

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

The preceding chapter discussed the methodology that guided this study. This chapter presents, categorises, analyses and interprets data gathered from face-to-face interviews, document review and direct observations made from three colleges. The presentation was guided by themes that are derived from research question set in chapter one as follows;

1. To what extent is inclusive education practised in Zimbabwe's teachers' colleges?
2. How do teachers' college administrators and lecturers perceive inclusive education?
3. How do challenges concerning the implementation of inclusive education manifest themselves in teachers' colleges?
4. How best could teachers' colleges implement inclusive education in Zimbabwe?

The presentation of data from the three sources was done concurrently to ensure logical presentation and avoidance of repetition. Exact words of participants were included in the presentation. The chapter has two sections. The first section is centred on the biographic data of participants. The second section focuses on the responses of the participants and well as findings from document analysis and direct observations. A discussion of the findings is done on each theme as presented. A summary wraps the chapter.

This section contains biographic data of participants and key informants. The data gathered concerned their gender, age, work experience, highest qualification, main areas of study, area of speciality, a position at college and year of study. Such data differs

with the class of participants and key informants.

The description of the key informants and participants had a bearing on the research findings. Therefore, it was vital to give such a description. The key informants of the study were eight students with disabilities (SWDs) who were purposively and conveniently sampled from the three colleges. These were relevant for the useful information they had on their experiences and those of their colleagues in teachers' colleges. Other participants were four students without disabilities (SWnDs), seven lecturers and six managers from the three colleges. Their views and information were also vital as key stakeholders in the implementation of inclusive education in teachers' colleges. The managers held the positions of Principals, Vice Principals, Head of Departments and Dean of Students. To protect their identity, the researcher just referred to them as managers. The total number of key informants and participants was twenty-five (25). The number of key informants was determined by the quality of data gathered (Gray, 2013). As such, when data saturation was reached in terms of a certain class of participants or key informants; the researcher ceased gathering data from such class. The key informants and participants were labelled as Cases 1-25 according to the date the interview was held. Most of the students who participated in the study were in the Student Representative Council (SRC), representing their peers.

Table 4.1 shows the description of key informants and participants.

Table 4:1: Description of key informants and participants (n=25)

Code	Description	Gender	Age	Main subject	Year of study	Area of specialisation	Type of disability	Work experience	Highest Qualifications
Case 1	Lecturer	F	N/A	N/A	N/A	TOE-Special needs	N/A	16-20	Masters
Case 2	SWD	M	NA	Social studies	1st	NA	physical	NA	NA
Case 3	Administrator	M	NA	NA	NA	NA	NA	21-30	Masters
Case 4	Administrator	F	NA	NA	NA	NA	NA	21-30	Masters
Case 5	Lecturer	F	NA	NA	NA	TOE- Psychology	NA	21-30	Doctorate
Case 6	SWD	F	41-50	English	3rd	NA	Albinism	NA	NA
Case 7	Lecturer (with disability)	F	NA	NA	NA	Professional studies	Albinism	21-30	Masters
Case 8	SWD	M	21-30	Art & Design	1st	NA	Hearing impairment	NA	NA
Case 9	SWD	M	21-30	Computer Science	1st	NA	NA	NA	NA
Case 10	Lecturer	M	NA	NA	NA	TOE- special needs	NA	21-30	Masters
Case 11	SWD	F	41-50	Music	3rd	NA	Physical	41-50	NA
Case 12	SWD	F	21-30	Social Studies	3rd	NA	NA	NA	NA
Case 13	SWD	F	21-30	Computer Science	3rd	NA	NA	NA	NA
Case 14	SWD	M	31-40	Computer Science	1st	NA	Physical	NA	NA
Case 15	Administrator and Lecturer	M	NA	NA	NA	TOE- special needs	NA	21-30	Masters
Case 16	Administrator	F	NA	NA	NA	NA	NA	31-40	Masters
Case 17	Administrator	M	NA	NA	NA	NA	NA	31-40	Masters
Case 18	Lecturer	M	NA	NA	NA	PS & Contemporary Studies	NA	16-20	Masters
Case 19	Lecturer	F	NA	NA	NA	TOE- Psychology	NA	NA	Masters
Case 20	SWD	M	31-40	IT	4th	NA	Albinism	NA	NA
Case 21	Administrator and Lecturer	M	NA	NA	NA	TOE	NA	21-30	Masters
Case 22	Lecturer	M	NA	NA	NA	TOE- Psychology	NA	21-30	Masters
Case 23	SWD	F	31-40	IT	1st	NA	Physical	31-40	NA
Case 24	SWD	M	31-40	IT	4th	NA	Physical	31-40	NA
Case 25	SWD	M	31-40	Social Studies	3rd	NA	NA	31-40	NA

Key

SWD- Students with disabilities; **SWnD**- Students without Disabilities; **TOE**- Theory of Education; **P/S**- Professional Studies

Gender issues determine some responses from participants and hence are a relevant attribute in this study. Tannenbaum *et al.* (2016) emphasise that gender and sex of participants are important in decision-making, stakeholder involvement and acceptance of the interventions made from the research. They further explained that

gender influences how an implementation strategy was applicable, for whom and why. In this study, the gender of participants was relevant to determine how inclusive practices were being perceived by different genders concerning how best inclusive education could be implemented. The views of participants may be influenced by their gender. The gender of participants is shown in Table 4.2 below.

Table 4:2: Description of key informants and participants by gender (n=25)

CLASS	MALE		FEMALE		TOTAL	
	NO	%	NO	%	NO	%
SWD	6	75	2	25	8	100
SWnD	3	75	1	25	4	100
LECTURERS	4	57.1	3	42.9	7	100
MANAGERS	4	66.7	2	33.3	6	100
TOTAL	16	64	9	36	25	100

Key

SWD- Students with disabilities SWnD- Students without Disabilities

Table 4.2 shows that 75% of students with disabilities were males while 25% were females. This could imply the disproportionate number of males and females in Teachers' colleges. The fact that females were fewer than males could be attributed to some gender factors that might deprive women of education at higher levels. This could be worsened by the type of disability to the extent that fewer women with disabilities would reach high levels of education. As such, few women would want to participate in the study to discuss their experiences. Additionally, 75% of students with disabilities were male and 25% were females. As noted above, most students who participated in the study were in the Students' Representative Council and that might explain why males were more than females. Usually, many female students may not take up such political roles at college

and as a result, more male students are in such student councils. Thus, male students became more accessible by researchers who might have wanted to get data from student bodies. Therefore, female students with disabilities are not adequately represented in Teachers' colleges.

Like in the case of students, there were more male (57.1%) lecturers than females (42.9%). The findings support previous findings by Whan (1998) cited in Curran (2012) that institutions of higher education had more male lecturers than females. Therefore, there was a gender imbalance in the composition of staff members in higher education institutions even in Teachers' colleges. Furthermore, most of the managers who participated in the study were males (66.7%) while females constituted 33.3%. Despite efforts by the government to have females in leadership positions, there was still a gap in having females in the highest leadership positions. Probably, it translates to the fact that if male lecturers are more than female lecturers, then they constitute a larger number in leadership positions.

Mitroussi and Mitroussi (2009) established that the percentage of women decreases every step up the academic ladder such that the higher the position in the academic hierarchy, the lower the percentage of women was. The same authors found out that in the United Kingdom (UK) and Greece fewer women than men reach top rank positions in education. Hence, this might explain why there are few female managers in the study. Having fewer females in leadership positions might affect the representation of female students' needs in as far as IE is concerned.

It was important to study the various ages of participants and key informants. This was because, in various scientific disciplines, opinions on a vast number of topics differ between age groups (Dierckx, 2013). The different age groups by participants and key informants in this study influence their views about inclusive education in teachers'

colleges. The same age ranges were used to explain accessibility to higher education by both groups of students those with and those without a disability. The ages are summarised in the table below;

Table 4:3: Description of key informants and participants (students) by age (n=12)

CLASS	20-30		31-40		41-50		TOTAL	
	No	%	No	%	No	%	No	%
SWD	2	25	4	50	2	25	8	100
SWnD	3	75	1	25	0	0	4	100
TOTAL	5	100	5	75	2	25	12	100

Key: SWD- Students with disabilities SWnD- Students without Disabilities

Table 4.3 shows that the majority (50%) of students with disabilities fell within the 31-40 age range. This is an indicator of the delay in getting an education by people with disabilities (People with disabilities). When one delays the onset of education, a lot of aspects get delayed in their lives.

Generally, persons with disabilities (People with disabilities) access education at a later age than their counterparts without disabilities. This delay can often be attributed to developmental challenges, but also to societal attitudes that portray People with disabilities as incapable of participating in conventional educational activities (World Health Organization, 2011; UNICEF, 2021). Families may also contribute to this delay by concealing children with disabilities from the public due to the stigma and shame associated with disability, limiting their access to educational opportunities (Banks & Polack, 2014). Such stigma reinforces barriers to education, affecting the quality and timeliness of educational access for People with disabilities (UNICEF, 2021). According to Diono (2014) in Ajisukmo (2017),

several factors worsen the life of People with disabilities; among them are lack of community's understanding about disability and the existence of stigma in the society that disabilities are a curse from God. Therefore, many families cover up or hide their family members who are with disabilities (Ajisuksmo, 2017). As such, such children with disabilities may start school, if ever they do, at a later age and might not have received an education, including tertiary education, according to their timelines. Most students without disabilities (75%) were in the age range of 21-30 while 25% were in the 31-40 age range. The age range showed that students with disabilities had access to education according to their timelines without any delays. As such, they might have had other obstacles that might not be a disability.

With regards to the main study area (subject) it was imperative to investigate the competencies of the key informants and participants. Hence, the researcher had to investigate the main study areas of students. The responses are shown in Table 4.4 below;

Table 4:4: Distribution of key informants and participants (students) by main study area (n=12)

	Information Technology		Computer Science		Music		Social Studies		English		Art & Design		TOTAL	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
SWD	3	37.5	1	12.5	1	12.5	1	12.5	1	12.5	1	12.5	8	100
SWnD	0	0	2	50	0	0	2	50	0	0	0		4	100
TOTAL	3	37.5	3	62.5	1	12.5	3	62.5	1	12.5	1	12.5	12	100

Key; SWD- Students with disabilities SWnD- Students without Disabilities

Table 4.4 shows that most students with disabilities (37.5%) were studying Information Communication Technology (ICT). During the

interview process with Case 16 (college manager), it was highlighted that most students with visual and other impairments were in the ICT Department. Other students were studying Computer Sciences (62.5%), Social Studies (62.5%), Music (12.5%) and English (12.5%). It was significant to note that one Case 8 (SWD) (12.5%) was majoring in Art and Design. From my experience with learners with hearing impairment, one of the main characteristics of deafness is being a good visualiser. As such, this might explain why the key informant with Hearing Impairment (HI) was studying Art and Design.

The key informants and participants interviewed were in the first, third and fourth years of study. There were no second-year students. Probably, this was because of the nature of the curriculum that required second-year students to be out on Teaching Practice (TP). Five of the students were first-years and these were Cases 2, 8, 9, 14 and 23. Five were a third-year student and these were Cases 6, 11, 12, 13 and 25. The two fourth-year students were Cases 20 and 24. The fourth-year students were from one of the teachers' colleges with a different curriculum that combines technical and teachers' training such that students could take up to six years to complete their courses. Most of the students were in the Student Representative Council, representing their counterparts with disabilities. The level of study of key informants and participants was justified in this study as it helped to determine the level of understanding the key informants and participants have of inclusive education. Usually, the more years one spent at a college the more was his/her experiences and information about a phenomenon such as inclusive education. It was established that interviews with first-year students were shorter (15-18 minutes) than with third- or fourth-year students. This could be mainly because they would not have been exposed to more information and practices about inclusive education.

The key informants were students with disabilities. The type of

impairment would assist in determining the extent to which their needs were being met in teachers' colleges. The challenges in the implementation of inclusive education in teachers' colleges could be established by determining the type of disabilities the students have in the teachers' colleges. Two informants (Cases 6 and 20) had albinism. One of the lecturers who participated in the study had albinism as well. One key informant (Case 8) had a hearing impairment. Five key informants (Cases 2, 11, 14, 23 and 24) had various types of physical disabilities. However, physical disabilities were different. Some had one short leg, another had an artificial leg, one was using crutches, one had no arms and the other was using a wheelchair.

Most of the participants in this study were specialists in Theory of Education (TOE). Three (Cases 1, 10 and 15) were specialist in Special Needs Education and were part of TOE section. Four (Cases 5, 18, 21 and 22) specialised in Psychology that was a component of the TOE. Two participants are specialists in Professional Studies and Contemporary Studies. Since the participants were purposively sampled, the researcher was directed to individuals in the Sections/Departments that were mandated with teaching Inclusive education. The idea was that they have a better understanding of inclusive education as a component in their Sections. As a result, the researcher interacted with participants from the TOE and Professional Studies. As such, the researcher was convinced that the findings of the book were credible and authentic.

The researcher was privileged to interview highly qualified participants in this study. One of them had a Doctorate in Education while the rest had masters' degrees. One had a Master's Degree in Special Needs Education (Case 15), another Master of Education in Inclusive Education (Case 10). There was one with a Master's Degree in Education for Sustainability Development (Case 18), and another one with a Master of Education in Educational Sociology

(Case 3). Others had a Master of Education in Psychology Degree (Cases 7, 19 and 22) and Master of Education in Educational Administration and Leadership, and, Master of Education in Educational Management.

Possession of a Master's Degree was one of the indicators that the participants sought after in this study were qualified to provide rich data (Mapolisa, 2016). The higher the qualifications one had, the more equipped and knowledgeable one was likely to be in terms of inclusive education in teachers' colleges. Not only was one knowledgeable, but also the level of articulating issues were advanced. The qualifications of the participants showed that they understood the implementation of inclusive education in teachers' colleges. As a result, the researcher generated rich descriptions from the lecturer and administrator participants on inclusive education practices in teachers' colleges, challenges and strategies to enhance inclusivity. Lecturer participants who specialised in Special Needs Education were better suited for this study since they had formal training in how to manage students with disabilities that is central in inclusive education.

There are clear differences in opinions between participants with different work experience (Dierckx, 2013). The more experienced an individual was the more information that a person might have had. The researcher was privileged to interview well-experienced personnel whose experience was valuable to this study in terms of the implementation of inclusive education in teachers' colleges. Three (3) of the participants had between 10-20 years of experience, while eight (8) had between 21-30 years and two (2) had between 31-40 years' work experience. Most of the participants joined teachers' colleges well before inclusive education became a topical issue. This experience could have helped in substantiating their views and perceptions of inclusive education in teachers' colleges.

This section presents findings of the study that explored inclusive education practices, challenges and strategies to enhance inclusivity in teachers' colleges in Zimbabwe. The findings from all data sources are presented concurrently to ensure a logical flow of information. The major themes are derived from the research questions set in Chapter 1. From the main themes, sub-themes are derived. The findings are substantiated by direct codes from NVivo with NVivo references/links. These are in the form of direct words or ideas and views of the key informants and participants.

This theme is subdivided into sub-themes that help in explaining the inclusive practices being implemented in teachers' colleges. The theme is derived from the first research question that reads; To what extent is inclusive education practised in Zimbabwe's teachers' colleges?

The inclusive practices are discussed under the understanding of inclusive education, enrolment, curriculum, assessment, lecturing methods, treatment of SWDs, environment, resources and support services, and policy issues. Such inclusive practices in various categories help to determine the extent to which inclusive education is being implemented.

The researcher assumed that all administrators and lecturers understood the concept of inclusive education clearly. This was evident in the way they responded to interview questions. Thus, the researcher asked some key informants and participants (SWD and SWnD) about their understanding of inclusive education. This helped the researcher to assess the student teachers' level of understanding to ask interview questions properly. They all agreed that inclusive education is about having all students in the same class despite their differences and disabilities (Case 11, 14 and 24). The following were some of the responses that were coded in NVivo from key informants and participants:

Inclusive education is a system that caters for people with special needs and challenges and the disabled in education (<Files\\interviews\\Case 11 SWD>).

From the definition, it could be noted that by being a system, inclusive education has components of a system. Such components are inputs, processes and outputs. Hence it calls for some investments (inputs) in terms of changes in infrastructure, processes and so on, then output is realised in terms of benefits of inclusive education. The findings are in line with Bronfenbrenner ecological model that sees human beings as developing within a system of relationships within their environment (Ryan, 2000).

A more detailed definition of inclusive education included the concept of “treatment” in inclusive education as noted below.

It is broad to include all students and to make sure that they are treated the same. There should be no discrimination though we find it but it should not be (<Files\\interviews\\Case 14 SWD>).

The excerpt shows that despite preaching about indiscriminate, it is still there in teachers' colleges. This could have been due to negative attitudes people have towards people with disabilities as might be influenced by cultural and societal views of disabilities.

Inclusive education is a practice that enables that all students are given opportunities to participate effectively in all areas in educational institutions (<Files\\interviews\\Case 20.SWDdoc>).

The issue of giving opportunities to participate is important in inclusive education. It is in line with the social model of disability that emphasises that there should be opportunities to support People with disabilities so that they are not disabled (McEwan & Butler, 2007; Oliver and Barnes, 2012). The fact that student teachers showed an understanding of inclusive education showed that they could have been exposed to the concept in the colleges or that they are basing on their life experiences. As a contemporary phenomenon, they could

have learnt about inclusive education from various platforms. Hick *et al.* (2018) established that student teachers in Ireland showed that they had prior experiences of disabilities and special needs from family and social interactions. Hence, student teachers from the teachers' colleges could have had prior exposure to inclusive education from their interactions.

Another definition was by Case 5; a lecturer, who expressed that inclusive education is broad and not only for people with disabilities. The participant said;

When we look at the definition of inclusive education, it says to provide education to all students regardless of their background, social status, economic, political and abilities etc. Then with integration we take those with disabilities on board so that they become part of the system (<Files\\interviews\\Case5Lecturer>).

The definition explained in detail that not only does inclusive education focus on People with disabilities but other people of various creeds. This could entail all other students from diverse backgrounds like social status. The participant explained that there were other students like those living with HIV who also want attention. Such views appeared to be in support of findings established by Hick *et al.* (2018) that inclusive education in Ireland was narrow to focus on students with special needs and not focusing on all other students in need. However, the book was delimited to People with disabilities as a vulnerable group that has been disadvantaged for a long period. Case 5 noted;

Maybe it becomes a problem; we see that we are more of excluding those with disabilities than including them. The fact that we try to separate them and to pay a lot of attention to them as a special group means that we are now stigmatising them and see them as different from others. Yet inclusive education should make them feel they are like other students they should be part of what is going on. So I feel we are trying to implement but not as it should be<Files\\interviews\\case 5 Lecturer>

The foregoing excerpt emphasises that inclusive education should not

discriminate students with disabilities by giving them too much attention. The participant's views implied that too much attention would lead to exclusion. Nonetheless, there could be no equal treatment for people who have different needs because the needs are different. Students with disabilities have different needs and could be treated using the equity principle. The equity principle emphasizes providing fair support and resources to individuals based on their unique needs, rather than giving everyone the same resources or treatment (OECD, 2018; UNICEF, 2021). In education, applying the equity principle means acknowledging that students have diverse abilities, backgrounds, and needs, and that these differences require tailored approaches to ensure every student can achieve their potential (Gay, 2018). This approach recognizes that "equal treatment" does not always lead to equal outcomes and that accommodating individual needs can create a more inclusive learning environment for all (UNESCO, 2020). In agreement with Case 5, Case 6 (SWD) stated that inclusive education should make students with disabilities feel that they are like other students and should be part of what is going on. This is in line with the Secretary's Circular No. P36 of 1990, the Secretary's Circular No. 2 of 2000 and the Director's Circular No.7 of 2005 in Zimbabwe that guide and support the placement and inclusion of learners in educational activities. The circulars emphasise the provision of access and services to students with disabilities so that they are adequately accommodated in mainstream schools and classes. Therefore, there should be no discrimination and all students should feel that they are being accommodated. The researcher observed that all students were treated the same and there was no special attention to students with disabilities. All students were treated the same in lectures and other activities.

Enrolment was another practice that was derived as an important practice of inclusive education in teachers' colleges. This is because there could be no inclusive education in teachers' colleges without the

enrolment of those students who should be part of the inclusive system.

When asked about the enrolment process, the key informants noted that;

I applied normally and was already in the ICT world. I was number 3 on the list of those who had been interviewed (<Files\\interviews\\CASE 20.SWDdoc>).

I applied like any other students (<Files\\interviews\\case 23 SWD>).

I applied and did all the procedures that were expected (<Files\\interviews\\Case 11 SWD>).

The key informants said that there was no special procedure that was afforded to them during the enrolment process. If there was any, maybe they were not notified. They acknowledged that they applied like any other students and went through the interview process (Cases 6, 11 and 23). Furthermore, one of the key informants (Case 20) alleged that when he came to collect his offer letter he found out from the list of successful candidates that he had performed much better than most of the prospective students even without disabilities. As a member of the SRC, Case 20 further alleged that nothing was highlighted to him in terms of enrolment of students with disabilities. However, on any preferences that were given to People with disabilities during the enrolment process, the key informant said,

I heard there is quota to include People with disabilities. I am not sure if the quota is being implemented effectively or making any effort to increase the number of People with disabilities in colleges (<Files\\interviews\\Case 20.SWDdoc>).

The foregoing excerpt by Case 20 above could be based on hearsay and show that no clear principles and laws were guiding the enrolment process. Such claims by Case 20 were contrary to findings from document analysis that unearthed that;

There is no proper documentation that guides enrolment process of Person with disabilities in colleges.

The enrolment procedures were generalised to all prospective students and none were specific to individuals with a disability as shown from the documents. The enrollment procedures were generalized for all prospective students, with no specific accommodations or considerations for individuals with disabilities, as shown in the documented review. Research indicates that standardized enrollment practices often overlook the unique needs of students with disabilities, potentially creating barriers to accessing education on equal terms (UNESCO, 2020). Without targeted measures, students with disabilities may encounter accessibility challenges, underscoring the importance of inclusive policies that address specific enrollment needs.

Case 2, a SWD, had another perspective and propounded;

No special enrolment procedure. I applied like any other person and I came for the interviews and I was interviewed like every other student; the same interviews as other people. People with disabilities should apply to come to college and be called for the interview, the same interview with other people. There should be no preferential treatment. We don't want to be treated differently. We want same treatment (Files\\interviews\\Case 2SWD>).

This showed that some SWDs could become more confident when they are treated in the same way as those without disabilities and when they could even do better than them. In support, Case 13 explained that;

Firstly, they are qualified and go through interviews and are given offer letters. I am not sure of the special offer; maybe it's confidential to them. I think all should be qualified and that will make quality unlike just making them come without relevant qualification, maybe they will make them pass the interview but they should have basic qualification (<Files\\interviews\\Case 13 SWnD>).

In addition, a college administrator clearly explained that;

When they carry out the interviews we expect them to pass just like anyone else and they should have the relevant qualifications, 5 O Levels including Maths and English. If someone doesn't have the qualification it doesn't matter whether they are disabled or not they don't qualify (<Files\\interviews\\case 16 manager>).

The excerpt shows that despite having a disability, a prospective student has to acquire the necessary qualifications to be admitted to a teachers' college in Zimbabwe. They have to go through the selection process just like other students. This clearly shows that there was no affirmative action to give persons with disabilities some advantage in terms of enrolling in teachers' colleges if they qualify. However, the researcher's experience with People with disabilities showed that they had challenges in passing some 'O' Level subjects due to the nature of their disability. Chiparaushe *et al.* (2011) found out that few students with disabilities pass "O" Level that is relevant to proceed to "A" Level and tertiary education. For example, people with pre-lingual profound hearing impairment had challenges in passing the English Language that was a requisite in securing a place to train as a teacher. Similarly, people with pre-lingual profound visual impairment would have challenges in passing Mathematics. As a result, such students might be disadvantaged and if they were not considered in their way, they remained left out of tertiary education. One would question whether teachers' colleges are inclusive by demanding relevant 'O' Level subjects when some students could not pass such subjects that are required because of their impairments. Affirmative action policies should allow for accommodations, such as exceptions in mathematics for students with visual impairments and in English language for those with hearing impairments, as these disabilities can directly affect their ability to excel in these subjects because of the impairments. Implementing flexible admission criteria can create a more inclusive educational environment, ensuring that capable students are not excluded due to challenges beyond their control.

The application forms that were analysed from the three teachers' colleges showed that;

The forms for the application and interview had space requiring one to indicate if they had a disability.

Including an indication of disability in enrollment records aims to identify students with disabilities, enabling institutions to apply affirmative action policies and align available resources with specific impairments. This approach is essential for creating equitable access to education, as it helps ensure that students receive the necessary support, accommodations, and resources based on their unique needs. However, indicating a disability might not realise its use if the applicant was expected to pass the interview process with the same criteria as other candidates so as to be enrolled despite having a disability.

Another perspective was by Case 15, an administrator, who had this to say;

The Principal tasks us to consider that during interviews and asks the interviewers to note that features related to disabilities and this gives such students some advantages. Of course, the student should have some necessary qualifications. When they come for interviews now we are encouraged to consider that and give them the advantage (<Files\\interviews\\Case 15 manager).

The excerpt shows that students with disabilities would be accorded some advantage over other prospective students but should have the relevant qualifications. As a college leader, one is bound to be knowledgeable about how the system works and at the same time might be protective of their teachers' college systems and practices. As such, the response was contradictory to what the researcher found out in enrolment records. There were no disability factors and the enrolment tended to focus on the number of males and females being enrolled and the disadvantaged students and not specific on those with disabilities. The findings support those of Chiparaushe *et*

al. (2016) that there was no affirmative action when enrolling students for various programmes in tertiary institutions in Zimbabwe.

When probed on how other lecturers perceived the enrolment of students with disabilities, one participant (Case 15- administrator) explained that they have had different panels when interviewing students. As such, one might not have access to the comments of other lecturers about their interviewees that they took to the selection committee. Another participant gave a touching observation in terms of perceptions of lecturers towards enrolling SWDs. The participant (Case 7) said;

In terms of recruitment, they have recruited a few although when some people with disabilities come to the reception, they are turned away by some lecturers who feel that the college could not handle such students. Some lecturers turn them away and tell them to go to other institutions because they feel they don't want the burden...they have done little by enrolling a few of them (<Files\\interviews\\Case 7 LWD>).

In as much as administrators claimed to be positive about enrolling SWDs, some lecturers perceived their attitudes as negative. Case 1 explained;

Most of the leaders do not want to enrol students with disabilities in their institutes. They only take a handful of such students in the college. They do not want to enrol students with disabilities. The Principals have negative attitudes. They don't want to do more on inclusive education. They think that it is a waste of resources... They don't want to include such students. It's all because they do not understand the element of inclusivity (<Files\\interviews\\Case 1>Lecturer).

The participant shows that principals were negative and such negativity could be attributed to societal and cultural factors. In a bid to protect their college images, principals could portray positive aspects that they did not practice. Basing on the researcher's interaction with administrators in teachers' colleges, the researcher

derived that college principals were developing positive attitudes towards enrolling SWDs as a requirement by the MHTESTD. They were trying though it was not yet perfect. Despite having a selection committee, the principal holds the final authority and can influence the committee's decisions as the head of the institution. This structure can create a situation where the principal's perspectives, preferences, and judgments weigh heavily on the outcomes of selection, potentially overshadowing the committee's recommendations.

The researcher asked whether there was a clear policy guiding the enrolment process, the responses showed that there was no clear policy on enrolment of students with disabilities. The European Agency (2015) suggested that there should be enrolment procedures that allow for more PEOPLE WITH DISABILITIES to be enrolled so that they become role models in the communities they would work after graduating. Case 18 highlighted;

The policy is silent in that but when they come for interviews, they are considered (Files\\interviews\\case 18 lecturer>).

Similarly, one participant had this to say;

I have not heard about the policy that is clearly outlining how they should be included. Some lecturers have suggested that if the application form could have a place to indicate a disability by prospective students. Some may not apply thinking that we don't enrol SWDs because the form does not give such option. Maybe if it specifies that we would see the increase in the number of People with disabilities who apply. By having that they may apply knowing they are accepted (<Files\\interviews\\Case 7 LWD>).

It was further probed whether or not the advert encouraged People with disabilities to apply, one of the key informants stated;

It was a general advert for everyone else (<Files\\interviews\\Case 6 SWD>).

The advert is silent about that (<Files\\interviews\\case 7 LWD>).

The views of Case 6 and Case 7 show that the advertisement for vacancies to train as teachers was silent about encouraging People with disabilities to apply. Concurring with this, Case 15 and Case 22 categorically stated that everyone was encouraged to apply as long as they had the necessary qualifications, though it was not clearly stated in the college advert. One college administrator (Case 4) admitted that they had not been catering for People with disabilities in their college adverts for prospective student teachers. This was the response;

We are starting from our enrolment criteria; where we are starting to specify that anyone with some form of disability are encouraged to apply. If we recognise a disability we consider that. In the past, it was not clear but we are now looking at 10% of the students' population to be enrolled (<Files\\interviews\\case 4 college leader>).

This implied that the administrators' attitudes were changing positively as they were beginning to consider encouraging People with disabilities to apply to train as teachers in their teachers' colleges. The researcher reviewed the 2018 adverts for teacher training. It was noted that the 2018 adverts for two of the three colleges (College A and C) did not have a clause to encourage People with disabilities to apply. Both adverts in part read;

"Interested persons should hand deliver their applications...."

This is silent on encouraging People with disabilities to apply. The three teachers' colleges have a discriminatory statement that reads,

The college does not accept application forms from third parties" or "third part application will not be accepted" (Document review).

The statement above may affect those individuals with mobility challenges who might not be able to deliver their application letters. Such individuals might not apply and hence may feel being discriminated against. Therefore, the college environment should be adapted and accessible for all individuals to ensure fair opportunities. The reliance on in-person application submissions can disproportionately affect individuals with mobility challenges, who

may struggle to deliver their applications physically. Such barriers can discourage potential applicants with disabilities, leading to feelings of exclusion or discrimination. Creating an accessible and inclusive admissions process, such as providing online applications or alternative submission methods, institutions can help ensure equal access to educational opportunities for everyone, regardless of physical ability.

However, only one teachers' college (College B) specified in their advert that People with disabilities were encouraged to apply. In part, the advert stated;

“People with disabilities are encouraged to apply”.

This revealed a step towards accommodating People with disabilities in teacher education. Case 16 from College B confidently said that their advert encouraged People with disabilities to apply. It can also be seen as labelling. Encouraging People with disabilities to apply was a relevant step towards the inclusivity of teachers' colleges. It made People with disabilities feel that they were included and could be accommodated in teachers' colleges. European Agency (2017) noted that all education institutions should accommodate all students to help them achieve their maximum potential.

An interesting point on enrolment was revealed by one participant (Case 17) who explained;

As we enrol, we take time to assess their disability so that we ascertain the capability to handle that kind of disability, the resources and the capacity. We have people who have qualifications in inclusive education and broadly on special education qualification and we believe that they could identify the type of disability and consider the facilities on the college such that we could ascertain whether we are able to handle that. Sometimes we encounter a situation where students want to enrol with us and we discover that their disability is so severe that we will not be able to assist. While we appreciate that the intention is to be inclusive, certain circumstances may force us to exclusivity. We end up excluding a student because you don't have the capacity to include them. You may think you

are spreading your arms to include them in all aspects but... because of the absence of some facilities that are peculiar and specific to a disability you find that you exclude that (<Files \ \interviews \ \ Case 17 manager>).

The fact being raised by the participant above is that some students might not be enrolled not because the college did not want to accommodate them but because there are no facilities to cater for their various needs. Therefore, in as much as there is much talk about inclusivity, the facilities and resources in colleges may present barriers to inclusivity. The participant explained that severe and profound cases of disabilities might not be accommodated due to lack of facilities and resources. Lack of facilities and resources in educational institutions was unearthed by Reupert *et al.* (2010) that Australian universities failed to provide adequate resources and equipment to support inclusive education. Also, the Social Model identifies several barriers that students with disabilities face that must be removed (Shakespeare, 2010). If barriers are not removed or if there are inadequate resources and facilities, students with disabilities remain excluded from teachers' colleges in Zimbabwe.

An important component of enrolment that emerged was the statistics of students with disabilities that are enrolled in teachers' colleges. When asked about the approximate number of SWDs in the teachers' college, the following were the responses;

Only five in the college", (Files \ \interviews \ \ Case 2 SWD).

Approximately, there are about 10-20 students with disabilities in the college (Case 1).

Approximately 16 (Case 15)

Approximately 16 (<Files \ \interviews \ \ Case 15 manager>).

No actual number but about 4 in all intakes (<Files \ \interviews \ \ Case 3college leader>).

I think that 10 or 20 (<Files \ \interviews \ \ case 1>).

The different statistics show a lack of up to date statistics. The

numbers could be coming from only those who are in the same intake with the key informant and participants. The participants might have been ignorant of other students with disabilities in other intakes who might be out of the teachers' college on teaching practice. One college leader openly admitted that there was no actual number but about four (4) in all intakes, Case 3 manager). It could be understandable for students not to be aware of actual statistics because they do not have administrative roles. However, it is questionable for administrators to profess ignorance of such important statistics that are necessary for determining the provision of resources for students with disabilities.

A key informant in the study noted;

Our population is around 20 out of 2000 students, about 1% that is not representative...I got to college in 2014 and 2015 that is when we were included in the SRC. They wanted the whole college to select an SRC representative and I contested this saying considering that we are only 1% of the population we could sit and talk and produce a representative (<Files\\interviews\\Case 20.SWDdoc>).

The fact that there was only about 1% of the student population shows how underrepresented SWDs were in teachers' colleges in Zimbabwe. These findings concur with the findings by UNICEF and MoHCC (2013) that there are less than 2% of persons with disabilities who reach tertiary education in Zimbabwe. It also concurs with the results of the Zimbabwe State Report on CRPD (2017) that 1.1% of People with disabilities were enrolled in teachers' colleges by term two of 2015. Despite the statistics by WHO and World Bank (2011) that 15% of the world's population has a disability, the number of SWDs in teachers' colleges was still low. As such, People with disabilities might remain marginalised with regards to access to tertiary education in Zimbabwe.

Lack of specific statistics on enrolment of students with disabilities in teachers' colleges is a cause for concern. Forlin et al. (2013) stated that

in Australia there was inconsistency in the statistics of People with disabilities. This could explain a careless attitude by lecturers and administrators who specialise in inclusive education and above all by managers. These findings were corroborated by document analysis that confirmed that there are *No clear statistics on how many SWD were enrolled per intake* (Document review).

Document review established that there were no proper enrolment statistics except on gender and contact details of students. The researcher expected such data to be on the fingertips of college leaders and lecturers who work with such students. The researcher also found out that the unavailability of special education files and records from all the three teachers' colleges contributed to inadequate records on statistics of SWDs in colleges. It could be noted that failure to have proper and accurate records and figures of SWD might affect the effective evaluation of inclusive education practices in teachers' colleges. The availability of special education files and records is essential for ensuring proper care and support in inclusive settings. When institutions fail to maintain detailed records, it becomes challenging to monitor progress, allocate resources effectively, and identify gaps in support for SWDs.

The types of impairments of key informants emerged as an important component of enrolment. It assisted the researcher to determine the extent to which students with disabilities' needs were met in teachers' colleges. On the types of impairments that the students in the teachers' colleges had, it was revealed;

There are those with hearing impairment, mild visual impairment and physical impairments (<Files\\interviews\\case 1>).

We have had two students with visual impairment, others with hearing impairment and physical disability (<Files\\interviews\\case 10 lecture>).

We have recruited quite a number in the college. We have various

categories, physical impairments, visual impairments and those with albinism. We haven't had hearing impairment Case (<Files\\interviews\\case 16 manger>).

For the past 2 years we have had students with visual impairments and those who are totally blind (<Files\\interviews\\case 19 lecturer>).

There are those with physical disabilities in terms of limb dysfunction, hearing impairments and those with speech challenges (<Files\\interviews\\Case 3 college leader>).

... No hearing impairment but had partial speech impairment, physical challenges, (limps deformities, back challenges) and one with visual impairment. The one with visual impairment had been seeing and had not used braille before (<Files\\interviews\\CASE 20.SWDdoc>).

The excerpts show that there were those with partial speech and visual impairments, severe visual and hearing impairments, physical disabilities in terms of deformities in limps, back, those using wheelchairs and those with albinism. Case 20 (SWD) explained that in College B, there were some students with visual impairments who had challenges in adapting mainly because they had been seeing and later acquired visual impairment. Such students had not used braille in their life and it was difficult for them to adjust and use braille.

The responses showed that there are various categories of impairments in teachers' colleges. Most of these seemed to be manageable and might be ranging from mild to severe and not profound cases. This corroborates the findings from one of the administrators (Case 16), who highlighted that they had recruited students with various categories of disabilities and had never attempted to enrol students with severe deafness. This could be because of a lack of facilities to accommodate such students. Hence, students with profound cases

may not reach that level of education. The findings concur with those of Yeo *et al.* (2014) that teachers in Singapore generally felt that children with mild disabilities could be included in regular classes and not those with severe and profound disabilities. The teachers' colleges seemed to be ill-prepared to accommodate other severe and profound cases of disabilities.

The researcher established that there were no special education files where such information on types of disabilities could be derived. It was noted that there were some names written in an exercise book that had some details on types of disabilities. It was noted that most cases were mild and moderate and that there were no severe and profound cases.

Curriculum came up as an important component in the implementation of inclusive education in teachers' colleges. The participants showed that inclusive education was taught in some sections as a topic. When asked how inclusive the curriculum was, the participants contributed some insightful responses thus;

Curriculum does not cater for individual differences; it is the same for all students...same expectations on the curriculum. Curriculum is rigid and lecturing methods are not inclusive (Case 1 lecturer).

Looking at the syllabi, we don't demarcate to say that this should be done by those who are like this or that, if it is a syllabus for post "O" level Mathematics; Or if it is a syllabus for TOE and everyone is supposed to go through the syllabus (Files\\interviews\\case 16 manager>).

The general concern on the curriculum was that it is rigid and did not cater for individual differences. All students are expected to go through the same curriculum. Corroborating this was the documents reviewed (College Curriculum) that indicates;

All students have to go through the curriculum subjects (Document review).

It was highlighted that what might vary and that must be considered

carefully was the methodology used by the lecturers in the teaching as Case16 manager explained;

What may vary, that I think is something that we need to carefully look at, is the methodology used by the lecturers in the teaching ...Of course, we do cater for people with mixed abilities in the syllabus but when it comes to the physical learning and all that, I don't think our syllabus specifies what is to be done and that is left to the lecturer as to how to do it if they happen to have such a student in their lecture rooms. What it means is that the lecturers have to plan accordingly to cater for such students (Files\\interviews\\case 16 manager).

Further, a key informant professed;

Curriculum cannot change, but it is the staff who decides how to include me. The lecturers would make sure that I am comfortable and be given more time during exams (<Files\\interviews\\Case 20.SWDdoc>).

The sentiments above show that what may vary was the approach of lecturers. It was noted that lecturers must take cognisance of the various needs. The participant thought that the methods should be biased towards inclusivity. The rigidity of the curriculum had been noted by Molina et al. (2016) that SWDs complained against a rigid curriculum that did not allow lecturers to diversify and accommodate their learning needs effectively.

The researcher asked on how they exposed the student teachers to inclusive education. The responses are indicated below;

We have fused doses of inclusive education in our entire curriculum; be it TOE, professional study and all the PSB subjects. The Department of Teacher Education at the University of Zimbabwe commended us on this move. Every section is teaching inclusive education. Where colleagues face challenge, they always consult... Ours (inclusive education) is not a standalone subject as we are fused in the TOE and TECD (<Files\\interviews\\Case 10 lecture>).

We are taught about IE as a cross cutting theme in all courses. Curriculum is catering for IE (Case 2 SWD).

The syllabus does refer to people with challenges...From own understanding, it should not be like a topic but it should cut across all subjects and be a way of life...IE has to be extended to classroom practices and way of life for teachers on Teaching Practice (<Files\\interviews\\Case 22 lecturer>).

The findings showed that participants agreed that they were exposed to inclusive education while at a teachers' college. Inclusive education is offered as a topic in various sections and not as the main subject and a way of life. Such findings corroborate the findings by Kaplan and Lewis (2013) that inclusive education was being regarded as a separate component and not an integral part of the curriculum. It was noted that it was offered for about 2-4 hours a week that was not adequate to equip learners (Case 10, 18, 19). On the adequacy of inclusive education training the student teachers were getting, Case 7 emphasised;

When we are looking at the curriculum, we are preaching the gospel of inclusivity yet we are not practising it. We are not walking the talk. We are saying we are inclusive and yet we are not practicing it. We are not doing much to the student teachers we are training. We are not doing much to assist them as SWDs who are going to meet learners with disabilities in primary schools. We are equipping them with knowledge on how to deal with learners with disabilities but failing to realise that they themselves should be included in the curriculum.... they should be included first and after being included, we give them knowledge to go and teach those who are living with disabilities. They should live in inclusion first before being given knowledge.... When they go out there they may not be able to cater for such learners because they have not lived in inclusion (<Files\\interviews\\Case 7LWD>).

The foregoing excerpts showed that there is more focus on theory and not the practical aspect of inclusive education. The views implied that inclusion should be a way of life and not just content-based subject. The findings are in line with those by Kaplan and Lewis (2013) and UNICEF (2013) that inclusive education in teacher education curriculum is more theoretical than practical. The document analysis reviewed that inclusive education was offered as a topic for a one

and half lecture and two-hour lecture for first-year students in College B and the third-year students in College A. The topic appeared on Theory of Education teaching programs in all the three colleges and it also appeared on National and Strategic Studies teaching programme in college A and C.

The researcher probed if student teachers were equipped adequately to manage inclusive classes when they have graduated from the teachers' college. A college administrator noted that;

They have some basics to manage mild cases. I think the challenge we have is that we don't have some trips and practice under such conditions such as travelling to Jairos Jiri or Emerald Hill where our students can practice. It is more of theory yet the subject needs more practical than theory especially for visual impairment (Case 15 manager).

The sentiments showed that students were equipped to manage mild cases and not severe cases. Therefore, the curriculum was not adequately preparing the trainee teachers to be able to manage inclusive classes. The revelations support the perceptions of Chowdhury and Hasan (2013) who doubted the effectiveness of the training that the teachers got in Bangladesh. In agreement with Chowdhury and Hasan (2013) were the findings by Hick *et al.* (2018) who said the student teachers in teacher education institutions in Ireland reported that they 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. This could be the case with teacher education in Zimbabwe that might not be adequately preparing student teachers for inclusive classes. Hence, the curriculum they were exposed to might not be equipping them fully for inclusive classes.

To buttress the point on the extent to which student teachers were equipped, Case 19, a lecturer participant explained;

Student teachers are not assessed on how they manage students with diverseneeds during their teaching practice. The critic/ assessment tool for

TP does not give reference to how to handle students and learners with diverse needs. We are not doing enough to equip students to handle such students in the classroom (<Files\\interviews\\case 19 lecturer>).

This showed that inclusive education must be something they live with and not only taught about. It should be a way of life and not just a topic. As such, the curriculum might not be doing much to equip trainee teachers. Contrary to Case 19, one administrator had this to say;

Every student who is walking on campus must be able to handle inclusivity when they go out to school. We have doses of inclusivity. We could not have a particular syllabus or subject but what we did was to sprinkle doses of inclusive education across the board because there is inclusivity in every subject area. those members of staff who are specialists in Special Education are helping us to handle those features of our curriculum that talk about IE. So our students, our product, should be able to handle inclusivity having been provided with this background of inclusive education and SPED (Special Education)(<Files\\interviews\\Case 17 manager>).

The sentiments show that as teachers' colleges they are doing their best to equip student teachers with skills to manage inclusive classes. As an administrator, the position of the college could be very clear, but what was important was the practice. It was bluntly noted that they were trying their best to ensure that their trainee teachers were equipped to handle inclusive classes. In support of Case 17, Case 13 declared;

I think from the lectures that we have at college, we can go out there and handle various disabilities (<Files\\interviews\\Case 13 SWnD>)

Case 13 was a third year student who had gone through teaching practice and felt competent from the inclusive education training received.

An interesting comment came up from one participant (Case 3). These were the sentiments of the participant;

Yes, inclusive education is actually a new feature that is coming up and we have tried to adjust our syllabus and we have also tried to include some of

the issues that have to do with inclusive education. Though we cannot say we are 100%, but we are trying to be inclusive.... When we look at our teaching programs, we expect our students to be able to identify certain difficulties that children will be having and are supposed to know how best they could be assisted. If someone has visual impairment, we train them to identify such and respond accordingly by being able to position him or her in the classroom (<Files\\interviews\\Case 3 college leader).

Case 3 agreed that they had tried to adjust their syllabus and to be inclusive, but had not yet succeeded. They were trying, but there was still a long way. The sentiments show that the college was doing a lot to equip trainee teachers so that they were able to manage inclusive classes.

On co-curricular activities, the following were the sentiments of the participants;

In co-curricular activities, such students are neglected (<Files\\interviews\\Case 18 lecturer).

The views echoed in the foregoing excerpt shows that students with disabilities are neglected in some co-curricular activities.

Similarly, a key informant noted;

The Physical Education people (lecturers) do not really look for us because they have enough numbers in Zimbabwe teachers' colleges Sports Association (ZITCOSA) games. But for Daniko (where annual Paralympic games are held), they have come and pasted us and encourage us... College support us and staying at a lodge with enough food and equipment (Case 20)

The foregoing views show that SWDs participate in co-curricular activities especially in paralympic games. The participants, however, expressed that their involvement in the games felt like an afterthought, as they were overlooked during the planning and execution of other sports events. This neglect of students with disabilities (SWD) during major ZITCOSA games suggested that they were not given priority and were only included when there were fewer athletes, which could be seen as discriminatory. However, one key informant highlighted that during Paralympic games, the college administration provides

substantial support, including food and equipment. In contrast, Chiparaushe *et al.* (2011) found out that higher and tertiary institutions in Zimbabwe lacked proper sporting facilities and trained personnel for different sporting activities for People with disabilities. However, the support received by SWD was in terms of food and equipment and time to participate in sporting games like others. The participant acknowledged the support of college administration that is important in the inclusion and development of students with disabilities.

Another important component of inclusive practices in teachers' colleges is assessment. When asked on how inclusive the assessment methods administered on student teachers were, the participants revealed;

Assessment is equal for all students and it does not cater for individual differences (Files\\interviews\\case 1>).

They (lecturers) assess us like any other students (<Files\\interviews\\Case

For those (students) with hearing impairment, we have not yet have any special assessment. They write the same assignments (<Files\\interviews\\Case 15 manager>).

Assessment is the same for all students (<Files\\interviews\\case 19 lecturer>).

From the sentiments of the participants, assessment of student teachers is similar for all students and it does not cater for individual differences. The supervision instruments that were analysed showed that teachers' colleges used the same instrument, supervision form for assessment and they had the same expectations for all students. Using the same supervision instruments is a positive stride towards reducing discrimination. However, this might not apply to some form of disabilities such as hearing impairment where the individual could not

be assessed on aspects such as voice projection that was part of lesson delivery during teaching practice. The SWD are happy about this and seemed to be content. They indicated that they did not want special treatment as they find joy in realising that they could do what other students could do as indicated by these key informants;

We are equal and should be given equal opportunities. I do all assignments as expected and even performed better than others without disabilities (<Files\\interviews\\Case 24 SWD).

No special treatment; why should we be given special treatment- we don't need that, if there are others who need it maybe. This is a course and I need to do everything it takes (<Files\\interviews\\Case 14 SWD).

I managed it and I did well on TP much better than others without disabilities.... I am trying...I don't want special treatment (<Files\\interviews\\Case 6 SWD>).

However, another key informant (Case 20) noted that lenience might be afforded when marking was done. This was in line with what another key informant who noted that;

Lenience is being done especially for me. They did that during teaching practice. They asked me to bring my documents to college after they found me not ready for assessment. They came when I had not finished my work (<Files\\interviews\\Case 20. SWDdoc).

The key informant who expressed the foregoing sentiments had albinism and that therefore could have probably earned the student the lenience awarded. Despite having the same assessment procedures, there was a need for lecturers to consider individual differences during assessments and supervision. It was noted from the supervision forms that some supervisors tended to overlook inclusivity when they supervised such students, especially during teaching practice. These revelations affirmed Reupert *et al.* (2010) assertion that some lecturers face barriers in terms of assessing students when their institutions could not provide various ways of

assessing students with disabilities. However, it was discovered that there were some considerations that were allowed by the University of Zimbabwe; Department of Teacher Education (DTE) as indicated below;

For students with visual impairment, they wrote exams using laptops and were allowed to write until they finish (Files\\interviews\\CASE 20.SWDdoc>).

There is some form of affirmative action e.g. the blind given more time to write exams, large prints depending on the nature of the disability (<Files\\interviews\\case 22 lecturer>).

They have a special print for those with VI for exams. The student failed to disclose that they have a disability and when it came to exams it was too late to produce the exam paper suitable for him. It was a disadvantage (<Files\\interviews\\Case 7 LWD>).

Some considerations were given to students with disabilities such as hearing impairment, visual or any other disabilities that warranted special arrangement. As noted below;

We are going to look at all forms of disability., in terms of assessment, we are trying to make sure that we identify such students early and help them. When they are about to be assessed, we write to the DTE because they are part of the process. Whilst we know that we have a student with disabilities, we notify them and expect them to assist. If someone has been identified, we write to DTE on what he or she needs, and he or she could be given a room to write exams and given more time for exams. Last time we assisted such a student in that way.... So in terms of exams our DTE quality assurance department will assist us and we are doing a lot to accommodate such students (<Files\\interviews\\Case 4 college leader>).

The foregoing excerpts reveal that considerations given to students with disabilities were in terms of more time given to write exams, providing large printed examination papers and using laptops for those who could not use a free hand. From the researcher's experience as a lecturer, the DTE could make exemptions for other subject areas for SWDs. A case to note was that of a student with Hearing

Impairment who was exempted from doing ChiShona because it was a completely new language (Case8). The results resonate with the views of Majoko (2018) that examination arrangements for students with disabilities including extra time and separate examination venues are strategies to accommodate the needs of students with disabilities in higher education institutions in Zimbabwe. The researcher observed that all students write the same assignments and were marked on the same platform.

However, one painful revelation was that the college managers failed to notify the DTE on time concerning a student who wanted braille printed paper and had to rush to correct the mistake during the last minute. As noted below;

At one time we had forgotten about them during exam and had to rush to bring the Braille printed exam paper. We overlooked them. They were given more time for exam (<Files\\interviews\\Case 19 lecturer).

This could be a case of lack of inclusivity by not considering the needs of such a student. It might show that there are assumptions in teachers' colleges that all students are the same, yet proper care should be taken to provide for all students. One might derive that issues of disability might be overlooked upon in teachers' colleges. Ability to prepare examination materials for all students and forgetting to prepare material for one or a few students with disabilities showed how issues of students with disabilities are being overlooked in teachers' colleges. However, one participant confessed ignorance of time allowance for examination,

...I haven't heard about time allowance... we haven't implemented," <Files\\interviews\\Case 15 manager>.

The participant's views could be because they had not had such a disability case like hearing impairment or missing hands that required more time for the examination. As such, they might not have been exposed to such affirmative procedures.

Commenting on the inclusivity of the assessment, some participants derived insightful views;

On teaching practice, some supervisors ignore inclusivity during supervising and assessment of students (<Files\\interviews\\case 22 lecturer>).

They (student teachers) are given same projects like other students and are given the same assignment as other students (<Files\\interviews\\case 5Lecturer>).

Looking at the assessment it is ordinary, equal to all students (<Files\\interviews\\case 7 LWD>).

The concerns of the participants showed that assessment procedures were not inclusive in teachers' colleges. Assessment tended to focus on theory and subject content yet some students might not be able to master this skill and could be better with practical exams. Similarly, Gebrehiwot (2015) found out that assessment practices in Ethiopia were unfair to students with visual impairment and other disabilities. Therefore, Reupert *et al.* (2010) suggest giving assignment alternatives such as oral assignments and giving more time to write the examination to SWDs. In their report in England, Waterfield and West (2006) recommended adopting an inclusive approach to assessment whereby there are different flexible ways of assessing the same learning outcomes.

The observations made revealed;

They (student teachers) wrote the same assignments that are marked on a similar platform using same marking *guide* (Observations).

Also, assessment tools for teaching practice were the same for all students. It was up to the assessor to be accommodative to SWD during the assessment. Of course, all students should go through the same assessment to get the same qualification, but diversity should be accommodated. The inclusive approach to assessment than does not compromise academic standards but gives fair chances to all students

to demonstrate their competences about the learning outcomes (Waterfield & West, 2006).

An interesting revelation was that assessment of SWD on teaching practice was done by few lectures who would volunteer to assist them.

Few lecturers volunteer to assist students with disabilities in assessment. Some lectures fail then due to failure to understand them (<Files\\interviews\\case 1>).

Complementing these sentiments were the comments of one participant who narrated;

...there were certain lecturers assigned to assist on deaf and dumb student. It was not the mandate for all lectures to assess. To me it was not proper, all lecturers should come in so that they come to understand such learners and be able to assist them. The idea of sending only two lecturers who could sign wasn't sufficient to us. (<Files\\interviews\\Case 7 LWD>).

To support that only few lecturers could assist such students in terms of assessment and other services, one participant echoed this;

... In cases where we have a SWD and identify certain problems, myself and another colleague (name supplied), are always available to assist where there is need and we give recommendations. The good thing is our lecturing staff is very forthcoming where SWD are involved (<Files\\interviews\\Case 10 lecture>).

These findings showed that few lecturers were skilled to manage such SWD in teachers' colleges and hence a cause for concern. Lack of skills necessary for inclusive education affected the effective implementation of inclusive education in teachers' colleges. Bishaw (2013) found out that teachers' qualifications, training and experience were found to be affecting the inclusion of the students with visual impairment in Ethiopia. Later on, Nketsia (2016) established that only a few teachers showed that they had acquired the relevant skills, values and principles to manage an inclusive class from teacher education. Thus, it

is from teacher education where there are few lecturers to manage students with disabilities, that present challenges in the implementation of inclusive education in teachers' colleges. If lecturers cannot assist students with disabilities effectively, then it spills on to the student teachers who might not be competent in classes.

An interesting view was bought up by one participant who explained;

We have one with hearing impairment and the level of impairment is severe. We didn't realise it when we enrolled. Some members of staff thought we could transfer him to a certain college (name supplied) and we said we could not. We placed him at a school for the deaf in Harare. He has fitted well and he is doing well in that school. Another one is at Jairo's Jiri and the authorities are happy to have him there and he is doing good (<Files\\interviews\\Case 10 lecture>).

The fact that some lecturers were thinking of transferring a SWD to a teachers' college that specialises with Special Education showed how unprepared teachers' colleges were, in terms of lecture skills, in managing SWDs. It also showed that the idea of separating and institutionalising People with disabilities was still in people's minds. A study by Ngwenya and Chabwera (2016) in Zimbabwe revealed similar findings. The study established that while some lecturers have embraced inclusive education as a noble practice, there were still some who believed strongly in separate education saying that it is costly to adapt colleges to suit the needs of SWDs. Furthermore, the idea that teachers with and for special needs should be trained separately was still considered by other people despite the era of inclusivity. This seemed to corroborate the findings by EASPD (2011) that the teacher education curriculum still separates mainstream and special school sectors and thereby train teachers differently.

In as much as the curriculum was the same for all students despite disability, it was noted by participants that the instructional methods should be accommodative and inclusive. The syllabus did not specify

what was to be done in accommodating SWDs and it was left to the lecturer on how to do deliver their lectures if they happen to have such a student in their classes. Therefore, it was the prerogative of the lecturers to plan their lectures accordingly to cater for SWDs in lecture rooms. One participant noted;

What may vary that I think is something that we need to carefully look at is the methodology used by the lecturers in teaching. They have to take cognisance of the various needs although the methods are stated in general I think there should be more bias towards inclusive methods (<Files\\interviews\\Case 16 manager>).

The findings showed that all students were taught using the same instructional methods as they learnt in the same lecture rooms. Participants echoed this;

They all take part to the same activities. We use same methods that we use for other students because they are taught in the same lecture rooms as other students, for example lecture method and group work, they (SWD) are part of the group. They are given same projects like other students and are given the same assignment as other students (<Files\\interviews\\Case 5 Lecturer>).

They teach us in the same class. Though some methods may not be appropriate for some students especially those with hearing impairments. E.g. lecturing and dictating notes (Files\\interviews\\case 25 SWnD>).

We teach them the way we teach everybody else (<Files\\interviews\\case21 manager>).

The excerpts show that there was no discrimination in terms of having separate classes for students with disabilities. All students are treated the same and belong to the same classes. However, it was noted that the same old instructional methods might not be appropriate for some students especially those with hearing and visual impairment, for example, lecturing and dictating notes. This appeared to tally with the

findings of Reupert *et al.* (2010) who established that mass lectures were commonly used in Australia so that lecturers tried to make interactive and engaging. Other participants noted that there were same old lecture methods used by lecturers despite inclusive classes they had. The participants asserted;

We still encounter challenges in that it is still the same old lecture method. We realised that we still have a challenge on that one (<Files\\interviews\\Case 10 lecture>).

...usually lecturers are not very inclusive as some believe in the traditional methods. They (lecturers) have the idea of a lecturer and think they should lecture (<Files\\interviews\\Case 22 lecturer>).

We encourage student-centred methods but usually lecturers are not very inclusive as some believe in the traditional methods. They have the idea of a lecturer and think they should lecture (Files\\interviews\\case 22 lecturer>).

From the foregoing views, it can be noted that lecturers seemed to be rigid in terms of instructional methods. The rigidity of lecturers might affect the implementation of inclusive education. If lecturers continued to use old and traditional methods yet times have changed, then there are still challenges in implementing inclusive education in teachers' colleges in Zimbabwe. These findings seemed to be in line with the findings by Muyungu (2015) that there was a use of traditional teaching methods that are prescribed by the curriculum in Tanzania. The researcher observed that;

Lecture method was used during lesson and dictating notes. Traditional lecturing method is same for all students and not interactive. Lecturers seem not to notice SWD in the class (College A, B & C).

One participant (Case 18; lecturer) noted that lecture methods depended on the size of the classes.

We use interactive teaching methodologies and this is useful with small numbers (Files\\interviews\\case 18 lecturer>).

Usually, they had mass lectures and using interactive teaching methodologies was only useful with small numbers and not large numbers. As such, SWD was part of the mass lectures that might not be very useful to them depending on their disability.

Other participants showed that they used participatory methods of instruction. Case 19 said;

We use videos but some students(without disability) complained (that those with VI were not catered) but he(student with visual impairment) said it was much clear using audios (<Files\\interviews\\case 19 lecturer>).

When probed further on how such method accommodated the students with visual impairment, it was established that the videos had clear audio so that those students with visual impairment could hear clearly. It was established that enough volume worked well with the students with visual impairment who could relate accurately the contents of the videot to other students.

In support of how SWD were being accommodated in lecture rooms, oneparticipant explained;

They (lecturers) are accommodating all students, even activities are accommodating, today we were having percussion and we had SWDs in ourgroup (Files\\interviews\\Case 12 SWnD>).

We give those using wheel chairs special position to sit in the lecture room. For the one with hearing impairment after the lecture I advise him to come for explanations (Files\\interviews\\Case 15 manager>).

One key informant added;

Most methods and activities are involving. I take part but other studentsmay leave me out (<Files\\interviews\\Case 6 SWD>).

The key informant had albinism and that could partly explain the segregation she purported. To take note is the fact that other students were discriminating against a student with a disability. Thus, not only

are lecturers important in implementing inclusive education in Zimbabwe, but also other students. Another informant said;

Some lecturers accommodate me in their classes by giving me handouts to save me from writing (Files\ \interviews\ \case 23 SWD>).

The foregoing view showed that some SWD had their specific needs met. The key informant did not have arms so hand-outs were useful.

Generally, the key informants who were satisfied with the instructional methods were those with other disabilities except for the one with hearing impairment who claimed that he did not hear what the lecturers said during lectures. The key informant said;

During lectures, I won't hear what is being said. I copy from my friend who will help me after the lecture. But the friend is also a student and will be busy with their own work. Lecturers are not able to communicate with me. A few are able to (<Files\ \interviews\ \Case 8 SWD>).

The researcher can use sign language and could understand the key informant. When probed on how the student communicates with other lecturers, the key informant revealed that other lecturers appeared not to even notice that there was a student with hearing impairment. The fact that lecturers tended to ignore the presence of a student with hearing impairment in lectures might be explained by failure to use Sign Language that is one of the skills required to manage students with disabilities.

Another participant supported the foregoing key informant by saying;

My friend (student with hearing impairment) here needs to have notes before the lecture for him to read before the lecture because it is difficult to copy from someone. Lecturers need to prepare notes before the lecture and produce a hand-out (<Files\ \interviews\ \Case 9 SWnD>).

The views of Case 9 were supported by Case 7 when she said this;

We have a student who is totally deaf and the methods being used are not helpful for such a student because they just lecture and they don't use Sign Language and this is a problem for the student. I wish if the lecturers were

able to use sign language for the student to see and understand. Most lecturers do not sign. Notes are dictated and those students who are hard of hearing will not hear<Files\\interviews\\Case 7 LWD>

Therefore, students with hearing impairment might be at a disadvantage as compared to other students with other disabilities. The fact that they do not hear and communicate with others made their life difficult at the teachers' colleges. For those who are satisfied, one would wonder if they were really satisfied or it was because they might know the best practices in teaching.

It was important to investigate how students with disabilities were treated as part of inclusive practices at teachers' colleges. The treatment of SWDs in teachers' colleges varies according to participants perspectives. One participant (SWnD) narrated;

Most of the lecturers treat everyone as an individual.... despite being disabled everyone has a right to education and everyone is equal... should be treated the same(<Files\\interviews\\case 12 SWnD>).

The views of the participant showed that students with disabilities were treated fairly and were not discriminated against despite their disabilities. The participant took inclusive education as a human rights issue thereby complementing Fossey et al. (2017) who states that that disability services should be offered as a human rights issue and not an issue of care and concern. By being a human rights issue, inclusive education should be mandatory for stakeholders to address.

Case 12 (SWnD) was complemented by Case 11 (SWD) who asserted;

Most of the students and lecturers treat us as normal. In my case, I am not discriminated. Lecturers treat us the same... we try also to follow the rules of the college, we don't say I am not doing this because I have a disability <Files\\interviews\\Case 11 SWD>).

The participant showed that it was also their responsibility to observe rules and not just to expect sympathy always. When probed on how

satisfied they were, the participants showed that they were comfortable working with what they had and not to bring unnecessary burden to the college leaders. Another key informant buttressed;

They (the administration) are trying but it is not what one would really want, because if you are categorised as having a disability, you definitely need some help with other things that you want so you must go and ask or work without (Files\\interviews\\Case 6 SWD>).

The foregoing excerpt showed that there are special requirements for specific disabilities. Thus, corroborating with the view of Tugli *et al.* (2013) that students with disabilities require special support depending on the disability. The sentiments show that the college administration is trying to be approachable by SWD. However, when the student could not approach the administration, they are forced to work without the resources. Failure to access relevant resources by SWD was an indication of failure to meet their needs in teachers' colleges in Zimbabwe. Howell (2006) opines that inadequate resources and inaccessible infrastructure impact negatively on students and institutions in terms of access and equity to education.

Nevertheless, one administrator revealed that they tried, as much as possible, to accommodate SWD in their colleges. They did this by listening to their concerns and trying to provide them with necessary resources where possible. However, one administrator noted that some SWD did not complain;

One student without arms, who write with two toes from one of the legs, is managing on the speed of the lecture notes. She does not complain, she must have been exposed to that type of learning so she is comfortable... Notcomplaining may mean that they are comfortable or they may be afraid of the responses, considering the struggle to get places (Files\\interviews\\case21 manager>).

When SWD did not complain, it might have meant that they were comfortable or they might have been afraid of the responses from the college managers, considering the struggle they would have had to get

places. The sentiments also showed that such students struggled to get vacancies to train as teachers in teachers' colleges. Hence, the enrolment procedures in teachers' colleges were not accommodative and inclusive. As a result, such students might adjust to working with what was there because they might be afraid of being withdrawn from the colleges once they complained. This implied that the college social environments were not friendly enough to accommodate complaints from SWD. The results complemented the observations by Tugli *et al.* (2013) that the social environment in higher education in South Africa was not accommodative to students with disabilities. The social learning theory emphasises the need for both the physical and social environment in the development of an individual (Bandura, 1986).

Furthermore, on how students with disabilities were treated, Case 7, a lecturer with a disability elaborated;

Although we may relate well but there are certain duties where you are discriminated because of the disability. You look at a situation and say but I could do that yet someone without qualification is favoured. I feel I am neglected somewhere somehow. Some students I teach may seem to be much better than you and look down upon you and I tell them it is the paper (qualification) that makes me different from them though I look different outwardly. The difference is the paper qualification that makes me their lecturer. Some students look down upon me. I have my masters degree and have done my proposal for PhD that shows that disability is not ability (<Files\\interviews\\Case 7 LWD>).

The participant feels that in as much as she might relate well with other members of staff, there is always some discrimination being encountered. The researcher deduced that students with disabilities could stigmatise themselves or that the system and the people stigmatise them. Anyway, both the People with disabilities and the teachers' college system should address stigma and discrimination to realise positive benefits for the benefit of inclusive education. Ajisuksmo (2017) found out that stigma was one of the major

challenges of inclusive education in Higher Education in Indonesia as some lecturers did not want to teach students with disabilities and some students without disabilities would show gestures that they did not want to relate with those with disabilities. From what the participant said, it might be the student who might have had a negative attitude towards her and not only the lecturers and managers. Furthermore, the participant (Case 7) expressed that he/she took pride in her achievements academically to prove that despite the disability, they could do even more than those individuals without disabilities. The saying goes that, "Disability is not inability".

To substantiate how students with disabilities are discriminated, one participant (Case 1) raised an insightful story and explains;

As it is, we have one student who has traumatic disorder and most of the lecturers do not want to see that boy. They were saying that the boy should be removed from the system. In addition to the above, they are saying that they don't want to teach him and also they say that he doesn't cooperate. They don't want to interact with him. The condition is post traumatic disorder ... They're saying they are not able to teach him (Files\interviews\case 1>).

The foregoing excerpt might show that lecturers had a negative attitude towards some SWD. The negative attitudes of lecturers might be because of lack of knowledge on how to handle such students. One might wonder if it is the case of the student failing to meet the demands of the course or is it that he or she might want more time to do some tasks. As such, inclusive education had several issues to address in teachers' colleges especially in Zimbabwe as these findings reveal.

However, Case 5 warned against giving special treatment to SWDs in teachers' colleges by saying;

Maybe it becomes a problem; we see that we are more of excluding those with disabilities than including them. The fact that we try to separate them and pay a lot of attention on them as a special group means that we are now stigmatising them and as such they see themselves as different from others.

Yet inclusive education should make them feel they are like other students they should be part of what is going on (<Files\\interviews\\Case 5 Lecturer>).

The sentiments show that all students must be treated in the same way despite their disabilities and differences and that no special treatment should be given to SWD that might translate to discrimination. However, UNESCO (2009) emphasises educational institutions should offer various learning experiences and individual treatment to students to ensure that all students participate effectively. Inclusive education demands that everyone is treated as an individual. In as much as there might be equal treatment for all students, it could be borne in mind that each individual is different and that such difference must be addressed so that no one is left out. Molina *et al.* (2016) stated that despite the need for equal treatment, SWDs have special learning needs that present a barrier to learning if they are not met.

The way the SWDs were being treated in teachers' colleges in Zimbabwe could be summed up by the views of one key informant who says;

... The way it (inclusive education) is being handled here is positive, though not yet perfect, no systems are perfect but they are trying their best to cater for all students regardless of their challenges. For me, I cannot wait in a queue for a long time, and we are given preferences. They are trying to cater for all students though they need improvement (Files\\interviews\\Case14 SWD>).

Therefore, teachers' colleges could be trying to cater for the needs of SWDs but, there were still challenges that affected the implementation of inclusive education. Challenges might be incurred but what is important is the zeal to improve on inclusive practices in colleges.

The environment was a critical component among inclusive practices in teachers' colleges. When asked about how accessible the physical environment was, the following were the responses:

I have no problem with accessing, the library, and ablution; at hostels we were given preferences to use the ground floor (<Files\\interviews\\Case 14 SWD>).

Our pathways, they are user-friendly to everyone, those with crutches, they are better steps that anyone can step, walking around the college (<Files\\interviews\\Case 13 SWnD>)

They (hostels) are user-friendly and our wardens give us ground floor rooms and they consider that. So we are given accessible rooms (<Files\\interviews\\Case 11 SWD>).

There is improvement in infrastructure with ramps and passage ways (<Files\\interviews\\case 19 lecturer>).

The environment is friendly with ramps and shades (Files\\interviews\\case12 SWnD>).

There are ramps in most buildings and could move with easy. In hostels, I use ground floor rooms that are near the ablution facilities. A lot has been done on infrastructure and more can still be done; especially in sports fields, they are not accessible (<Files\\interviews\\Case 24 SWD>).

Some key informants and participants established that the physical environment was accessible. Availability of pathways and shades was a step towards inclusivity as they protected students against rain or extreme weather conditions. Some key informants noted that they were given preferences in hostels by having single rooms on the ground floor. When probed whether or not having single rooms was discriminatory, one participant explained that People with disabilities have individual characteristics that demand privacy;

To protect their privacy, SWD have something that they do that demands privacy for example removing a leg before they sleep. They have their rights and practices that do not want other people to know or to witness (Files\\interviews\\CASE 20.SWDdoc>).

The participant implied that students with disabilities have their right to privacy and confidentiality that must be upheld.

Despite hostels being accessible, there were still challenges in accessing sports fields. The sports fields were constructed several years ago before inclusive education and this might explain their inaccessibility.

However, Case 25 showed that despite giving SWD preferences to choose hostels, their college (College A) does not have rooms on the ground floor.

Unfortunately, we don't have rooms on the ground floor. Rooms start at first floor. Most of our colleagues can use the stairs and in case we have one who use the wheelchair, the rooms are not conducive. Even the ablution facilities are not friendly to wheel chair users (<Files\\interviews\\case25 SWnD>).

The excerpt shows that the hostels in College A were inaccessible to some students with physical disabilities. It was observed that in College A, hostels start from the first floor and they could not be used for accommodating students using wheelchairs because there were no ramps. In as much as there are developments in the infrastructure, still, a lot needs to be done to make it more accessible. One participant expressed;

There is some construction of ramps on the library area but not with the pace it should be in other buildings (Files\\interviews\\Case 25 SWnD>).

The pace to adapt to the physical environment seemed to be slower than expected. Such revelations appear to be in line with the report by EASPD (2011) that inclusive education is an on-going process but the progress might be slow in some European countries. Therefore, if progress on inclusive education is slow in certain European countries, it may also impact African nations like Zimbabwe. This is due to economic factors that influence resource availability, funding opportunities, and knowledge-sharing partnerships essential for advancing inclusive education.

Responding to the developments in infrastructure, one key informant noted that;

Most things change during our time because we did not shut up. We complained about it resulting in building of ramps. This was because of the representative of the SRC.... We were allowed to use our rooms until the end of the course and to have single rooms without sharing... Few toilets-one for males and one for females were adapted near the Information Technology (IT) resource centre (where we were learning) (<Files\\interviews\\CASE 20.SWDdoc>).

The foregoing sentiments showed that having a student with disabilities as representatives in SRC was useful in trying to meet the needs of the SWDs in colleges. The representative of students with disabilities in SRC should have a disability so that he or she can effectively represent the needs of his or her peers with disabilities. Hence, it might become an effective strategy involving SWDs in college programmes and activities.

Furthermore, the researcher observed that there were ramps in some parts of the College Band C and no ramps in other parts. Some offices were accessible with ramps and others were not. The administration blocks of College B and C were accessible with ramps. However, in one college (College A), there were passage ways and there were no ramps that made it inaccessible to wheelchair users. This was confirmed by one participant who noted that there are no ramps to walk on in their college. Only a few rooms had ramps and many were not accessible to students with physical disabilities (Case 23).

Some participants affirmed that there were no facilities for those with disabilities to move freely in terms of classrooms, library, lecture rooms and also there were no properly designed rest rooms for people with disabilities (Cases 1, 5, 7 and 22). Case 7 echoed;

Starting with the administration block, the Principal's office and the Vice Principal's office are not easily accessible by students on wheelchair. There

are no ramps.... If the student has impairment and is in Early Childhood Development (ECD) that uses a room that is upstairs, they have a challenge in accessing the lecture room. It is very difficult to access...The dining hall doesn't have shatter glasses to reduce the amount of light. And acoustic sound for those with hard of hearing, the use of the microphone that may damage even those without hearing challenge. The use of public address(PA) system is ok for those with hard of hearing but those who are completely deaf (Hearing Impaired) they have a problem, (<Files\\interviews\\Case 7 LWD>).

There were a lot of facilities that needed to be adjusted to suit the SWDs and all the students. It was noted that most facilities remained inaccessible to SWDs, especially those on a wheelchair (Case 25). This presented a challenge to effective inclusive education in teachers' colleges. This seemed to be in line with observations made by the Office for Disability (UK) (2010) that reported that the physical environment is one of the major barriers to inclusive education. Also, Lopez-Gavira et al. (2016) had established that architectural obstacles such as wide doorways, aisles, adequate lightning, acoustics, enough space, stairways and platforms should be addressed in university classrooms to improve accessibility to all students. To support the inaccessible of the physical environment, Case 5 noted;

The infrastructure is a serious one, there are no ramps from students who use crutches and wheelchairs and that some rooms are upstairs and are difficult to access. In the library, the book shelves are upstairs and if one is using a wheelchair it is a mammoth task. There are no ramps, the doors for the lecture rooms or hostels are not automatic for those without hands and would have to ask for assistance from other students. In the sports fields, it is not conducive for students with disabilities because no one considered that we could be having such students in the institutions. Because of financial barriers, it is difficult to adjust and due to attitudes, it is not a priority considering other developments being made in the college (<Files\\interviews\\Case 5 Lecturer>).

The views brought the issue of attitude towards addressing inclusive issues considering that resources were available to do other construction works, yet the same resources were said to be unavailable

when there was need to construct ramps and other services. The sentiments of Case 5 were buttressed by Case 10 who said that;

The entrance to the library has a ramp but as you approach the second door, the doorway is narrow. Even if they were allowed into the library, the shelves with books are up there and those with wheelchairs may not be able to access the books (Files\\interviews\\Case 10 lecture>).

Therefore, the environment was partially accessible but less friendly. Such sentiments were buttressed by one participant administrator who noted;

Generally, most of our places are very passable except for the skyscrapers, we don't have lifts neither do we have any forms of ramps around. Our library is very accommodative; we have ramps around the library and some of the lecture rooms. These structures were constructed when such a concept (inclusive education) was not as common as it is now and we hope to have infrastructure that is user-friendly to everyone (<Files\\interviews\\Case 3 college leader>).

It should be noted that as an administrator one could explain that the physical environment was accessible to SWD. Such positive comments could be made to protect their institutions yet it might not be the reality. The observations made by the researcher are noted below;

There is shortage of space. Environment is not very conducive with two storey buildings. Hostel rooms start from first floor. No shades on passageways for protection against harsh weather. Most offices were not accessible by students with mobility problems. Stairs and upstairs buildings (<Files\\observations made\\college A observations>).

If there are two-storey buildings in teachers' colleges, they may hinder accessibility by SWD if there are no ramps or elevators. More observations were made from College C;

Ramps are built in most offices, admin block, and library. Shades are built in most passageways. One toilet seat for the SWDs. Hostel rooms start from ground floor. Most offices are accessible by students with mobility problems (<Files\\observations made\\college C observation>).

Shaded structures around passageways enhance inclusivity by providing a comfortable environment that accommodates students

who may move at varying speeds due to disabilities. These shaded areas ensure that all students can navigate safely and comfortably without feeling pressured to keep up. From College B, the researcher observed that;

Ramps are built in most places offices, administration block, and library.
Hostel rooms start from ground floor. Library is accessible and book shelves (<Files\\observations made\\college B observation).

It was observed that the libraries of college A & B had book shelves upstairs where there were no ramps or lifts and were not accessible by those students with mobility difficulties. The college infrastructure was constructed long back before the concept of inclusive education was topical. Hence, there was still a lot to be done to make the infrastructure accessible. The researcher further observed one toilet for males and female in two colleges (College B & C). In the other college, the toilets were the same for all students. Although there were improvements in the infrastructure, there was a need for more adjustments especially the building of ramps for wheelchair accessibility (Case 24). Such findings appear to complement those by Chiparaushe *et al.* (2013) certain key facilities, such as lecture rooms, toilets, and the offices of the Principal and Vice Principal, were not accessible to students with physical disabilities. This lack of accessibility presents significant barriers to the full participation and inclusion of these students in educational institutions.

Nonetheless, one participant referred to the social environment and said;

By bringing in staff with special needs background, we are trying to create a friendly environment for students (Files\\interviews\\Case 17 manager>).

Having qualified personnel in teachers' colleges could be a step towards creating a student- friendly environment. This is so because people in the environment are important in developing a conducive

social environment that is important for implementing inclusive education in teachers' colleges. The Social Model of Disability, the Ecological Model by Bronfenbrenner and the Social Learning Theory advocate that the environment should be conducive so that it allows for SWDs to participate effectively. The social model further explains that it is the environment that is not accessible that disables a person and not his or deficiencies (Oliver, 1996). Therefore, both the physical environment and social environment matter in inclusive education.

When asked whether teachers' colleges had adequate resources to cater for SWD in their colleges, all participants noted that there was a lack of resources. This was corroborated by the fact that there were no resource centres in all the three colleges. Participants (Cases 3, 5, 10 and 22) noted that they are in the process of establishing resource units where special services for SWD would be rendered. There were no assistive devices in the colleges and students brought their own devices and resources and worked with what they had. It was noted that there were no books in the library that could be used by students with low vision, braille books or facilities (Case 1).

... For the partially sighted (mild visual impairment), the lecture room are not suitable, the need for shatter glasses, limited light, there are no wide door for student with wheel chairs. In the library, those with partial visual need special computers. There are no computers and we don't have software for those living with disabilities such as the talking software and computers. The entire computers are for students without disability (Files\\interviews\\Case 7 LWD>).

From the observations made, it was noted that;

Computers had general software that were not specific for students with disabilities. Library book shelves on the first floor and have standard print... doorways are standard size...no assistive devices... only one wheelchair...no resource room, no shatter glasses in lecture rooms (<Files\\observations made\\college A observations>).

These excerpts showed that resources for meeting the needs of SWDs were scarce in the teachers' colleges. Despite the lack of resources, there were some plans to establish a resource centre in the three colleges. On plans to purchase assistive devices and resources, the following participants had this to say;

I once attended a meeting where the people from another institution came to show case their devices. But so far they haven't purchased any devices that are used by people with disabilities, for example. There are no assistive devices for people who are deaf... (Files\\interviews\\Case 7 LWD>).

... I am a member of the library committee and we sat down last year (2017) and we visited other libraries at University of Zimbabwe and Harare Polytechnic and we are yet to visit Unite College of Education and Leonard Cheshire so that we see how they setup the resources centres. We have people coming to educate us on what resources the SWD may need and the support they need in their learning (Files\\interviews\\Case 5 Lecturer>).

The views of the participants implied that strides were being taken by college administrators in trying to acquire assistive devices though there were still challenges. One key informant (Case 11) noted that there were no extra resources offered to them as they were treated like any other students. If there was a need, they catered for themselves. Other services offered in the colleges were the clinic. However, the participants at one college noted the clinic was there, but might not be well resourced. The participants also noted that certain specialised drugs were not available. Also, the college nurses have certain levels of prescribing drugs and thereafter could refer to other hospitals. There were also medical services that were a facility that was designed for all students to have medical aid. The researcher could testify (from the observations made) that all the colleges had clinics that were staffed with qualified nurses though they were limited on the treatment and care they could offer. The clinics were meant to cater for emergency cases and other minor illness.

Furthermore, the participants (Cases 12, 13 and 14) noted that there were counsellors in the college who offered counselling services who are part of the lecturing staff. These were the sentiments of one participant;

All lecturers in the Health and Life Skills section offer counselling services. We also have counselling as part of our curriculum and it is from these counselling services that other students started to appreciate students with varied abilities. Even a person could benefit from counselling services (informal counselling) offered in lecture rooms without necessarily going to counselling rooms (<Files\\interviews\\Case 14 SWD>).

The counselling services were important to SWDs to help them cope with the new college environment. However, when probed as to whether or not there was a counselling room, it was revealed that the counsellors used their offices as counselling rooms. Absence of counselling rooms may affect effective counselling services that might be offered to all students including those with disabilities.

When asked on the support services they were offered in teachers' colleges, Case 6 bluntly stated that;

I don't know and I could work without. I only know that if I want something or I am down with something, I could go to someone and if it is social, especially for counselling services (<Files \\interviews \\ Case 6 SWD>).

Another key informant noted that no services were being offered and relied on friends. Similarly, another key informant (Case 20) propounded that there were no Jaws and NVDA's software and as an SRC member, he had downloaded some for others. It was noted that other students with visual impairment had their software that they got from Dorothy Duncan (an organisation that cater for the needs of the people with visual impairment). Nevertheless, one participant (Case 21) noted;

Because they are helping each other, the administration tends to be reluctant and feel it is happening... as long as they are being assisted (Files\\interviews\\case 21 manager>).

The idea raised by Case 18 was to overcome the shortage of financial resources that teachers' colleges face in trying to purchase the assistive devices for SWD. It was noted that the teachers' college administrators were supportive in providing the capital. When probed further on the viability of the project, the participant (Case, 18) noted that the project was not sustained due to commitments in teaching practice by students. Although the project was not sustainable, it was a good idea in reducing poverty among students with disabilities. From the researchers' perspective, this was seen as a step toward building entrepreneurial skills among students with disabilities (SWDs) and reducing the dependency often associated with people with disabilities. However, it was established that there were no clear support services for People with disabilities in teachers' colleges. Thus, seemingly supporting the conclusions made by Phiri (2013) that inclusive education in higher education institutions in Zimbabwe was not supported by adequate services. However, there is a contrary finding by Kougias *et al.* (2016) who found out that in Greece more People with disabilities were being enrolled in higher education where there were adequate support services and new teaching approaches. What makes Kougias *et al.* (2016) contradict the current findings seemed to be the differences in the development level of the countries that accounts for their capability in providing services to People with disabilities.

Inclusive education policy is an important element in implementing effective inclusive practices. Inclusive education includes various charters such as the Dakar Framework of Action (2000) and Salamanca Statement and Framework for Action on Special Needs Education (1994) that came up with a good idea to include everyone and to reduce stigmatisation. However, Case 19 (lecturer) wondered what the nation was doing in line with such international policies and frameworks and said;

We have international policies but what are we doing as a nation? (Files\\interviews\\case 19 lecturer>).

Participants agreed that there might be no guiding policy from the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development (MHTEISTD). They bemoaned the lack of policy that should guide and direct their activities and conduct. One participant echoed;

Policy is not pronounced loudly on IE and it appears as something that is remote or removed from the Education system. It should be enforced in all sectors and all stakeholders (<Files\\interviews\\Case 22 lecturer>).

The participant established that the issue of the policy was now in progress by the MHTEISTD and was expected to be in use soon. It was noted that some organisations were working with the MHTEISTD and the teachers' college principals to come up with a clear policy that would guide the implementation of inclusive education in teachers' colleges.

The guiding policy is not yet out but I understand that the Ministry and the principals have sat and are trying to come up with a draft that is still to go through the process (policy making process) so that it becomes something that is useable in our tertiary institutions (Files\\interviews\\Case3 college leader>).

One participant who was involved in the draft policy making noted;

We have written a policy through the Ministry (MHTEISTD) where all institutions are expected to have inclusive education as a subject in their curriculum. After the policy has been talked about, we went on to write a module on how institutions could implement inclusive education. We are still working on something although it takes time for people to understand.

...it (inclusive education policy)is in progress and by end of year it will be through and come January 2019, it will be implemented (<Files\\interviews\\Case 4 college leader>).

Just recently our ministry is working with some organisation to come up with a policy (<Files\\interviews\\case 16 manager>).

The views of Cases 3, 4 and 16 shows that strides are being taken to ensure that there was an inclusive education policy in teachers' colleges in Zimbabwe.

However, one participant noted;

Absence of a policy makes it difficult. There is a draft policy in the Ministry that failed to take off because of changes of personnel (in the MHTEISTD) (Files\\interviews\\case 18 lecturer>).

The fact that the policy failed to take off was as good as saying there was no policy. Nevertheless, some participants noted that they came up with their inclusive education policies in principle that guided them on how to accommodate SWD. Case 21 highlighted;

No specific policy even on enrolment. Generally, we (as a college) have embraced inclusive education in terms of a proportion for them (SWD) (Files\\interviews\\case 21 manager>).

The administrator established that despite lack of a national or ministerial policy, the college had a working policy that gave SWD a proportion in enrolment. However, after probed further, Case 21 was not sure of the proportion (in terms of percentage) that implied that it might not have been documented. The issue of inclusive education policy was further propounded by Case 17,

As a college we have our guiding principles and rules but we are riding on the ministry policy to say we have to be inclusive. Even the university that is the owner of the syllabus and quality control we use that and as guiding line we ride on that (<Files\\interviews\\Case 17 manager>).

As an administrator, it is a responsibility to implement ministerial policies whether written or not. The ministry enforces certain policies that are not formally documented.

Therefore, despite the supposed absence of a specific ministerial inclusive education policy, teachers' colleges have to be seen to be doing something in terms of implementing inclusive education.

Inclusive education is one of MHTEISTD's principles that urged teachers' colleges to be inclusive.

One college leader explained;

We are in the process of crafting a policy on inclusivity in the college. There is a draft and you get that on from (lecture name supplied). We are in the process of improving something as a college. The Ministry (MHTEISTD) has no policy but is in the process of drafting one. Just recently our ministry is working with some organisation to come up with a policy (<Files\\interviews\\case 16 manager).

The excerpt showed that College B had done something in terms of inclusive education despite lack of guiding policy. When probed on where they were deriving that policy, the participant stated that they were drafting on something workable as guided by international statutes. However, there was no such document in place in that college and the lecturer who was said to be knowledgeable about that policy professed ignorance of such college policy.

Like Case 16, Case 10 claimed;

We have a college based policy in principle that has a bias towards SWD. We have 10% quota system that the college has agreed to. At every enrolment we are allowed to enrol 10% (Files\\interviews\\case 10 lecturer>).

The claims to have an inclusive education policy in College C by Case 10 could have been something to brag about yet there was no evidence to substantiate this. From the document analysis made, there were no such policies in written form in all the three colleges. There could be some agreements made that, unfortunately, were not yet documented. Therefore, this made it difficult to comprehend.

Nonetheless, the idea of doing something on inclusive education was emphasised by case 15 who propounded;

Now that we have it as a concept, the onus is on us to implement it the way

we should rather than crying foul on the issue of policy when we ourselves are not doing anything. We could do something with what we have. We have P36 circular on assessment and placement of students. By placing we are not implementing inclusive education we are being selective of where we could take the child to (<Files\\interviews\\Case 15 manager>).

From the sentiments, it showed that there could be no inclusive education policy and colleges were seen to be doing something since inclusive education had become imperative to implement. There are international guidelines and provisions and other national guidelines such as the Zimbabwe National Constitution (2013) and Circular P36 that guide educational provisions of persons with disabilities that teachers' colleges could make use of. However, these legal provisions and guidelines could be manipulated and may result in lack of uniformity in teachers' colleges. Hence, there was a need for a ministerial policy. In line with Bronfenbrenner's Ecological Theory, policies form part of the macro-systems that affect the implementation of inclusive education on a broader context.

One other participant (Case 18) noted that the college mission statement talks of inclusivity that becomes a base for inclusive practices in the college. They (College B) have responded positively to the principle of inclusivity. However, the researcher noted that inclusivity is not in the mission statement of College B from that Case 18 was from but comes up in the college values. One of the college values is "*tolerance*" that may mean the need to tolerate diversity among other things that are relevant to the concept of inclusivity. Other values noted are "*inclusivity*" as clearly stated in College C, and "*Diversity of thinking and Equality*" stated in College A. These might be related to inclusive education. Therefore, there was a need to revise the mission statements so that they were specific on inclusivity. Nevertheless, the mission statement for College A is inclusive of all student teachers. It reads;

To afford every student teacher on teaching practice an opportunity for a face to face interaction with supervisors at the service delivery point (Document review).

The term "*every student-teacher*" was all-encompassing, hence, included those with disabilities. However, the statement is not specific to how to

include students with special needs.

It is important to note that Zimbabwe does not have a specific inclusive education policy. Instead, the country relies on international frameworks, national acts, and laws that are related to inclusivity. The absence of a policy makes it difficult to coordinate, to monitor and evaluate inclusive education practices in teachers' colleges. In the views of Chataika (2007), lack of a guiding policy and clear structure of what is to be done, by who, when and how makes it difficult to be accountable in implementing inclusive education. Availability of a policy could compel teachers' colleges to be inclusive and to be accountable. Thus, without such a policy, no one becomes accountable. The policy would ensure that there is uniformity in teachers' colleges with regards to implementing inclusive education though differences may exist in terms of culture and environment of teachers' colleges. WHO and World Bank (2011) reiterate that countries must have legal coverage and clear policies among other provisions to have effective inclusive education systems. From the participants' and key informants' views, it is noted that there are variations in terms of how inclusive education is handled in teachers' colleges due to lack of clear guiding principles.

Having covered inclusive practices, it is also imperative to examine the perceptions of key informants and participants towards inclusive education in teachers' colleges.

Participants' perceptions towards inclusive education in teachers' colleges in Zimbabwe

This section focuses on the perceptions of participants and key informants towards inclusive education. The theme was derived from the second research question that is:

- How do teachers' college administrators, lecturers and students perceive inclusive education?

On their perceptions of inclusive education, participants were positive and supported inclusive education in teachers' colleges.

Yes, inclusive education is a very noble idea. We have significant number of students with exceptionalities and cannot expect the few teachers from UCE to run all the schools. It is better that we have it (inclusive education) and not only have it but have it on a larger scale than this one (<Files\\interviews\\Case 15 manager>).

One teacher- training college in Zimbabwe had been training special needs teachers from the establishment and as such the need to broaden inclusive education by having it in other colleges. After all, inclusive education does not need to be secluded to an institution but everyone must come on board. The lecturers supported inclusive education though they indicated that they might be lacking in terms of skills and knowledge. As such, they seemed to be negative yet with relevant skills and knowledge they might be fully equipped and be effective. Hick et al. (2018) established that teacher educators were supportive of inclusive education but highlighted their lack of confidence and expertise in implementing inclusive education in teacher education programmes.

Case 5 supported inclusive education by saying that:

I think it is a critical issue especially in education when we consider that it is a human right issue. Everyone should have his or her right respected, as a result IE include various charters such as Dakar Framework and Salamanca Statement, came up with a good idea to include everyone and to reduce stigmatisation. Stigmatising leads to marginalisation and when you marginalise anyone, you are not respecting or recognising their rights... They have a right to education and to learn in a conducive environment just like everyone (<Files\\interviews\\case 5 Lecturer>).

The participant took a human rights position to support inclusive education as supported by frameworks and guidelines informing inclusive education. Inclusive education was emphasised by the participant (Case 5) as a positive step towards reducing stigma and

discrimination. Furthermore, Case 4 had this to say:

It is very important because as we are saying, we are in Zimbabwe, some people who are not able to know what is happening, will stay indoors. If we don't reach out there they don't reach to us. We want to teach the community so that we raise an awareness campaign in institutions, from primary, secondary and higher and tertiary levels... some schools shun teachers with disabilities. I think the Ministry of Primary and Secondary Education (MOPSE) should look at that one and think about how qualified teachers with disabilities could be deployed. We are looking at inclusive education from Early Childhood Development (ECD) level to the work place level (<Files\\interviews\\Case 4 college leader>).

The participant brought the issue of how society accommodates qualified teachers with disabilities. The participant pointed out that inclusive education should start from lower levels of education right through to the workplace. Having inclusive education introduced from ECD level up to the workplace might help in reducing stigma and discrimination. Such strides might result in an inclusive society where every individual is not looked down upon or segregated. Also, Case 10 buttressed the lack of acceptance by the community by saying;

Even if we are to train them here, the environment outside the college in the school is not accessible, it is not disability friendly. It is left upon the government to come up and support them. There are still challenges in the communities that are going even after training. We had a challenge with a student with dwarfism, who has since graduated. She was deployed into a grade two class in some district in Harare. On the first day the students walked out of class and when the parents learnt about it they came and withdrew their children. We went there and talked to the administration and the School Development Council and other teachers. It was after our intervention that they accepted the new teacher. The attitudes were negative and members of the community were not willing to accept her (Files\\interviews\\Case 10 lecturer>).

From the excerpt, society tended to stigmatise and discriminate such teachers with disabilities, yet such teachers would be supposed to act as role models in the community. This was in line with the observations made by Kougias (2016) that in Greece, there was lack of institutional

support for People with disabilities and their transition into the development of the country after they graduate at higher education. Hence support for students with disabilities should continue even after graduating and in the workplace.

One other participant perceived inclusive education to empower People with disabilities. The participant pronounced;

As a lecturer with a disability, I feel if you are included in the MHTEISTD, you become recognised. Inclusive education means all people being included in the education system and helping people to realise their talents whether or not they are living with disabilities. Inclusive education is a better tool for the improvement of human life (<Files\\interviews\\case 7 LWD>).

The sentiments implied that inclusive education is an important element in improving the lives of individuals with disabilities. As a human right issue, inclusive education improves the lives of everyone especially People with disabilities and helps to reduce stigma and discrimination (OECD, 2017). This was supported by Case 10;

We need to have inclusive education so that all pre-service teachers get doses of IE so that when we chain them out, when they go out into the schools, they have the skills to address various challenges. It is my desire that even in university curriculum for educators, they should have doses of IE (<Files\\interviews\\case 10 lecturer>).

The sentiments show that teachers could not manage inclusive classes if they have not been adequately prepared in an inclusive setting. Furthermore, Case 14 had this to say;

It is a good idea because it reduces the perception out there that people with varied abilities are limited in a way. I am in the SRC. We should not look at the physical composite of the people but at what they could offer. Here they are trying to be inclusive in many programmes in the college (<Files\\interviews\\Case 14 SWD>).

In addition, another key informant confessed that;

The major benefit is that they have a self-esteem to go there and teach children. Being called sir or madam whilst you have a disability counts

(<Files\\interviews\\Case 2 SWD>).

It could be noted that inclusive education is very relevant to our society. Another participant (Case 13) had the following perceptions;

It is very important not to the college students only but as teachers going out there, at a school you may see SWD, as a teacher you should know about inclusive education so that you educate learners and others in the school to accommodate disabilities (<Files\\interviews\\Case 13 SWnD>).

The views of the participant show that inclusivity is not only beneficial to the educational fraternity, but also the society at large. If teachers can manage inclusive classes in schools after being exposed to inclusive practices at teachers' colleges, then the society benefits.

Inclusive education boosts self-esteem and confidence of People with disabilities. Furthermore, it was seen as a stepping stone in removing perceptions that People with disabilities were not able to do some things as indicated by Case 14. Yet given the opportunity, People with disabilities could achieve a lot and even do more than those without disabilities. It was further noted that inclusive education was practical and effective with the right manpower and attitude and resources.

Some key informants (Cases 20, 23 and 24) explained that they are human and should be treated equally.

We are human and should be treated equally in all areas including education. Therefore, inclusive education is quite relevant (Files\\interviews\\CASE 20.SWDdoc>)

Inclusive education is important because you feel being part and parcel of the society. You feel you are like other students (<Files\\interviews\\case 23 SWD>).

We are equal and should be given equal opportunities (<Files\\interviews\\Case 24 SWD>).

Inclusive education is important because it makes one feel part and parcel of the group and society at large. It makes one feel like other students, equally in all areas including education. According to UN (2006), one of the principles of inclusive education is equality of opportunity. Being given equal opportunities as derived from inclusive education is an important aspect in the treatment of human beings. One of the informants (Case 6, Case 2) noted that they took pride when they did all assignments as expected and even performed better than others without disabilities.

One informant (Case 2) further noted that they benefited from other students without disabilities as they share notes.

It is a good idea because in our country every person wants to make a living. If education caters for those without disability only, those with disability will continue to suffer. I benefit from others without disability, we share notes. I can even do better than them. When we write assignments, I find others without disability getting failing marks (rewrite) and I perform better than them (<Files\\interviews\\Case 2 SWD>).

The participant made reference to the ability by students with disabilities to make a living because of inclusive education. The views corroborated the findings by Ebersold (2017) cited in European Agency (2017) that inclusive education enhances opportunities for employment among people with disabilities. The key informant (Case 2) explained that if education caters only for those without disabilities, those with disabilities might continue to suffer. Thus, the key informant viewed inclusive education as a good idea to economically empower people with disabilities. This resonates with the observations by Chataika (2010) that education is the primary vehicle that empowers a nation and an indispensable means of realising other human rights. Therefore, by implementing inclusive education in teachers' colleges, the lives of students with disabilities were being improved.

Further, participants (Case 1 and 21) professed;

Inclusive education is the way to go.... It helps them to live in harmony with all members of the society. When SWD learn together with those who do not have disabilities, their development improves. They help each other and learn from each other (<Files\\interviews\\Case 1>).

Inclusive education means having everybody in and as they are in, they assist each other. Other students help to push wheelchairs, clothing and to get them to the toilet (Files\\interviews\\case 21 manager>).

When students learn from each other and help each other, it improves their performance and their tolerance towards diversity. The Social Learning Theory emphasises the aspect of reciprocal causality where individuals learn from each other and the people from the environment (Woolfolk, 2013). Thus, in teachers' colleges, inclusive education could become effective when students with or without disabilities learn from each other. It was explained that by learning in an inclusive setting, students learn to tolerate each other (Case 11). Those without disabilities learn to tolerate disability while those with disabilities learn to cohabit with others.

I like being in college with others without disabilities. I learn from them and they learn from me. Some students are coming to me to learn Sign Language and I am happy to teach them (<Files\\interviews\\Case 8 SWD>).

IE is a very good idea. It boosts the self-esteem of SWD. We also learn from them. There are things that we appreciate from our colleagues with disabilities. It gives us an understanding of the diversity that we have as people and this will help us to manage inclusive classes when we go out there (<Files\\interviews\\Case 25 SWnD>).

The foregoing sentiments showed that students assist each other while in inclusive settings. This reinforced the reciprocity causality in learning as indicated by the social learning theory that students learn from each other (Woolfolk, 2013). In inclusive education, students with and without disabilities interact and are given opportunities to demonstrate their competencies.

Some participants perceived inclusive education as enabling every member to feel comfortable and to be part of the society.

It is very important not to the college students only but as teachers going out there, at a school you may see students with disabilities. As a teacher you should know about Inclusive education so that you educate learners and other in the school to accommodate disabilities
<Files\\interviews\\Case13 SWnD>

It is a good idea because it reduces the perception out there that people with varied abilities are limited in a way. I am in the SRC. We should not look at the physical composite of the people but on what they can offer. Here they are trying to be in as much programs in the college
(<Files\\interviews\\Case 14 SWD>).

The sentiments showed that the focus should not be on disability but on the strengths of the individual. The participants implied that students with disabilities should be accommodated in whatever is happening. They should not be discriminated against because of a challenge one could be having. Inclusive education was important and as a human right issue it is helpful in developing our society (UNESCO, 2009; UN, 2006).

Despite lecturer participants being positive about inclusive education in teachers' colleges, some administrators noted that lecturers had negative perceptions. This was derived from the views of one participant who said;

It is actually a problem; the way lecturers view IE. Some lecturers complain about having such students in college. The complaint was more on the unpreparedness of the institution to cater for students with disabilities. They think that it is not a good move to recruit such students when some of us are not prepared. Yet the honour is on them to be capacitated to handle such learners (<Files\\interviews\\Case 16 manager>).

The lecturers might be having a negative perception due to lack of skills to manage such students in colleges and therefore may be reluctant to have such students in colleges. In addition, the negative

attitudes of lecturers might have contributed to their reluctance to have such students in colleges. It could be noted that the lecturers who were positive about inclusive education were the few who were skilled and were trained in Inclusive Education and Special Education. As has been established by Ngwenya and Chabwera (2016), while some lecturers have embraced inclusive education as a noble practice in Zimbabwe; others are still negative about it. Complementing these negative perceptions by the lecturers, were the observations made by the researcher that some lecturers seemed not to notice the presence of SWD during lectures. In addition, the mission statement of College A as noted above and the values of all the three colleges demonstrated some positive perceptions and will to embrace SWDs. It was also found out that lecturers' perceptions and attitudes were influenced by the support they got from the principals. The findings corroborate conclusions by Walker (2012) that teachers' attitudes towards inclusive education in Chicago improved positively when they were supported by their principals. Therefore, the lecturers needed adequate support from the managers to have positive perceptions and work towards effective implementation of inclusive education in teachers' colleges.

The researcher probed whether or not lecturers were comfortable with all types and classes of disabilities in their classes. Some participants (Case 5, 18, 19) indicated that they were comfortable with mild cases where the student is independent and easy to manage. They showed that they were not comfortable with severe and profound cases as they were not fully equipped with skills to manage such students. The lecturers' perceptions appeared to concur with the findings by Yeo *et al.* (2014) that educators felt that mild cases of disabilities could be included and not severe and profound cases. They were hesitant that such students might present challenges in the lecture rooms and demand more time and attention that they

might not have.

However, another lecturer noted that college leaders/administrators had negative perceptions towards inclusive education. One lecturer participant unearthed;

They (Principals) see inclusive education as a waste of resources. If you talk of enrolling the students with disabilities, they pretend to show that they are concerned. They don't want to include such students. It is all because they don't understand the element of inclusivity (<Files\\interviews\\Case 1>).

The lecturer could interpret the principals' perceptions from their attitudes when they fail to provide necessary resources to effectively accommodate students with disabilities. Contrary to perceptions by Case 1, another participant (Case 7) showed that principals are beginning to see that inclusion is the order of the day such that their attitudes tend to be positive toward SWDs. This could be attributed to various workshops they attended and the involvement in the inclusive education policy making process as indicated by (Case 3 and Case 4). Also in line with the changes, such as that of inclusive education, in the education system, the principals tended to develop positive perceptions. Accordingly, the chronosystem as explained by Bronfenbrenner refers to the time frame that affects interactions of systems, (Swart & Pettipher, 2005). As such, the changes in the education system because of the urge to adopt inclusive education could have influenced the perceptions of the principals. As a ministerial requirement to implement inclusive education in teachers' colleges, college leaders could have been left with no option than to be positive in line with chronological developments.

Having looked at the perceptions of participants towards inclusive education, it was imperative to focus on the challenges hindering effective implementation of inclusive education in teachers' colleges.

This section seeks to answer research question number 3 that is;

- How do challenges with respect to the implementation of inclusive education manifest themselves in teachers' colleges?

The findings revealed several challenges in the implementation of inclusive education in teachers' colleges of Zimbabwe. These were discussed under the following: absence of inclusive education policy, shortage of resources, lack of funding, lack of skilled personnel, attitudes of college personnel, inaccessible environment, rigid curriculum, work overload by lecturers, stigma and discrimination and lack of information by students with disabilities.

One of the challenges that was noted was the absence of Inclusive education policy as noted by Case 1 and Case 19;

No clear policy on what is to be done (<Files\\interviews\\case 19lecturer>).

Currently, there is no policy in Teachers' College (<Files\\interviews\\case1>).

Absence of a policy makes it difficult (Files\\interviews\\case 18 lecturer>).

From the foregoing excerpts, it was noted that there seemed to be no clear inclusive education policy on what is to be done in teachers' colleges. This might affect the implementation of inclusive education in teachers' colleges as colleges lack cohesion. Asian Development Bank (ADB) (2010) had established that there were no clear policies and systems in Asia that ensure that vulnerable groups such as People with disabilities are admitted and managed in colleges. However, there are other provisions and guidelines on including students with disabilities such as the Secretary's Circular No. 2 of 2000 and Director's Circular No. 24 of 2001, but they seemed not to be specific on inclusive education. Without a guiding inclusive education policy, there is a lack of uniformity of the roles and functions of personnel in teachers' colleges. Hence, this might negatively impact the

proper implementation and management of inclusive education in teachers' colleges.

However, contrary to the views of Case 18 that absence of a policy makes the implementation of inclusive education difficult, Lopez-Gavira *et al.* (2016) propounded that regulations and statements are not adequate to ensure quality education and meet the rights of the students with disabilities. Inclusive education is not only about access to education by students with disabilities but also about adequate support while there are in such institutions. Thus, policies and regulations should be available and adequate support to students with disabilities in teachers' colleges in Zimbabwe.

Lack of funding was identified as another challenge that was encountered in inclusive education implementation in teachers' colleges. Participants had this to say;

Lack of funding to purchase assistive devices and other equipment...
Government should avail funds to colleges or to individuals for their support at colleges (<Files\\interviews\\case 10 lecture>).

Major one (barrier) is to do with funding. Because of the economic environment in the country, there are no funds to buy necessary resources. I haven't seen any institution that set aside funds for IE.
(<Files\\interviews\\case 5 Lecturer>).

The sentiments by Case 5 show that there was no financial support that teachers' colleges were getting from the government through the MHTESTD. After probing Case 5, the researcher established that there was no clear budget on inclusive education yet the implementation of inclusive education has cost implications. Such funding could be used to assist teachers' colleges where they fail to acquire necessary materials and equipment to support students with disabilities.

Lack of funding also affected students with disabilities in teachers'

colleges. Key informants (Cases 11, 14 and 20) noted that some people were coming from challenging backgrounds. As such, some people wanted to come to college but, could not afford because they did not have funds. As echoed below;

My friends and I pay for our own tuition. It is difficult for us. If the economy is difficult for those who could run around, how about us who have challenges (Files\\interviews\\Case 14 SWD>).

There are no adequate resources, we provide for our resources just like any other student, like paying for our own fees (<Files\\interviews\\Case 11 SWD>).

The foregoing views implied that there were financial challenges that affected everyone but students with disabilities were the most affected due to their conditions. One key informant propounded that many students with disabilities came from disadvantaged families and therefore were likely to lack a lot of resources. Echoing these sentiments was Case 20 who explained;

Most People with disabilities portray they are coming from poor backgrounds...2014 and 2015- we applied for cadetship that was never realised. Most sponsor had withdrawn after hearing of the cadetship so most of us had not paid fees (<Files\\interviews\\Case 20.SWDdoc>).

The sentiments showed that People with disabilities face challenges in securing funding for their tuition fees that might deter many of them from attending colleges. As a result, it might be difficult to enrol them in numbers in teachers' colleges that might ultimately affect the effectiveness of inclusive education. Inclusive education is not effective if there are no students with disabilities in teachers' colleges. Disability is closely linked with poverty and therefore most of SWDs might fail to raise their tuition fees. Palmer (2011) cites Elwan (1999) noted the interconnectedness of poverty and disability whereby one causes the other and could be an effect of the other. On the issue of poverty, one participant posited;

In most African countries the problem is funding because most people live in poverty. To get money to buy a wheelchair is difficult considering there won't be any food on the table (<Files\\interviews\\Case 5 Lecturer>).

From what the participant said, the level of poverty might lead to the deprivation of necessary services such as education to be able to provide for food. In such a scenario, paying fees would be out of reach for people in such a predicament. According to Zaidi and Burchardt (2005), 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. Thus, most People with disabilities lacked financial resources to make them proceed to teachers' colleges that continued to undermine their representation in teachers' colleges.

Linked to a lack of funding was a shortage of resources as one of the challenges that institutions encounter. It was revealed that colleges were affected by lack of resources. Participants (Cases 1, 3, 4, 5, 10, 15, 16, 17 and 25) noted that there were no adequate resources to cater for the needs of SWDs. As noted, there were no resource centres that further explained the lack of resources. One participant noted;

There are no adequate resources. We provide for our resources just like any other student, like paying for our own fees, nothing is provided by the college for special services. For our medical expense we pay for medical services as part of the fees structure and through amenities where we pay for clinic services (<Files\\interviews\\Case 11 SWD>).

The key informants (Case 6, 20) noted that the resources that they needed were not available. They explained that they had specific devices that were peculiar to their disabilities and these were not available. As such, they provided for themselves or they managed without these important resources. However, the researcher saw one wheelchair in the college clinics that was not adequate. This supports

the findings of Reupert *et al.* (2010), OECD (2011), Nketsia (2016) and Ngwenya (2016) that there was a shortage of resources to effectively implement inclusive education in various institutions. This was evidenced by the failure to establish resource centres by the three colleges.

Another challenge was that of services such as printing and photocopying that the students with disabilities complained that they were not at College C (Case 14). Student teachers had to go out of the teachers' college campuses yet some of them had mobility challenges. Furthermore, one key informant (Case 6) noted that the computers in the library were not user-friendly and the seating position while using the computer or while reading affects them. Case 6 clearly stated;

In the library ... eyes get sore and end up being painful while working on the computer. I am blessed because I could use my laptop and could sit properly but some people have visual challenges and spend the whole day not seated properly and trying to see on the computers. Furthermore, there is need for some relevant software (<Files\\interviews\\Case 6 SWD>).

The sitting position derived from the set-up of computers would affect those with visual impairments and back deformities and would not be comfortable. Observations made showed that there were computers in the library and computer laboratories and the furniture catered for the needs of the general students and were not specific for those with special needs. They were not disability friendly. There were no special chairs and the computers did not have screen guards to protect eyes from the screen light. The key informant noted that she was fortunate that she could sit properly and had her laptop, but other students with disabilities had challenges. This implied that there was no proper furniture to make all students comfortable and relevant technology to suit all students.

Nonetheless, one participant noted;

I haven't heard about a college with sufficient resources (Case 7).

This implies that resources were always scarce and the college leaders must put an effort to make them available. It was noted that financial barriers made it difficult to adjust the infrastructure in colleges as noted by some participants (Cases 4, 16, and 17). Provision of adequate resources was a challenge because some of them were very expensive that colleges could not afford. Importing software like Jaws was out of reach for the colleges since the foreign currency was needed for the importation. It was noted by a participant who asserted:

Most institutions preferred students to buy themselves. Some gadgets are personal like spectacles for VI and hearing aid for HI and they buy themselves. If the college buys them who will take them coz they are personalised. It depends on the condition of the student. Others resources like software and interactive boards could be bought in the institutions but, because they are very expensive, you find that in one or two colleges there is one or two of these (<Files\\interviews\\Case 5 Lecturer>).

To support this, one participant (Case 4) explained;

Some of the equipment is very expensive and from my research we have limited companies that sell some resources and as such they are expensive because they don't have competition (in the market) (<Files\\interviews\\case 4 college leader>).

The excerpt shows that colleges cannot afford to purchase assistive devices from their budgets and that affected the implementation of inclusive education in teachers' colleges. The researcher observed that there were no assistive devices and special equipment for SWD in the three teachers' colleges. Another participant added;

.... there are certain impairments that are so severe that the machinery, apparatus and materials to be used may be very specific and difficult for schools and colleges to provide. They have become so expensive and at the same time the material only applies to only one student. It is expensive to buy equipment to be used by only one or two students and thereafter, it may become redundant (Files\\interviews\\Case 17 manager>).

The foregoing views implied that it is a waste of resources to purchase expensive equipment that might be used by a few people and might be unused until a student with the same condition enrolls. The excerpt implied negative attitudes towards disabilities might be the contributing factor in failing to purchase relevant equipment and assistive devices for SWD. Ngwenya and Chabwera (2016) found out that polytechnic colleges in Zimbabwe may go without SWDs and would find it as a waste of resources to adapt the environment that does not have SWDs. However, it should be noted that what is good for People with disabilities is good for everyone. Shaw (2009) noted that changes that benefit students with disabilities are beneficial to all students. This might mean that all students benefit from the changes that would have been made to accommodate students with disabilities. As a result, a conducive environment would exist in educational institutions for all students with or without disabilities.

However, one participant explained;

Some gadgets are personalised like spectacles for those with visual impairment and hearing aids for those with hearing impairment and they buy themselves. If the college buys them who will take them since they are personalised? It depends on the condition of the student (<Files\\interviews\\Case 5 Lecturer).

The foregoing views showed that personalised gadget cannot be shared by students. This was because of the type and class of disability that the student had. Students with disabilities have individual needs that require individual assistive devices.

With regards to human resources, participants established that there was a shortage of lecturers in teachers' colleges. One participant propounded that;

Another challenge is on number; student- lecture ratio is overwhelming considering that there is marking to do, planning for the lecture, teaching practice, and having time to sit down with a student with

disabilities who may need more time with you. It becomes difficult (<Files\\interviews\\case5 Lecturer>).

Having large lecturer-student ratio was an indicator of a shortage of lecturers. Shortage of lecturers could affect the implementation of inclusive education because it was the lecturers who are key implementers of inclusive education. The researcher observed that there were no adequate lecturers when mass lectures were conducted with many students in lecture theatres or halls. This concurs with the findings by Meng *et al.* (2012) who noted that there was a shortage of quantity and quality of teachers in China despite the training of teachers for inclusive education. Such shortages impacted on the workload of lecturers and their motivation and how they discharge their duties. Once lecturers are not motivated, they may fail to adequately meet the needs of students with disabilities and that would ultimately affect the implementation of inclusive education in teachers' colleges. Valliant (2011) argues that the lack of motivation among teachers who were poorly paid affected the implementation of inclusive education in Latin America. The foregoing results might lead one to support Siddiqui (2016) that there was a lack of preparation by the government to implement inclusive education in India. The lack of preparation in implementing inclusive education could be in terms of resources such as human, financial, material and facilities may be detrimental to the effectiveness of inclusive education in teachers' colleges. It might seem as if the idea of inclusive education was just thrown to colleges without adequate preparation.

The participants (Cases 3, 5, 15, 16, 17, 18 and 19) noted that educators (lecturers) did not have skills to handle such learners (SWDs) in the college. They were not empowered and equipped to handle severe cases of disabilities. One participant stated;

Most of our lectures' background has a separation on those that are disabled and those that are not. In as much as they may want to

embrace inclusivity, they lack skills. For many of us, it is the case of how to handle that variation because we didn't have that background (Files\interviews\Case 17 manager>).

The views of the participant implied that the background of the training that the lecturers got as teachers during their time did not include inclusive education and special education. Thus, they tended to view the education of people with disabilities as separate from that of other people without disabilities. Hick *et al.* (2018) revealed 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.

Inclusive education as a new phenomenon requires the lecturers to be staff developed. Also, another participant revealed:

We are dealing with a community that is coming up with new understanding. In terms of training, we haven't done much... Most programmes tend to fail because not everybody understands what is to be done. We have a challenge in trying to incorporate everyone on what is supposed to be done. At times, we find that we only have 10 % of the staff that seem to be accommodating these individuals with challenges, while others are saying, no we are not specialised to handle this extra task and yet we are saying society is very inclusive in nature (Files\interviews\Case 3 college leader>).

The foregoing sentiments showed that most of the lecturers were not equipped with skills and knowledge to handle students with disabilities. Therefore, most of the students were left alone to handle most of the work with very little assistance. Another participant (Case 5) revealed that most of the lecturers were not equipped to handle inclusivity. There were only a few members who were concerned about students with disabilities because they had done special education and had some knowledge of inclusive education. Otherwise, the rest of the staff was not well versed with handling students with disabilities. The sustained use of the traditional lecturing

and assessment methods was evidence of the lecturers' inability to recognise the needs of students with "varied abilities". Inclusive education could not be effective if lecturers failed to recognise diversity among students and give individual attention. This brought up a major gap in implementing inclusive education in teachers' colleges since lecturers were major stakeholders in the implementation of inclusive education. Participants noted that there had been workshops to equip lecturers with skills and knowledge about inclusive education, but they were not adequate. As stated;

It has been a long time since the college has carried out capacity-building to equip lecturers – only two workshops (on inclusive education) have been carried out. It is not enough. The speed is slower than what is supposed to be done (<Files\\interviews\\Case 19 lecturer>).

The views of the participants implied that teachers' colleges were not doing much to equip lecturers with skills and knowledge about inclusive education. Having a few workshops may mean that teachers' colleges were focusing on producing competent inclusive teachers but were not prepared to invest much on the lecturers who train the teachers. The views of the participants appeared to be in line with the revelations by Forlin (2013) who said that in Australia, there was little emphasis on preparing teacher educators (lecturers) who should be adequately equipped to train student teachers in an inclusive setting.

In terms of workshops, another challenge was identified by one participant;

Some go for workshops and they do not give feedback from the workshops. Usually, it is the people who do not have passion for inclusive education who go yet they don't bring any positive feedback. They go to workshops for money not for passion (<Files\\interviews\\Case 19 lecturer>).

The participant referred to the practice by teachers' college administrators of sending some people who might not be interested in

inclusive education and might not be involved but would attend the workshops for monetary gains. As a result, such people may not bring feedback from the workshop that is helpful to inclusive practices in colleges. These results were supported by another participant (Case 20) who noted that there were conflicts in the college when they requested to have lecturers who understood students with disabilities to be included in their programmes and educational trips. The authorities would not allow that and this ended up with some staff members who are included yet they did not understand and care for students with disabilities. The issue was about benefits for being included and not to render help to the students with disabilities. Those lecturers who often attend workshops would feel that it was their duty yet they were not passionate about disability.

Central to inclusive education is the issue of attitudes and these presented a gap in the implementation of inclusive education in teachers' colleges. One participant (Case 5) noted the lack of support from the college managers that negatively affected the effective implementation of inclusive education in teachers' colleges. This is especially so where resources are needed and are not availed.

...Because of financial barriers, it is difficult to adjust and due to attitudes, it is not a priority to college leaders considering other developments being made in the college (<Files\\interviews\\case 5 Lecturer).

The sentiments showed that due to negative attitudes, renovations on the infrastructure are not a priority considering that other developments are being made in the college. Negative attitudes led to inadequate provisions of resources to adapt to the environment. Central to the implementation of inclusive education are positive attitudes by stakeholders (UNESCO, 2003).

Another important challenge in the implementation of inclusive education in teachers' colleges in Zimbabwe is the attitudes of the lecturers. There is a significant relationship between teachers' attitudes

and their commitment to work (Wanderi, 2015). It was revealed that the attitudes by lecturing and non-lecturing staff toward inclusive education were negative. Some did not accept having students with disabilities in the teachers' colleges (Case10).

The attitudes of all personnel in the college are negative. They do not understand the concept of inclusive education....They say that they are not trained to handle such student with disabilities. In one college in Mutare, where they attempted to secure some resources for students with disabilities, the problem is with the lectures that are not able to use the technology. They are not moving with the pace of technological advancement lecturers are not able to use the technology and yet we are saying in the 21st Century, technology is moving fast and if you are not able to move fast you are not relevant. Such technology becomes white elephant. Here, we have an interactive white board and only few lectures use it and more students, only lecturers from the ICT department use the board (<Files\\interviews\\Case 5 Lecturer).

This brought up the issue of technology literacy and the ability to handle students with diverse needs. Failure to embrace technology might make the lecturers irrelevant in terms of assisting students with diverse needs. The new technology is vital in accommodating students with diverse needs. Hence, negative attitudes are shown when lecturers lack interest in adapting to new technology that would enable them to address the needs of all students. As such, the attitudes and willingness of academic staff to adapt their curriculum to the needs of students and to implement changes are crucial in including students with disabilities (Moriña *et al.*, 2015).

Another participant commented on negative attitudes by saying:

Attitudes of lecturers... have negative attitudes towards disabilities. They see a student on a wheel chair inquiring about enrolment, they turn them away and refer them to Daniko where there are PEOPLE WITH DISABILITIES, we don't want them to be alone in such places but should come here where we mix and mingle with them. Some lecturers could even highlight that they will give us problems. As a lecturer who is interested

in paralympics, one year I failed to attend games in Bulawayo when the organisers said that these people (those with disabilities) will give us problem in ferrying them from one place to another. They don't understand that if a person is partially visual impaired it doesn't mean that they cannot walk. That attitude shows that people don't understand the plight of PEOPLE WITH DISABILITIES (<Files\\interviews\\Case 7 LWD>).

One issue that came up was that some negative attitudes were a result of lack of knowledge by the lecturers that might change once lecturers are knowledgeable and skilled. Despite the lack of knowledge that might influence the attitudes, some people are just negative. As noted by one participant:

.... we cannot rule out the question of attitudes because people have their feelings and perceptions due to various pressures that is normal (Files\\interviews\\Case 17 manager>).

Such negativity might be attributed to societal and cultural values that an individual had been exposed to in terms of disabilities. However, some participants showed that they were very positive about inclusive education and they were committed to working with vulnerable groups such as those with disabilities.

In as much as there were various perceptions and attitudes from participants, inclusive education demands positive attitudes from key stakeholders to be effective in teachers' colleges.

With regards to the physical environment, participants and key informants established that the environment was not accessible and user friendly to SWDs. One key informant explained;

In terms of physical set-up, a person using a wheelchair for example, might want to use the library, that person cannot go to the library, the same applies to hostels, they are also not accessible because there are stairs and no ramps. College authorities should look into the infrastructure (<Files\\interviews\\Case 2 SWD>).

The excerpt reveals mobility challenges to students with physical disabilities. In relation to the inaccessible physical environment, Case 1 revealed:

No facilities for those with disabilities to move freely in terms of classrooms, library, lecture room and also no restrooms for people with disabilities (<Files\\interviews\\case 1>)

The informant had leg deformities and felt that the environment could not be easily accessible by those using wheelchairs considering the challenges he was facing with leg deformities. The physical environment presented the inadequacies of the infrastructure in terms of effective inclusive education. Ngwenya and Chabwera (2016) had revealed that the infrastructure in colleges does not support students with special needs. To show how serious the issue of environment is, the participant (Case 17) explained that sometimes they failed to enrol some students because they could not accommodate due to lack of facilities and resources relevant to their needs. Morgado (2016) had revealed that in Spain learning facilities like lecture rooms, projectors and chalkboards might not be accessible to students with special needs. In agreement, Siddiqui (2016) established that there was poor infrastructure (buildings, classrooms, toilets, playgrounds, library facilities) in most Indian schools and that affected the implementation of inclusive education

Besides the physical environment, the social environment was also a cause for concern in implementing inclusive education. It was revealed that the social environment was still hostile to students with disabilities. The college social environment was also likely to prevent SWDs from disclosing their disability for fear of being stigmatised and discriminated. This revelation resonates well with the findings made by Morina (2017) that some students who had invisible disabilities did not want to disclose them except to those who were close to them or when they wanted assistance. Usually, they were high chances that students with disabilities felt embarrassed when they were asked to bring records to prove their disability. Even after students with

disabilities graduated from teachers' colleges, the environment outside the college remains a challenge in terms of accommodating teachers with disabilities (Case 10). These revelations were tallying with the Social model of disability (Oliver, 1986), Social Learning Theory (Bandura, 1986) and Bronfenbrenner's Ecological Theory (Bronfenbrenner, 1993) that content that relationships with the people in the immediate environment were important in implementing inclusive education. Thus, relationships with those in the environment influenced the learning and development of students with disabilities.

However, from the interactions that the researcher had with participants, it was noted that participants (college leaders and other students) were welcoming to students with disabilities and willing to accept them despite their various conditions. Case 23 (SWD) highlighted;

When I came (to college) the principal and the dean of students asked me of my special needs (<Files\\interviews\\case 23 SWD>).

The gesture offered by the Principal and Dean of students showed how the administrators had accepted diversity and were willing to assist the student. The informant's case was exceptional in that the impairment was visible but there could be challenges when the disability is not visible, like partial visual impairment or partial hearing impairment.

Another challenge is the rigid curriculum that is not flexible and inclusive. Some participants highlighted the lack of inclusivity by a rigid curriculum that colleges have to implement.

Curriculum is not really inclusive (<Files\\interviews\\case 19 lecturer>).

Curriculum is the same for all students. Same expectations (for all students) from the curriculum. Curriculum is rigid (<Files\\interviews\\case 1>).

The inflexible curriculum posed a threat to the inclusivity of teachers' colleges. The sentiments support revelations by Zwane (2016) that failure by the curriculum to be flexible and inclusive might not meet

the needs of the students with diverse needs. Not all people are the same and that should be considered in the curriculum. The researcher observed that teachers' colleges had many programmes and activities that took up most of the time. As a result, there might be less time to attend to students with disabilities.

Participants revealed that work-related issues of lecturers presented a gap that affected the implementation of inclusive education in teachers' colleges. They established that lecturers were overwhelmed with their duties of marking, lecturing supervision of curriculum depth studies and research among other duties. Lecturers managed large classes of students and this affected their effectiveness with students with disabilities. One participant propounded:

Another challenge is on student- lecture ratio that is overwhelming considering that there is marking to do, planning for the lecture, teaching practice, and having time to sit down with a SWD who may need more time with you. It becomes difficult. Time factor is a challenge (<Files\\interviews\\case 5 Lecturer>).

The participant showed that there was limited time to attend to the needs of individuals with diverse needs. Lecturers were overloaded with various tasks as their work demands. As such, they failed to have adequate time to cater for those with diverse needs. This finding concurs with Mandina (2012) who posited that those large classes among other factors are a challenge in effective implementation of inclusive education. The researcher observed mass lectures and noted that lecturers could not notice individual differences among students unless the case has been presented earlier on.

Linked to the curriculum is the structure of the Ministry (MHTEISTD) that one participant (Case 18 and 19) noted as hierarchical.

Another challenge is the hierarchical structure of our institution and ministry. The structure is top down and does not consult the implementers on what should be done (<Files\\case 19 lecturer>).

Despite its' effectiveness, the hierarchical structure may present challenges in implementing inclusive education. This could be because of the top-down approach to the implementation of IE that might limit creativity among lecturers. Also, it appeared as if the lecturers were not educated on what is to be done in inclusive education. These sentiments were in line with the findings in South Africa by Donohue & Bornman (2014) that the top-down approach presents a challenge to inclusive education. Thus, educational personnel might not know what really should be done in the implementation process.

Stigma and discrimination were identified as some of the challenges faced by students with disabilities. It was noted that there was stigma and discrimination among students.

Discrimination from various groups in the college, some are discriminatory, and others are not... here it's a big institution, some people do not hide their feelings, they do not act out but show you that they don't want you. So you are forced to stay alone.... sometimes you are left out by some other students especially in group work.... Other lectures can call other students and leave me (<Files\\interviews\\Case 6 SWD>).

The foregoing excerpt showed that students with disabilities were stigmatised by other students and by lecturers. The stigma was evident when other students did not include the key informant in some class activities. The case at hand was a student with a disability who felt there was some segregation due to the condition. The results are in tandem with the revelations by Ajisuksmo (2017) that in Indonesia some lecturers did not want to teach students with disabilities and that some students without disabilities showed gestures that they did not want to communicate with students with disabilities. Ramakuela and Maluleke (2011) found out that students with disabilities felt rejected by other students without disabilities, staff and the institution. Issues to do with disability have been perceived negatively by the society hence, the prevalence of stigma and discrimination. When probed on how the key informant had addressed this challenge, the response was;

Generally, you know the people you want to associate with; it's almost 3 years now. You know those who want to and those who don't want to associate with you. At times we get into situations that are difficult (Files\interviews\Case 6 SWD>).

The participant showed that they have learned to adapt to the stigma and discrimination by relating to those students who showed positive attitudes. However, from the views of the key informant, it can be deduced that students with disabilities could stigmatise themselves as well. Just the thought of being different from others might make one to stigmatise oneself thinking that others would be stigmatising them.

Going further on stigma and discrimination, one participant explained:

It is a challenge when some do not want to disclose their impairments and as a result the administration may treat them as other general students that results in many challenges. For those who disclose, the college is trying to accommodate them. They call them and say if you have any problem come and be assisted. They cannot be helped because they have not requested for such help (Files\interviews\Case 13 SWnD>).

From the participant's view students with disabilities might fail to come and disclose their disabilities due to fear of stigma and discrimination. Therefore, it was difficult for college personnel to give them the necessary support if they did not come up and identify themselves. As a result, the college could not be blamed for failing to meet the needs of students with disabilities if they are not aware of their presence. Thus, there might not be any stigma or discrimination from the administrators who might not be aware of the presence of SWD in the colleges. Ngwenya (2016) had revealed that college administrators do not seem to discriminate People with disabilities. Similarly, another participant added:

Those students with disabilities also need to be very confident, some of them shun from communicating in class and to communicate with lecturers to show their problems. They just stay away... they discriminate themselves. There is need to make them confident and feel part of the community and part of the institution. Much as we might want to help,

some might be reluctant to adjust. They should be able to do whatever they want to do and we give them the chance (Files\interviews\case 4 college leader>).

SWDs were encouraged to be confident and identify themselves so that they were given relevant assistance where possible. Usually, SWDs did not want to identify themselves because they were afraid of being discriminated by lecturers and by the other students. Liasidou (2014) established that some students do not want to disclose their disabilities and thereby forfeit their support entitlements. Non-disclosure has been attributed to stigmatisation associated with disabilities (Habib *et al.*, 2012 in Majoko, 2018). Some were afraid of being withdrawn from the college so they tried to work within their limits so that they were not identified. This could be due to lack of knowledge and societal influence and how people with disabilities were treated in the community. From another perspective, the excerpt shows some negative attitudes by the administrator participant who sounded radical. Such an attitude might fuel discrimination of students with disabilities. The participants show that students with disabilities should make their way and fit in the system of the college.

Nonetheless, the background of the SWDs determined their conduct and how they interacted and it was important to understand them from such perspectives. A key informant revealed:

I started college at 34 and now I am 38. This was because I had low self-esteem. I lacked information. The family would not release us and overprotected us... (Case 20).

Some students do not know the benefits of disclosing their disabilities. Their behaviour could have been influenced by the way they were brought up, the parenting styles and the surrounding they grew up in. Such issues are also derived from how the microsystem of the Ecological Model influence the development of individuals especially those with disabilities (Bronfenbrenner, 1994). What happens at home

directly affects the individual at school/Teachers' College (Berk, 2001). Therefore, as indicated by Case 20, how an individual was brought up determines the interactions at college.

Another challenge revealed by key informants was lack of information about inclusion and disability rights by People with disabilities. A key informant (Case 20) noted that People with disabilities lack information on how to access services. The participant confessed;

I only got to know about social welfare after the first part of my course. I later on realised that some institutions like University of Zimbabwe and National Rehabilitation Centre offered free tuition for courses to People with disabilities (Case 20).

However, it was also revealed by the same key informant (Case 20) that some SWDs were aware of their rights and would want them to be met at all cost.

There are two types of students at college – students with disabilities who are from general schools...I was introduced to rights issues at college. The other group are those from special schools who have been exposed to rights issues... were very combative and want things to go their way. Some would create more rules on top of other rules. They have to do things their way and being protected by the human rights. As a result, some would have more advantages.... (<Files\\interviews\\CASE 20.SWDdoc>).

The excerpt showed that the ability to complain of mistreatment and to defend oneself depended on the background of the student and the knowledge they had about how they should be treated. If one is not knowledgeable one might remain quiet and be afraid of the unknown. If one is knowledgeable, one could complain and have his or her protection rights awarded. SWDs would not participate effectively if they were not empowered. To show how the participant lacked information about inclusive education, the same participant confessed that he had never heard about inclusive education while he was in primary and secondary schools (Case 20). As a contemporary issue,

inclusive education might not have been talked about during the time the informant was in primary school. However, there were other provisions on special education that could have enlightened the students with disabilities about their rights and provisions.

Further, it was noted by one key informant that there was a barrier in communication. The key informant noted;

My major challenge is communication with other lecturers and other students. Announcements are said and I rely on my friend to tell me (<Files\\interviews\\case 8 SWD).

The key informant had a hearing impairment and the foregoing sentiments showed that students with hearing impairment were mostly affected due to language barrier. Students with hearing impairments could move around the college without much difficulty, but failing to communicate with colleagues and lecturers was a major challenge in teaching and learning. In most cases, few people could use Sign Language that posed a communication gap. Having hearing impairment on its own makes one lack a lot of information that could be acquired through various channels of formal and informal communication.

Adding to these challenges was the lack of a link person for SWDs in colleges. It was worth noting that key informants had no clear link person who understood them. Despite having students' representative in the SRC, the lack of a patron was a challenge to SWDs. In the words of one of the key informants;

We don't have a "Patron" for People with disabilities - the Dean is overwhelmed with large numbers of students and should have patrons such as male and female lecturers who would take care of us. These should not be appointed by the Principal alone but should be appointed with consultation with People with disabilities (<Files\\interviews\\CASE 20.SWD doc).

The idea was that of having skilled personnel who were accommodative in terms of disabilities. Such an individual could assist

in meeting the special needs of various students with varied abilities. Teachers' colleges had the Dean of students who seemed to be overwhelmed with large numbers of students to be catered for. This showed that the Dean of students might not adequately respond to the needs of students with disabilities in colleges considering the numbers he or she had to cater for. Case 25 supported that the College Dean of students was overwhelmed by the number of students they attended to and could not adequately respond to the needs of students with disabilities. Case 20 suggested that the patron could be a lecturer or manager whom the students with disabilities felt might be chosen from among staff members who understood them better.

Having discussed the various challenges in implementing inclusive education, it was necessary also to consider strategies to enhance inclusivity in teachers' colleges.

In this section, the author focuses on the strategies that can be employed to enhance inclusivity practices in the teachers' colleges as guided by the key informants and participants. This section was guided by a theme that was derived from the fourth research question that reads:

- How best could teachers' colleges implement inclusive education in Zimbabwe?

The study revealed various strategies to enhance inclusivity of teachers' colleges in Zimbabwe from the key informants and the participants. Various strategies were grouped into sub themes namely resources and support services, training of personnel, enrolment, awareness campaigns, conducive environment, attitudes, and policy issues.

Provision of adequate resources and services was identified as an

important strategy for enhancing inclusivity in teachers' colleges in Zimbabwe. It was revealed that there should be the availability of adequate resources and other support services in teachers' colleges. This would enhance the implementation of inclusive education. Resources such as computers, relevant software, furniture (chairs and desks), adequate books in various prints and assistive devices should be available, (Cases 14, 20 and 25). This corroborates the views of Kaplan & Lewis (2013), Ncube & Tshabalala (2014), Siddiqui (2016) and Morina *et al.* (2017) that resources should be availed so that inclusive education is effective. On the library books, this was highlighted:

The library should be equipped, the books are few and people scramble for the few available ones. The first ones to get the books are those without varied abilities and those with varied abilities are disadvantaged (<Files\\interviews\\Case 14 SWD>).

Students with disabilities were at a disadvantage especially if they had mobility challenges and if resources were scarce. They might not be able to scramble for books and other resources in the library as revealed by Case 14. The library system should be designed to be inclusive and accessible to all students, including those with disabilities. Other participants added;

There should be equipment for the library and books that are inclusive to cater for students with varied disability (<Files\\interviews\\case 1>).

There should be more resources in terms of computers and necessary software and large printed books (<Files\\interviews\\case 25 SWnD>).

The participant showed that books of various print sizes should be availed for students with visual impairment. In addition to adequate books and resources in the library, another participant suggested;

There is need to improve the library resources, it should be inclusive. The print should be clear for all students. There is need to use of software to

convert text to voice or vice versa (<Files\\interviews\\case 19 lecturer>).

The relevant software is important especially for students with visual impairment who might not be able to see clearly. Also, there should be relevant software to convert text to voice or vice versa that are suitable for students with various disabilities (Case 19). It was further suggested that there was a need to have a few computers in the computer laboratory that would be loaded with relevant software and would be reserved for SWDs (Cases 20 and 23). This could save the cost of installing software on every computer since the software was expensive. To buttress the point on expensive software, one participant had this to say:

Government should assist in the provision of adequate resources because some of them are very expensive that colleges cannot afford...Importing things like Jaws Software is out of reach, the machines to be used you need to get some from outside the country with foreign currency (Files\\interviews\\Case 16 manager>).

The participant showed that government funding would assist in acquiring some resources and software that would lead to the successful implementation of inclusive education in teachers' colleges. The government through the MHTEISTD could avail resources to support inclusive education in teachers' colleges. According to Bronfenbrenner' Ecological system, Government is part of the macrosystem (Bronfenbrenner, 1994). Therefore, the support of the Government through the MHTEISTD has a great influence on the implementation of inclusive education in teachers' colleges. The Government could avail funds through a budget and support inclusive programmes. One college administrator emphasised;

If we are talking of students who are blind and those with hearing impairments, there are certain gadgets that could assist such students and we need such gadgets brought into the college so that maybe with the help of such technology, people could actually use such equipment so that it is easy to deal with such students (Files\\interviews\\Case 3 college leader>).

The foregoing sentiments were strongly supported by another administrator who had this to say;

As a ministry and as a college we must get out of our way to invest in inclusive education ...Invest by acquiring resources that facilitate the learning of students with varied abilities at all levels. If it means we need special classrooms, equipment let it be there... If we need wheelchairs in the college, let them be available. Let there be a facility that allows students to access those facilities so that learning will not be inhibited by such factors, we might have equipment that facilitate the learning. Every student despite the varied abilities has access to education material in their own way (<Files\\interviews\\Case 17 manager>).

From these perspectives, acquiring resources for inclusive education was seen as an investment. One thing about investment was that it should bring about positive returns. Thus, inclusive education should bring positive results if there were adequate inputs in terms of resources. The sentiments by Case 17 showed that the education system should assist the students with disabilities to get the best out of available resources. The teachers' colleges should assist students with disabilities to get access to good quality education. The social model of disability explained that the environment has to change to suit the needs of the People with disabilities so that it does not disable them (Oliver, 1986). Once there were adequate resources, students with disabilities would not have adverse limitations and this may enhance effective implementation of inclusive education.

Involvement of stakeholders was identified as one of the strategies to enhance inclusivity in teachers' colleges in Zimbabwe. One key informant posited;

There could be organisations to help with tuition and other services (<Files\\interviews\\Case 14 SWD>).

Because of financial challenges, it may be a good idea to approach some organisations and NGOs for assistance and even invite them to come to the college and spent some time with the students so that they can source some funds (<Files\\interviews\\case 5 Lecturer>).

Stakeholders could provide funding that was a major challenge in the implementation of inclusive education. Provision of adequate funding was necessary to achieve effective implementation of inclusive education in teachers' colleges. Another participant revealed;

Some students receive assistance for their tuition from Plan International and Campaign for Female Education (CAMFED) (<Files \ \interviews \ \case 10 lecture>).

Organisations such as Plan International can fund the students from primary school level up to any level. Thus, teachers' colleges could partner with such organisations to fund all SWDs at the college level. The coming in of the government and other NGOs appeared to concur with the Ecological Model where such actors form part of the mesosystem and have an impact on the implementation of inclusive education in teachers' colleges (Bronfenbrenner, 1994). Funding was also vital to assist SWDs with tuition fees and other expenses they incurred at college as noted;

If the government can bring back grants to assist us (<Files \ \interviews \ \Case 14 SWD>).

The Government of Zimbabwe used to offer grants to students in higher and tertiary institutions that catered for tuition fees and other services. Such grants were like loans where students had to repay after graduating when they got employed. Another participant had this to say:

The government should provide funding ... most of the infrastructure in institutions are not user-friendly to learners with disabilities so there is need to rebuild the infrastructure to adapt it and suit the needs of all students regardless of their disability. What is good for students with disabilities is good for everyone. Everyone benefits from interventions made for People with disabilities. For example, lifts and automatic transmission cars are also friendly to all the people (Files \ \interviews \ \Case 10 lecturer>).

The foregoing excerpt showed that changes made in college are not

only benefiting SWDs but everyone. As such it was a worthy investment.

In addition to funding, stakeholders could be involved in providing expertise on how to handle various cases of varied abilities. A college manager explained that:

... I think there is need for organisations that deal with children with special needs, disabled and other challenges to actually partner the tertiary institutions so that they bring first-hand information. It is one thing to deal with a disabled person from a tertiary institution like this one that has no link with the disabled. When we have people, who were dealing with such children from infancy up to the level when they are supposed to be at tertiary institutions, if we have such a partnership, we could have a commonfront on assisting such students. If we look at Emerald Hill, they want their children to come to this college, but we don't know how to deal with them in terms of understanding this type of environment where they are not just by themselves. So, when they come into the institution, they are likely to get a mismatch in terms of whatever they are doing. If we should have several contacts with them even before they get enrolled, that would make the institution do things that are expected by such institution. We expect such organisations to come out and have some interaction with institutions like this one. Also, to send some graduates to their institutions could be necessitated by such partnership. With partnership, we are likely to understand their needs. We are likely to benefit from the interaction with such organisations (<Files\\interviews\\Case 3 college leader>).

The participant implied that partnerships with organisations that work with people with disabilities were important to inform teachers' colleges on how to manage students with disabilities. They could assist in providing a smooth transition of SWDs from secondary school to tertiary institutions. This corroborates the revelations by OECD (2011) that there should be policies and statutes that ensure a good transition from secondary to tertiary education sectors throughout employment. Having such partnerships would ensure that colleges were able to understand the needs of such students from personnel who would have spent some time with them in primary and

secondary schools. Furthermore, it was noted that parents and guardians of students with disabilities were important stakeholders in the implementation of inclusive education in teachers' colleges. Other key informants highlighted;

A sense of appreciation is needed to be instilled in all stake holders for them to understand inclusive education (<Files\\interviews\\Case 24 SWD>).

In agreement with Case 24, Case 20 posited;

There should be a seminar to include guardians and parents. Inclusive education should include our spouses, parents and guardians and include former students with disabilities to help new students (<Files\\interviews\\CASE 20.SWDdoc>)

Despite being adults, the key informant implied that there were influences from the parents or guardians of students with disabilities since most of them were sponsored by their parents or guardians. Parents and guardians should be able to understand the inclusive practices at colleges and assist where they should assist. The family forms the microsystem in Bronfenbrenner's Ecological Model (Bronfenbrenner, 1994). Thus, the family was important in the development and growth of people with disabilities. The foregoing excerpt showed that even former students with disabilities were also important in orientating new students. This could be done by having teachers' colleges keep a register of all graduate students and their contact details and continue to relate with them so that they could guide and support new students with disabilities in teachers' colleges.

The idea of involving various stakeholders was supported by Case 22 who clearly expressed;

Understanding of inclusive education should be spread from education planners, politicians, church leaders, students, teacher educators and the community. See that there is unity in dealing with inclusive education... Community involvement is important and it is from the community that

they (People with disabilities) are accepted or rejected and it should be involved (<Files\\interviews\\case 22 lecturer).

The idea of involving education planners, politicians, church leaders and other stakeholders as noted by Case 22 supported the multi-disciplinary approach. As such, this finding is in line with the conclusions made in Australia by Singh and Sharma (2016) that there was a need for teacher educators, teachers, parents and all stakeholders to implement inclusive education. Thus, all key stakeholders should be knowledgeable and be involved in the implementation of inclusive education in teachers' colleges. The researcher observed that the involvement of stakeholders was at a minimum level in teachers' colleges. This might be attributed to the fact that teachers' colleges deal with adults who might be empowered to have their links. Hence, this became a cause for concern in the implementation of inclusive education.

Furthermore, it was revealed that partnerships could be achieved by relating with otherteachers' colleges as suggested;

There must be interaction in colleges to share ideas on disability issues (<Files\\interviews\\Case 24 SWD>).

The preceding views suggest that interaction amongst teachers' colleges enables them to implement and manage inclusive education effectively. Such an interaction was meant to improve performance. As it was, each college was working on its own without much care about what the other college was doing. Therefore, partnerships are important among teachers' colleges that fall under the same ministry (MHTEISTD). The Ecological Theory emphasised the importance of relationships and partnerships of those who were in the surroundings of the persons with disability. Also, the Social Learning Theory emphasises observational learning where students could learn by observing others (Miller, 2011). As such, teachers' colleges could observe what other colleges were doing and learn from them.

Students with disabilities were key stakeholders in the implementation of inclusive education in teachers' colleges. As a strategy for inclusivity, it was suggested that there was a need to involve them as key stakeholders. One way to involve them was to have a representative of SWDs in the SRC.

I think we should have a SWD representative in the SRC to represent the needs of such students (<Files\\interviews\\case 25 SWnD>).

It was discovered that one of the three teachers' colleges (College A) did not have a representative of SWDs in the SRC (Case 25). Having a representative in the SRC was identified as one way of involving students with disabilities in college programmes so that they are not left out. For the other teachers' colleges, they noted that students with disabilities are represented in SRC, but there is need for improvement. Case 18 from College B posited;

Students with disabilities are represented in SRC. There is need for improvement ... only those with albinism (are in the SRC) who usually manage in such situations. There is need to be empowered to represent them. They (SWD) are being elected as agents for other candidates yet they could contest as candidates themselves (<Files\\interviews\\case 18 lecturer>).

The participant showed that there was a need to vary the student representations across the various disabilities. The representatives in the SRC were usually those with albinism who showed that they could adapt much better than those with other disabilities. Furthermore, the sentiments implied that students with disabilities were not empowered adequately to stand for leadership posts, hence should be empowered to realise that they could be leaders like other students. This corroborates with Hlatywayo and Muranda (2014) who also established that equal participation has remained a dream for people with disabilities in Zimbabwe.

Another way to involve students with disabilities was by consulting

them. This could be done through interviews as suggested by one key informant;

We might want to have interviews with SWDs at college level, giving them platforms to air out their views because one may not be able to visit the administration... just hesitating to visit the admin. Such interviews (interface) could be done time and again so that we move on the same level (<Files\\interviews\\Case 13 SWnD).

The participant's views implied that interviews could help students with disabilities who are reserved or those who are afraid to approach authorities when they needed help. Some SWD might be afraid of stigma and discrimination or might stigmatise themselves. Nonetheless, some participants and key informants showed that the opinions and views of those with disabilities were central in implementing inclusive education in teachers' colleges as they are the recipients of inclusive practices.

For teachers' colleges to be more inclusive, enrolment was highlighted as one of an important aspect to be considered. Key informants (Cases 2, 11, 23 and 24) highlighted that there was a need for teachers' colleges to enrol more People with disabilities to train as teachers. This would impact positively when society has more qualified teachers with disabilities. This might change the perceptions of society towards People with disabilities. They (Case 11, 18 and 24) suggested that teachers' colleges should be specific in their advertisements and encourage People with disabilities to apply. As emphasised below:

Publish an advertisement with special reference to encourage students with disabilities (<Files\\interviews\\case 18 lecturer>).

Teachers' colleges need to advertise their institutions to ensure more students with disabilities in the college. Teachers' colleges should implement a quota system for disabled students when enrolling (Files\\interviews\\Case24 SWD).

For me, I thought teaching that we saw while growing up, needed someone

who jumps with the children, run with the children and be involved in all sort of sports such as netball. They need to be encouraged and be assured that they could do it as well (<Files\\interviews\\Case 11 SWD>).

The excerpt implied that if the college advertisement was not specific to encouraging People with disabilities, they might not apply thinking that they were not accepted. The quota system in enrolling would enable the considerable representation of students with disabilities in teachers' colleges. The quota system is in line with the WHO and World Bank (2011) statistics that 15% of every population have a disability. As such, 15% of student enrolment at a teachers' college should have a disability. This was consolidated by a participant who propounded that;

Enrolment procedures should include us (lecturers in inclusive education) so that we identify people with disabilities and get them enrolled automatically. SWDs should be enrolled automatically to increase their numbers (Files\\interviews\\Case 1>).

The views suggest that the selection committees in teachers' colleges should include a skilled lecturer in inclusive education. Such a lecturer might be biased towards ensuring that those with disabilities who qualify are given a chance to enrol. The researcher probed how students with disabilities could be enrolled automatically. The participant showed that students with disabilities were not supposed to undergo through the interview process that might discriminate and disadvantage them in the selection process. This tended to concur with the perceptions of Case 22;

If students with PI come for interviews they are given high preferences and include them <Files\\interviews\\case 22 lecturer>).

The sentiment implied that preference would be given to students with disabilities who meet the entry qualifications required by teachers' colleges. The European Agency (2015) recommended that clear enrollment procedures be established to facilitate the admission of

more students with disabilities, enabling them to serve as role models. These role models would, in turn, influence others in the community, regardless of whether they have disabilities. Despite its potentially segregatory nature, affirmative action through automatic entry should be adopted to increase the enrollment of students with disabilities (SWDs) in teacher colleges. This approach would help ensure greater representation and provide more opportunities for SWDs to pursue higher education in teaching.

The study found out that training of personnel was central to enhancing inclusivity in teachers' colleges. The administrators, lecturers and non-lecturing staff needed relevant training on inclusive education. One administrator asserted;

Inclusive education is an issue that needs to be debated at all levels to ensure that everyone in the education system is inclusive. There is a tendency to neglect. If we are not made aware, people have a tendency of sitting back like it will sort itself. We will face the situation as it comes; that is not right. We should prepare ourselves as we meet such people in life. We meet different students who come in anytime and people should be able to handle such students (<Files\\interviews\\Case 16 manager>).

Teachers' colleges seemed to have enrolled students with disabilities while they were not prepared and wanted to face the situation as it arose. Such a contingent approach to inclusive education might present challenges. Thus, it is important to ensure that the teachers' colleges in Zimbabwe are well prepared in terms of skills before enrolling students with disabilities. In the words of one lecturer:

I think teachers' colleges should first of all make sure that they are well prepared to deal with students with disabilities for them to be able to enrol those students with disabilities. They should be equipped with relevant skills to deal with such students. We should have staff development programmes time after time since knowledge is always changing we need to be equipped with new knowledge on issues of inclusivity that are coming up so that we are able to keep up with the trends that are taking place(<Files\\interviews\\case 7 LWD>).

The participant noted that knowledge is dynamic and keeps changing such that college personnel should keep abreast with the changes. Workshops and staff development programmes were identified as useful in preparing personnel on the implementation of inclusive education. Zwane (2016) established 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. Chabwera and Ngwenya (2016) also established that lecturers at Bulawayo Polytechnic College in Zimbabwe did undergo staff development or in-service training to manage inclusive classes. Thus, staff development and workshops were necessary to equip lecturers on the implementation of inclusive education in teachers' colleges in Zimbabwe.

It was revealed that such workshops and in-service training for staff members should be done regularly so that everyone understands what should be done in terms of inclusive education. It should not be a once-off thing like it used to be but should be periodically done (Cases 5 and 24). Case 24 stated;

... Awareness workshops need to be done regularly to educate all staff members for them to understand disability
(<Files\\interviews\\Case 24 SWD).

Sensitisation workshops were necessary with those who are concerned including the principals so that they understand inclusive education. This resonates with what one administrator (Case 16) propounded that the training should be broad and meaningful for lecturers so that they can deal with students with disabilities in various platforms. This suggested that the training could not be merely making lecturers aware, but making them knowledgeable about inclusive education. Hick *et al.* (2018) suggested that teacher educators be exposed to more training and professional development on inclusive education and to collaborate with those with expertise on inclusive education.

When probed further on how the training could be done, Case 3 suggested;

There could be many programs whereby people could be given scenarios that they should try and imitate. It could be a film or a seminar or a forum where people are actually bringing in the best results of what some have done in terms of implementing inclusive education (Files\\interviews\\Case 3 college leader).

Such practical training might assist the lectures as implementers of inclusive education in teachers' colleges to be more effective. When probed on what skills the lecturers should be equipped with, it was revealed that lecturers should be equipped with skills for Braille and Sign Language that would equip them to help students with visual and hearing impairment (Case 1,3 & 7). They should possess ICT skills to enable them to use computers and software related to various impairments. It was further noted that lecturers needed to have a deeper understanding of various disabilities to be able to determine how best to include each disability case in teachers' colleges. USAID (2010) advocated pre-service training and on-going in-service professional development for all personnel who are relevant in inclusive education to enhance their competencies.

The sentiments by Case 7 were supported by Case 8, an SWD, who put it this way:

I wish Sign Language could be taught to many students and lecturers so that I could communicate with them effectively (<Files\\interviews\\case 8 SWD>).

Case 8 had a hearing impairment and the communication barrier was his major challenge. These sentiments were further supported by Case 10, a lecturer who posited that:

We have proposed to the principal to have continuous Sign Language workshops. We have had some in the past but not enough. The Principal has agreed in principle through the chairperson of staff development so that we could invite Sign language specialist to assist us in staff developing colleagues (<Files\\interviews\\case 10 lecturer>).

The foregoing views of Case 10 were further supported by Case 4, an administrator, who highlighted that they had started Sign Language programmes and were in the process of having lecturers trained. The perspectives of Case 4 showed that colleges have programmes planned for Sign Language training as part of skills development. However, there were challenges in the implementation of such programmes owing to shortages of material, human and time resources.

One administrator (Case 16) expressed concern about the need for lecturer training that considers inclusivity, emphasizing the development of skills and competencies to effectively address diverse cases.

If it is to become part and parcel of their training it becomes automatic. It seems it is coming as an afterthought when you meet the situation and yet it is something that we should be living with on a daily basis knowing that not all people are the same (<Files\\interviews\\case 16 manager>).

When probed further, the manager referred to the training that one gets to become a lecturer that had to be inclusive. However, due to changes in the systems of governance in the (MHTEISTD), there seemed to be no training being conducted to lecturers before they join teachers' colleges. Lecturers were recruited from the pool of teachers who were practising and with that teaching experience, they were presumed to be able to lecture. Thus, they were not trained about inclusive education during their training as teachers. Therefore, it becomes the responsibility of the government to initiate training programmes to those anticipating becoming lecturers in teachers' colleges.

Linked to the training of teachers' college personnel was the issue of recruitment of lecturers. From the participants, it was established that among the college personnel, there should be those living with disabilities. This was echoed by a key informant who posited that:

If we have some of the teaching staff who have impairments, they may take things as their own. Their understanding is better. Most lecturers are able bodied and have no varied abilities and may not understand SWDs (<Files\\interviews\\Case 14 SWD>).

The excerpt implied that having personnel with varied abilities (a term borrowed from Case 17 referring to students with disabilities) would improve inclusivity in teachers' colleges. Personnel with disabilities might work as role models to SWDs and might better understand the plight of SWDs. Among the participants was one lecturer with a disability (Case 7). It was the only case from lecturers. This could be necessitated by the fact that People with disabilities were marginalised for quite a long time and only a few could have been allowed to get to a level of being a lecturer in a teachers' college. Having staff members with disabilities helps to reduce negative perceptions among all students and lecturers in colleges towards disabilities.

According to Cullinan *et al.* (2010), people with disabilities are less likely to attend school, thus experience reduced employment opportunities and decreased productivity in adulthood.

One participant emphasised;

As a ministry / college we must get out of our way to invest in inclusive education so that in terms of service delivery it is all embracing and the opportunities created are such that anyone could excel in their own right without these limitations (<Files\\interviews\\Case 17 manager>).

The foregoing excerpt showed that service delivery could be enhanced once adequate training was given to various personnel in the colleges such that they became aware of what should be done in the implementation of inclusive education in teachers' colleges in Zimbabwe. One administrator (Case 4) propounded that all staff

members were supposed to be aware of what inclusive education was about so that there was teamwork in implementing inclusive education in teachers' colleges. According to EASPD (2015) there is a need to have adequate teacher education and training that equips educators with skills and attitudes towards inclusive education. Teacher educators might improve their understanding through in-service training and interactions with People with disabilities (Kaplan & Lewis, 2013). In agreement, Hick *et al.* (2018) recommended that teacher educators should be exposed to more training and professional development on inclusive education and to collaborate with those with expertise on inclusive education. As long as college personnel were not aware of what needed to be done, service delivery in terms of implementing inclusive education in teachers' colleges might remain compromised.

In as much as workshops and training were necessary to college personnel, they should include People with disabilities. From one key informant, it was noted that students with disabilities lacked information about the services they should get, college life and the human rights issues. Therefore, it was brought up by Case 20 that there should be seminars in teachers' colleges to educate SWDs. It was found out that such seminars could start with the orientation of SWDs (Case 14). There was an integrated orientation process for all students at teachers' colleges and it was suggested that a separate orientation for SWDs (after the main orientation programme) might be important as a special group. Such orientation might help people with disabilities to know their rights, for example, in abuse so that they can stand up for themselves.

The study established that for inclusive education to be effective, programmes should be coordinated. There were no teams to coordinate such programmes. Case 1 was of the view that;

A college could come up with a team of lecturers who will visit and assess students with disabilities.... and even during external assessment, we want

a user-friendly team. Not everyone can assess the SWDs. They may fail to understand what is happening to the students and may fail the students (Files\\interviews\\Case 1>).

When probed further, the participant reported that such teams should be made up of personnel who were trained in inclusive education and special education. Such team members would be in a position to understand SWDs and adopt affirmative action where possible so that they might not be disadvantaged. However, this contradicted the perspectives of Case 7 who asserted;

There were certain lecturers assigned to assist on student who has hearing impairment. It was not the mandate of all lectures to assess that student. Tome, it was not proper, all lecturers should come in so that they come to understand such learners and be able to assist them. The idea of sending only two lecturers who could sign wasn't appropriate (<Files\\interviews\\case 7 LWD>).

The excerpt showed that all lecturers should participate in the instructional process and assessment of students with disabilities. Inclusive education should take everyone on board and all staff should be involved. The idea propounded by Case 7 suggests that it might be exclusive if only a few lecturers could be assigned to inclusive practices, yet everyone has to participate. Nonetheless, the sentiments of Case 7 could be understood from a perspective that since inclusive education was in its inception in teachers' colleges that could be the way to go. As it would be broadened, then all personnel would be taken on board. Nevertheless, Case 20 supported the idea of having a committee of inclusive education with clear guidelines as to the extent to which that committee functions in terms of their operations. The committee would be instrumental in the implementation of inclusive education in teachers' colleges in Zimbabwe.

However, Case 1 and Case 20 had convergent perspectives. They both explained that SWDs wanted to relate with people who could understand and relate well with them. Case 20 was of the view that

students with disabilities should have a patron who would be appointed in consultation with the SWDs since the Dean of students has so many students to cater for. The idea of a patron is to have someone or some people who represent them other than the SRC. Such people should understand them better than others in the institutions. The key informant further explained;

People with disabilities are difficult to lead. They have individualism and would want individual attention (<Files\\interviews\\CASE 20.SWDdoc>).

The participant implied that individualism by people with disabilities is determined by the nature of the disability the person had. Thus, one had to be knowledgeable of different types of disabilities to assist the student effectively. Being individualistic implied that there is a need for individual attention that could be afforded by some people who would be knowledgeable.

The study revealed that awareness campaigns could be done to help in the effective implementation of inclusive education. One key informant (Case 11) said that some People with disabilities are from challenged backgrounds and need to be encouraged to join institutions such as teachers' colleges. This would be through awareness campaigns so that People with disabilities are aware of different opportunities they could explore. A college administrator supported the idea by saying that:

I would also want to say that our ministry should actually talk about it in various platforms such as graduation ceremonies where there are huge crowds...(<Files\\interviews\\case 4 college leader>).

This implied that the MHTEISTD could make use of various platforms to reach out to many people. This could help People with disabilities and their guardians to understand inclusive practices and opportunities they could have. Also, the leadership of the country, (MHTEISTD) and heads of institutions down to lecturers should be

conscientised (Case 4). In her own words, she said:

The leaders in various institutions should start to conscientise those below them, the top management should recognise them because implementation needs a two way approach where we have those below and those on up so that they work together (<Files\\interviews\\Case 4 college leader>).

Therefore, the leadership of the country should be involved in making people aware of inclusive education and its benefits. When people are conscious this would impact on the enrolment and accommodation of students with disabilities in teachers' colleges in Zimbabwe. Thereby, corroborating the conclusions made by Blessinger (2016) that there is a need for an inclusive leadership that adopts policies and procedures that assist in creating an inclusive educational culture in institutions. The leadership of the country and teachers' colleges and lecturers in teachers' colleges are all significant in implementing inclusive education and should work together.

Participants and key informants agreed that the environment was significant in the implementation of inclusive education. They agreed that the accessibility of the environment in teachers' colleges should be improved. It was noted that there should be ramps to cater for persons using wheelchairs (Case 2). Ramps would enable students using wheelchairs to access the administration blocks, learning rooms, hostels and the library easily (Case 2, 7 & 25). It was also suggested that more could be done in terms of doorways (Case 11). As such, infrastructure should be adaptable to suit the needs of diverse students. This also tallies with the social model of disability that states that the environment should be suitable so that it does not disable an individual (Oliver & Barnes, 2012). UNESCO (2009) emphasises that inclusive education is effective if there is a friendly environment that is supportive to people with disabilities and allows them to develop and learn effectively. Another participant showed that the social environment should also be conducive. In the words of the

participant:

The institution should create an environment where student with disabilities should disclose their disability. If the environment is not conducive, I will just stay with my impairment. Those who disclose are those with noticeable impairments, but for those with salient disabilities they will not disclose because they are doing this to someone with a noticeable disability what about me with a salient disability. They should have a policy on disclosure of disability...
(<Files\\interviews\\case 7 LWD>).

Case 13 (SWnD) echoed the sentiments in the foregoing excerpt by emphasising that inclusive education needs to be talked about thoroughly so that people realise its importance. Even those who had disabilities should see the reason to come out and disclose their challenges and the advantages of disclosing their disabilities and not the disadvantages. This concurred with the findings by Gurin and Maxwell (2017) that the institutions of higher education should establish inclusive environments that promote effective interactions by all students. This implied that the social environment should be conducive to allow for People with disabilities to relate freely and interact. The guidelines by UNESCO (2009) emphasise the need to adjust both the physical and social environment to enhance inclusivity.

The participants agreed that for inclusive education to be effective, stakeholders should change their attitudes. This was highlighted by participants who felt that challenges faced in implementing inclusive education in teachers' colleges were mainly caused by negative attitudes by stakeholders (Cases 1 and 7). Participants felt that failure to enrol more SWDs was because of negative attitudes. As noted below:

Some people think it is extra burden that is being put on their side so we have to change their attitude. As a college, we are trying to change such attitudes by bringing in more students with disabilities in the college
(<Files\\interviews\\Case 3 college leader>).

It was also noted that failure to improve the infrastructure was because of negative attitudes considering that there was some construction work in the colleges (Case 5). Therefore, the participant suggested that a change of attitudes by stakeholders was central in ensuring the effectiveness of inclusive education in teachers' colleges. Case 1 boldly stated that;

I feel that the attitudes of most lecturers should be addressed because they have negative attitudes towards students with disabilities. We should have to change the negative attitudes portrayed by the principals. That's our starting point. They have to be workshopped on inclusive education... they may adopt some policies on inclusive education... Then if we have penetrated into that area then everything will be okay (Case 1; lecturer).

The participant implied that failure to have inclusive education policies was attributed to the negative attitudes of administrators. Thus, positive attitudes were central to inclusivity. This concurs with the findings by Das et al. (2012) that the attitudes of teacher educators influence the implementation of inclusive education. They added that the attitudes determined the level of support that was given to students. Also, Mariga *et al.* (2014) revealed that the success of inclusive education depends largely on the attitudes and values of the teachers.

Furthermore, from one participant, it was noted that the attitudes of SWDs themselves should also change. Those with challenges should have self-confidence (Case 22).

Some People with disabilities have a background where they were felt pity for and have to change their attitudes and develop confidence... This leads to higher achievements.

Society may see you as a burden yet it is not appropriate (<Files\interviews\case22 lecturer>).

As such the background of the students with disabilities might affect their attitudes. Case 22 further gave an example;

An example is students with albinism, with poor eyesight. I had to talk

to him and seek funds to replace his spectacles. He refused for the purpose of maintaining his relations and would get it from the external organisation (<Files\\interviews\\case 22 lecturer>).

The attitude displayed by the student with disabilities was to reduce the spirit of dependence and would not want other colleagues to see him/her as a beggar. Thus some attitude of students with disabilities might deter personnel in teachers' colleges to assist them effectively especially when they felt like they were becoming like beggars.

However, it was revealed that negative attitudes were a result of cultural influence. As such, Case 22 proposed that people should move from values and norms that hinder the success of inclusive education in schools and colleges. Individuals develop in unique contexts that comprise distinct environmental and personal experiences that influence a person's personality and character (Berk, 2007). Thus, the differences in beliefs make one interact differently in inclusive settings. In line with the Ecological Theory, the beliefs and practices of the family might affect an individual positively or negatively (Berk, 2001).

According to Cases 10, 21 and 22, one strategy to enhance inclusivity in teachers' colleges was to have a national policy.

The government should come up with a national policy on the education for disabled learners. It is important. It compels institutions to accept and our societies to accept such learners (<Files\\interviews\\case 10 lecture>).

There is need for a college policy (<Files\\interviews\\case 21 manager>).

Educational policy- these should be borrowed from international institutions. Salamanca Statement and others (<Files\\interviews\\case 22 lecturer>).

The participants emphasised the need for national and college inclusive education. They explained that having a National Inclusive Education Policy was important because it compels institutions and societies to accept learners with disabilities. An inclusive education policy would give specifications, requirements and guidelines on inclusive education in teachers' colleges. From the national policy, colleges could derive their college policies. Thus, affirming the conclusion by HMIE (2006) that colleges should be compliant with the legal provisions that guide inclusive education. It should be noted that inclusive education policies are not effective alone, but should be supported by the clear implementation and monitoring processes.

In line with guiding principles, Case 7 explained;

We should have a mission statement that has something to do with inclusivity and the values that we put across as an institution must look at inclusivity. They should come up, as an institution, with a policy on how we are going to tackle the issues of inclusivity in the institution... But the policy should begin with the enrolment of SWDs, <Files\\interviews\\case 7 LWD>.

The excerpts implied that the mission statement was part of the college policy and was influenced by the college policy or it influenced the college policy. Therefore, the mission statement could not be detached from the college policy. Thus, the issue of inclusivity should be highlighted in the mission statement of teachers' colleges. The findings seemed to concur with the suggestions by Blessinger (2016) that leaders in educational institutions should align their mission statements, vision and values with inclusive practices. European Agency for Development in Special Needs Education (EADSNE) (2009) proposed organisational culture and ethos that promote inclusion and welcomes diversity as an important principle of inclusive education. The mission statement, vision and values determine the organisational culture that impacts on inclusive practices in the organisation. This might assist in guiding teachers' colleges towards inclusivity and changing attitudes of stakeholders.

Results also showed that another strategy to enhance inclusivity was to have an inclusive curriculum. This would help institutions to move away from the placement of SWDs to inclusivity. Boldly speaking, Case 7 had this to say:

We should not focus on equipping SWDs with knowledge to teach primary school children only, but should focus on including them first in higher and tertiary education curriculum. Let us include them in the curriculum first and equip them with knowledge. As it is the curriculum, we aim at producing a competent primary school teacher to deal with an inclusive class, but that student may be having an impairment and may not be included in the curriculum. Include him or her first then teach him to include others. If not included, he or she will take it as a duty that I am recruited to teach but it is from within, it will be an obligation to practice inclusion (<Files\\interviews\\Case 7 LWD>).

The sentiments from the forgoing excerpts showed that it was not about delivering content on inclusive education, but it was about the way of life that has to be inclusive. This resonates well with Kim (2012), who established that there was a need to provide student teachers with the first-hand experience in an inclusive setting where the curriculum and programmes were properly designed. Also, Loreman *et al.* (2013) explain that a good inclusive education teacher should meet the "head-heart-hands." The "head" refers to the teacher's knowledge and understanding of inclusive practices and pedagogy. The "heart" emphasizes the teacher's passion, empathy, and commitment to all students' success, particularly those with special needs. The "hands" involve the practical application of skills in the classroom, such as differentiated instruction and classroom management, to ensure that all students have the opportunity to thrive. This holistic approach ensures that teachers are well-equipped to support diverse learners. Thus, the emphasis was on a practical approach to inclusive education in the teacher education curriculum. Hence, inclusive education should be lived and not talked about. It should be a way of life and not just talked about without implementation.

Nonetheless, one participant contested that for the curriculum to be inclusive and effective, inclusive education should start from ECD level. He suggested that inclusive education should start at the Early Childhood Development (ECD) level (Case 20). Implementing inclusive education from ECD would enlighten everyone and ensure easy coordination of inclusive education programmes. One key informant had this to say:

We should advocate r inclusive education and start not just at colleges butat primary schools. It is a noble idea... Even when students come at college, they would have been educated about it earlier and it becomes normal to them (<Files\\interviews\\Case 6 SWD>).

Concurring with the foregoing sentiments was Case 13, who asserted;

It (inclusive education) should also be taught in primary schools, some teachers out there don't know inclusive education. One with disabilities is put in a class and no one is looking after him. School children need to be taught about inclusive education and be able to accommodate everyone. We will not have drop outs related to challenges associated with disability (<Files\\interviews\\Case 13 SWnD>).

The foregoing excerpts suggest that introducing inclusive education at a lower level of education would be beneficial to both students and teachers. It was further explained that even school children needed to be taught about inclusive education and be able to accommodate other children despite their differences. Resultantly, there would be no dropouts because of challenges associated with disabilities. Once the dropout rate by students with disabilities has been reduced, inclusive practices could be effective because of the presence of the recipients. The sentiments by Case 6 and Case 13 implied that the curriculum for inclusive education would be effective if it is implemented first at a lower level of education.

The results revealed that the curriculum in teachers' colleges should be flexible and not rigid to accommodate all students with diverse needs.

Case 17 asserted;

...if it takes us three years to train a teacher, does it mean that every teacher should be trained in three years? Don't we have times when we need longer time or shorter time? Why don't we consider that? Let it come as an option... (<Files\\interviews\\Case 17 manager>).

According to the participant (Case 17), not all students are the same. They are different and such differences should be considered during curriculum planning and implementation in teachers' colleges. Valliant (2011) similarly suggested that teacher education programmes should change from being rigid to being flexible to accommodate diversity. Hence, the curriculum should allow for some students to take longer or shorter periods to train as a teacher depending on their ability. The curriculum could be flexible to accommodate diversity among students in terms of the duration of the course. Furthermore, Case 17 brought up an interesting issue that there was a tendency among people to compare different individuals who are incomparable. The participant posited;

... Let a person participate in their own right. Let a person compete in their own way. ... You have to be liberal by saying a person should compete by themselves. If this person is short, then let's not compete in terms of height and say you are failing yet you know that he is short. Let us understand them in their own right as short, as tall, as she, as him. If we do that, it's fair. Let them compete on their own according to their own ability. It is like the saying that says that the bar is raised against him (<Files\\interviews\\Case 17 manager>).

The participant implied that it was unfair to expect the same standard and performance from people who are different especially in terms of their ability. It was, therefore, unfair to expect all students to complete that same course within the same period. It is also unfair to label individuals as slow or unable to perform a task. He further explained that an individual could be defined relatively depending on his or her conditions. Thus corroborating with the views of USAID (2010) that

assessment should be based on how students learn and their potentials. The participant added;

Let me compete within my own competition (Case 17).

The sentiment showed that the curriculum should accommodate individual differences and allow People with disabilities to perform according to their standard, ability and pace.

The administrator, Case 17, was interested in using the term, "*varied abilities*".

It's varied because in terms of the definition of disability, there are various disabilities, and are called such. Those disabilities will come in various ways and I am saying those words sound derogatory are not proper. Slow learner, `you are saying something is missing as compared to whom. What is the instrument of measure? What is the correct thinking?(<Files\\interviews\\Case 17 manager>)

The participant implied that it would sound inclusive when disability-friendly terms are used. Disability-friendly terms include "person with a disability," "wheelchair user," "person with a visual impairment," and "neurodivergent," as they focus on the individual rather than defining them by their condition. The participant wondered what instrument was used to measure slowness in learning in students. Thus, people are individuals and therefore, could not be compared using the same performance measures in the same teacher education curriculum. Individual treatment would enhance the inclusivity of the teacher education curriculum.

A key informant noted that the syllabus and teaching programme should be structured in a way that student teachers are taught about inclusive education in the first year at college. In her own words, the key informant said that;

Students should learn about inclusive education at the beginning of the course so that when you are going through the course you have people who are enlightened. This will help to change attitudes. As it is, you have

to work extra hard to prove every time that you are capable. And a life of wanting to prove every time is not easy (<Files\ \interviews\ \Case 6 SWD>).

Being exposed to inclusive education in the first year would ensure that students gain knowledge and understanding of the differences amongst themselves. This might improve the social environment that is important in inclusive education. These sentiments were brought up by those in the teachers' college where inclusive education was taught as a topic to students in their final year. The findings align with Mergler *et al.* (2016) that fourth-year pre-service teachers understood inclusion better than those in the first year of the training. However, this contradicted Case 14 who pointed out that they were exposed to inclusive education in the first days of the first year by their principal as noted;

My first encounter was not pleasant maybe because of lack of knowledge. The principal addressed the issue and he has his own term, "he said that we have people with varied abilities". After orientation, the attitude had changed and we could mix and mingle with other without problems (case 14 SWD)

According to Case 14, the attitudes of other students changed because of the exposure to inclusive education from the principal's address. Furthermore, it was also suggested that inclusive education should be given more time and depth as a subject, not as a component in various sections (Case 18, 10, 15). The two-hour lectures were said to be inadequate to equip student teachers.

Also, to make the curriculum more inclusive, the results revealed that lecturers should use various lecturing methods. It was established that lecturers should be able to teach for quality and not for examination, and, to include methods that cater for all students (Case 1). Examination-oriented curriculum made every lecturer focus on making the students pass. This corroborates findings by Yeo *et al.*

(2014) that educators are overburdened by examinations that they should prepare to the extent of having less time to concentrate on SWDs.

From the participants' views, several instructional methods were identified. According to Case 22, instructional methods such as dialectic discussions and participatory methods could be useful and inclusive. Case 15 suggested;

We could think of inviting People with disabilities to talk to students on issues of such disabilities, the challenges and how they manage for example, inviting those with visual impairment to talk about visual impairment to students. This will enable our students to understand the feelings and perceptions of such people. They could be invited as resource persons (Case 15).

Such an approach of using resource persons may make student teachers empathise with People with disabilities and be able to understand them better. It might demystify some misconceptions about disabilities that some people might have.

According to Case 5, the traditional lecture methods were not suitable for all students. Some students might lag because they were slow in understanding and in writing depending on their ability. Case 5 proposed the following methods of instruction that might be inclusive;

- Group work so that the students could mix and mingle with other students.
- Project method.
- Dramatisation to draw attention and interest. Students could be awarded marks while dramatising.
- Co-teaching by lectures with various methods rather than seeing one lecture with the same method for the whole lecture.
- Peer teaching- some students are free with their peers than with lecturers, allow peer teaching on certain topics and

concepts.

- Collaboration- inviting specialists from various areas especially who those specialised in visual and speech therapy.
- Presentations and assess the student as they present and give them a mark.

The above teaching methods might assist in meeting the needs of various students with different needs in the lecture rooms. Kaushik (2016) established that teachers should be exposed to collaborative teaching and experiences, and inclusive techniques and methods. USAID (2010) emphasised the use of active student-centred learning, peer support, cooperative learning, critical problem-solving approaches to curriculum and instruction and collaborative instructional methods would ensure that all students are accommodated.

Despite the teaching methods above, one key informant (Case 8) with hearing impairment suggested;

I want lecturers to give me lecture notes or handouts before the lecture so that I could read and understand what they will be saying during the lecture(<Files\\interviews\\Case 8 SWD).

The foregoing excerpt implied that hearing impairment was an exceptional type of disability that demanded a unique way of management. To assist, students with hearing impairments, Case 12 suggested;

I think we can have practical lessons like sign language, Braille...(<Files\\interviews\\case 12 SWnD>).

According to the participant, a practical approach to inclusive education lectures was important. The participant implied that Sign Language and Braille were special skills that could enhance the inclusivity of teachers' colleges. In agreement with Case12, Case 8 asserted that Sign Language could be taught to many students and lecturers so that there is effective communication with students with

hearing impairment. Sign Language and Braille would be part of practical lessons of inclusive education. The practical approach to inclusive education concurs with the findings by Hick et al. (2018) that while student teachers in Ireland appreciated the placement they have had as part of their training, they suggested they could have more practical opportunities in inclusive education among other strategies during training. Inclusive education should be practical and not theoretical, hence, the need to equip students with practical skills to implement inclusive education. One participant said;

...have some trips and practice under practical conditions, for example, travelling to Jairos Jiri or Emerald Hill...(Case 15).

When probed further on the lack of trips and practical approach, the participant stated that it was the nature of the curriculum of the college. The curriculum in teachers' colleges was too congested and did not give time for such trips. Also, the same participant established;

Students do not even know the assistive devices. We talk of the Perkins Braille and they have not seen it. Is the student going to be able to use that? We don't have hearing aids. Is the student going to be able to teach the student how to use it? We simply mention the devices and student will not be able to know that this is the equipment that we are talking about and how it is used (Case 15).

From the participant's view, it could be noted that students should be exposed to various assistive devices and equipment that are used by People with disabilities. This would enable student teachers to use the devices when they are presented with such cases in their classrooms. For example, a teacher should be able to adjust a hearing aid when it whistles. As such, these assistive devices should be in teachers' colleges for exposure to student teachers.

In addition to the use of a variety of instructional methods, participants highlighted that there was a need to vary and modify assessment criteria for the student teachers. It was noted that the

assessment could be more inclusive to accommodate diversity. Case 5 had this to say:

When we assess them, we should not only focus on writing assignments, tests and exams, we could use other means of assessments like giving them a project to do over a time. Last intake, we had a student who could not write and would shake and would not be able to read, she was allowed to use a laptop to write exams. That would not be as fast as one who would be writing by hand (<Files\\interviews\\Case 5 Lecturer>).

The excerpt implied that assessment should be flexible and be able to accommodate diversity among students. According to HMIE (2006) and UNESCO (2009) colleges and schools should provide teaching and learning experiences that meet the needs of different students. Also, Waterfield and West (2006) suggest that one strategy to enhance inclusivity of teachers' colleges is to adopt an inclusive approach to assessment whereby various methods of assessment can be used to assess the same outcomes without compromising the standard. Therefore, assessment is a learning experience that should suit the needs of diverse students.

Nevertheless, an important point on inclusive education was brought up by Case 17 when asked to give any other comments. The participant noted:

The gender aspect; when we say inclusive education we must include the gender aspect. There are some aspects of gender that may inhibit or prohibit certain activities. In terms of gender there are certain activities that may be accessed by males and not females and vice versa. ... There is a tendency to celebrate achievements by women and ignore them when they are done by men e.g. when a woman drives a bus for six months... it is not the best a woman can do.... (<Files\\interviews\\Case 17 manager>).

The foregoing views implied that gender might affect how students with disabilities might feel. One might feel excluded just because he or

she is a male or female with disabilities. Thus, accordingly, the issue of gender should not be separated from inclusive education.

Chapter Summary - This chapter presented data generated from face-to-face interviews, direct observation and document analysis. The data were presented concurrently from the three data sources. Data were analysed using NVivo software and thematic analysis. The themes were derived from the research questions set in Chapter one. These were based on the inclusive practices in teachers' college, perceptions of participants towards inclusive education, challenges faced in the implementation of inclusive education, and strategies to enhance inclusivity in teachers' colleges. The themes were further sub divided into sub-themes that emerged from data analysis. The chapter analysed the biographic data of participants and key informants in terms of sex, age, main study area, qualifications, years of experience and type of impairment depending on the Case. Despite some tables being used on presentation of biographic data, data analysis generally used qualitative approach. Direct excerpts were taken from what the key informants and participants said as coded in NVivo software. Interpretations and discussions were made and findings were linked with reviewed related literature to establish gaps and to substantiate the findings. The key findings were that inclusive education was being implemented in teachers' colleges but without clear guidelines and standardised procedures. It was established that key informants and participants had positive perceptions toward the implementation of inclusive education, although in practice positive outcomes were not evident. In line with challenges to the implementation of inclusive education, it was revealed that the absence of an inclusive education policy, shortage of skilled lecturers, negative attitudes by lecturers and college administrators, stigma and discrimination, lack of information, and lack of funding and resources hinder effective inclusive education practices. It was also discovered that provision of a clear inclusive education policy, positive attitudes, provision of adequate resources,

flexible curriculum and conducive physical and social environment among the strategies would enhance the effective implementation of inclusive education in teachers' colleges of Zimbabwe. The next chapter focuses on the summary, conclusions and recommendations of the study.