crucial. Overall, teachers had positive attitudes toward implementing inclusive education policy in regular classrooms. However, mixed results were shown about participants’ attitudes towards including pupils with intellectual disabilities (42 % agreed while 41 % disagreed) and those with hearing disabilities (43 % agreed while 38 % disagreed).

The findings indicated that school authorities also supported inclusive practices. The teachers raised concerns that may hinder implementation of inclusion policy which included among others inadequate funding for specialised material and equipment to meet individual needs of pupils with SEN, and lack of incentives to motivate teachers and support staff.

The next section will present qualitative results from the interviews.

1.18 Qualitative results from interviews

The interviews were conducted with Headteacher and deputy Headteacher from the two sample schools. The Headteacher and the deputy Headteacher for school 1 were both males and belonged to the church that managed the school. School 2 was headed by a woman and deputised by a man. Regarding tertiary qualifications, three of the respondents had under-graduate degrees in Education related programmes while the

deputy teacher for school 1 had a degree of Master of Education Administration and Management.

The interview responses fell into seven themes: Understanding of inclusive education policy in schools; Resource access and availability for inclusion; Facilities/ buildings; Support for inclusion/ pupil benefits; Curriculum issues; Parents/ family/ community involvement; and Narratives on experience in inclusive education provision.

Inclusive education policy in schools

Understanding the principle of 'least restrictive' is crucial in implementing inclusive education policy in schools. The first interview question in this sub-section was aimed at establishing the school administrators' understanding of the principle of 'least restrictive environment' in the implementation of inclusive education policy. The responses indicated mixed results. Participant 1 understood it as, "a policy to allow everyone [pupils] to participate freely in the education programmes that are offered in a school." Participant 2 understood the principle as making schools become 'user-friendly' to all pupils. Participant 3 viewed it as the need to "integrate disabled pupils into the programmes that go on in regular schools and that the infrastructure should be conducive them [disabled pupils] to freely move around." Participant 4 regarded it as a move to put "less restriction on access to enrolment of children with disabilities." Scrutiny of the participants' responses revealed that such mixed responses indicated lack of common knowledge of the inclusive education policy and its principles.

Related to the first question was the question that was aimed at establishing if the schools had domesticated the national inclusive education policy and if so what strategies had been put in place to implement their local policies. Participant 1 and 2 indicated that their school was using the education policy developed by the school board of management (the church) about support for special education provision in their institution. And regarding strategies put in place, their responses were summarised by participant 2 as, "to give them [disabled learners] ample prep time [study time] and to improve the existing infrastructure by building ramps and constructing a much spacious resource room."

Participant 3 and 4 indicated that their school had domesticated the national inclusion policy. Participant 3 issued a copy of the policy to the researcher. When asked to

elaborate on some strategies put in place to implement the school policy, both participants 3 and 4 indicated that one of the programmes was the capacity building for teachers to learn sign language on every Wednesday although only a few had benefited. It was clarified that there were sporting activities that were conducted on Wednesdays, and many teachers opted to go to for sports than attend sign language lessons. The other is to rehabilitate one room and put up a toilet and shower to be specifically used by children with visual and physical disabilities as these children find it difficult to share the public facilities with other learners. Participant 4 added that the other strategy which has worked well is putting the deaf in one class where a practical subject is offered. According to him, the deaf can be better managed than other disability categories which would pose a lot of challenges to the school.

The administrators were very confident in explaining their school policies and strategies put in place to implement the policies. They were able to point out strategies that worked well and those that did not work well.

Access and availability of resources for inclusion

Respondents indicated that the resources are inadequate as one respondent stated, “It difficult for us to access resources especially specialised resources.” The other three also agreed with the sentiment expressed by participant 3 and added that “the resource rooms are not conducive, and spaces are limited”. They further stated that “the government grants [funding] which come quarterly are inadequate to enable schools to provide the required resources for inclusion”.

Facilities/ buildings

Findings reveal that with limited financial resources, the schools were trying their best to provide facilities for the children with disabilities and make the school buildings accessible as one participant from School 1 stated, “Using families and community support, we are building them [the disabled pupils] a block which they will freely use because at the moment they are using an office.” A participant from School 2 also stated, “we have put up ramps all-round the school for those using wheelchairs to move without difficulty, and we have rehabilitated a room and put up a toilet and shower for the visually impaired and the physically disabled to use because we noticed that they could not freely share such facilities with others at the dormitories.”

Support for inclusion/ pupils benefits

The respondents stated that their schools provided inclusive strategies such as positive discrimination during selections for grade 8 and 10 places, and giving 25 % time

allowance during tests and examinations as required by the ministry of education. Participant 1 claimed as he stated, “As for now, we are very confident that the services the school is providing are appropriate to what is required by the ministry because we have produced some of our blind children who have competed favourably with everyone else, and we have sent them to universities. Further, he said, “.....this inclusive type of education is very good as we practice it as a school. It is good for these children with disabilities as they feel that they have potential to do things like everyone else. When they participate in activities as others [non-disabled]; they even forget that they are impaired....” Participant 3 from School 2 said, “..... at least we are confident because, apart from the issue of signing, we have had no complaints from learners [disabled] or their parents.”

Curriculum issues

When asked on how the disabled pupil distribution was done, one respondent stated, “They [the blind] are in different grades. Some may be in one inclusive class but take different optional subjects.” He pointed out that one factor that determines placement for the disabled learners was the subject combination. As for the deaf pupils at School 2, they were placed in the same inclusive class but according to their grade levels. When asked why it was like that, Participant 4 said, “We place them [the deaf] in one inclusive class according to their grade level. Many teachers do not know sign language. Otherwise, it would have been difficult to teach them if they were to be distributed around [in all classes].” This approach is in line with the current inclusive education paradigm which emphasises on how children with special needs should be educated and not where they should be educated from because placement alone is not enough (Arduin, 2015).

There were 11 pupils at School 1 of whom 9 had visual impairments, and 2 had physical disabilities at School 1. At School 2, there were 18 pupils of whom 9 had hearing impairments, 7 had physical disabilities, 1 had visual impairment, and 1 had multiple disabilities (Cerebral Palsy with intellectual disability).

When asked about the kind of co-curricular activities offered to pupils with disabilities, the data indicated that there were specific co-curricular activities the pupils with disabilities were involved in, and some disability categories such as those with intellectual disabilities were not involved. Participant 1 said that “the blind and physically disabled were involved in Poems and Debate.” At School 2, one participant

said, “They [the deaf] are involved in sports (such as football and netball) and traditional dances.”

Parents/ families/ community involvement

Information collected from the four respondents clearly indicated that apart from the government, parents, families and community (individuals, Faith Based Organisations and Non-governmental Organisations) give financial support to schools as it is stated in the following responses: (.....We turn to everyone who is willing to assist us.....) (Participant 1)

Participant 3 confirmed that parents were key government partners in providing financial support to schools when she said, “Our ever green colleagues, the parents, are the ones that give us a lot of support concerning finances.” Commenting on community involvement, she said, “We are trying to promote community linkages by incorporating everyone so that they come to our aid. It’s like there are a lot of people out there that don’t know that we have such children [the disabled]. They are making donations somewhere else and we lose out.”

Narratives of inclusive education provision experience

To examine if years of experience in working at an inclusive school and contact with persons with disabilities had any contribution to the administrators’ attitudes towards implementing inclusive education policy, participants were asked to describe their experience related to pupils with disabilities receiving education in general education setting, and the period they had been connected to their current schools. The findings revealed that all the 4 participants had experience of between 5 – 8 years. Participants from School 1 expressed concerns about the limitation to communicate with the deaf pupils because they lacked sign language. The findings also revealed that all the participants never had pupils with disabilities at their previous schools. Despite a few years of experience, the administrators exhibited great passion and support for implementing inclusive education in regular schools as summarised by one participant when he said, "They [the disabled pupils] are a wonderful group to handle."

1.19 Findings from the document reviews

The purpose of the document review was to take an in-depth look at the existing inclusive education policies for school 1 and 2 to determine, through triangulation with

other data sources in the next chapter, whether the purposes and goals of the policies are being met.

In this document review, I focused on the dates the policies had been approved, the length the policies had been in place, the people involved in writing them, areas covered in the policies, monitoring mechanisms and accessibility of the policies by all staff. The schools' policy documents had different formats but what seemed to be common was that both documents indicated mission statement, vision/ aim and values (Appendix 12).

School 1

The policy document used at School 1 was a working policy book written in 2011, for the period of 2011 – 2015, by the Southern Africa Indian-Ocean Division Executive Committee. The book contained the Constitution and Bylaws of the Conference of the church as adopted by General

Conference Executive Committee and the Executive Committee of Southern Africa-Indian Ocean Division and was, therefore, authoritative voice of the church and was to be adhered to by all denominational organisations in that territory. Relating to education services by the church, the policy document covered among others the following areas: Support for Professional Continuing Education for the teaching staff; Provision of education to all children within the church's jurisdiction; Educational assistance for children with special conditions (including those with disabilities); Support facilities for all learners; and Support services for children with special conditions.

It was indicated that the policy might be amended by subsequent actions of the General Conference Session or an Annual Council of the General Conference. As part of the monitoring mechanisms, Heads of the learning institutions were required to write reports which were presented during the conference sessions and annual conferences. From what was observed, there was only one copy of the policy which was kept in the head teacher's office. Further, no policy implementation was availed to the researcher.

There was no mention of the provision of inclusive education throughout the policy document. It can be believed that the implements the 'church' policy in the light of the national inclusive education policy which is availed to all schools in Zambia.

School 2

The inclusive policy document used at School 2 was a two-paged inclusive education policy written in 2016, for the period of 2016 – 2020, by a special committee comprising the Deputy Headteacher, the School Special Education Coordinator, 2 special education teachers and 2 general education teachers. The document covered the

following areas: Unit infrastructure; Staff capacity building; Staff class allocation; Learning and teaching materials; Community linkages; Guidance and Counselling; Co-curriculum activities; and Examinations.

As part of the monitoring mechanisms, the committee was required to write reports to be presented during management and staff meetings. It was indicated that the review period was two years. However, it was observed that the policy was very new and doubted if the document was availed to teachers outside the committee. No policy implementation framework was availed to the researcher.

During the review process of the two policy documents, three cross-cutting issues came out: 1) inclusiveness; 2) coordination; and 3) capacity. The next chapter will discuss these findings.

1.20 Summary of main findings

What emerged from this study was put into two categories: strengths and weaknesses?

Strengths

1. The school staff at the two schools of Zambia was in full support of including pupils with SEN in mainstream classrooms.
2. The two schools were confident of educating the pupils with SEN as required by the Ministry of General Education of Zambia.
3. The attitudes of inclusive education teachers towards pupils with SEN were generally found to be positive.
4. Communities were subsidising the government in financing schools to provide required resources for pupils with SEN.

Weaknesses

1. Lack of clear and coordinated school inclusive education policy guidelines to guide teachers in this field.
2. Shortage of specialist teachers, fact which does not favour promotion of inclusive education.
3. Lack of specialised support staff such as education psychologists.
4. Inadequate provision of specialised teaching/ learning materials and equipment.
5. Lack of parental/ caregiver's/ community involvement in classroom activities.

1.21 Triangulation of results

The principle of triangulation (Yin, 2014) was used to merge survey findings with data from surveys, interviews and/or document reviews. Some findings were triangulated in order to get the final findings. These included the positive attitudes of teachers towards implementing inclusive education policy in schools were verified from the school officials when they confirmed that teachers were always there for children with special education needs. The children are supported in both academic and co-curricular activities. The other results from the surveys which were similar from the interviews included the accessibility of classroom buildings, inadequate number of specialised teachers, lack of specialised support staff; need to strengthen CPD programmes, lack of government incentives for inclusive education teachers, inadequate government grants, and inadequate provision of specialised materials and equipment.

The school administrators responded that they have localised the national inclusive education policy. Meanwhile, the teachers strongly commented that schools needed to domesticate the national policy so that they are guided. It seemed that the available school policies are only known by a few members of staff. At school 1, the Headteacher showed the researcher a policy which was imposed on them by the school managing agency. Moreover, there were no inclusive education provisions in it. At School 2, the policy was there but it was a two paged document and was written in 2016. It seemed only a few teachers had seen it. So, the research concurred with the findings from the teachers.

The findings on the preference of specific disabilities also differed. The majority of teachers preferred teaching pupils with specific learning difficulties as many of them had no training in special education. The administrators at School 1 had a preference of the children with visual impairment because they could compete with the ‘normal’ children in academic work. At School 2, the administrators preferred the children with hearing impairment because the school could not worry about providing special boarding facilities for such children. It was difficult for the researcher to come up with any final finding. So the final finding was mixed results.

Chapter Five: Discussion, Recommendations and Conclusion

1.22 Overview

The purpose of this chapter is to relate key findings to the existing literature on inclusive education. The study was aimed to further the understanding of the challenges and facilitators of inclusion policy implementation at post-primary school level of education in Zambia. It was hoped that this study would help gain greater insight into inclusive school arrangements at post-primary school level of education in Zambia. The attitudes of post- primary school teachers toward implementing inclusive education policy in regular post-primary schools/ classrooms of Zambia are discussed first. This section will include the discussion on the practices that enhance implementation of inclusive education policy in the two schools of Zambia. Next, the chapter discusses the challenges of inclusive education policy implementation as experienced in the two schools of Zambia. Finally, there is a conclusion and recommendations of the study.

1.23 Discussion of the research findings

It can be seen clearly from the findings that inclusive education is a desirable education practice in the two post-primary regular schools of Zambia. There were no differences in the overwhelming teachers' and administrators' support in implementing inclusive education policy in the schools. Their arguments are that regular pupils are able to accept pupils with disabilities and those pupils with disabilities are able to attain self-concept in an inclusive atmosphere. These findings were not consistent with the findings of Mandyata (2002) whose study, conducted in Basic [primary] schools in Northern Province of Zambia, revealed that teachers regardless of their training were not in favour of implementing inclusive education policy because schools lacked specialised teaching and learning materials. The results were also not consistent with the findings of Ndonyo (2013) who found that ordinary Basic schools in North-Western Province of Zambia were not yet ready to implement inclusive education policy because ordinary schools lacked qualified teachers for children with disabilities, suitable infrastructure and educational resources.

The issue of inclusiveness as a cross-cutting issue came up during the document reviews. The review revealed the Mission statements and Visions for both schools seem to be solely focusing on student performance and not ones which promote the rights of all children to benefit from access to a high- quality education which would derive benefits far beyond individual educational gains by assisting in achieving wider social

and economic objectives of inclusive growth and the knowledge society. The administrators, however, believed that despite the Zambian educational system remaining highly competitive and examination oriented, the children with disabilities were able to compete favourably in academic work with the regular pupils.

The findings revealed that there were no differences in the attitudes of both the teachers and administrators in implementing inclusive education of pupils with disabilities in regular schools. Generally, the attitudes of teachers and administrators in implementing inclusive education of pupils with special education were positive. The findings are inconsistent with findings by Dagnev (2013) who found that negative attitudes of teachers impeded the implementation of inclusive education in schools of Bahir Dar town of India. In contrast, other studies found that abuse and bullying of children with disabilities in schools resulting from the barring cultures and customs had led to resistance towards supporting inclusive education policy implementation in schools (Charema, 2010; Jonas, 2014; Mutara, 2008).

The positive attitudes of teachers revealed in this study may be attributed to their short professional experience in inclusive education. The experiences of the majority of the teachers ranged from 1 – 5 years. Muwana (2012) revealed in her study that despite inclusion of students with disabilities in general classrooms in Zambia being in its infancy stage, many student teachers at the University of Zambia who participated in the survey supported inclusive education. It could be that those participants, after graduating from the University of Zambia, were some of the current young teachers who participated in this current study. The positive attitudes of administrators uncovered in this current study may have been due to positive affective experiences and direct experience with individuals with disabilities. In Muwana's study, participants' demographic information about their contact with individuals with disabilities indicated that they had positive contact with persons with disabilities (Muwana, *ibid*). It is possible that the administrators' positive contact with the pupils with disabilities influenced their overall attitudes towards inclusive education of pupils with disabilities. On the other hand, some teachers' attitudes toward including pupils with disabilities in regular classrooms revealed mixed results. Their argument is that they do not have the training to teach and include children with special educational needs. This finding is consistent with Ndonyo (2013) who found that regular teachers did not support the inclusion of pupils with disabilities because they were not trained in handling pupils with special educational needs. This may be the reason as to why some participants in

this current study preferred to teach children with specific learning difficulties than those for example, with hearing impairment.

Regarding parents/ community support, the findings in this current study reveal that the parents give financial support to schools to construct and modify school buildings to increase the number of buildings and also make the buildings accessible to all pupils. This finding is not consistent with the previous studies (e.g., Carter et al 2009; Muthukrishna et al., 2016; Tambulukani, Banda & Matafwali, 2012) that revealed the lack of parental involvement that emanated from failure by schools to promote the principles of networking and partnership in their community, and the failure by schools to involve the community disadvantaged schools from community support to provide necessary facilities for the children with special needs. On the other hand, the family/ community support to schools uncovered in this current study may be due to the school authorities being compelled to implement the policy provision which has recognised the role of communities in implementing inclusive education policy in regular schools.

Consistent with the previous findings (e.g., Mitiku, Alemu & Mengsitu, 2014; and Monsen, Ewing & Kwoka, 2014), the findings of this current study revealed that there was a lack of collective information about school inclusive education policy and its implementation in the schools studied. The previous studies revealed mixed results on participants' views on mainstream policies and practices. The studies indicated that even though there were opportunities, teachers still lacked collective knowledge on implementation and usefulness of inclusive education because teachers had remained insufficiently informed. Further, the findings of this current study indicate that the existing school inclusive policies and policy guidelines to guide teachers in this field were not availed to many teachers. This could be the reason as to why some policy strategies were not adequately implemented. This circumstance was visible within the schools and appeared to be affecting the integrity and effectiveness of the policies and implementation of the strategies. This gap was found during the document review between policy intent and implementation strategy. Despite well-intended plans, there were insufficient capacity at school level for implementation some strategies. Using an example of school 2 that is promoting capacity of teachers in sign language at school level; it was not clear that the school can do so. The capacity gap may be compromising the ability of the school to realise its goal. It was clear that school 1 lacks qualified teachers in sign language to be able to train others. This is consistent with Tambulukani and colleagues (2012), who having identified capacity gap between the national

inclusive policy and its implementation strategies, recommended to the government of Zambia to develop an implementation framework to effectively guide the implementation of the national inclusive education policy.

Consistent with previous studies (e.g., Muthukrishna et al., 2016; Forlin & Chambers, 2011), the findings of this current study revealed that shortage of specialised teachers to support regular teachers impeded the implementation of inclusive education policy in regular schools. Related to the inadequate number of specialised teachers in regular inclusive schools are inadequate teacher development and support programmes. Muthukrishna et al., (2016: 138) state that “unqualified or under-qualified teachers contribute to pedagogical barriers to learning”. Concerning instructional barriers, Forlin and Chambers (2011) in their study observed that there was a problem in the way teachers were being prepared in inclusive education knowledge and skills, and that resulted in new graduates’ inadequacy in effectively supporting students with Special Education Needs.

The teachers in this current study also expressed concern about the inadequate supply of specialised learning materials and equipment for the learners with SEN. This issue was also expressed by the administrators. Related to this was the concern of inadequate funding. Further, the need to address the issues of specialised materials and financial support to schools were recognised in the provisions of school policies. The participants’ argument is that with current inadequate government grants, the schools cannot fully manage to provide the necessary material and equipment for pupils with special educational needs. These findings are consistent with the previous findings from the study carried out in North England by Galazzard (2011) who found that funding was one of the barriers to inclusion. The current findings also agree with findings by Musukwa (2013) and Ametepee & Anastasious (2015) who found that the inclusion implementation in Africa was hindered by lack of or inadequate funding towards specialised materials and equipment.

Another key finding in this current study is the lack of specialised staff such as educational psychologists, Sign language interpreters and Braille transcribers. This is related to teacher and pupil support in the implementation of inclusive education policy. The findings in this current study reveal that schools lack specialised personnel to give support to teachers and pupils in inclusive classrooms. These findings are consistent with Gronlund et al (2010) whose study revealed that teachers’ failure to use or insufficient use of the available technological innovations that would assist children

with disabilities in their learning stemmed from inadequate training and support for teachers. The lack of support personnel in schools uncovered in this current study may explain the reason as to why policy for School 1 recognizes the need to conduct locally based in-service training of teachers in sign language even though the school seemed not to have the capacity for such an ambitious programme due to lack of qualified and competent teachers to train others in sign language skills. This reality is clearly indicated in the world report on disability that “the majority of teachers lack sign language skills creating barriers to learning for deaf pupils” (WHO & World Bank, 2011: 215).

Last but not the least key finding in this current study is a lack of parent/ caregiver/ community involvement in classroom activities. Consistent with previous studies (e.g., Muthukrishna et al., 2016) the current study revealed that despite the parental/ community financial and material support to schools, the parents/ community were not involved in classroom activities. Muthukrishna and colleagues (2016) believed that lack of parent/ community involvement in classroom activities was due to lack of sensitization for teachers and the community to know and appreciate the roles of parents and community in the implementation inclusive education activities especially in academic affairs of children with special educational needs. The effects of lack of parent/ community participation in academic issues unearthed in this current study may explain the reasons for absence of provision of expertise in capacity building of teachers for instance, in the weekly sign language lessons programme for teachers at School 1.

1.24 Recommendations

In view of the discussion of the findings in this current study, the following are the proposed recommendations:

1. To develop clear and well-coordinated inclusive education policies and guidelines and the policy documents be made available to all education stakeholders.
2. To train more teachers in special needs education including those persons with special needs, and be deployed to regular schools.
3. To make Sign Language and Braille compulsory and as independent examinable courses in all teacher training institutions of Zambia.
4. To review and strengthen school-based Continuing Professional Development – CPD for all teachers. The school leadership should fully support areas for CPD.

5. To prioritise funding for the education sector in general and inclusive education in particular, to enable school acquire the necessary specialised teaching and learning materials and equipment for pupils with SEN if its aspiration on inclusive education is to be achieved in Zambia.
6. To continue partnering with the government soliciting finances for the education of their children.
7. To encourage parent/ community involvement in the classroom activities. This does not mean that parents will take over the role of a teacher but to become more interested in what is happening in the classroom as it is known that parents/ caregivers are the first teachers for their child. In this way, they would be able to provide their expertise in certain skills which teachers may not poses.
8. To encourage parents/ communities, through meetings and workshops, to get involved in Disabled Peoples' Organisations working with schools.

1.25 Conclusion of the study

The Zambian government through the Ministry of General Education has developed inclusive education policy (MoE, 1996) to enable all children, without any form of discrimination, to be educated in schools near to or within their communities. This study aimed at furthering the understanding of challenges and facilitators of inclusive education policy implementation in post-primary regular school of education in Zambia. The study sought to help educators and other education stakeholders to gain greater insights into inclusive school arrangements at post-primary school level of education in Zambia.

The findings show that educators held predominately positive attitudes toward implementing inclusive education policy in regular schools of Zambia. However, many believed that specialised resources and government support were inadequate to effectively implement inclusive education policy in regular classrooms. Although respondents cited many facilitators of inclusive education policy implementation, some participants noted some challenges that impede the implementation of inclusive education policy in post-primary schools of Zambia. The results revealed among others reveal lack of clear school policy and policy guidelines to guide teachers. The respondents also expressed the need for increased specialised supports and resources for the effective implementation of inclusive education policy.

1.26 Future research

The findings from this current research are the cause of optimism about the success of inclusive education policy implementation in post-primary regular schools of Zambia. Further studies to assist in deepening the understanding of the challenges and facilitators from perspectives of other stakeholders would be valuable. Therefore, the following are the two proposed future studies:

1. Pupils' perceptions on inclusive education policy implementation in post-primary regular schools of Zambia.
2. Perceptions of parents of pupils with special educational needs on implementing inclusive education policy in post-primary schools of Zambia.

1.27 Personal reflection

Teachers' attitudes in implementing inclusive education policy are very crucial. The finding that teachers hold positive attitudes toward implementing inclusive education policy is very encouraging. The teachers' belief of including pupils with special educational needs in regular classrooms may result in their commitment and willingness to successfully implement inclusive education policy in regular schools/ classrooms of Zambia. Finally, in their endeavour to provide inclusive education of children in regular schools of Zambia, I would encourage the teachers and administrators with what Arduin (2015) said, "think of how to educate the children with disabilities and not where to education them from as placement alone is not enough".

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Appendices

Appendix 1: Some of the special education schools in Zambia

Agency	Disability	School	Location/ District	Year
CMML	Vision impairment	Mambilima	Mambilima	1956
CMML	Vision impairment	Chipili	Chipili	1958
Dutch Reformed Church	Vision impairment	Magwero	Chipata	1907
Dutch Reformed Church	Hearing impaired	Magwero	Chipata	1955
Roman Catholic Church	Physical impairment	Chileshe Chepela	Kasama	1950
Roman Catholic Church	Vision impairment	St. Mary's	Kawambwa	1963
Roman Catholic Church	Hearing impairment	St. Joseph's	Kalulushi	1972
Roman Catholic Church	Intellectual impairment	St. Mulumba	Choma	1985
Roman Catholic Church	Hearing impairment	St. Mulumba	Choma	1986
Roman Catholic Church	Vision impairment	St. Mulumba	Choma	1987
Roman Catholic Church	Intellectual impairment	Flamboyant	Mazabuka	2013
Roman Catholic Church	Hearing impairment	Flamboyant	Mazabuka	2013
United Church of Zambia	Vision impairment	Sefula	Mongu	1961
Salvation Army Church	Physical impairment	Da Gama	Luanshya	1972
Baptist Church	Intellectual Impairments	Kalwa	Serenje	1976
NGO	Vision impairment	Ndola Lions	Ndola	1988

Source: Silwamba (2005: 106) with an update of one school.

Appendix 2: Survey (Questionnaire) for teachers

Challenges and Facilitators of Inclusive Education policy implementation for pupils with Special education needs in post-primary regular schools: A case of Zambia.

NOTE: This questionnaire has **three (3) sections**. Answer **ALL** sections.

SECTION A.

Section **A** has two parts. **Part I** has 16 items on a 5-point Likert scale; and **part II** has 9 Items also on a 5-point Likert scale.

Part I: Please rate the extent to which you agree or disagree with each of the following **16**

Statements presented below. Tick (✓) one response on each item.

SD = Strongly Disagree.

D = Disagree.

N = Neutral/ Don't know.

A = Agree.

SA = Strongly Agree.

i	I am willing to make needed instructional adaptations for my pupils with disabilities.	SD	D	N	A	SA
ii	I believe inclusive education is a desirable educational practice.	SD	D	N	A	SA
iii	I believe most pupils with disabilities (regardless of the level of their disability) can be educated in the regular classrooms	SD	D	N	A	SA
iv	I believe many pupils with disabilities lack skills needed to master the regular classroom course content.	SD	D	N	A	SA
V	I believe in an academic programme where all pupils are held to similar standards.	SD	D	N	A	SA
vi	Educating pupils with disabilities in the regular classroom is disruptive to other pupils.	SD	D	N	A	SA
vii	Regular pupils will accept pupils with special needs in a same grade/ classroom.	SD	D	N	A	SA

Viii	Pupils with special needs can attain positive self-concept in the regular classroom atmosphere.	SD	D	N	A	SA
Ix	With suitable in-class support, teaching regular and special needs pupils in an integrated classroom is completely feasible.	SD	D	N	A	SA
X	Children with special needs learn better when grouped together.	SD	D	N	A	SA
Xi	I have the training to teach and include children with special needs into the regular classroom.	SD	D	N	A	SA
Xii	Children with special needs should be in regular classroom to the greatest extent possible.	SD	D	N	A	SA
Xiii	I prefer to include children who are intellectually disabled in my classroom.	SD	D	N	A	SA
Xiv	I prefer to include physically disabled, including hard of hearing and visually impaired in my classroom.	SD	D	N	A	SA
Xv	I prefer to include children who are emotionally disturbed in my classroom.	SD	D	N	A	SA
Xvi	I prefer to include children who have specific learning difficulties in my classroom.	SD	D	N	A	SA

Part II: Please rate the extent to which you agree or disagree with each of the **9 statements**

presented below about pupils diagnosed with the mentioned impairments.

SD = Strongly Disagree

D = Disagree

N = Neutral/ Don't know

A = Agree

SA = Strongly Agree.

I can teach pupils with the following the impairments very well. Rate by ticking (✓) one response on each.

A	Learning Disabilities	SD	D	N	A	SA
B	Behavioural Disorders	SD	D	N	A	SA
C	Physical Disabilities	SD	D	N	A	SA
D	Hearing Impairments	SD	D	N	A	SA
E	Visual Impairments	SD	D	N	A	SA
F	Communication Disorders	SD	D	N	A	SA
G	Health Impairments	SD	D	N	A	SA
H	Intellectual Impairments (difficulties)	SD	D	N	A	SA
I	Multiple Disabilities	SD	D	N	A	SA

SECTION B:

Below is the list of challenges common to inclusion of pupils with disabilities in regular schools/classrooms, organised within each of **seven basic themes of need**.

First, consider how important each issue is to you. Rate each one in **column A** on a scale of

0 – 4 as follows:

0 = Not applicable

1 = Not important at all

2 = A little important

3 = Somewhat important

4 = Very important

Second, consider how fully you believe **each issue is being addressed** in your school.

In **column B**, rate each one in terms of your satisfaction with the degree to which it is addressed at your school on a scale of 0 – 4 as follows:

0 = Not applicable

1 = Very unsatisfied

2 = Usually unsatisfied

3 = Usually satisfied

4 = Very satisfied

	THEME	COLUMN A How important is it for you....?	COLUMN B How satisfied are you with....?
1	Policy		
	Specialized classroom resources.		
	General funding for the school.		
	Physical accessibility of school/ classroom (building).		
	Clear national Inclusion policy & policy guidelines.		
	Clear school Inclusion policy & policy guidelines.		

2	Teacher & support staff		
	Availability of special education teachers.		
	Availability of support personnel (e.g., sign language interpreters, educational psychologists, speech therapists, physiotherapists, etc.).		
	Teacher collaboration/ cooperation.		
	Parent/ community involvement.		
	School Based Continuing Professional Development (CPD) in inclusive education strategies/ techniques.		
3	Government support		
	Funding for special/ inclusive education programmes.		
	Incentives/ motivation for teachers and support staff.		
	Administrative/ school support for inclusive education teachers.		
	Curriculum issues (academic & vocational options).		
	Class size (number of pupils in an inclusive class).		
4	Material & Equipment		
	Specialized materials (e.g., Embossed and enlarged visual Aids).		
	Specialized equipment (e.g., Perkins Brailers; computers with jaws software).		
	Assistive technology (Hearing Aids, White canes; wheelchairs).		
	Braille and Large print books.		

5	Facilities		
	Facilities are conducive or adapted to learning.		
	Number of classrooms in the school.		
	Infrastructure (buildings) is accessible.		
	Play fields are user friendly.		
	Availability of walk ways/ pavements/ ramps.		
6	Educational modifications		
	Pupil's Individual Education Programme		
	Curriculum modification & adaptation.		
	Instructional modifications.		
	Assessment of class/ academic activities.		
	Retrieving/ accessing pupil's special/ inclusive education records.		
7	Social		
	Improving teacher - pupil relationship.		
	Improving pupil - pupil relationship.		
	Open and ongoing communication among all stakeholders.		
	Assistance/ help from peers (pupils).		
	Inclusive attitude by school personnel.		

Please write any additional comments you have (if any) about the success or lack thereof with regard to inclusion of pupils with disabilities at your school

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

SECTION C: Demographics.

Please tick (√) the answer that applies to you.

1. Sex

Male Female

2. Training. General education Special education Both

3. Write your Subject area specialization(s).

.....

4. Grade Level you teach. Junior Level Senior level Both

5. Work Experience in teaching an inclusive class.

Under 1 year	<input type="checkbox"/>	1- 5 years	<input type="checkbox"/>
6 – 10 years	<input type="checkbox"/>	11- 15 years	<input type="checkbox"/>
Over 15 years	<input type="checkbox"/>		

THE END. Thank you for your participation in this study

Appendix 3: Semi-Structured Interview Schedule for school administrators (head teachers & deputy head teachers)

Research Title: *Challenges and Facilitators of Inclusive Education policy implementation for pupils with special education needs in post-primary regular schools of Zambia*

Items.

1. The Zambian government policy related to educational placement of pupils who receive Inclusive Education has used the term '**least restrictive environment**'. In your view, what does this mean? What do you think about the policy? Does it address the real issues? Does it pose any challenge to you as head/ deputy head teacher, what are they?
2. What would you say is your **school policy** in relation to inclusion of pupils with disabilities? What strategies have you put in place to implement the policy? What seems to be working well? So far, what would you like to see done differently?
3. How equipped do you feel your school is to include pupils with disabilities (in terms of facilities, personnel, resources)?
4. How confident do you feel that the services your school provides are appropriate as required by the Ministry of Education?
5. Tell me about the co-curricular activities provided for pupils with disabilities at your school.
6. To whom do you turn to for assistance with regard to inclusive education issues such as Disability /impairments assessment, Individual Education Programme (IEP) formulation, Specialized equipment acquisition?
7. Please, describe your experiences related to pupils with disabilities receiving their education in general education setting? (If no experience, please describe your view on having pupils with disabilities receiving their education in general education setting).
8. In your opinion, would you like to see greater number of pupils with disabilities in general education settings, or would like to see fewer numbers of pupils with disabilities in general education settings? Why?
9. Describe the manner in which pupils with pre-existing IEP receive recommended Instructional modifications and related services. How does this work? Well? Not well? Why?

10. Tell me about the procedure you use to retrieve special/ inclusive education records from previous schools for your pupils with disabilities. How does this work? Well? Not well? Why?

11. Describe the process by which you request special/ inclusive education funds for your school. How does this work? Well? Not well? Why?

12. If the Zambian government were to require that all pupils with disabilities receive their Educational services in general education settings, what do you believe would be the greatest challenges for your school? What strategies would you put in place to make the challenges less difficulty?

13(a). Please describe your connection to this school (your role, how long have you been connected to this school).

(b). Have you had any experience with other schools within the district/ province/ country? If so, please describe).

14(a). Tell me about the composition of your pupil population (e.g., boys/ girls; non-disabled/ disabled).

(b). Could you tell me broadly, what is the distribution of disabled pupils in you school?

15. Finally, is there anything you would like to ask me in regard to what we have discussed? Please feel free to ask me.

This is the end of the interview. I thank you for accepting to take part in this study.

**My contact details:
supervisor:**

Researcher: Jesart Yotam Ngulube

Mobile phone #: +353 899746681
18962200

Email address: ngulubej@tcd.ie
iriartee@tcd.ie

School Address: School of Social work and Social Policy, Arts Building, Trinity College, Dublin 2, Ireland.

Contact details for my

Dr. Edurne Garcia Iriarte

Mobile phone #: +353-

Email address:

Appendix 4: Consent form for the District Education Board Secretary

NOTE: Please tick (√) in the box

- .I Voluntarily agree to help facilitate this study.
- .I understand that even if I agree to help now, I can withdraw at any time without any consequences of any kind
- .I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.

- .I understand that I will assist in enabling the researcher have an access to schools and to Provide onsite support through monitoring the research.

- . I understand that all data collected in this study is confidential and anonymous.

- . I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Contact details for researcher supervisor:

Mr. Jesart Yotam Ngulube
Iriarte
Mobile phone #: +353 899746681
18962200
Email address: ngulubej@tcd.ie
iriartee@tcd.ie

Contact details for

Dr. Edurne Garcia

Mobile phone #: +353-

Email address:

School Address: School of Social work and Social Policy, Arts Building,
Trinity College, Dublin 2, Ireland.

Signature of the gate keeper

.....
Signature of gate keeper

.....
Date

Signature of researcher

I believe the gate keeper is giving informed consent to enable me have access to schools and to monitor the research.

.....
Signature of researcher

.....
Date

Appendix 5: District Education Board Secretary

15313930

Student #:

School of Social Work and Social Policy,
Arts Building, Trinity College Dublin,
Dublin 2, Ireland.

Date:2016.
The District Education Board Secretary,
.....District.

Dear Sir/ Madam,

RE: REQUEST TO FACILITATE ACCESS TO SCHOOLS & TO PROVISION OF ONSITE SUPPORT FOR MY RESEARCH.

My name is Jesart Yotam Ngulube, the Headteacher for St. Mulumba Special School in Southern province of Zambia. Currently, I am pursuing my Master of Science in Disability Studies at Trinity College Dublin in Ireland. As part of the programme, I am required to carry out an academic research.

My research is entitled **“Exploring Challenges and Facilitators of Inclusion Policy implementation for pupils with disabilities in post-primary regular schools: A Case of Zambia.”** The target groups are 20 teachers involved in inclusive education and two senior administrators in each sample school. The schools will be purposively sampled to take part in this study because they are the only regular post-primary schools offering inclusive education to children with disabilities in the province.

The teachers will, however, be asked to voluntarily complete a questionnaire for 25 minutes. The administrators will be asked to voluntarily be interviewed for 20 minutes. All ethical considerations will be taken into account.

The ethical approval from my school at Trinity College Dublin will be made available to you immediately I am granted.

I will be grateful if you grant permission to have access to the sample schools; and that your office will be available to give an onsite support by monitoring my home based research.

In reply, use the address above.

If any further information is required, please contact me or my supervisor through the details provided below.

Yours faithfully,

Researcher: Jesart Yotam Ngulube

Mobile phone #: +353 899746681

Email address: ngulubej@tcd.ie

Contact details for my supervisor:

Dr. Edurne Garcia Iriarte

Mobile phone #: +353-18962200

Email address: iriartee@tcd.ie

Appendix 6: Response from the District Education Board Secretary

*All Communications should be addressed
to the District Education Board Secretary
Not to any individual by name.
Tel: 20621
Fax: 20164*



In reply please Quote

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY
P.O. BOX 630035
CHOMA

31st March, 2016

To: Mr. Jesart Ngulube, Student No. 15313930,
School of Social Work and Social Policy,
Arts Building, Dublin 2,
IRELAND.

Dear Sir,

**RE: EXPLORATION OF THE CHALLENGES AND FACILITATORS OF
INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES IN
POST PRIMARY REGULAR SCHOOL: A CASE OF ZMBIA.**

Reference is made to the above subject.

I am in receipt of your letter requesting the office to conduct your research on the above topic in the District, I am pleased to inform you that I have no objection to your request.

I can also confirm that the office will be available to give you an on site support, in form of permission to have access to the school staff and supervisors during your Home Based Support.

Furthermore, we will be grateful and excited as a District to see you begin to apply the knowledge and research skills acquired back home.

We look forward to receiving you soon.

F. P. Malama
**DISTRICT EDUCATION BOARD SECRETARY
CHOMA**

Appendix 7: Letter for permission from the Headteacher

Student #: 15313930

School of Social Work and Social Policy,
Arts Building, Trinity College,
Dublin 2, Ireland.

Date:

The Headteacher,
..... Secondary School.

Dear Sir/ Madam,

RE: PERMISSION TO CONDUCT AN ACADEMIC RESEARCH AT YOUR SCHOOL.

My name is Jesart Yotam Ngulube. I am currently an MSc in Disability Studies student in the school of Social Work and Social Policy at Trinity College Dublin, Ireland.

My research is under the supervision of Dr. Eburne Garcia Iriarte, and is entitled **“Challenges and Facilitators of Inclusion policy implementation for pupils with special education needs in post-primary schools of Zambia.”** The study has received ethical approval from Trinity College Dublin and permission from the District Education Board in Zambia.

I am asking for permission to allow me to have access of the staff through information session; and also have access to the school inclusive education policy document.

Your school has been purposively and selected to take part in this study because of its involvement in the provision of inclusive education to children with disabilities at secondary education level in. The teachers will be purposively sampled due to their involvement in including pupils with disabilities in their classes.

I am aware that this is a very busy time of the year for you and your school and I would greatly appreciate your assistance with this project. I can see no risks being associated with individuals’ and school’s participation in this study. The information gathered will be treated with the appropriate privacy and anonymity. No information about the participants or your school will be identified in the research. All information will be stored safely with access only available to me and my supervisor. As your school will

be the primary research participant, a copy of the results can be made available to you if requested.

Please note that your school's senior administrators or teachers involved are under no obligation to participate in this study. If at any time a participant wishes to withdraw from the study, they may do so.

If you have any questions regarding this study, please feel free to get in touch using the contacts listed below.

Finally, I thank you considering taking part our research.

My Contact Details:

Researcher: Jesart Yotam Ngulube

Contact Email: ngulubej@tcd.ie

Mobile Phone: +353- 899746681
+260- 977429049

My Supervisor's Details

Dr. Edurne Garcia Iriarte

Contact Email: iriartee@tcd.ie

Mobile Phone: +353- 18962200

Appendix 8: Information sheet for teachers

Title of the study: Challenges and Facilitators of Inclusion Policy Implementation for pupils with Special education needs in regular post-primary schools of Zambia.

I would like to invite you to take part in a research study. Before you decided you need to understand why the research is being done what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or if you would like more information. Take time to decide whether or not to take part.

Who I am and what this study is about?

My name is Jesart Yotam Ngulube. I am currently a Master of Science in Disability Studies student in the school of Social Work and Social Policy at Trinity College Dublin. This study intends to further the understanding of the challenges and facilitators of inclusion policy implementation for pupils with disabilities in Zambia. It is hoped that this will help gain greater insight into inclusive school arrangements. It is also hoped that the study will contribute to inform the development of quality inclusive education provision in regular post-primary schools in Zambia. The study will be undertaken as part of the requirements for in my Masters' Degree programme.

What will be taking part involve?

The research will be conducted using a Case Study research method. This will involve you to complete survey questionnaire that is looking at the attitudes towards inclusive education policy and pupils with disabilities. It will also involve you to consider given challenges to inclusion and how they are addressed at your school. The questionnaire is in English. This will take 25 minutes of your time.

Why have you been invited to take part?

You have been purposively selected to taken part in this study because of your involvement in the implementation of inclusion policy at your school and your inclusion of disabled pupils in your classroom(s).

Do you have to take part?

Your participation in this study is completely voluntary and that you have the right to refuse participation; refuse to answer any question and withdraw at any time without any consequence whatsoever.

What are the possible risks and benefits of taking part?

I see no risks (physical or psychological) being associated with your participation in this study. Further, note that there are no directly benefits for your participation in this research.

Will taking part be confidential?

You can be assured your identity will be kept confidential at all times throughout the study. Your right to anonymity and privacy will be respected and guaranteed. Only my supervisor and I will have access to the signed consent forms and answered questionnaires.

How will information you provide be recorded, stored and protected?

You are not required to write your name on the questionnaire. However, the questionnaire will be coded for easy management of data only. The signed consent forms and the copies of the completed questionnaires will be kept in a locked cabinet where only my supervisor and I will have access. Soft copy on the electronic devices will be password protected. The completed questionnaires will be shredded and soft copy deleted 24 months after my degree has been conferred. Under freedom of information legislation, you are entitled to access the information you have provided at any time

What will happen to the results of the study?

Any information shared will be solely used for academic purposes. The purpose of this study is only for submitting my dissertation to Trinity College Dublin.

Who should you contact for further information?

If you have any queries regarding this research project, do not hesitate to contact me through my details provided. If you still have pressing questions about the nature of this study, you can always contact my supervisor on the details provided.

My Contact Details

Email Address: ngulubej@tcd.ie
Mobile Phone #s: +353- 899746681.
+260 977429049.

Supervisor's Details

Dr. Eburne Garcia Iriarte
Email Address: iriartee@tcd.ie
Mobile Phone: +353 (0) 18962200.

Appendix 9: Information sheet for the administrators

Title of the study: Challenges and Facilitators of Inclusion Policy Implementation for pupils with Special education needs in regular post-primary schools: A case of Zambia.

I would like to invite you to take part in a research study. Before you decided you need to understand why the research is being done what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or if you would like more information. Take time to decide whether or not to take part.

Who I am and what this study is about?

My name is Jesart Yotam Ngulube. I am currently a Master of Science in Disability Studies student in the school of Social Work and Social Policy at Trinity College Dublin. This study intends to further the understanding of the challenges and facilitators of inclusion policy implementation for pupils with disabilities in Zambia. It is hoped that this will help gain greater insight into inclusive school arrangements. It is also hoped that the study will contribute to inform the development of quality inclusive education provision in regular post-primary schools in Zambia. The study will be undertaken as part of the requirements for in my Masters' Degree programme.

What will be taking part involve?

The research will be conducted using a Case Study research method. This will involve you to take part in a one-to-one interview at a venue to be confirmed at your school. The interview will be conducted in English and will be conducted on the dicta phone and transcribed soon after. The interview session is expected to last 20 minutes. You will be given the opportunity to sight the transcript to check its accuracy and make any suggestions and alterations.

Why have you been invited to take part?

You have been selected to taken part in this study because of your promotion and support for the implementation of inclusion policy at your school.

Do you have to take part?

Your participation in this study is completely voluntary and that you have the right to refuse participation, refuse any question and withdraw at any time without any consequence whatsoever.

What are the possible risks and benefits of taking part?

I can see no risks (physical or psychological) being associated with your participation in this study. Further, note that there are no directly benefits for your participation in this research.

Will taking part be confidential?

You can be assured your identity will be kept confidential at all times throughout the study. Your right to anonymity and privacy will be respected and guaranteed.

Transcripts will be disposed of appropriately. Only my supervisor and I will have access to the signed consent forms and the recorded information.

How will information you provide be recorded, stored and protected?

Signed consent forms and original audio recordings will be retained and kept in a locked cabinet where only my supervisor and I will have access. The recorded data will be deleted 24 months after my degree has been conferred. The dicta phone will then be formatted. If notes will be used, they will be shredded 24 months after my degree has been conferred. Under freedom of information legislation, you are entitled to access the information you have provided at any time.

What will happen to the results of the study?

Any information shared will be solely used for academic purposes. The purpose of this study is only for submitting my dissertation to Trinity College Dublin.

Who should you contact for further information?

If you have any queries regarding this research project, do not hesitate to contact me through my details provided. If you still have pressing questions about the nature of this study, you can always contact my supervisor on the details provided.

My Contact Details

Email Address: ngulubej@tcd.ie
Mobile Phone #s: +353- 899746681
+260 977429049

Supervisor's Details

Dr. Edurne Garcia Iriarte
Email Address: iriartee@tcd.ie
Mobile Phone: +353 (0) 18962200.

Appendix 10: Consent form for teachers

Challenges and Facilitators of Inclusion Policy Implementation for pupils with special education needs in regular post-primary schools of Zambia.

NOTE: Please tick (✓) in the Box

- . I Voluntarily agree to participate in this study.
- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- . I understand that I can withdraw participation within at any time after giving my consent.
- . I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- . I understand that participation is voluntary.
- . I understand that I will not benefit directly from participating in this study.
- . I understand that all information I provide for this study will be treated confidentially.
- . I understand that any reporting on the results of this research my identity will remain anonymous.
- . I understand that disguised extracts from my interview may be quoted in the dissertation
- . I understand that I am free to contact any of the people involved in the research to seek further clarification and information using the contact details shown below:

Researcher's Contact Details

Mr. Jesart Yotam Ngulube
Email Address: ngulubej@tcd.ie/
Mobile Phone #s: +353- 899746681
+260 977429049.

Supervisor's Details

Dr. Edurne Garcia Iriarte
Email Address: iriartee@tcd.ie
Mobile Phone: +353 (0) 18962200.

Signature of research participant

.....
Signature of participant

.....
Date

Signature of researcher

I believe the participant is giving informed consent to participate in this study.

.....
Signature of researcher

.....
Date

Appendix 11: Consent form for Administrators.

Challenges and Facilitators of Inclusion Policy Implementation for pupils with special education needs in regular post-primary schools of Zambia.

NOTE: Please tick (✓) in the box

. I
Voluntarily agree to participate in this study.

- . I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.
- . I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study.
- . I understand that participation involves one-to-interview and that the interview session will be audio- recorded.
- . I understand that I will not benefit directly from participating in this study.
- . I agree to my interview being audio-recorded.
- . I understand that all information I provide for this study will be treated confidentially.
- . I understand that any reporting on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
- . I understand that disguised extracts from my interview may be quoted in the dissertation.
- . I understand that a transcript of my interview in which all identifying information has been removed will be retained for 24 months from the date of the exam board sitting.
- . I understand that under freedom of information legislation I am entitled to access the information I have provided at any time while it is in storage as specified above.
- . I understand that I am free to contact any of the people involved in the research to seek further clarification and information using the contact details shown below:

Researcher's Contact Details

Mr. Jesart Yotam Ngulube
Email Address: ngulubej@tcd.ie/
Mobile Phone #s: +353- 899746681
+260 977429049 .

Supervisor's Details

Dr. Edurne Garcia Iriarte
Email Address: iriartee@tcd.ie
Mobile Phone: +353 (0) 18962200.

Signature of research participant

.....
Signature of participant

.....
Date

I believe the participant is giving informed consent to participate in this study.

.....
Signature of researcher

.....
Date

Appendix 12: Mission statements, visions & values.

School 1

Mission Statement

“To harmoniously develop the physical, mental, social and Spiritual powers of the pupils for the joy of services in this world and for higher joy in the world to come in conformity with the values and teachings with the Church.”

Aim

“To train the hand, the heart and the head”

Values

“Respect and dignity of every person regardless of circumstances, and respect for diversity and balancing freedom by regard of community. Our faithfulness to God involves commitment to and support of His body, the Church...”

School 2

Mission Statement

“To create an environment that seeks to promote a high level and innovative educative education system that develops individual potential.”

Vision and Values

“To be an institution that provides quality and meaningful education that promotes academic excellence and globally acceptable fundamental values”