

CHAPTER TWO: INTERNATIONAL, REGIONAL AND NATIONAL DISCOURSES ON INCLUSIVE EDUCATION

The previous chapter conceptualised the problem under the book on the extent to which inclusive education is being effectively implemented and managed in teachers' colleges in Zimbabwe. It explored the concept of inclusive education as influenced by international, regional and national statutes. This chapter reviews existing literature within the field of inclusive education to link previous scholarly work with this book. The chapter focuses on the conceptual framework and theoretical frameworks guiding the book. Themes derived from research questions set in chapter one guided the empirical review of related studies. The literature was reviewed from published books, online journals, and theses and published research papers. The purpose was to establish the work of other researchers about the topic under study and to identify gaps for that the book is intended to fill.

UNESCO (2008, p. 3) defines inclusive education as, "an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination." Inclusive education aims to ensure that all students get quality education opportunities in their local communities alongside their peers (European Agency, 2015). According to UNESCO (2000), as cited in the Dakar Framework for Action (2000), students with disabilities should be included in all educational programmes as part of their human rights and to enhance social integration. UNESCO (2003) states that in addition to integrating students into the regular classes, inclusive education also focuses on how the education institutions and systems should reform to meet the needs of the students with disabilities. It advocates the provision of a conducive

environment that promotes the respect and appreciation of individual differences in the education system and the communities at large (UNESCO, 2014; Salend, 2011).

UNESCO (2007) and UNICEF (2012) note that inclusive education is more than making schools available to those who could access it. It is about identifying and removing barriers and obstacles to learning to increase access to quality education. As a human right issue, Inclusive education is about ensuring that every child has access and opportunity to quality education without any form of discrimination whatsoever (UNESCO, 2017; UN, 2006). According to the WHO and World Bank (2011), disability has been viewed from the human rights perspective resulting from the adoption of the UNCRPD. As a human rights issue, inclusive education recognises every child as a valuable member of the community who should be supported to reach their full potential in a conducive and supportive environment.

The Dakar Framework (UNESCO, 2000, p. 71) states that one goal of inclusive education is, "...total inclusion of children with special needs in the mainstream schools." In concurrence, The Centre for the Study of inclusive education in the UK (CSIE) (2010a) advocates for "one school for all children". It is less costly to have all learners in the same educational institution and classroom, rather than in special classes and educational institutions (ADB, 2010). This shows that they advocated for the full inclusion of students with disabilities despite their severity. This is also despite the argument that the needs of learners with severe impairments are effectively met when these students are placed in special schools (Ofsted, 2009 cited in Westwood, 2013). Westwood (2013) supports the assertion that full inclusion of students with disabilities might not be very effective for some forms of reception due to lack of resources and materials and advocates for special schools. Nonetheless, such arguments have been outweighed by the idea of inclusive education as a human rights and social justice

issue (UNESCO, 2008; WHO, 2011). Therefore, as a human rights issue, inclusive education declares that no person shall be discriminated against based on sex, disability, creed, and race or any basis. According to EASDNIE (2018), a conceptual and rights-based argument for inclusive education is that inclusive institutions would lead to inclusive societies. Inclusion is not aimed at eliminating differences among people, but to enable individuals with different abilities and capabilities to be accepted by the society based on human rights (Ceresnova, 2013 in Ceresnova (ed), 2018).

Ceresnova *et al.* (2018) in Ceresnova (ed) (2018) explain that inclusive education is the education that is equally available and accessible to every person while respecting individual differences in social, religious and cultural backgrounds and differences in physical and cognitive abilities. Inclusive education aims to increase presence, access, participation and success for all students in education (Booth & Ainscow, 2016). For Ceresnova and Rollova (2015), inclusive education is based on solutions that can be adapted to diverse abilities and needs of each individual while considering their preferred learning and communication styles or other specific needs of students in higher education (UNESCO, 2017). However, focusing on specific persons with impairments may cause exclusion of some groups of people. Despite this, there is a need to understand individual special needs to address them effectively.

It is worth noting that inclusive education does not solely focus on the needs of people with disabilities, but includes all learners, taking into consideration their differing needs to achieve effective Education for All (UNESCO, 2003). It is aimed at creating an educational environment that is accessible, friendly, safe and healthy for all. Both the physical and social environment should be inclusive to accommodate and respect diversity. Summarily, Salend (2011) in Hornby (2015, .p. 237) defines inclusive education as philosophy that is

characterised by:

- Acceptance and belonging within a community;
- Student, family, educator and community collaboration;
- Celebration of the diversity and value of all learners;
- Valuing educating learners in high-quality schools;
- Valuing educating learners alongside their age peers;
- Valuing educating learners in mainstream classrooms; and
- Valuing educating learners in educational institutions in their local community.

The above characteristics are critical in implementing inclusive education in educational institutions.

According to Erkilic (2012, p.198), inclusive education "has to be conceived of as a strategy or system that embraces all students with their diverse abilities and disabilities and promotes a wide level of accessibility with equal opportunities and full, active participation". It is very important to consider the active engagement of all students in the decision-making process with regards to their needs and accessibility to education. The reason for removing barriers in inclusive education is in line with the fact that every child matters and should be given opportunities to achieve their potential and participation in all activities (UNESCO, 2014). Inclusive education invokes a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement (UNESCO, 2005). Inclusive education is an important development that should not be underestimated. Inclusive education aims to enable students and teacher educators to feel comfortable with diversity and to see it as a challenge and enrichment of the learning environment, rather than a problem (Hlatywayo & Muranda, 2014). It plays an important role in developing positive attitudes from childhood, empathetic thinking and acceptance of diversity of human society (Ceresnova *et al.*, 2018). Investment in inclusive education pays off significantly with increased participation in the economy by

individuals who have been given a high-quality education. (UNICEF, 2015 in Schuelka, 2018).

Inclusive education has positive outcomes for students, both with and without disabilities and those students who are vulnerable (Schuelka, 2018). Further, inclusive education enhances social and academic opportunities for all individuals (EASNIE, 2018). It increases an individual's employment opportunities and social and civic engagement (OECD, 2017). The European Agency (2017) further emphasises that inclusive education reduces poverty through increased employment opportunities for individuals with disabilities. Elwan (1999) in Palmer (2011) noted interconnectedness of poverty and disability whereby one causes the other and could be an effect of the other. Also, OECD (2017) and WHO and World Bank (2011) noted a two-way relationship between disability and poverty. Households with a member with disabilities are more likely to experience hardships in providing material things such as food, housing, healthcare, safe water and sanitation (Zaidi & Burchardt, 2005). Thus, inclusive education is one strategy to reduce poverty by increasing access to education. Chataika (2010) emphasises that education is the primary vehicle that empowers a nation and an indispensable means of realising other human rights of people with disabilities.

Further, inclusive education benefits communities, families, teachers, and students by ensuring that people with disabilities attend educational institutions with their peers and providing them with adequate support to succeed both academically and socially (Rieser, 2008). Evidence shows that students with disabilities who attend local neighbourhood school with their siblings and neighbourhood peers achieve better educational outcomes compared to those who attend separate special schools (Cologon, 2013). Inclusive education increases the likelihood that children with disabilities enrol in higher education and have better employment and life outcomes (EASNIE, 2018).

On the contrary, some authors have argued that inclusive education results in the sacrifice of learners for the sake of misplaced ideology (Kauffman & Hallahan, 2005). Armstrong, Armstrong and Spandagou (2010) opine that inclusive education is considered impractical and unaffordable for most countries in the world. They added that inclusive education has various meanings that should be clarified so that it is relevant and meaningful. In agreement Cooper and Jacobs (2011, p. 6) in Hornby (2015, p. 235) said; " Ironically, the promotion of the delusion that being present in a school equates with being socially and educationally included, is one of the most dishonest and insidious forms of exclusion." Despite the arguments against inclusive education, it is an influential philosophy on the education system of many countries because of the benefits associated with it.

For countries to have effective inclusive education systems, they must have legal coverage, clear policies and adequate finances and resources (WHO and World Bank, 2011). According to the European Agency for Special Needs and Inclusive Education (2015), inclusive education is effective if teacher education programmes have clear organisation and content that promote inclusion. Sustainable implementation of inclusive education should emphasise inclusive pedagogy in pre-service teacher training and sustained and continuous in- service development (Schuelka, 2018).

The European Agency (2015) posits that there should be enrolment procedures that allow for more students with disabilities to be enrolled so that they become role models in the communities. The European Agency (2015) added that the attitudes of teachers both with disabilities and without disabilities need to be positive towards inclusive education if they are to impact positively in various schools they are going to teach. This could result in the successful implementation of inclusive education in educational institutions at different levels. According to Mariga *et al.* (2014), teacher education is central to the effective implementation of inclusive education. This is

because the success of inclusive education depends on the skills, knowledge, attitudes and values of the teachers. UNESCO (2009) presents a framework that guides educational institutions in the implementation of inclusive education. The framework is shown in Figure 2.1 in the next page.

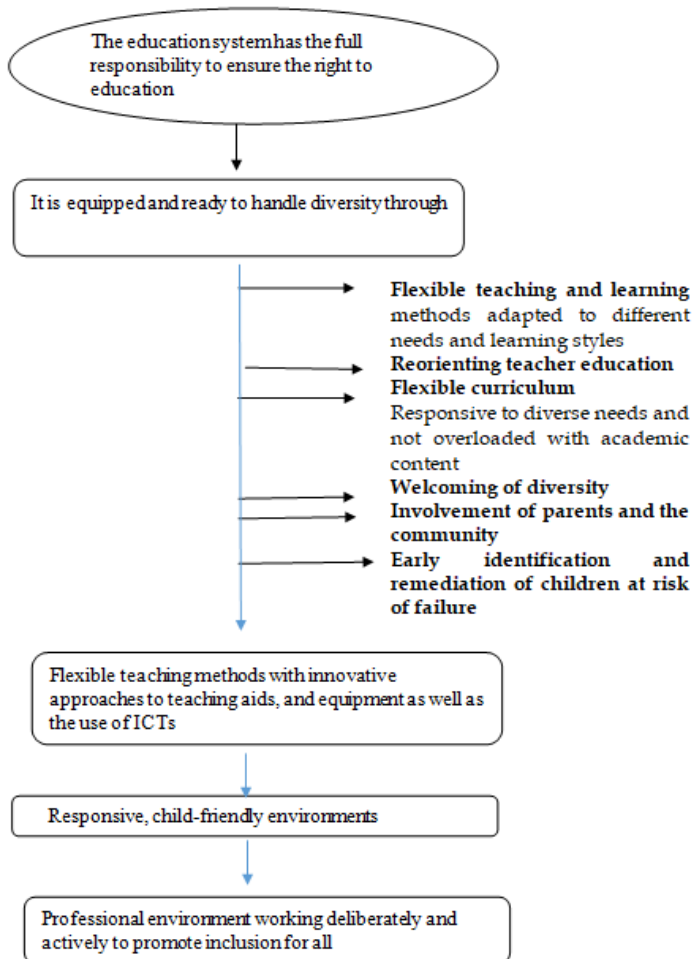


Figure 2.1; Conceptual Framework by UNESCO (UNESCO, 2009, p.15)
The UNESCO framework seems to be generalised to all educational

institutions. The mention of teachers and children in the UNESCO framework tended to reflect schools and not tertiary colleges and universities. As a result, this book sought to design a framework that could be specific to teachers' colleges. Figure 2.2 below illustrates the conceptual framework, as explained by the researcher that could be adopted by teachers' colleges.

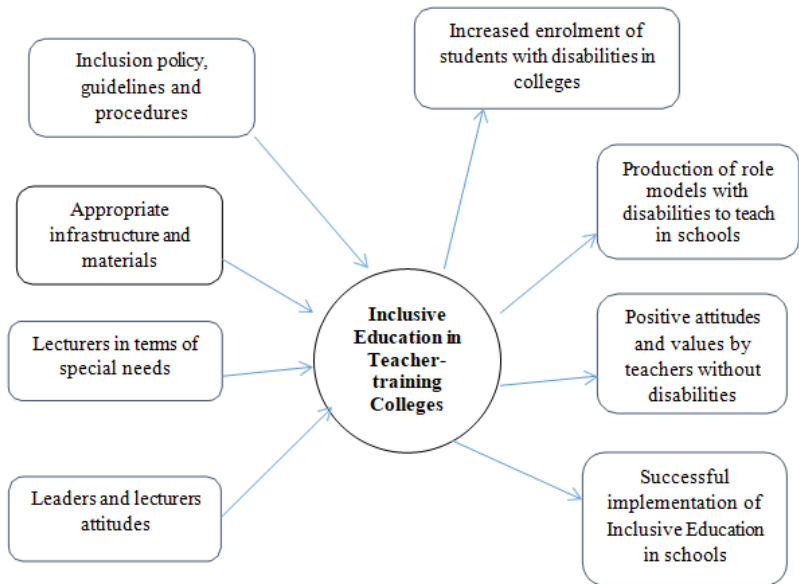


Figure 2.2; Conceptual Framework on inclusive education in teacher-training colleges (*Source; Generated by the researcher*)

Figure 2.2 shows that if there are enough inputs towards inclusive education in teachers' colleges, great outputs would be realised leading to effective implementation of inclusive education.

European Agency (2017, p. 7) states that inclusive education requires a shift from "one-size- fits-all" education model towards a tailored approach that aims to respond to the learners' diverse needs without

labelling and segregation. The need to develop inclusive education systems has been emphasised by UNESCO (2017, p.13) that states that the focus is on implementing changes effectively and monitoring them for impact, recognising that building inclusion and equity in education is an on-going process, rather than a one-time effort. The emphasis is on inclusive education as a process that should be continuously worked on by educational institutions and education systems. UNESCO (2014) considers the idea that all educational institutions should have the capacity to accommodate the needs of all learners in their community, including those with disabilities. Inclusive education can be understood from different contexts depending on the situation (Florian, 2005). Therefore, the demands for inclusive education might be different depending on the needs of the persons concerned. Thus, educational institutions may have to respond according to the needs of the students they have.

Key elements of Inclusive Education - There are key elements that make up inclusive education. United Nations (2017, p. 5) identifies the following key elements of inclusive education:

- Inclusion: every individual should have equal access to education and should benefit from individual accommodation. There should be a transition from a segregated school system to inclusion with the necessary support for effective inclusion.
- Accessibility: Educational institutions and programmes must be accessible to persons with disabilities, without discrimination.
- Non-discrimination and reasonable accommodation in education require that education be accessible to all persons at all levels (primary, secondary, tertiary and university education) including the most vulnerable persons with disabilities, without discrimination based on disability.
- A reasonable accommodation is defined by the UN (2006, p. 4), Article 2 as "... necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden,

where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms."

- Physical accessibility as applied to education means that educational institutions must be within reach in terms of geographical location and accessibility in terms of moving around the institution. Furthermore, education must be economically accessible in terms of costs.
- Availability: functioning educational institutions and programmes for students with disabilities must be available and within their reach in terms of distance.
- Acceptability: The concept of acceptability relates to the form and substance of education. It may include the language of instruction, provision of materials such as Braille, appropriate curriculum and teaching methods that are inclusive.
- Adaptability: Adaptability to flexibility to meet the needs of students with disabilities. It also requires responsiveness to the changing nature of education. For example, in the transition to inclusion, adaptability would mean recruiting teachers with disabilities.

The key elements as noted by UN (2017) are necessary for realising full inclusion and inclusive education. Winter and O'Raw (2010) propose that the key elements to inclusive education are proposed supportive and knowledgeable leadership, skilled teachers, adequate teacher training, providing teachers' needs, trained teaching assistance, family involvement, the voice of the child (active engagement of the child) and a flexible curriculum.

Principles of inclusive education - Education needs to be based upon principles of equity and inclusion to enable the functionality of all individuals in the society (OECD, 2017; UNESCO, 2017). Winter and O'Raw (2010, p. 25) emphasise, " the most important principle of inclusive education is that all children should learn together,

regardless of any differences and diversity they may have". Inclusive education is guided by principles and actions of fairness, justice and equity. It is a political aspiration and an educational methodology (UNESCO, 2018). European Agency for Development in Special Needs Education (2009, p. 15-23) suggests seven key principles as follows:

- Widening access and participation to increase educational opportunity for all learners;
- Education and training in inclusive education for all teachers to have appropriate values, attitudes, knowledge and skills;
- Organisational culture and ethos that promotes inclusion and welcome diversity;
- Support structures organised to promote inclusion;
- Flexible resourcing systems that promote inclusion;
- Policies that promote inclusion; and
- Legislation that promotes inclusion.

Other principles of inclusive education were noted in Article 4 of UNCRPD (UN, 2006, p. 5). These are:

Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;

- Non-discrimination;
- Full and effective participation and inclusion in society;
- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
- Equality of opportunity;
- Accessibility;
- Equality between men and women; and
- Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

The principles of inclusive education by the UNCRPD can be summarised into non-discrimination, equality, accessibility, full

participation, respect for diversity and rights of children with disabilities (UN, 2006).

Salend (2011) identifies the following four key principles of inclusive education:

- Providing all learners with challenging, engaging and flexible general education curricula;
- Embracing diversity and responsiveness to individual strengths and challenges;
- Using reflective practices and differentiated instruction; and
- Establishing a community based on collaboration among students, teachers, families, other professionals and community agencies.

Inclusive education, therefore, aims to provide a facilitative and constructive focus for improving the education of students including those with disabilities (Hornby, 2015). Inclusive education is a continuous process that seeks to continuously find ways of responding to diversity among learners through identifying and removing barriers to effective participation (UNESCO, 2005).

Best practices of Inclusive education - There are proposed best practices of inclusive education. United States Agency for International Development (USAID) (2010, p. 10-12) noted the following six best practices of inclusive education:

Adequate flexible funding and fair allocation formula of financial resources.

- Partnerships and coordination between all actors, including different agencies, development organisations, and NGOs and specifically with parents and individuals with a disability and all stakeholders.
- Student and staff support through resources and services to promote access and participation at home, school and

community. Such resources are teaching manuals, special curricula, and computer-assisted technology.

- Implementation of general education best practices: active student-centred learning, peer support, cooperative learning, critical problem-solving approaches to curriculum and instruction. These refer specifically to methodologies used in classrooms that bring success to learners through diverse presentation and manipulation of materials and lessons for best individual learning opportunities.
- Inclusion and participation of children with disability in general education classes. This ensures that inclusion is meant to be the provision of education for all students equally in mainstream schools with individualised learning and that inclusion and integration do not mean the same thing.
- Pre-service training and on-going in-service professional development of all personnel who are relevant in inclusive education to enhance their competencies.
- On-going, authentic, performance-based student assessment. Assessments should be based on how students learn and their potentials.

The key best practices noted above are meant to ensure that all individuals are catered for in the education system. Inclusive education is about the presence, participation and achievement of all students (UNESCO, 2005).

There have been many debates over time as to that theories could better explain the concept of inclusive education and the challenges faced in its implementation. While explaining the concept of inclusive education above, it was noted that a conducive environment is important in enhancing the effectiveness of inclusive education. This might have influenced the selection of the theories that guided this book. The book was guided by three theories and these are the social model of disability by Mike Oliver (1986), the Social Learning Theory

by Albert Bandura (1977) and the Ecological Model by Bronfenbrenner (1993). These theories were chosen because they emphasise the benefits of inclusion of children with disabilities that are realised from environmental factors and the consequences if these students are not included in the mainstream classes.

The social model of disability - The social model of disability was developed by activists of the Union of the Physically Impaired against Segregation (UPIAS) in the 1970s (Oliver, 1986). The works of Colin Barnes (1991) and Mike Oliver (1986) led this model to be recognised in the education circles as the social model of disability. The social model does not view disability as a deficiency in an individual but rather because of a society that is not accessible and conducive to the individual. Oliver (1990) notes that people with disabilities are viewed as unfortunate and as unable to contribute to the development of society. As a result, of this prejudice, they are discriminated against thereby limiting their potential.

The social model of disability sees the problem of disability in the societal, economic, political, educational and cultural systems that do not meet the needs of individuals living with disabilities (McEwan & Butler, 2007). According to Chataika (2010), the social model sees disability as created by institutions, people, and structures such as higher education institutions, lecturers, and students support services. The model is based on the human rights principle that advocates the removal of all barriers that prevent the full participation of people with disabilities in all aspects of life. Shakespeare (2010) explains that with the social model of disability, the problem of disability is transferred from the individual to the barriers and attitudes of the society that disable an individual. It is not the disabled person who is to blame, but a society that should change. The social model attributes disability to the social environment that needs social change and not the individual with disabilities (Choruma, 2007). Thus, the

lack of accommodations in teachers' colleges', curriculum and inaccessible environment disables students with disabilities. Therefore, inclusive education could be achieved if barriers to participation have been removed.

According to the Office for Disability (2010) in the United Kingdom, there are three types of barriers that are the physical environment in that a person lives, attitudes of the people around the person and policies and procedures imposed by the society that limit an individual's potential. These barriers can be classified as attitudinal, environmental (physical and communication) and institutional (policy and programming) (Barnes & Mercer, 2004). Shakespeare (2010) adds that the barriers encountered include inaccessible education systems, inadequate disability benefits, discriminatory health and social support services, inaccessible transport, houses and public buildings and amenities, working environments, and the devaluing of people with disabilities through negative images in the films, television and newspapers. Thus, disabilities according to the social model are those obstacles that restrict people with impairments such as inaccessible buildings, negative attitudes of people around and segregatory procedures in school and workplaces (Oliver, 2013).

The social model of disability emphasised that all barriers should be removed to enhance equal participation of people with impairments in various sectors of society. Oliver and Barnes (2012) note that there is a need to remove cultural and environmental barriers to reduce or remove structural inequalities that limit persons living with disabilities. The model influences inclusive education in that all nations that signed the international conventions and frameworks on inclusive education must respond accordingly to meet the needs of people with disabilities in society and schools. Morris (2002) notes that the social model separates disabling barriers and impairments, that enables people to focus on exactly what it is that

denies human and civil rights and what action needs to be taken. The model calls for societies and educational institutions to adjust their environments, methodologies and practices to allow for the full participation of people with impairments in regular classes. The focus on the enabling environment, in that all socially imposed barriers are removed, is emphasised in social model thinking (Swain *et al.*, 1993).

However, the model fails to view the importance of impairment as a limitation. The proponents of the social model of disability do acknowledge the effects of impairments on an individual, but they argue that more emphasis has been put on one's impairment without looking at barriers imposed by society (Barnes & Mercer, 2004). It focuses on removing barriers that limit potential and not curing the impairment one has that might not be easy to accomplish (McEwan & Butler, 2007). Despite the limitations, this model is adopted because it highlights the factors that have contributed to the marginalisation and discrimination of people with disabilities for a long period. It also shows that if such factors are addressed, full participation of people with disabilities in the society would be enhanced. In line with this, the social model provides a helpful framework for looking at issues of accessibility and inclusion (Oliver, 2013). The model was adopted because it was more suited as compared to the medical model of disability that emphasizes the disability within the individual (Olkin, 1999). The medical model focuses on a person's impairment first and blames the impairment as the cause for lack of access to goods and services or being able to participate fully in society (Thomas & Woods, 2003). It seeks to judge a person about the impairment they have and assumes that they live a life different from those without disabilities (The Alliance for Inclusive Education, 2012). The model tries to cure the impairment so that the person lives a normal life. Comparably, the social model of disability was most suited for this book on inclusive education than the medical model that has tendencies of segregating.

The Social Learning Theory - Another theory that guided the book is the Social Learning Theory by Albert Bandura (1977). The Social

Learning Theory suggests that students' learning is influenced by several factors from the environment (Bandura, 1986). The environment consists of the physical setting and the social environment. These include people in the environment who usually become role models. As a result, the focus on inclusive education is about changing the attitudes of those involved so that it impacts positively on people with disabilities and those without disabilities. Inclusive education emphasises the need for a friendly environment that is supportive to people with disabilities and allows them to develop and learn effectively (UNESCO, 2009). The theory postulates that the learning environment should allow people with disabilities to participate effectively without being discriminated against. It also assumes that cognitive and behavioural learning takes place through imitation, modelling and observation. According to Miller (2011), observational learning is one important aspect of the Social Learning Theory. Children learn behaviour by observing others in the environment. In inclusive education, students could observe their peers who do not have impairments and their teachers and imitate them. This is believed to enhance their behaviour and academic performance as a benefit resulting from inclusive education.

According to Bandura (1986), modelling occurs through attention, retention, reproduction and motivation. All these are necessary for an inclusive setting. Students with disabilities are motivated to learn when they are with their peers and their behaviour is modelled. Also, the aspect of reciprocal causality is central to the Social Learning Theory where children learn from each other and the people from the environment (Woolfolk, 2013). Students with disabilities in teachers' colleges could learn from their peers without disabilities while their peers without disabilities could also learn from their peers with disabilities. This might help to demystify myths associated with disabilities and allows students to appreciate each other despite their differences. Students with disabilities could learn new skills and social

behaviourally observing others in the class. In a class with students of mixed abilities, students could help each other through discussions and group tasks that help to develop communication skills (Miller, 2011).

Lamport *et al.* (2012) note that students learn effectively from active experiences and the social environment. In inclusive education, this is necessary when students can learn from each other. While the Social Learning Theory deals with learning, it also describes how social and personal competencies develop because of social conditions in that learning occurs. Such social and personal competencies are necessary for students with disabilities to adapt to social demands. They need relevant social skills and behaviour that enables them to live and survive harmoniously with other people in the society that can be acquired from an inclusive educational environment.

The ecological theory - The Ecological Theory by Urie Bronfenbrenner (1979; 1993; 1994) was also adopted to guide the book. The model of the ecosystem shows various factors that influence the development of an individual. Bronfenbrenner's Ecological Model sees human beings as developing within a system of relationships within his or her environment (Ryan, 2000). The view of Bronfenbrenner (1979, p. 21) supports inclusive education;

... Ecology of Human Development involves the scientific study of the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate settings in that the developing person lives, as this process is affected by relations between the settings, and by the larger context in that the settings are embedded.

The mutual accommodations, the changing or rehabilitation of the immediate environment and the relationships in the environment (settings) are important aspects of inclusive education. Taking cognisance of a student with a disability, many factors influence his or her development that is necessary for an inclusive setting. Such factors

might include developmentally instigative belief systems, resources, hazards, lifestyles, opportunity structures, life course options and patterns of social interchange (Bronfenbrenner, 1993, p. 25). These immediate and distant factors are grouped into five systems by Bronfenbrenner. These are microsystem, mesosystem, ecosystem, macrosystem and chronosystem. The systems are linked together and are interdependent. There should be a reciprocal relationship between these systems and the individual has to be influenced by these overlapping systems (Bronfenbrenner, 1993). The elements of the theory affect the development and educational outcomes of persons with disabilities and their self-esteem.

The micro-systems according to Bronfenbrenner (1994) are patterns of activities and roles and interpersonal relationships that are experienced by a person in a specific setting. These are mainly the physical and social environment to that an individual might be exposed. The mesosystem comprises the links and processes that take place between different settings that affect the individual, for example, the relationship between the educational institution and the home (Bronfenbrenner, 1994). It comprises the classmates, peers, parents, classroom teacher and lecturers. These are the immediate environment of the individual that the individual interacts with. What happens at home directly affects the students at school and in educational assignments (Berk, 2001). Beliefs and practices of each family affect the development of an individual that, in turn, affects the individual at college in one way or the other. At the same time, the teacher educators/lecturers play a vital role in the development of the students in an inclusive setting.

The exosystems as explained by Bronfenbrenner (1993) are those factors such as financial problems at home, that may not directly influence the individual but have an impact on the individual's development through other people in the life of the individual. The

relationship between the teachers' college and the community, the parents' workplace and the home may ultimately affect the individual. Also, college policies and the community may impact indirectly on the students. Inclusive education calls on teachers' colleges and community policies to be conducive and accommodative to all students including those with disabilities.

The macro-system is defined by Bronfenbrenner (1994) as the overlapping pattern of micro- system, mesosystem and exosystem characteristics of a given cultural and social context. Under macro-systems are social, cultural, economic and political factors on a broader context that affect all systems. For example, the National Constitution of a country and government policies affect all practices and processes. These guide and regulate how other systems operate. For example, Chapter 3, Section 35, Sub-Section 2 of the Constitution of Zimbabwe (2013) states that there is equality of all citizens in terms of rights, privileges, duties and obligations. Because of such policies, there has been a need to implement inclusive education in the Zimbabwean education system. The chronosystem refers to the time frame that affects interactions of systems that affect child development (Swart & Pettipher, 2005). The chronosystem directs that changes in one system affect other systems. This explains the changes that educational institutions have to adapt in line with changes dictated by inclusive education. Hence, there is a directive to modify education systems to accommodate students with disabilities in regular classes.

The theory by Bronfenbrenner emphasised individual and environmental factors that affect individual development that is vital when discussing inclusive education. The theory was relevant to the book because by understanding how various factors in a system are dependent and interlinked in influencing the development of a person, a better understanding of inclusive education is achieved. An appreciation of the factors in a system is necessary if inclusive

education is to be effectively implemented in the institutions of learning. There are several key actors that are in the students' environment that affect how the students learn and develop. These are the families, lecturers, other students (peers), administrators and policymakers. Each of these influences greatly how a student with disabilities are accommodated. These key actors would have either a positive or negative influence on how students with disabilities develop and learn. Thus, the Ecological Model of Bronfenbrenner was suited to explain inclusive education in teachers' colleges.

The social model of disability by Mike Oliver, Urie Bronfenbrenner's Ecological Model and the Social Learning Theory by Bandura all focus on the factors from the environment that influence how an individual develops and learns. The theories can be useful in explaining inclusive education. They all explained how environmental factors influence the development of the individual including those with disabilities in an inclusive setting and how the environment should be modified to suit the needs of the person with disabilities. The theories fit well in explaining the implementation of inclusive education in Teachers' colleges. Also, they focus on empowering the student that is one of the rationales for inclusive education.

The development of inclusive education could be traced back from exclusion, institutionalisation, integration and inclusion. Most countries have followed an almost similar pattern in trying to achieve the right to education for children with disabilities (UNESCO, 2009). The exclusion phase was experienced in various countries (Vislie, 2013). This is when children with disabilities were denied access to education. This was due to some belief that children with disabilities could not perform the same as those without disabilities (UNESCO, 2009). In some African cultures, a disability was seen as a curse and for some people, it was disgraceful to expose their child with disabilities to the society and as such most of these children were denied access to

education (Peters, 2007). This explains why many children with disabilities were kept as a family secret, hidden in houses. There were no legal instruments to protect such children because, according to UN (2002) in Peters (2007), during the 1940s and 1950s, disability was not included in international forums.

Over the years, increased attention was directed toward individuals with disabilities, leading to the provision of support and placement in institutions where they could receive care (Vislie, 2013). This was the segregation phase that emphasised individual differences and took a charity-based approach to the education of persons with disabilities (UNESCO, 2009). This resulted in several special schools that were established to cater for students with various disabilities, such as the Kapota School for the Blind and Jairos Jiri Centres dotted across the nation in Zimbabwe just to mention a few.

Special Education began as a major idea that children who experience disabilities could and should receive some form of education (Cologon, 2015). In line with Special Education, there were special schools, classes and services for learners with disabilities in many countries including Zimbabwe. This was a way of ensuring the promotion of social justice to children with disabilities who had been denied formal education.

The major step towards inclusive education was realised because of the enactment of the Universal Declaration of Human Rights of 1948 (UNESCO, 2005). Integration emerged and gained momentum in the 1960s with the United Nations Convention against Discrimination in Education (1960). This attempted to remove any form of discrimination in education and safeguarded the rights of all children. Peters (2007) explains that this convention focused on equal education for all children though it was still separate EDUCATION. According to Peters (2007), the UN Declaration on the Rights of Disabled Persons (1975)

marked the major milestone as a convention that went a long way into addressing the needs of people with disabilities (People with disabilities) through emphasising the societal approach and not medial approach to addressing issues of disabilities. The societal-oriented approach dictated that all People with disabilities must be integrated into all aspects of the society, education being included (Peters, 2007). This was supported by the UNICEF sponsored Convention on the Rights of the Child later in 1990 that emphasised access and integration of children with special needs (Peters, 2007). Children with "special needs" were no longer obliged to attend special schools, but to have schools change to accommodate their needs (Vislie, 2013). Integration was based on the degree of disability and that was implemented in such a way that the concerned educational institution was not forced to make significant adjustments to accommodate such students. This new approach to education resulted in the establishment of resource units and special classes in many schools in various countries, including Zimbabwe (Hlatywayo & Muranda, 2014). The approach also led to the training of specialist teachers of special needs education. This way, the approach created an environment where other students with minimal degrees of disabilities were integrated into the mainstream classes as long as they could adjust to the educational institution or class environment.

Despite this paradigm shift with regards to the treatment of people with disabilities, many people with disabilities remained segregated in special schools. Resultantly, equal participation has remained a dream for people with disabilities in Zimbabwe (Hlatywayo & Muranda, 2014). Globally, there exists the separation of students with physical disabilities, sensory disabilities, cognitive disabilities and chronic illness (including mental illness) into separate special schools or classes away from their non- disabled siblings and peers (UNESCO, 2018, p. 19). Thus, there is a need for further investigation into the educational attainments and experiences of students with disabilities (UNESCO, 2018).

As time went by, policies and regulations changed the focus from special education to inclusive education. According to Vislie (2003), a change from integration to inclusive education started in the 1980s and 1990s when UNESCO adopted the term inclusion in all its activities. Since then, inclusion became an important principle as educational organisations and institutions worked towards achieving Education for All. UNESCO (2005) explains that inclusion in education is based on the idea that all children including those with disabilities have a right to education. It explains that it is the responsibility of every school to teach every child and to make necessary adjustments to accommodate all learners. The Salamanca Framework for Action (1994) distinctively excludes the establishment of special schools as they exclude children with disabilities from society and promotes the inclusion that is based on the human rights model (UNESCO, 1994). Inclusive education is viewed as a radical response to the exclusion of students with disabilities because of the previous assumptions and traditions of special education (Taylor, 2006 in UNESCO, 2018). Cologon (2015) emphasises that inclusive education has been recommended for having equal or better outcomes for all students and not just for students with disabilities. This means that inclusive education caters for all children with various backgrounds and conditions.

According to Winter and O'Raw (2010), the inclusive education framework prescribed by the Salamanca Statement and Framework for Action on Special Needs Education (1994) supports the good work that has been going on in schools over many years. It is a practice that calls for educational institutions to reflect and evaluate how inclusive values are promoted in the classrooms, school environments and interactions with other members of the community (UNESCO, 2014). The principle of Education for All (EFA) became the guiding path to inclusive education in various countries because of the said conventions and agreements. Several policies were introduced in the education sector to guide inclusive education in Zimbabwe. The education Act 1987 as revised in 1996 and 2006 in Zimbabwe guides

the provision of education to all students without discrimination. The Director's Circular Number 3 of 2006 titled, "*Guidelines on Providing Equal Access to Education for Learners with Disabilities*" is the current guiding policy on inclusive education. The figure below could summarises the evolution of inclusive education in Zimbabwe.

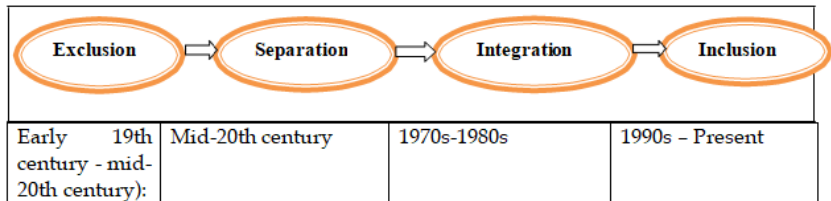


Figure 2.3; Evolution of inclusive education (*Generated by the researcher*)

Figure 2.3 shows the evolution of inclusive education in Zimbabwe. Nonetheless, there is still a lot to be done to ensure that inclusion becomes a culture in Zimbabwe.

Literature was reviewed under themes formulated from the research question set in chapter 1 of the book.

The inclusivity of the teacher education curriculum

Kaplan and Lewis (2013, p.1) define an inclusive curriculum as that that ensures that the "... content and methods used in teacher education courses convey clear messages about inclusive education, use inclusive learner-centred approaches, and are flexible and responsive to learner's needs and experiences". It is important to ensure that student teachers learn about, experience and practices inclusive education during the whole period of their training. UNESCO (2005) explains inclusive education as involving changes in content, approaches, structures and strategies to accommodate all children at different levels of education. Responding to diversity has become an essential component of all educational institutions in their

pursuit to provide quality education (UNESCO, 2009). This has also called for educators at various levels of education to change their attitudes, perceptions, curricular, strategies and environments. The emphasis on inclusive education calls for teachers' colleges to adjust their curricular accordingly to be relevant. No one disputes that inclusive education depends largely on skilled teachers (Zion & Sobel, 2014). As such teacher training programmes must produce inclusive teachers. Forlin (2012) calls for appropriate and effective training for pre-service teachers. According to Forlin (2012), the training one gets in inclusive education determines the effectiveness of the teacher in managing inclusive classes.

Various studies (Allday *et al.* (2013), Chowdhury & Hasan (2013), Forlin (2012b), Hemmings and Connors (2010), Kaplan & Lewis (2013), and Zion & Sobel (2014).) were conducted on the implementation of inclusive education in educational institutions. The studies were carried out to establish whether the curriculum for teacher education was inclusive enough to positively impact the graduate teachers. In their study on preparation for inclusion in teacher education in the United States, Allday *et al.* (2013) found out that teacher education programmes provided courses on characteristics of impairments and how they are managed. They, however, bemoaned that there were few specific programmes on disability issues in teacher education curricular in the USA.

Zion and Sobel (2014) also conducted a series of studies to identify the skills needed by the educators to meet the needs of students with disabilities in the classroom in the USA. The study included pre-service teachers, recent graduates, clinical teachers, college principals, students and families of students with diverse needs. The US-based researchers established that teachers need socio-cultural knowledge, affirmative attitude, collaborative skills and pedagogic diversity so that they effectively address diversity in the classroom. These should

be addressed by the curriculum and are necessary for American schools where there is a diversity of learners from different backgrounds.

UNICEF (2013) surveyed a global view of inclusion in teacher education and unearthed that inclusive education was part of the teacher education curriculum but was more theoretical than practical. The survey concluded that because of the theoretical thrust, teachers failed to transform theory into practice since they lack practical inclusive practices. Forlin (2012b) notes that teachers expressed reluctance, fear and anxiety to include learners with disabilities in their classes. Forlin (2012b) concludes that reluctance and fear could be emanating from the lack of practical training in disabilities and special needs issues. In agreement to this, Kaplan and Lewis (2013) observed that teacher education curricula often failed to align their practices with the principles they aimed to teach. In as much as there were content and messages about inclusive education in the curricula, the means of delivering the content was not inclusive. The researchers revealed that inclusive education is delivered as a theory and not as practice-based curricula. Furthermore, Kaplan *et al.* (2013) add that inclusive education in teacher education curricula is regarded as a separate component and not an integral part of the curricular. This could be necessitated by lack of expertise on inclusive education among curriculum developers that hinders the integration of inclusive education in the teacher education curriculum. Inclusive education was taken as a specialist area that was intended for teachers who wish to train as Special Education teachers and have such a responsibility.

Reupert *et al.* (2010) studied the practices, views and experiences of lecturers who teach inclusive education to student teachers who were training to teach in primary schools in Australia. Reupert *et al.* (2010) adopted the interpretive and qualitative approaches and semi-

structured interviews to gather data from nine (9) lecturers from different territories in Australia. These investigators revealed that the large numbers of students in the classes in colleges make the teachers fail to differentiate learning. The traditional and common method of lecturing was largely mass lectures that they tried to make interactive and engaging. Also, some lecturers noted that they faced barriers when their institutions could not provide various ways to assess students with disabilities. They further suggested providing assignment alternatives such as oral assignments and providing more time to write an assignment to students with disabilities. Further, Forlin *et al.* (2013) note that in Australia, students with disabilities were underrepresented in national accountability measures such that there was no consistence in their statistics. The researchers noted that Australia has inclusive education policies, but there was a lack of consistence in measuring outcomes in the various territories. This caused problems when assessing the progress made by students with disabilities. Australia had adopted inclusive education practices in schools and the classrooms with various strategies being adopted despite lack of evidence on the impact of various strategies on students with disabilities (Forlin *et al.*, 2013). In as much as there are moves towards inclusive education in teacher education, there were differences in the teacher education curriculum that equips them differently on ways to manage students with different needs in the classroom.

In another study, Stephenson *et al.* (2012) researched on how Australian universities prepared teachers for diversity during training. The findings revealed that all universities offered courses in Special Education to prepare teachers for diverse classes. To augment the study Graham and Scott (2016) carried out another study that concluded that single subjects and courses in the training programmes were not enough to equip pre-service teachers with skills, attitudes and values for inclusive education.

EASPD (2011) noted that in some European countries, teacher education curriculum still separates mainstream and special school sectors thereby training teachers differently. This perpetuates separation yet inclusive education should start during teacher training. Ketrish *et al.* (2016) conducted a study in Russian teacher training colleges that focused on the students who specialised in Physical Culture or Physical Education. The study found out that most students were introduced to courses on characteristics of various types of impairments. The study by Ketrish *et al.* (2016) focused on students who specialised in Physical Culture or Physical Education hence, it was sectional. However, the students preferred more preparation to work in inclusive classes. This showed that inclusive education was covered as part of the programme content but was not detailed enough to instil confidence in teachers. Ketrish *et al.* (2016) emphasise that for inclusive education to be successful, there was a need to adopt professional training of student teachers who should understand the various types of impairments and strategies to handle them. This could help them to develop confidence in managing inclusive classes.

Šuc *et al.* (2016) in a study on primary school teachers' attitudes towards inclusive education in Slovenia established that in as much as other teachers were positive about inclusive education, some felt that it was a burden on their part. The researchers noted that upon completing their training, the teachers did not feel competent and confident to manage inclusive classes. Their findings were premised on the idea that the confidence and competence of teachers developed with time and experience. Their argument goes back to the teacher training curriculum that might prepare or fail to prepare teachers adequately for inclusive education. Šuc *et al.* (2016) revealed that Slovenian teachers noted that there should be a collaboration with other professionals in implementing inclusive education in primary schools.

In their article on inclusive education in Higher Education in Greece, Kougias *et al.* (2016) state that more students with disabilities were enrolled in higher education institutions where there were adequate support services, new teaching approaches and their individual needs were being met. The article revealed that despite policies that supported access to higher education by persons with disabilities in Greece, there was lack of institutionalised learning support of these people and their transition into the development of the country after higher education. Furthermore, Molina *et al.* (2016) conducted another study to establish the role of lecturers in inclusive education in Spanish universities. The researchers found that students with disabilities complained against rigid curricula that did not allow the lecturers to diversify and accommodate their learning needs effectively.

Africa still has a long way to go to achieve effective inclusive education. Despite universities opening doors to students with disabilities, institutions seemed to focus on educational excellence such that they enrol students basing on eligibility and not the condition or special need of the individual (Barnes, 2007). As such, students with disabilities might be left out due to the competition and might not realise their full potential. Hence, there is still a lot to be done in terms of achieving inclusive education in higher and tertiary education in African countries.

In South Africa, there seemed to be inequalities in tertiary education especially for students with disabilities resulting from the inequalities that affect the education system (Howell, 2006). Howell (2006) explains that there is no segregation in education but there labelling of students into individuals as determined by whether they have special needs. The process of identifying and classification might lead to exclusion if not handled carefully.

In Zimbabwe, Chiparaushe *et al.* (2011) surveyed the challenges, opportunities and threats faced by students with disabilities in the post-independent era in Zimbabwe. The survey was focusing on universities, teachers' colleges and technical colleges in three provinces namely Harare, Bulawayo and Midlands. The study found out that there was inadequate support for students with disabilities. It was further established that buildings such as lecture rooms, hostels, and toilets, and the Principals' and Vice-Chancellors' offices, were inaccessible to students with physical impairments. Furthermore, students with visual impairments were found to be having challenges with notices that were put on notice boards that they could not see. The report showed that there was no reasonable accommodation and special budget to cater for students with disabilities. Chiparaushe *et al.* (2011) further noted that very few students with disabilities passed Ordinary ("O") Level examinations that allowed them to proceed to Advanced ("A") Level, the entry requirement for higher and tertiary education. As such, this translated to lower enrolment of students with disabilities in higher and tertiary institutions. According to the study, the college records indicated that two students were physically challenged and one member of staff with albinism (Ngwenya, 2016). This showed that people with disabilities were underrepresented at universities, colleges and teachers college in Zimbabwe considering that they constituted 15% of the population (WHO and World Bank, 2011). The study concluded that the under-representation might have been influenced by lack of a clear admission policy or the fact that few people with disabilities would have passed "O" Levels that is a pre-requisite for entry into tertiary education.

Another study by Mafa and Makuba (2013) explored the challenges experienced by lecturers in equipping student teachers with inclusive skills in Zimbabwe. The scholars revealed that there was little being done in mainstreaming inclusion in teacher education curricular despite training of Special Education teachers. Also, Sithole and Mafa

(2017) conducted a study on the assessment of the theory and practice of inclusive education in teacher education in Zimbabwe and they noted that there was a discrepancy between what was expected in terms of inclusive education and what was practised in colleges. The investigators made several suggestions to enhance inclusive education in teachers' colleges among them the need to have a flexible curriculum and to adopt inclusive teaching methods during lectures.

In America, the Individuals with Disabilities Education Act (IDEA) (2004) and the No Child Left Behind (NCLB, 2001) provide a mandate that all children should be educated by highly qualified teachers. As such, teacher training institutions bear the responsibility to prepare teachers adequately for inclusive education (Harvey *et al.*, 2010 in Huskin *et al.*, 2016). Huskin *et al.* (2016) studied the attitudes and efficacy of pre-service teachers towards inclusion of students with disabilities in regular classes. The authors adopted a pre-test and post-test survey. They found that pre-service teachers were likely to have a positive attitude towards including students with disabilities after being exposed to a 15-hour field observation with a mentor. In addition, they established that teachers were more prepared to face challenges of integrating students with disabilities and believe that students should be afforded appropriate education in the regular classes. However, the authors revealed that pre-service teachers showed that they had no adequate experience working with students with disabilities and this affected their preparedness to work with such.

Walker (2012) studied teacher attitudes in Chicago, United States and found out that educators' attitudes towards inclusive education improved positively if they were supported by their principals. The findings showed that support of principals was supposed to be in the form of provision of necessary resources for the implementation of inclusive education. In addition, it was established that teachers also

wanted support from the parents and adequate time to plan to develop positive perceptions. The study noted that for teachers to develop positive attitudes towards including students with disabilities, they had to participate in on- going professional development programmes. Another study by Mackey (2014) investigated three middle school teachers whose classes were examples of inclusive settings in South West United States. The scholar showed that the teachers had positive attitudes towards including students with disabilities in the regular classes despite the little pre-service training on inclusive education they acquired. The study noted that teachers believed that the relevant qualifications they got after teacher training made them adapt to different situations and to diversity in their classes. Furthermore, the study posited that positive acceptance of inclusive education might be dependent on the individual teacher's characteristics and attitudes other than training. Thus, attitudes and personal characteristics are important as well despite relevant qualifications.

Yeo *et al.* (2014) studied teachers' experiences with inclusive education in Singapore and established positive findings in that the teachers expressed their satisfaction with the progress made by learners when inclusive education was practiced. When educators realised that their efforts and strategies were successful, they felt competent, relevant and ultimately became positive towards inclusive education. Yeo *et al.* (2014) further noted that some educators were burdened by examinations that they had to prepare their children for adequately at a time when they could have had less time to concentrate on some children with disabilities. The findings further revealed that some forms of impairments caused challenging behaviours that disrupted the teaching and learning process. They suggested that this might explain why some teachers could have developed negative perceptions and attitudes towards including learners with disabilities in regular classes. The authors further argued that teachers' attitudes were perpetuated by lack of training and the rigidity of the curriculum

despite the different needs of the children. They revealed that teachers generally felt that children with mild impairments could be included in regular classes and not those with severe and profound impairments.

Reupert *et al.* (2010) found out that in Australian universities, lecturers who did not teach Inclusive Education had negative attitudes toward students with disabilities. These attitudes presented a barrier to inclusive education that had to be implemented by everyone in the institution. Mergler *et al.* (2016) conducted a qualitative study on values and views of pre-service teachers towards diversity and inclusion in Australia. The study noted that fourth year pre-service teachers who had done a course in Inclusive Education had a positive perception towards inclusion and were confident to manage inclusive classrooms than those pre-service teachers who had not been exposed to the Inclusive Education course. Thus, perceptions of pre-service teachers improve with knowledge.

A European study by Kavouni (2016) compared primary school teachers' perceptions of Inclusive Education for students with mental impairments in Greece and Sweden. Through qualitative methods and interviews, Kavouni (2016) establishes that teachers in Sweden had positive perceptions as they were prepared and more willing to change their teaching methods to meet the needs of children with mental impairments than those teachers in Greece. The study noted that all teachers in both countries indicated that inclusion into the main stream classes was important for various reasons especially when the nature of the disability does not present obstacles. Swedish teachers further indicated that integrating students with mental impairments fully into the main classes did not fully benefit them.

Another study by Molina *et al.* (2016) analysed the students with disabilities' perceptions on their experiences in Higher Education and

how the lecturers responded to their needs in Spanish Universities. These researchers adopted biographical-narrative methodology, interviews, life stories and self-reports to gather data from 44 students with disabilities. The study found out that lecturers had negative perceptions and behaved strangely when students introduce themselves and inform them of their disability. It was found out that lecturers had negative attitudes towards students with disabilities that negatively influenced their direct interaction with the learners. Molina *et al.* (2016) reveal that students noted the rigidity of lecturers when they could not make exceptions to accommodate them depending on their learning needs. According to Molina *et al.* (2016), the students explained that when they informed lecturers of their learning needs, lecturers ignored them or told them that they would be treated like any other student as they could not make exceptions. The students indicated that in as much as they wanted to be treated like any other students, they had special learning needs that lecturers should address (Molina *et al.*, 2016).

In Africa, Wanderi (2015) studied the attitudes of educators and their relationship to their commitment to inclusion in Bahati, Kenya. Using mixed methodology, survey design and questionnaires, the study established that teachers' attitudes have a significant relationship to their commitment to inclusion. Hence, positive perceptions by the teachers are significant in establishing and enhancing inclusive schools. According to O'Brien (2000), the real key resource for successful inclusion lies inside the teacher's head. The research emphasised the importance of attitudes of teachers in implementing inclusive education. Using a quantitative non-experimental descriptive survey research design in a study in Cameroon, Mngo and Mngo (2018) reveal that most teachers prefer separate special education institutions to inclusive schools. They also established that educators with some training on teaching students with disabilities were more supportive of inclusive education. This showed that resistance to inclusive education could be due to lack of expertise by teachers that

makes them ill-prepared for the task. In contrast, earlier on studies Moberg & Savolainen (2003) had concluded that educators with more years of experience had a more negative attitude towards inclusion than teachers with fewer years of teaching experience.

Mayaba (2008) studied educators' perceptions and experiences of inclusive education in South Africa. The study used a mixed-method approach and semi-structured questionnaires together data from thirty educators from inclusive schools. The study revealed that there was a general sense of negativity about the educators' perceptions and attitudes towards inclusive education. The educators noted that they were not well prepared for inclusive education that affected their perceptions and attitudes.

In Zimbabwe, Chireshe (2013) studied Bachelor of Education (Special Needs Education) students' perceptions of inclusive education. The study revealed that the participants perceived inclusive education as having resulted in the social acceptance of children with special educational needs. The students perceived inclusion to promote positive attitudes among children without disabilities and in communities. Another researcher, Ngwenya (2016), in a study on enhancing inclusive education at tertiary education institutions in Zimbabwe found that administrators of tertiary institutions did not seem to discriminate against students with disabilities, but other members of staff had some negative attitudes towards students with disabilities. These negative attitudes, in turn, hurt people with disabilities.

In contrast, Chikwature *et al.* (2016), in their study on incorporating inclusive education in pre-service teacher education curriculum in Zimbabwean Teachers' colleges, showed that principals, lecturers and students had a positive attitude towards inclusive education. Chikwature *et al.* (2016) reveal that principals of the two colleges they studied in Zimbabwe were happy about how students behave towards

their vulnerable colleagues. The principals felt that there was no negative behaviour against the incorporation of inclusive education in teacher education. Chikwature *et al.* (2016) also unearthed that lecturers felt that other lecturers had a positive attitude towards the implementation of inclusive education. However, the lecturers showed that they needed staff development since the area of inclusive education is fairly new. Furthermore, the students revealed that they were positive to their colleagues who need support by pushing wheel chairs and guiding those with visual impairments.

Earlier on, Mandina (2012) had studied perceptions and attitudes of Bachelor of Education in-service trainee teachers on inclusive education in Zimbabwe. Mandina (2012) found out that trainee teachers have negative attitudes towards inclusive education. In another study, Ngwenya and Chabwera (2016) found out that at Bulawayo polytechnic, some lecturers embraced inclusive education as a noble practice while others still believed strongly in the separate education and strongly argued that it was costly to change the colleges to suit students with disabilities. This showed that some lecturers had not accepted the changes associated with inclusive education. In as much as they advocated for separate education, the reality on the academic arena in Zimbabwe is that there are no specific polytechnic, teachers' colleges and universities for students with disabilities. Then one would wonder how students with special needs would get tertiary or university qualifications. Ngwenya and Chabwera (2016) note that the position of inclusive education at Bulawayo Polytechnic was negatively affecting the students with special needs who were forced to adjust to the prevailing environment that was only favourable to students without disabilities. The study by Ngwenya and Chabwera (2016) recommended the recruitment of specialist lecturers who would offer specialist services to students with disabilities and act as change agents in the institution.

The previous studies consulted above focussed on perceptions of various stakeholders towards inclusive education. The next section reviews literature related to challenges in inclusive education.

Various challenges in implementing inclusive education were noted by various previous studies conducted. Harvey *et al.* (2010) surveyed seven hundred and three staff members in teacher training institutions in the American States. The survey established that the United States of America had made strides in teacher preparation for inclusive education. The survey established that most institutions were offering courses in special needs education but there was a need for more time and resources to support these interventions. Therefore, resources were a challenge to effective training in inclusive education. In the United States of America, Blanton *et al* (2011) noted that colleges offered separate programs for teacher preparation, and this reflected how education services were delivered and structured. The researchers revealed that the teachers were certified and licensed according to their area of speciality, for example, special or general education teacher. As a result, teachers would usually identify themselves as being one kind of teacher. However, according to Florian (2009), certifying the teachers for different categories supported the idea that there were different learners whose needs should be met by different teachers. Nevertheless, this limited the teachers' qualification and skills. This became a barrier when teachers resisted students with diverse backgrounds in their classrooms claiming that they were not qualified.

Another study by Valliant (2011) noted that in Latin America, there were challenges in implementing inclusive education, among them, lack of motivation among teachers who were poorly paid. Valliant (2011) revealed that pre-service teacher education had been blamed for failing to equip teachers with relevant skills to adopt inclusive education practices. It was further noted that there was a need for

more training on inclusive education for teachers. In another study on inclusive education in the United States, Mackey (2014) established that one of the challenges that teachers faced was trying to make the curriculum interesting and relevant to diverse students. This called for various strategies to the teaching and learning process. Also, the investigators revealed that teachers showed that they lacked administrative support to enable them to be effective in inclusive settings.

The Asian Development Bank (ADB) (2010) notes that one of the challenges in implementing inclusive education in Asia was that there were no clear policies and systems that ensured that vulnerable groups such as people with disabilities were admitted into colleges. Yan *et al.* (2012) in their study on challenges of inclusive education in teacher education in China noted that there was a shortage of skilled teachers despite the training of teachers for inclusive education. Therefore, shortage of teachers presented a challenge to inclusive education in China since teachers were the implementers. Yeo *et al.* (2014) studied teachers' experiences with inclusive education in Singapore and established that one of the major challenges of inclusive education was stress that resulted from managing challenging behaviours in the classrooms. The researchers established that teachers had difficulties in trying to meet the diverse needs of the children.

In a study conducted in Japan, Forlin (2013) notes that in as much as there was an emphasis on what teachers should do in inclusive settings, there was little emphasis on preparing teacher educators (lecturers) who were knowledgeable about inclusive education. Hence, there was a dearth of research on the preparation of teacher educators in various teacher training institutions. Maybe the assumption, the study posited, was that teacher educators were in the same class as teachers, though they are different. Kaplan and Lewis (2013) also noted that one of the barriers to inclusive education was lack of expertise on

inclusive education among teacher educators and curricular developers that subsequently affected the integration of inclusive education in teacher education curricular. As a result, inclusive education was regarded as a stand-alone course or module and yet it should have been integrated into all courses. According to Kaplan and Lewis (2013), most teacher educators had not been exposed to inclusive education practices and many seemed to teach the same way as they were taught long back. This affects how they manage inclusive classes.

A study by Siddiqui (2016) on inclusive education in India established that there was progress towards inclusive education in India even though stakeholders misunderstood the concept of inclusion. The researcher noted that there was a lack of adequate preparation by the government to implement inclusive education as there was a shortage of trained teachers for inclusive settings. The scholar also revealed that the negative attitudes of students without disabilities hinder the successful implementation of inclusive education in India. The study posited that this could be attributed mainly to the cultural and religious beliefs about disabilities in India on disabilities. It was further revealed that some parents of students without disabilities felt that mixing their children with those students with disabilities may lower the standard of education since the disadvantaged students demand more attention from the teacher. It was also established that some teachers also had some negative attitudes towards inclusive education as they continued to support special schools for students with disabilities (Siddiqui, 2016). According to the study, negative attitudes might have been driven by lack of knowledge, failure to adapt the curriculum to suit the needs of various students, training and exposure to inclusive practices. Siddiqui (2016) adds that there was poor infrastructure (buildings, classrooms, toilets, playgrounds, library facilities) in most Indian educational institutions that affected the implementation of inclusive education.

Another study was conducted by Regmi (2017) on inclusive education in Nepal and established that despite the existence of an inclusive education policy, many learners were out of school. Despite policy provisions on inclusive education in Nepal, there was evidence of a glaring absence of inclusive education practices in the classrooms. According to the study, this explained the mismatch between the policy of inclusive education and actual practice on the ground. Regmi (2017) explains that the discrepancy was due to less inclusive culture in schools, among other factors. It was noted that the educational institutions in Nepal had their traditional school organisations and did not give attention to children with disabilities (Regmi, 2017).

Ajisuksmo (2017) studied practices and challenges in higher education in Indonesia. The study established that stigma was one of the challenges of inclusive education. The study found out that lecturers did not want to teach students with disabilities. Furthermore, stigma was shown by students without disabilities who showed gestures that they did not want to communicate with students with disabilities. According to Diono (2014) in Ajisuksmo (2017), the life of People with disabilities is worsened by lack of community's understanding about disability and the existence of stigma in the society that disabilities are a curse from God.

A study by Reupert *et al.* (2010) in Australian universities established that despite being advocates of inclusive education in their universities, there were challenges in the way inclusive education was implemented. They failed to provide adequate resources and equipment in their various institutions to support inclusive education. Therefore, there was the disparity between theory and practice of inclusive education in the universities. Furthermore, Hemmings and Woodcock (2011) conducted a series of surveys to third-year pre-service teachers studying towards a Primary Bachelor of Education course at Charles Sturt University in

Australia. The findings from the survey established that most students showed that at the end of the third year they felt partly or not sufficiently prepared to teach inclusive classes. This was due to the inadequacy of the training offered to the student teachers (Hemmings & Woodcock, 2011).

The Organisation of Economic Co-operation and Development (OECD) (2011) notes that access to tertiary education and employment by individuals with disabilities depended largely on how well they were prepared during secondary education. Also, it was revealed that completing tertiary education successfully remained a challenge for individuals with disabilities. The research attributed this to limited resources for supporting individuals with disabilities and the attitudes of people towards disabilities. OECD (2011) observes that resources to cater for the needs of students with disabilities were limited and did not allow for adequate preparation for professional and social inclusion. As a result, many people with disabilities in OECD countries had high chances of remaining unemployed even after tertiary or higher education level despite access to such levels of education.

Another report was prepared by the European Association of Service Providers for Persons with Disabilities (EASPD) (2011) on inclusive education in various European countries basing on legislative provisions, practice and the progress of implementation. The report noted that in most European countries, education was highly regulated and as such, there was legislation for inclusive education though it could have been insufficient and inconsistent. Also, it was noted that in some European countries, legislation was not supported by adequate resources to cater for the needs of students with special needs in regular schools. It was also reported that due to inconsistencies in policy provision in some countries, there was limited access to equal education in regular classes by students with special

needs. According to the European Training Foundation (2010), there remains a big discrepancy between international understanding of inclusion, as stated in high-level policies, and the understandings conveyed in national or local level teacher education practises and policies. Furthermore, EASPD (2011) noted positive changes towards inclusive education in European countries despite a high number of students with disabilities who were excluded from regular schools. The report highlighted that inclusive education was on-going, but the progress might be slow in some European countries. Barriers noted in some European countries were inaccessible buildings, lack of assistance and care provision and adaptive equipment.

A study by Morgado (2016) was undertaken in Spain to establish whether universities were accommodative towards students with special needs. It was a qualitative study that employed a biographic-narrative method; in-depth interviews, discussion groups, classroom observation sessions, photographs and bio-grams to gather data from students with disabilities. The study established various challenges of inclusive education in Spanish Universities among them, the structure of the buildings and classrooms that were not user-friendly to students with special needs and learning facilities like projectors and blackboards that were not accessible to students with disabilities. In studying inclusive education in universities in Europe, Moriña (2017) reveals that some students with disabilities noted that their experiences at universities strengthened them personally and equipped them with survival strategies for use in any life situation. Overcoming various barriers at universities made them resilient people. Also, Moriña (2017) found that some students who had invisible disabilities did not want to disclose their disabilities except to those who were close to them or only when they wanted assistance. This could be because they felt embarrassed when they were asked to produce documents to support their disability claims. Despite the benefits of disclosure, some students do not want to disclose their

disabilities and thereby forfeit their support entitlements (Liasidou, 2014). Non-disclosure has been attributed to stigmatisation associated with disabilities (Habib *et al.*, 2012 in Majoko, 2018). Some students do not want to be perceived negatively or as a problem, hence, they do not disclose their disabilities to their lecturers (Madriaga, 2007).

In Africa, Kochung (2011) studied the role of higher education in promoting inclusive education in Kenya. The researcher found that the major challenge of inclusive education in higher education was the lack of a clear policy. There seemed to be no policy on inclusive education in institutions of higher education and no policy on the transition from high school to higher education and policy to guide admission into higher education (Kochung, 2011). As such, without a clear policy, institutions of higher education failed to invest in inclusive education in-terms of changing their physical and social environments. Kochung (2011) states that in many African countries, there were clear policies on paper but that were not implemented. This could be attributed to a lack of resources for clear implementation and also a lack of effective monitoring and evaluation. However, more recent studies were conducted in Africa.

In a study conducted by Nketsia *et al.* (2016) on the attitudes and views of teacher educators on inclusive education and teacher preparation in Ghana, it was found that Ghana was not ready for inclusive education. This conclusion was made against the background of factors such as lack of materials, lack of adequate teacher preparation, unpreparedness on the part of lecturers and lack of knowledge on inclusive teaching practices and methodologies. Nketsia *et al.* (2016) note that the implementation of inclusive education in Ghana was greatly affected by inadequacy in the training of teachers to manage inclusive classes, lack of knowledge by teacher educators on inclusive practices in an inclusive setting and the rigid and centralised curriculum that could not respond easily to the needs of the minority

group including those with special needs. A rigid, centralised curriculum that does not have the opportunity for modification does not support inclusive education in educational institutions (European Agency for Special Needs and Inclusive Education, EASNIE, 2011). The study by Nketsia *et al.* (2016) also established that teachers were overburdened by their workloads and could not manage inclusive classes effectively. Therefore, there would not be time for any Individual Education Plan to cater for the needs of the impaired in the class. The research in Ghana highlighted that these barriers were common to most developing countries and affected the successful implementation of inclusive education.

Youh (2016) undertook a study in Cameroon on teacher educational support to students with learning disabilities. Using the mixed approach and a cross sectional-survey, the study established that, in Cameroon, inclusion was a radical change considering that the education system was silent on the education of persons with disabilities. It was recommended that for inclusion to be effective there was a need to enhance teacher preparedness. The author suggested that there was a need for the teachers to be prepared in terms of knowledge, skills and attitudes. Fullan (2001) observes that the successful implementation of inclusive education in secondary schools depends on the preparedness of those charged with the responsibility to make it effective such as teachers. Also, Youh (2016) establishes that teachers were not able to adjust the curriculum to meet the needs of students with learning disabilities and to plan lessons using Individual Educational Plans (IEP). The study revealed that the teachers suggested that students with learning disabilities be placed in special institutions where they effectively learn and are managed.

Furthermore, Zwane (2016) conducted a study on teacher training for inclusivity in Gege Schools in Swaziland. Zwane (2016) establishes that many teachers had not received training in inclusive education

practices and that teachers had not received adequate staff development to be equipped to implement inclusive education in Swaziland. It was also found out that some of the teachers did not know the government policy on teacher training for inclusivity in Swaziland. The researcher established that among the barriers to the implementation was the lack of an inclusive curriculum and lack of competency on the part of the teachers. It should be noted that if the curriculum is not flexible and inclusive, it might fail to address the needs of the students with diverse needs.

In South Africa, the Foundation of Tertiary Institutions of the Northern Metropolis (FOTIM) (2011) conducted a study on the roles and functions of Disability Units in Higher Education Institutions. FOTIM (2011) reveals that Higher Education Institutions lacked understanding of disability inclusion issues. Furthermore, it was established that there was no uniformity on the roles and functions of disability centres in various institutions in Higher Education Institutions in South Africa. Disability resource centres are a strategy to promote the participation of students with disabilities in learning through the provision of technological, human, and material support (Majoko, 2018). FOTIM (2011) further blamed the school systems for failing to produce more students who qualified for higher and tertiary education programs. It was noted that students with disabilities constituted an estimated less than 1% of the students in institutions that participated in the study (FOTIM, 2011). Thus, there were few students with disabilities in higher education institutions in South Africa.

A later study by Donohue and Bornman (2014) on challenges of inclusive education in South Africa noted that there was a top-down approach in the implementation process of inclusive education that left the education personnel not knowing what had to be done. It was noted that the policy was available but there was no clear implementation of the policy. According to Tchombe (2014), even

when there seemed to be understanding of inclusive education among people, integration and segregation seemed to dominate the practices in Africa.

In a study to explore the views of students with disabilities towards the social and learning environment at a university in South Africa, Ramakuela and Maluleke (2011) reveal that students with disabilities feel rejected by other students without disabilities, staff and the institution. According to Tugli *et al.* (2013), this depicts an environment where students with disabilities were resented and not catered for. Furthermore, Ramakuela and Maluleke (2011) establish that students with disabilities faced challenges such as the physical environment that was not accommodative, shortage of furniture in lecture rooms, dysfunctional ablution facilities and shortage of learning materials.

Howell (2006) opines that inadequate resources and inaccessible infrastructure impact negatively on students and institutions in terms of access and equity to education (Ramakuela & Maluleke, 2011). Failure to provide adequate assistance and support services impacts negatively on the participation of students with disabilities, hence, both the institution and the student are strained in the process of trying to accommodate students with disabilities (Tugli *et al.*, 2013).

Jenjekwa *et al.* (2013), in their study on inclusive education in primary teacher education in Zimbabwe, noted a dearth of clear commitment in the curricular for teacher education. The preceding researchers recommended the need to have a paradigm shift in the curriculum to produce competent teachers who could handle children with various disabilities. Linked to the curriculum is the assessment of students. Students with disabilities experience challenges concerning modes of assessment used in higher education institutions (Mutasa *et al.*, 2013). Thus, the assessment might not be accommodative to the needs of various students. Majoko (2018) opines that examination arrangements

for students with disabilities including extra time and separate examination venues are strategies to meet the individual needs and to promote the participation of students with disabilities in learning in higher education institutions in Zimbabwe.

A recent study by Ngwenya (2016) examined the effects of leadership skills, work environment, curriculum and workers' attitudes towards inclusive education in Zimbabwe. The study further explored the challenges of inclusive education and suggested ways to enhance its implementation at Joshua Mqabuko Nkomo Polytechnic in Zimbabwe. Using the mixed methodology and a case study, the study established that there were challenges in implementing inclusive education such as lack of infrastructure, high fees charged by the ministry, poor working conditions, limited training resources and ineffective leadership skills. Ngwenya (2016) recommends the need for improved working conditions and leadership styles to improve inclusive practices at the technical college. Also, Ngwenya and Chabwera (2016) undertook a case study to examine how students with special needs access technical and vocational education at Bulawayo Polytechnic in Zimbabwe. The researchers revealed that Bulawayo Polytechnic does not have resources to support the inclusion of students with special needs. They went on to reveal that the infrastructure at the college was not accessible for students with special needs. It was further established that lecturers did not undergo staff development or in-service training to manage inclusive classes. Furthermore, the researchers revealed that lecturers noted that the college might sometimes go for years without learners with special needs at the college. This was likely to affect continuity amongst lecturers who would have got special needs skills but would not practice them for years until another student is enrolled (Ngwenya & Chabwera, 2016). The study concluded that the situation went back to the admission policy that might not have been accommodative to students with disabilities.

Another local study by Chiparaushe *et al.* (2011) was on challenges, threats and opportunities of students with disabilities in higher and tertiary education in Zimbabwe. Chiparaushe *et al.* (2011) reveal that administrators lacked information about what was happening on the ground in terms of inclusive education practices or lacked effective monitoring systems. However, the researchers discovered that most administrators agreed that there were very few programmes on offer to sensitise students without disabilities and staff members who worked with students with disabilities. According to Mafa and Makuba (2013), inclusion courses offered in colleges can only sensitise the students and do not make them competent in managing inclusive classes. Furthermore, Chikwature *et al.* (2016) cite that the challenge emanated from the absence of a national policy guiding inclusive education in primary teacher education in Zimbabwe. The study revealed that this would affect proper management and coordination of activities. Chiparaushe *et al.* (2016) went on to reveal that administrators showed that they did not have any legislative provisions in their institutions that guided issues of students with disabilities. Thus, the absence of a clear policy and legislation affected how students with disabilities could be catered for in universities and tertiary institutions. According to Chataika (2007), failure to have a clear structure of what is to be done, by who, why, when and how, made it difficult to be accountable for inclusive practices.

Literature related to perceptions of stakeholders towards inclusive education in teachers' colleges has been reviewed. The next section reviewed related literature on strategies to enhance inclusivity of Teachers' colleges.

Various studies have come up with different ways that enhance the implementation of inclusive education in Teachers' colleges. Gurin and Maxwell (2017) in their article on the development of inclusive

education in the United States Higher Education suggested that there was a need for institutions of higher education to establish inclusive environments (classrooms, residence, halls, laboratories, sports teams) that promote deep and meaningful interactions for diverse students. The researchers recommended that faculties must accommodate vulnerable groups of people that have been excluded in colleges and universities and ensure that classroom structures and the curricular allowed all students to participate in the learning process.

Kim (2012) surveyed 146 pre-service Early Childhood Teachers at a university in mid-west of the United States where there was an inclusive laboratory for practical inclusive education lessons. The investigator established that teachers who spent more time in the laboratory were more equipped to teach in inclusive settings. The scholar concluded that there was a need to;

Provide pre-service teachers with first-hand experience in an inclusive setting where the curriculum and programmes are professionally established according to disciplinary knowledge of best practice specific to inclusion (Kim, 2012, p. 174).

The observations by Kim (2012) supported practical experiences by student teachers during teacher training to improve teacher efficacy to handle students with disabilities. According to Loreman, Sharma and Forlin (2013), a good inclusive education teacher should meet the 'head-heart-hands' criteria. The head being the theoretical knowledge obtained, the heart being the moral and ethical principles and the hands being the technical and practical skills for successful implementation of inclusive education. The teachers admitted that they undergo formal education but were not exposed to disabilities and inclusion studies during their training (Kim, 2012). According to Blessinger (2016), for inclusive education to be effective in the United States of America, there was need for an inclusive leadership that designs policies and practices that help to create an inclusive educational culture in education institutions. The author suggested

that leadership should be guided by principles of human rights in the provision of inclusive education. Blessinger (2016) adds that leaders in educational institutions should realign their mission statements, vision and values with inclusive practices to help create conducive environment for inclusive education.

In China, Yan *et al.* (2012), investigated challenges of inclusive education in tertiary education and recommended that all stakeholders should support the training of teachers at different levels in inclusive education. In a study in India, Siddiqui (2016) suggests that the Indian government should enhance the planning and implementation of inclusive education by training teachers and other stakeholders, renovate infrastructure and enhance curricular adaptations and by availing financial support to all educational institutions to support such changes. The researcher noted that India had very good inclusive education policies that needed to be implemented and monitored effectively. The study highlighted that many countries could be having good Inclusive Education Policies on paper that could fall short on implementation and monitoring. According to Kaplan and Lewis (2013), Governments could develop a standard for all teacher education institutions that allows all teachers to undergo the same training in inclusive education. It was suggested that this could be done through policy provisions and legal instruments. The scholars argued that governments were not only expected to develop policies and legal instruments, but to develop a clear implementation and monitoring process of such policies.

Various models have been recommended for effective implementation of inclusive education. Forlin and Chambers (2011) state that the infusion approach has been adopted by tertiary education institutions in Australia. They described the infusion model as involving curriculum reform to cater for people with disabilities and infusion of information about diversity in all college activities. The model should infuse inclusive education across all curricula and a specialised unit to

cater for various disabilities. Valliant (2011) suggests that there was need to come up with the model of teacher education for inclusivity. The author added that teacher education should change from its rigid programme and move towards a flexible approach that acknowledges diversity. Valliant (2011) also recommended that pre-service teachers should learn about inclusive education so that implementing inclusive education in schools becomes a natural part of their job. In addition, Forlin *et al.* (2013) in a study on inclusive education in Australian universities recommended that there should be adequate practical pre-service training for teachers that is relevant to inclusive education. In agreement, Kaplan and Lewis (2013) suggest that there had to be a clear recruitment specification for teacher educators so that there was proportional representation of the diverse population. This would enhance understanding and respect for individual differences and diversity and ultimately help instil positive attitudes and inclusivity.

Another model by Kaushik (2016), in a study on capacity building for teachers for inclusive education in India, was the Inclusive Teacher Preparation model that would help prepare teachers to teach students with various disabilities. The model states that during the teacher-training course, teachers should be exposed to collaborative teaching, inclusive techniques and methods and collaborative experiences (field-based experiences) (Kaushik, 2016). In addition, Christoffel Blinden Mission (CBM) (2016) conducted a study to establish the level of quality education in low and middle-income countries. The findings indicated that there was need to involve teachers in inclusive education best practices so that they are knowledgeable of what is practically applicable. Thus, teacher involvement is integral for successful implementation of inclusive education since the teachers are the key implementers. The study by Siddiqui (2016) in India recommended the need for curricular adaptation in teacher education to realise the full benefits of inclusive education.

Another study by Fossey *et al.* (2015) on support offered to tertiary students with disabilities in Australia recommended that there was need for collaboration among students, non- teaching and teaching staff to provide relevant learning support. Besides individual support, the study recommended institutional support to students with disabilities to enhance their learning. According to Singh and Sharma (2016), there is need for teacher educators, teachers, parents and all stakeholders to implement inclusive education as an ideology that is based on the importance of an individual who should be assisted to reach his maximum potential. All education personnel should be aware and be prepared for the diversity in the classroom and in the school or college (Singh & Sharma, 2016). By doing this, inclusive education becomes a human right that all the relevant people should work towards achieving.

According to the HM Inspectorate of Education (HMIE) (2006), for teachers' colleges to be inclusive, there is need to ensure that there are accessible and motivating teaching and learning experiences to the diversity of students. UNESCO (2009) adds that there was need for educational institutions to offer various learning experiences and individual treatment to various students to ensure that all students participate. As a result, colleges should adjust their physical and social environment to meet the needs of all students. It was noted that values and relationships are of great importance to improve the social environment in colleges and that colleges should be compliant with legal provisions concerning inclusive education (HMIE, 2006).

European Agency for Development in Special Needs Education (EADSNE) (2010) emphasises the need for a national policy in Europe that guides inclusion of teacher education in European countries. The report also recommended the need to stop separate provision of education that supported separate training of teachers. This implied that there should be no special education training of teachers that

might then translate to special schools that then promote separate education in contrast to inclusive education.

Young (2008) cited in EADSNE (2010) suggests that, while focusing on a national policy that guided teacher education for inclusion in England, the specialisation during teacher training limited the scope of what the teachers could do. For example, if one trained to teach students with visual impairments only, that teacher was limited and could not be able manage individuals with other disabilities. In addition, in Europe, OECD (2011) suggests that it was essential to develop policies and statutes that encourage good transition to tertiary education and to employment to achieve equity for all citizens. This had to have implications for the access to tertiary education by students with disabilities. Furthermore, Winter and O'Raw (2010) propose that effective and supportive leadership and family involvement were also important for successful implementation of inclusive education in European countries. In addition, inclusive education policies and guideline should be made in collaboration and consultation with parents of children with disabilities, children with disabilities themselves, Disabled Persons Organisations (DPOs), Non-Governmental Organisations (NGOs) and other stakeholders (Rieser, 2012 in Schuelka, 2018).

EASPD (2015) noted that for effective implementation of inclusive education in Europe, there was need to have adequate teacher education and training that ensured that teachers had relevant skills and attitudes towards inclusive education. It was suggested that teacher educators should improve teachers' understanding of disabilities, special needs and inclusive education practices through in-service training and experience with people with disabilities (Kaplan & Lewis, 2013). They added that the quality of teachers could be improved if qualifications in inclusive education should be an entry qualification to become a teacher educator. McGhie-Richmond and

Sung (2013) emphasise that when teachers are trained in an inclusive setting, they become effective when managing different students in an inclusive class. This enables them to be confident and to be flexible to modify their teaching strategies to meet the needs of learners with diverse needs. UNESCO (2008) emphasises that a quality teacher training course for inclusive education is central to inclusive and equitable education.

A study by Calero and Benasco (2015) for the European Network on Inclusive Education and Disability focused on identifying the needs of people with disabilities and to determine ways to enhance quality inclusive education in different settings in Europe. The study came up with a framework that showed that for quality inclusive education to be achieved, there were determining interrelated factors. These were stakeholders, supporting policies, practices and resources. A recent study by Moriña (2017), focused on establishing the state of inclusive education in higher education in Europe with special reference to students with disabilities. The researcher noted that education was introduced and implemented in the various sectors of education before it came to higher education such that there was still a long way to go to realise full inclusion in higher education. Furthermore, the Calero & Benasco (2015) suggested that there was need to incorporate the principles and practices of inclusive education basing on the social model of disability to ensure equal opportunities for students with disabilities. In as much as there was diversity among students, there was need to be proactive to meet the needs of different students (Moriña, 2017). The researcher noted that among other factors, for successful inclusion, there should be adequate peer support and academic support for students with disabilities.

Nonetheless, regulations and statements are not adequate to ensure quality education and meet the rights of the students with disabilities (Lopez *et al.*, 2016). It was noted that it is not only access to education by students with disabilities that is critical, but also adequate support while they are in such institutions (Echeita *et al.*, 2013). Depending on their condition, students with disabilities require special support in the teaching and learning environment (Tugli *et al.*,

(2013). Thus, assistance and support and special services or caregivers are prerequisites to enable full participation of students with disabilities in education and in society (WHO & World Bank, 2011). Without necessary support, students with disabilities are more likely to withdraw from colleges than those without disabilities (Quinn, 2013). To provide adequate support to students with disabilities in colleges, it was suggested that there should be clear strategies and policies in colleges to help students with disabilities to complete their courses (Lopez- Gavira *et al.*, 2016).

Having students with disabilities in universities could lead to better universities (Shaw, 2009). This would mean that all students benefit from changes that are made to accommodate students with disabilities and would lead to a conducive environment in educational institutions. Shaw (2009) emphasises that changes that benefit students with disabilities are beneficial to all students. The Inclusive Education Model by UNESCO showed that there should be adequate response to the needs of all students, clear inclusive practices and removal of barriers to support inclusion (UNESCO, 2009). These should be based on the principles of justice and equity (Echeita *et al.*, 2013).

Lopez- Gavira *et al.*, (2016) conducted a study on the perspectives of students with disabilities on how classrooms at the University of Seville in Spain can be more conducive to them. The study found out that architectural obstacles should be addressed in university classrooms to improve accessibility to all students. Such barriers like stairways and platforms should be avoided. The study recommended that there should be wide doorways, aisles, adequate lighting, acoustics, enough space or conducive physical set up and enough computers and software and electric plugs within the learning environment. The study further noted that there was need to employ participatory teaching methodologies, involving students and catering for the individual differences among students. In addition, the study suggested that the content, especially online content, should be accessible to all students. It also recommended the need for faculty staff members to change their mentality towards the inclusion of

students with disabilities by having positive attitudes and developing cordial relationships with them that in turn build confidence. Such relationships allow the students with disabilities to open and share their experiences and needs. Lopez- Gavira et al. (2016) also note that staff members might fail to assist them not because they do not want but because they do not know how to assist them. Hence, there is a need to equip staff members with relevant inclusive skills.

A recent survey was undertaken in Ireland in Europe by Hick *et al.* (2018) for the National Council for Special Education (NCSE) on the impact of changes that had been introduced in 2012 to initial teacher education programmes in Ireland. Adopting the longitudinal research design, the survey utilised staff and student surveys, interviews and documentary analysis to gather data. The survey established that inclusive education was part of the curriculum as a stand-alone course or being diffused across the other courses. As such, the content on inclusive education was permeated across the curriculum but the depth of coverage differed. Furthermore, it was noted that inclusive education in Ireland was narrow as it focused on students with special needs and not on all other students' needs.

Hick *et al.*, (2018) reveal that teacher educators in Ireland were supportive of inclusive education but highlighted their lack of confidence and expertise in implementing inclusive education in teacher education programmes. Therefore, they suggested that they be exposed to more training and professional development on inclusive education and to collaborate with those with expertise in inclusive education. Also, the study reported that student teachers in teacher education institutions in Ireland were well prepared for inclusive classes in terms of values and attitudes but not adequately prepared in terms of confidence to use their skills to manage inclusive classes. Furthermore, it was established that the student teachers in Ireland appreciated the placement they had as part of their training but

they suggested having more practical opportunities, critical reflection and problem-solving experiences during their teacher training course.

According to Waterfield and West (2006), one strategy to enhance inclusivity of teachers' colleges in England is to adopt an inclusive approach to assessment. The authors further asserted that an inclusive approach is premised on assessing the same learning outcomes differently. An inclusive approach to assessment is flexible and is concerned with equity, regardless of disability, learning experience or learning style. The approach looks at various ways of assessing students that do not compromise academic standards but improve the chances for students to fairly demonstrate their competences about the learning outcomes (Waterfield & West, 2006). Assessment procedures and methods should be flexible enough to accommodate students who might be disadvantaged.

Negash (2017) conducted a study on the inclusion of students with visual impairment in Ethiopian secondary schools. The study adopted mixed methods and a multiple case study design. It established that learners with visual impairment (VI) were excluded and this affected the effectiveness of IE in Ethiopian schools. Negash (2017) suggests that there was a need for teachers to consult with other stakeholders, assess learners, accept learners' diversity and adjust teaching methods accordingly to create a conducive classroom environment for inclusivity. In Nigeria, Adeniyi *et al.* (2016) recommend that publicity and advocacy campaign should be done by both government and non-governmental organisations on the need to include people with disabilities in the mainstream of the society. They also recommended on job training on current issues such as inclusive education.

In South Africa, Foundation of Tertiary Institutions of the Northern Metropolis (FOTIM) (2011) suggests that there should be a standard on the implementation of disability inclusion policies for all higher

education institutions and not a segmented approach. Also, the report emphasised the need to have clear standards and adherence to inclusion policies in institutions so that there is uniformity that enables proper measurement and evaluation of programmes. According to Tugli *et al.* (2013), to promote inclusivity of the university in South Africa, the focus must be placed on adapting buildings, facilities and the physical environment to be more disability user friendly. They also recommended improving acceptance and positive societal attitudes towards disability to eliminate the exclusion of people with disabilities in the learning environment. The study recommended the need for support services to allow equal participation in social and academic life by students with disabilities.

A study was conducted by Ncube and Tshabalala (2014) on barriers to the implementation of inclusive education in teachers' colleges in Zimbabwe. Using descriptive survey design and questionnaires with a sample of 60 respondents (students and lecturers), it was found out that inclusive education was introduced in colleges because of the need to comply with policies and conventions. The researchers recommended that there was a need for colleges to re-structure programmes, purchase assistive devices, restructure classrooms and employ Sign Language interpreters that is the provision of material, infrastructure, and human resources to realise the full benefits of inclusive education. Also, Chiparaushe *et al.* (2011) suggest that there should be written policies in higher and tertiary institutions in Zimbabwe regarding the inclusion of students with disabilities so that there is consistency. The policies should cover such areas as admission into the institutions, accommodation and curriculum adjustments. They suggested that with a clear policy that guides inclusion of students with disabilities, educational institutions become accountable, responsible and able to evaluate the effectiveness of their programmes and practices in terms of inclusive education. Also, Mafa and Makuba (2013) suggest that to facilitate the mainstreaming of

inclusion in teacher education, there should be the enactment of clear pro-inclusion policies to guide teacher development in the country, staff development of lecturers and reconceptualisation of the type of a teaching graduate that Zimbabwe needs in the context of inclusion. A Zimbabwean study by Mafa and Chaminuka (2012) showed that pre-service teachers needed professional competencies to enable them to identify students' differences and assist them accordingly to achieve their full potential. Concurring, Hlatywayo and Nleya (2014) emphasise that on-going staff developments can enhance the needed commitment in the lecturing staff.

Another Zimbabwean study by Chireshe (2013) revealed that the implementation of inclusive education could be enhanced by conducting inclusive education awareness campaigns among communities. The participants explained that awareness campaigns involving people with disabilities might improve the attitudes of the people and improve the acceptability of inclusive education. Furthermore, Sithole and Mafa (2017) assessed the theory and practice of inclusive education, with special reference to Secondary Teacher Education in Zimbabwe. The study used a qualitative approach and multiple cases from a final year students in a teachers' college, secondary school teachers, education officers and school heads. The study recommended educators to make the curricula flexible so that the educators are the ones that adapt to reach all the individual learners rather than the other way round. Furthermore, the researchers suggested the need for varied testing methods such as practical, oral, portfolios, or written examinations, to accommodate the learning needs of all students. The study recommended that there is need for Zimbabwe to come to a consensus on the meaning of inclusive education for practitioners to pursue similar goals when implementing inclusive pedagogy. In another study, Majoko (2018) suggests that universities in Zimbabwe could consider collaborating with individual stakeholders, organisations, and institutions including

lecturers, students with and without disabilities, administrative staff, support staff, parents, and the government to develop and enforce policies that ensure the inclusion of students with disabilities in all faculties and departments.

Various studies such as by Wanderi (2015); Mackey (2014); Chowdhury and Hasan (2013); Ncube and Tshabala (2014); Calero and Benasco (2015) and Negash (2017) used different research methods such as mixed methods, multiple case study, descriptive survey to unearth inclusive education practices in educational institutions. The studies by Yan *et al.* (2012); Youh (2016); Morgado (2016); Zwane (2016) and Regmi (2017) used different approaches in-terms of mixed approach, cross sectional-survey, case study and convergence parallel design to interpret their studies. Ramakuela and Maluleke (2011) adopted a quantitative approach in studying students' views towards the social and learning environment at the university in South Africa. This book is a product of the adoption of various dimensions to the understanding of inclusive education in teachers' colleges. Qualitative methods and the phenomenological method were used to generate key ideas. Hick *et al.* (2018) adopted the longitudinal research design, utilised literature review, staff and student surveys to gather data on inclusive education in Ireland. Also, Molina *et al.* (2016) and Lopez-Gavira *et al.* (2016) studied the experiences of students with disabilities in Spanish universities using the biographical-narrative methodology, interviews, self-reports and life stories to gather data from 44 students with disabilities. The book adopted qualitative research methods, and more insights could be derived from the use of multiple case studies.

Harvey *et al.* (2010) adopted survey on staff members in teacher training institutions in the American States and Huskin *et al.* (2016) studied the attitudes and efficacy of pre-service teachers towards inclusion of students with disabilities in regular classes using a pre-test and a post-test survey. Mackey (2014) adopted the use of pre-

observation, observation and post-observation phases of teachers' attitudes toward inclusive education. Furthermore, Ngwenya and Chabwera (2016) adopted a case study and transformative paradigm to unearth inclusive education practices at Bulawayo Polytechnic in Zimbabwe. The findings from the book might deviate from the previous studies' results by adopting the interpretivism philosophy, qualitative methodology and multiple case study method. The study by Chikwature, Oyedele and Ntini (2016) used a large sample and questionnaires to study attitudes of pre-service teachers towards inclusive education because of the different research instruments.

Conceptual gaps were identified in various studies. Allday et al. (2013) focused their study on the inclusivity of the curriculum of teacher education. Kavouni (2016) studied attitudes of primary school teachers on inclusive education. The book was broad to include other aspects besides the curriculum such as the environment and perceptions of implementers of inclusive education in Teachers' colleges. The by Wanderi (2015) focused on teachers' attitudes and their relationship to inclusion. In addition, Mandina (2012) had studied perceptions and attitudes of Bachelor of Education in service trainee teachers towards inclusive education. The book includes the exploration of the environment in that the students with disabilities are trained to impact positively on inclusive education.

The focus on mental disabilities only by some books and on primary school teachers (Kavouni, 2016) leaves other forms of disabilities that this book covers. The study by Allday *et al.* (2013) focused specifically on the curricular of teacher education programmes and how it equips them with skills for inclusion. Focusing on the curriculum alone would leave out other issues related to inclusive education such as attitudes of stakeholders, availability of resources and infrastructure and that gap has been covered in this volume. Also missing in other studies were enrolment procedures that ensure that

people with disabilities are equitably represented and these were addressed in this book. As such, for colleges to achieve equity in inclusion, at least 15% of the students should have a disability. This book explores the extent to which students with disabilities are enrolled in teachers' colleges in Zimbabwe as part of the practices of inclusive education. This book further examines perceptions of lecturers, administrators and students with and without disabilities to address the perceptions towards inclusive education.

The study by Chowdhury and Hasan (2013) focused on teachers who have completed training already and the book focuses on student teachers' experiences in colleges concerning inclusive education. While the study by Ketrish *et al.* (2016) focused on a specific subject (Physical Culture) the book focused on the various practices of inclusive education such as the curriculum, enrolment procedures, inclusive education policies in teachers' colleges and not subject-specific.

The findings from studies conducted between 2006 and 2013 (Waterfield & West, 2006; Reupert *et al.*, 2010; Harvey *et al.*, 2010; EADSNE, 2010; FOTIM, 2011; Forlin & Chambers, 2011; Yan *et al.*, 2012; Mafa & Chaminuka, 2012; Jenjekwa *et al.*, 2013; Allday *et al.*, 2013; Chowdhury & Hasan, 2013) may now be considered somewhat outdated in the context of inclusive education. Findings from the studies might have been affected by changes that have occurred in inclusive education. This made it imperative for the book to delve into the area of inclusive education in teachers' colleges with the intention of bringing in recent findings. Although the studies might seem to be outdated in terms of the period in which they were conducted, they are very useful in highlighting the resources that should be available in colleges if implementation of inclusive education is to be successful. This book explores findings and insights that are pertinent to contemporary dynamics in inclusive education

There were various studies on inclusive education that unearthed gaps in terms of the scope of the studies. The scope of existing studies was limited to either a specific disability or a group of participants. Very few studies covered various disabilities and a varied population of various stakeholders on inclusive education. Studies by Kavouni (2016); Chiparaushe *et al.*, 2011; Yeo *et al.*, 2014; Mackey (2014) were broad and included various participants. Zion and Sobel (2014) included pre-service teachers, clinical teachers, school Principals, students and parents. On a broader scope, Gurin and Maxwell's (2017) study in the United States was focused on the inclusion of various vulnerable groups that had been marginalised in America's higher education, but it was not specific to students with disabilities. This volume adds value to inclusive literature in education by incorporating the issues relating to the inclusivity of students with disabilities as a vulnerable group.

The survey by UNICEF (2013) was done in various countries in the world to assess the state of inclusive education, focusing on access to education for children with disabilities, barriers to their participation, and the effectiveness of policies aimed at supporting inclusive practices. Seemingly, missing in revelations from the survey is context-specific to Zimbabwean teachers' colleges that is the focus of this book. Various studies (Nketsia, Saloviita & Gyimah, 2016; Jenjekwa, Rutoro & Runyowa, 2013) that have been consulted above focused on how to prepare teachers to effectively implement inclusive education in educational institutions focusing on curriculum practices. This book focusses on how inclusive the colleges are and what could be done to enhance inclusive practices in teachers' colleges in Zimbabwe.

This book draws from a broad sample of 25 cases including students with and without disability, lecturers and college leaders on inclusive education practices. A larger sample of 60 students and lecturers was used by Ncube and Tshabalala (2014) in their study on the barriers to

the implementation of inclusive education in teachers' colleges in Zimbabwe. The current book sought to bring out the voices of other students who do not have disabilities, yet they might have valuable experiences from interacting with students with disabilities. Such stakeholders' views were given attention to in the book. Regmi (2017) focused on four children hard of hearing and Negash (2017) narrowed the study on students with visual impairment and seemed to leave out other students with other types of disabilities other than visual impairment. Such salient issues were addressed in the book that included all students with various disabilities in teachers' colleges. In the study by Lopez- Gavira *et al.* (2016) the focus was on students with disabilities only. The book went further to include other stakeholders such as lecturers and students without disabilities and college leaders to get a comprehensive view of inclusive practices in teachers' colleges. The sample of the study by Sithole and Mafa (2017) involved lecturers, students, secondary school teachers, school heads, and education officers who had no disabilities as such, while the book focuses on students with disabilities. The book went further to include the students with disabilities who are directly affected by the way inclusive education is implemented in teachers' colleges.

It was noted that various studies on inclusive education were conducted in various contexts. The studies established a dearth of research on inclusive education in teacher training colleges. It seemed most studies were carried out in primary and secondary schools and in universities and fewer studies were conducted in Teachers' colleges. Such studies were conducted by Kavouni (2016); Šuc *et al.* (2016); Calero and Benasco (2015); Youh (2016); Chowdhury and Hasan (2013); Yeo *et al.* (2014) that were focussed on primary schools. The current book intended to address the aspects of inclusive education in teachers' colleges that seemed to be silent in the already existing pool of literature.

Other studies like Ngwenya (2016) and Ngwenya and Chabwera (2016) focused on polytechnic colleges. The studies by Reupert *et al.* (2010); Yan *et al.* (2012); Phiri (2013); Morgado (2016); Molina *etal.* (2016) and Moríña (2017) and Hemmings and Woodcock (2011) focused on universities that have a different curriculum and setting from teachers' colleges that are covered in the book. Universities and polytechnics have a different curriculum and setting from teachers' colleges and hence findings from the book would be relevant to teachers' colleges. Also, after consulting the available literature, the researcher felt that the physical and social set up of the polytechnic may leave out some aspects that are specific to teachers' colleges and these are addressed in the book.

Zwane (2016) studied teacher training colleges for inclusivity in Gege in Swaziland. Kim (2012) surveyed 146 pre-service Early Childhood Teachers at a university in mid-west of the United States where there was an inclusive laboratory. The studies were comprehensive and there was a need to conduct a study on the implementation of inclusive education in Zimbabwe's teachers' colleges. As such, the book had given its attention to teacher's colleges where the previously forgotten societal members with disabilities were accommodated as a way of according the voice that they have always been deprived of in most of the consulted literature.

Studies consulted showed some theoretical gaps. A theoretical gap was established by Mackey (2014) whose study was informed by the social constructivist theory. Also, a study by Sithole and Mafa (2017) was based on the program evaluation model and the discrepancy model. This book would bring in new insights as it was informed by Bronfenbrenner's ecological Theory, Social Learning Theory and The social model of disability. Together, these frameworks provide a comprehensive understanding of the environmental, social, and systemic factors that impact individuals, emphasizing how interactions

across different social contexts influence personal development and experiences with disability.

Gaps in the study field were noted from some studies. These refer to areas or topics within a particular area of research that have not been sufficiently explored or addressed. European Network on Inclusive Education and Disability, (2015); Kaushik, (2016); Forlin and Chambers, (2011); Nguyet and Ha (2010); HMIE (2006), conducted them in Europe that has different levels of development with Zimbabwe. Kaushik (2016) Forlin and Chambers (2011) focused on various approaches or models of inclusive education that could be applied in Australia. These models were recommended after studies were carried out in various countries and continents such as Australia, Europe, India and other Asian countries. The book might bring out a model of inclusive education in teachers' colleges that is specific to the Zimbabwean context. Some other studies such as those by Siddiqui (2016) in India, Stephenson (2012) in Australia, Súc *et al.*, (2016) in Russia, Kougiass *et al.*, (2016) in Greece were conducted in various countries in the world. Other studies were conducted in Africa. These were Kochung (2011) and Wanderi (2015) in Kenya, Zwane (2016) in Swaziland, FOTIM (2011) in South Africa, Nketsia *et al.*, (2016) in Ghana and Youh (2016) in Cameroon. The fields of study remained different from Zimbabwe that has different social and cultural values that might influence inclusive education practices in Teachers' colleges. Hence, this book might bring in findings that are suitable and applicable to the Zimbabwean context. Also, the survey conducted by Chiparushe *et al.* (2011) in three provinces of Zimbabwe and included universities, teachers' and technical colleges in the provinces was not specific to teachers' colleges that are the focus of the book.

Chapter Summary - This chapter has focused on inclusive education as a concept under study. The chapter outlined the relevance of the

social model of disability, the Ecological Theory by Bronfenbrenner and the Social Learning Theory by Albert Bandura to the current book. The chapter has given a background to the development of inclusive education and empirical studies on inclusive education. This was based on themes that were derived from four research questions set in chapter one. Various related literature such as previous studies, journals, articles, books and online publications were reviewed to establish relationships to the current studies. The literature reviewed was from various parts of the world. These different sources of literature reviewed assisted the researcher to identify gaps that could be filled by the book to justify its relevance. The chapter identified time, methodological, scope, conceptual and theoretical gaps from various studies. The next chapter focuses on the research methodology that informed the book .