

# Strategies for Inclusive Education in Zimbabwe's Teachers' Colleges



**SOPHIE HLATYWAYO**

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## **DEDICATION**

This book is dedicated to my spouse, Professor Lincoln Hlatywayo, my children, Trinity Tynacity, Ngakudzwe Lincoln Jnr and Ramah Nyenyasha Hlatywayo. It is also dedicated to my late parents, Mr and Mrs J. O. Muhambi, who started my academic journey, but unfortunately could not live to enjoy the benefits of it.

## **BOOK SYNOPSIS**

This book articulates perceptions, practices and experiences guiding the implementation of Inclusive Education in the teachers' colleges in Zimbabwe. The major aim of the book is to enhance educational equity and equality through suggesting more plausible strategies that draw from empirical evidence; hence, the book is based on a study done in Zimbabwe. Four research questions guided the study. The interpretivist paradigm, qualitative methodology and multiple case studies guided this study. Homogenous purposeful sampling and snowballing techniques were adopted to draw up a sample of eight (8) key informants and seventeen (17) participants. Data were generated using the researcher as a primary instrument, face-to-face interviews, direct observation and document analysis. The major findings were that inclusive education is being implemented in teachers' colleges in Zimbabwe but is being affected by many gaps. These were the shortage of resources, lack of skilled lecturing staff, negative attitudes by the lecturer's inaccessible physical environment, and inflexible teacher education curriculum. The study concluded that the absence of a guiding inclusive education policy has led to differences in the implementation process in the colleges. This is because there is no specific Inclusive Education Policy except for the Education Act and other circulars. The book recommended the need for the Ministry of Higher and Tertiary Education, Innovation Science and Technology Development (MHTEISTD) and the University of Zimbabwe, Department of Teacher Education (DTE) to design a specific National Inclusive Education Policy to guide and direct inclusive education practices in teachers' colleges and a flexible curriculum that accommodates all students with their diverse needs. The book came up with an Inclusive Teachers' College Framework for implementing inclusive education that could be adopted by teachers' colleges in Zimbabwe.

## CONTENTS PAGE

III	Acknowledgements
V	Dedication
VI	Book Synopsis
vii	Abbreviations
1	Chapter One - The Foundations and Justifications for Inclusive Education
33	Chapter Two - International, Regional and National Discourses on Inclusive Education
101	Chapter Three - Research Methodology
144	Chapter Four: Data Presentation, Analysis, Interpretation and Discussion
273	Chapter Five: Summary, Conclusion and Recommendations
293	References

## ABBREVIATIONS

<b>IE</b>	Inclusive Education
<b>DTE</b>	Department of Teacher Education
<b>LWD</b>	Lecturer with Disabilities
<b>MHTEISTD</b>	Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development
<b>MoHCC</b>	Ministry of Health and Child Care
<b>PWD</b>	People with Disabilities
<b>SWD</b>	Students with Disabilities
<b>SWnD</b>	Students without Disabilities
<b>TOE</b>	Theory of Education
<b>UNCRPD</b>	United Nations Convention on the Rights of Persons with Disabilities
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNICEF</b>	United Nations International Children's Education Fund
<b>WHO</b>	World Health Organisation

# CHAPTER ONE- THE FOUNDATIONS AND JUSTIFICATIONS FOR INCLUSIVE EDUCATION

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Inclusive education is one of the most contemporary issues in the education field. This book focuses on the inclusive education in Zimbabwe's teachers' colleges thus identifies current practices, gaps and suggest strategies for inclusivity. This chapter focuses on the background to the problem and outlines the statement of the problem. The purpose of the book is stated in this chapter and the research question. Furthermore, the chapter gives the significance of inclusivity in education to various stakeholders. The limitations experienced in the production of the book are also described in this chapter. Key terms are also defined in this chapter.

While working as a lecturer at a teachers' college that trains primary school teachers, the researcher noted that inclusive education is a topical issue that should be adopted. Many students with disabilities have been enrolled in colleges as a way of complying with the Government standards and expectations regarding the philosophy of inclusivity. These students are part of the mainstream classes and receive instruction alongside their peers without disabilities. Despite the enrolment of students with various disabilities, colleges seem to be experiencing challenges in trying to meet all the educational needs of students with disabilities. For example, lectures are being delivered in different modes, but it might not have been adequately established through research as to whether the delivery modes being used for the execution are in sync with disability-friendly formats. The curriculum seems to fall short in catering to students with disabilities. There is also a question of lecturer qualifications that should be investigated to establish if they satisfy the job requirements. The extent to that lecturers are equipped to handle students with different impairments also needs to be effectively established. Recently, at the teachers' college where the researcher works, students with hearing

impairments are being enrolled and the problem of communication was noted. This motivated the author to develop an interest in producing this book on Inclusive Education issues in teachers' colleges, hence, the production of this book.

In addition, the researcher observed that resources relevant to the diverse needs of the students seemed to be scarce in the colleges. The provision of more resources and assistive technology seemed to have been overlooked. In addition, there seemed to be a lack of support from the college leaders especially when it comes to providing resources and equipment for students. From experience, it was observed that there seemed to be negative attitudes towards enrolling students with disabilities by the lecturing and non-lecturing staff members. They seemed to feel that they were being overburdened by having to put more effort into trying to meet the needs of students with disabilities. According to Toutain (2019), students with disabilities in higher education face several barriers to accessing accommodations, including a lack of awareness or understanding of disability laws and available services, stigma associated with disclosing disabilities, insufficient institutional support, and inadequate training for faculty and staff in handling accommodation requests. These challenges often create a disconnect between students' needs and the resources meant to support their academic success, making it difficult for students to fully engage in their educational experience. The researcher's personal experience observing these challenges has motivated them to explore the topic in greater detail. This provides a rationale for conducting the study, but also highlights the importance of relying on broader, well-cited research to ensure the findings are not isolated to one college.

The researcher also noted that there seemed to be a few students with disabilities in Teachers' colleges. Generally, the level of education achieved is higher among individuals without a disability (MoHCC & UNICEF, 2015). 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. In Zimbabwe, UNICEF (2013) reveals that literacy among people with disabilities is lower than that of people without disabilities. Children with disabilities remain one of the main groups around the world that continues to be excluded from education, and those that do attend school are more likely to be excluded in the classroom and to drop out (UNESCO, 2015). Children with disabilities have lower attendance rates in school than other children without disabilities (WHO & World Bank, 2011). UNICEF (2016) conducted a study from December 2014 and August 2015 and established that one-third of the 58 million children who are out of school globally are children with disabilities (UNICEF, 2016). The figures show that children with disabilities are less likely to access education compared to their peers without disabilities. This automatically affects the number of persons with disabilities that reach tertiary education. Ministry of Health and Child Care (MoHCC) and UNICEF (2013), in their survey on living conditions of people with disabilities in Zimbabwe, noted that many people with disabilities (83%) did not study for as long as they had planned to due to disability-related circumstances. In addition, the survey noted that in Zimbabwe 42.8% of children with disabilities who entered formal education did not complete primary education as compared to 37% of children without disabilities. Furthermore, a total of 18.5% of individuals with disabilities reach Form 4 (O'Level) as compared to 24.4% of individuals without disabilities (MoHCC & UNICEF, 2015). These statistics support the findings by Organisation of Economic Co-operation and Development (OECD) (2011) that postulated that individuals with disabilities are less likely to complete their secondary education than their peers who do not have disabilities. As such, when few students with disabilities complete secondary education, this has a direct implication on the enrolment figures of people with disabilities (People with disabilities) in tertiary institutions, teachers' colleges being included, across the nation.

The latest global disability statistics available to date are given by WHO and World Bank (2011). It states that about 15% of the world's populations are people with disabilities. Considering the 2012 Zimbabwean Census which was 13 061 239 according to the Zimbabwe National Statistics Agency (2013), this implies that there could be nearly 2 million people with disabilities in Zimbabwe. It, therefore, should follow that at least 15% of students in teachers' colleges should have some form of impairment. However, a comprehensive disability survey by MoHCC and UNICEF (2013) in Zimbabwe found out that less than 2% of persons with disabilities reach college-level (tertiary education). In addition, Zimbabwe State Report on the Convention on the Rights of Persons with Disabilities (CRPD) (2017, p. 61) noted that 1.1% of students with disabilities were enrolled in teacher education institutions by term two of 2015. This is obtaining even though 18% of learners with disabilities had completed their Ordinary Level studies. This percentage is far from being representative of the population of people with disabilities despite others being enrolled in other tertiary institutions and others did not proceed to tertiary education. Comparatively, 15.5% attained tertiary education within the European Union as of 2011, with some countries such as the United Kingdom recording about 55% (Eurostat, 2014). In the European Union, the percentage had risen to 27% by 2013 (Academic Network of European Social and Disability Experts (ANED), 2013). However, Morley and Croft (2011) opine that there is little information on the representation of students in higher education in many countries, despite many countries having ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) in 2006. Article 31 of the UNCRPD compels states to gather statistics that assist in identifying and addressing barriers faced by disabled people in exercising their rights, including the right to accessing education (UN, 2006).

Zimbabwe State Report on CRPD (2017, p. 60) highlighted the number of people with disabilities enrolled in higher and tertiary institutions in

Zimbabwe in 2014. The following institutions were studied and brought the following statistics as shown in Table 1.1 in the next page.

**Table 1.1:** Students with disabilities enrolled in higher and tertiary institutions in 2014 (Zimbabwe State Report on CRPD, 2017, p. 60)

<b>Institution</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Midlands State University	20	7	27
University of Zimbabwe	90	57	147
Zimbabwe Open University	11	13	24
Harare Institute of Technology	2	2	4
Bindura University of Science Education	6	5	11
Women's University in Africa	1	5	6
United College of Education	2	2	4
Marymount Teachers' College	12	19	31
Harare Polytechnic	10	5	15
Seke Teachers' College	8	10	18
Hillside Teachers' College	2	0	2
Danhiko Project	45	16	61
Morgan ZINTEC College	12	18	30
Masvingo Polytechnic	1	2	3
Gweru Polytechnic	4	1	5
Mutare Teachers' College	13	18	31
Kushinga Phikelela Polytechnic	1	0	1
Bulawayo Polytechnic	5	7	12
J. M. Nkomo Polytechnic	14	5	19
Masvingo Teachers' College	9	11	20
Bondolfi Teachers' College	3	70	73
Nyadire Teachers' College	3	0	3
<b>Total</b>	<b>341</b>	<b>206</b>	<b>547</b>

Table 1.1 shows the number of students with disabilities enrolled in some teachers' colleges, polytechnic colleges and universities that were very low considering the enrolments in these institutions. It was these low enrolment figures that gave the researcher the impetus to embark on this book, that sought to explore possible ways by that teachers' colleges could be more inclusive.

The MoHCC and UNICEF (2013) survey also found out that among the reasons for failure to enrol in tertiary institutions are disability-related factors and the inaccessibility of educational institutions. Studies by Ngwenya (2016) and Chiparushe (2011) show that there is generally low enrolment among students with disabilities in tertiary institutions. These researchers postulated the main reasons as related to curricula inaccessibility, lack of support and negative attitudes. This shows that tertiary institutions, teachers' colleges included, could be lagging in terms of disability inclusion. According to Yusuf *et al.* (2009, p. 110), in Morley and Croft (2011), more work should be done to ensure that participation is not just a question of "a flood of students into increasingly dysfunctional institutions". However, data by Higher Education Statistics Agency (HESA) (2014) in the United Kingdom showed that the percentage of disabled students in Higher Education appears to have increased in recent years though it is not possible to know if this reflects a genuine increase in participation. Equality and social inclusion are not just about quantitative representation (Morley & Croft, 2011). Thus, higher education institutions should go further than admitting more students with disabilities.

Inclusive education is a contemporary issue in Zimbabwe and the world over. It is a current educational philosophy and a global trend that is meant to make education accessible to all people (Ahmed *et al.*, 2012). It is a standard that all educational managers should uphold for effective rolling out of all-encompassing educational programmes. The

concept of inclusive education is anchored on the philosophy of Education for All people regardless of their individual needs and nature (UNESCO, 2009; Ainscow, 2010). Inclusive education is both a human rights and social justice issue that many societies are embracing as a way of meeting the demands of the cross-section of the society (UNESCO, 2009; UN, 2006). There are many policies, frameworks and conventions that have been signed by the international community that inform inclusive education. These include, but are not limited to,

- Sustainable Development Goals (2015);
- Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4 (2015);
- United Nations Declaration on the Rights of Indigenous Peoples (2007);
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (UN, 2006); Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour (1999);
- Salamanca Statement and Framework for Action on special needs education (1994);
- The World Declaration on Education for All, adopted in Jomtien, Thailand (1990);
- The Convention on the Rights of the Child (1989).

Zimbabwe is a signatory to many of these international policies and conventions to that inclusive education is an obligation. As a result, the Zimbabwe Education system has to adopt the principle of inclusive education.

America has embraced inclusive education as determined by international statutes and conventions. Mclesckey and Waldro (2015) note that, in the United States of America, the principle that No Child Should Be Left Behind that was passed in 2001 made it mandatory for schools and colleges to accommodate students with disabilities. According to Johnson (2014), the No Child Left behind Act (NCLB,

2002) and several other federal initiatives serve as evidence of America's commitment to improving outcomes for students with disabilities. Johnson (2014)'s study was focused on the strategies to capacitate secondary school teachers in America with competencies to manage students with special needs in inclusive settings. Paradoxically, the situation on the job market stands in contrast to the compulsive practices of promoting meaningful inclusion within the school environment as college and school graduates with disabilities experience greater difficulty assimilating into the mainstream workforce (Brooke *et al.*, 2009 cited by Johnson, 2014).

Mcleskey and Waldro (2015) conducted a study on the role of leadership in inclusive education in the United States of American schools. The researchers noted that effective leadership played an important role in the development of an inclusive school. In addition, the study also noted that while it might be easy to develop inclusive schools, it is not easy to implement inclusive education. There is difference between enrolling all students in the mainstream and inclusion. As such, there seemed to be a gap between the theory and the practice, and, the reality and the ideal of inclusive education. Another study was conducted by Walker (2012) on the attitudes of teachers on the inclusion of students with disabilities in Chicago where it emerged that factors such as experience, professional development and administrative support contribute to the attitudes of teachers towards inclusive education. While the above studies were conducted in schools, they inform about inclusive practices in the education system that could translate to teachers' colleges.

Besides the United States of America, Asia has responded accordingly to the need for Inclusive education. In Asia, the emphasis on inclusive education called for teachers' colleges to restructure their teacher training programmes (Forlin, 2010). The process of restructuring teacher education programmes, however, resulted in inconsistencies

between the Governments, structures and practices of teacher education programmes (Forlin, 2010). Feng *et al.* (2012) note that there are guidelines for implementing inclusion in teacher education in China as highlighted in the *Outline of the National Plan for Medium and Long-Term Education Reform and Development (2010-2020)*. In their study on challenges of inclusive education in teacher education, Feng *et al.* (2012) establish the necessary practices and coping strategies for achieving inclusive education. The study focused on two tertiary institutions in China and adopted mixed methodology and questionnaires to gather data from a purposefully selected sample. The researchers further noted that challenges to inclusive education emanated from national and cultural factors. It established that in as much as there was a need to reform teacher education to produce teachers for inclusive education, the educators in tertiary institutions were not adequately skilled to achieve the intended goal. They noted that there was a need to capacity build educators in tertiary institutions to enhance their skills in developing teachers who are inclusive.

In Saudi Arabia, Abdulaziz (2014) conducted a study that explored the knowledge, understanding, attitudes and experiences of parents, teachers and principals regarding the inclusion of deaf students. The investigator found out that teachers had positive attitudes and had made classrooms inclusive but lack of support from principals derailed the achievement of the targeted goal. Furthermore, the study noted that parents lacked knowledge about inclusive education hence, this affected its effectiveness. Without proper awareness, parents were unable to fully support or advocate for their children's specific needs, which, in turn, hindered the implementation and success of inclusive practices in educational settings. The scholar highlighted lack of resources and insufficient facilities, lack of training and collaboration among school staff and between staff and parents of children with

hearing impairments as factors militating against the implementation of inclusive education.

Alhammadi (2014) conducted a study on the challenges faced by students with visual impairment in the United Arab Emirates (UAE) in the higher education sector. The study was based on the autobiographical account of the researcher and case studies from universities in UAE. It was noted that there was a lack of co-operation among various stakeholders such as the Ministry of Education, policymakers, universities, and Departments of Disability Studies in universities. According to the research, this has resulted in the absence of an educational plan that was inclusive for students with visual impairment in UAE. Alhammadi (2014) conducted a study that was aimed at exploring educational challenges that are faced by students with visual impairment in the United Arab Emirates (UAE) higher education institutions by using lived experience of these students. The lived experiences would help to determine the extent of accessibility in the social, physical and educational environment for students with visual impairment in UAE universities. Using autobiographies and interviews from cases of students with visual impairment to gather data, the study established various challenges such as educational challenges (accessing information, classroom accommodation), on-campus challenges, social challenges (cultural and attitudinal challenges), personal challenges (level of visual impairment), and lack of supportive legislature and shortage of resources.

In line with inclusive education, India passed legislation known as "The Persons with Disabilities (PWD) Act of 1995", that emphasises the inclusion and full participation of children with disabilities in regular schools (Das *et al.*, 2013). According to the Act, all barriers that prevented students with disabilities from participating in regular schools had to be removed and instructional practices that catered for students with disabilities had to be put in place. Das *et al.* (2013) note that teachers felt that the inclusion of students with disabilities in

regular classes would affect their traditional methods of teaching. The study recommended the need to equip teachers with relevant knowledge, skills and attitudes to manage inclusive classes.

Another study by Chowdhury and Hasan (2013) explored the perception of primary school teachers and school heads about the effectiveness of training programmes on inclusive education in Bangladesh. Using qualitative methods and the descriptive survey, the study established that most primary school teachers were not convinced with the training on inclusive education. As such, they doubted the effectiveness of the training that the teachers got. The teachers argued that there were high enrolment figures in the educational institutions in Bangladesh such that there was no room to give special care to a child with disabilities. This study clearly indicated that there was still much to be done to the education system in Bangladesh to implement inclusive education effectively.

Australia has responded positively to the call for inclusive education. Hitch *et al.* (2015) undertook a study to enhance the inclusive practices of Australian universities. Using a mixed methodology approach, with a desktop audit and a survey to collect data through questionnaires, the study established a range of activities undertaken by universities to enhance inclusive teaching. The researchers established that (34, 21%), a third of Australian universities had embraced inclusive education in their policies (Hitch *et al.*, 2015). Furthermore, the researchers found out that the levels of understanding of inclusive education were inconsistent in universities and there were variances in services provided. The study concluded that this could have been because there were no clear policies and procedures that guided inclusive education in the universities. This could be the same scenario that Zimbabwe teachers' colleges could be experiencing in implementing inclusive education.

Fossey *et al.* (2017) also carried out a study on perspectives of students with disabilities and disability service staff on the implementation of inclusive education in tertiary institutions in Australia. The researchers used interviews and recommended that disability services must be treated as human rights issues and not general issues of care and concern. According to the study, such an approach would enhance the full participation of people with disabilities without disadvantaging them. Furthermore, Fossey *et al.*, (2017) reveal that it was difficult to create a learning support plan and implement adjustments in institutions. The researchers established that students with disabilities showed that they received different forms of assistance from the staff members who showed a lack of knowledge on the disability services available. According to the study, the gap between students and staff made it difficult to negotiate reasonable adjustments for students with disabilities. Therefore, this showed that the staff members seemed to have challenges in meeting the needs of students with disabilities.

Inclusive education has also been embraced in Europe. According to the European Agency for Development in Special Needs Education (EASDNE) (2010), European countries responded to the philosophy of inclusive education by strengthening the policy on political co-operation in Education and Training by 2020. This was a framework for co-operation promoting equity and social coercion in priority areas including education. The framework reinforced more inclusive methods and practices in teacher education. The idea was that the success of inclusive education must be anchored on reform on teacher education practices to produce teachers who could implement inclusive practices in educational institutions (EADSNE, 2010).

According to OECD (2011), despite the availability of policies that guided students' access to tertiary education, there were still challenges that students with disabilities faced in OECD countries (Czech Republic, Denmark, France, Ireland, Norway and the United States).

These challenges were related to the specific individual needs of the student. Despite the policies, the students with disabilities needed family support in terms of resources. The study by OECD (2011) noted that lack of adequate support for students with disabilities in tertiary institutions created situations that might affect their social and professional development and have negative implications on their inclusion into the society at large. It was further established that students with disabilities in Europe have very high chances of facing challenges in completing their studies due to lack of resources (OECD, 2011). As a result, this could affect their employment opportunities despite having had easy access to tertiary institutions.

Africa was no exception in the adoption of inclusive education as many African countries became signatories to the conventions and agreements on inclusive education. Resultantly, governments across the continent are working to restructure and reform their education systems in line with international, regional and national inclusive education policies.

Another study conducted by Moh (2013) investigated the attitudes and concerns of faculty lecturers towards inclusive education in Libyan universities. The study aimed to explore how philosophy, policy, curriculum, and teaching methods influenced inclusive education practices. Moh (2013) found that the integration of inclusive philosophies and policies, along with a curriculum designed to accommodate diverse learners, and effective teaching methods, were key determinants of successful inclusive education. The study highlighted the importance of aligning these factors to create a supportive learning environment for all students, including those with disabilities.

In Ethiopia in Amhara Regional State, Bishaw (2013) investigated inclusive teaching of students with visual impairment in the English

Language to Grade 5-8, (Second Cycle) students. Using a mixed methodology, the findings showed that both the students with visual impairment and the teachers had a positive attitude towards inclusion, but teachers' qualifications, training and experience were found to be affecting the inclusion of the students with visual impairment. It was also found out that although the teachers claimed to be involved in inclusive education, the reality in the teaching and learning experiences on the ground contradicted the purported inclusivity in the practical teaching of students with visual impairment.

Another study was conducted by Gebrehiwot (2015) on the learning experiences of students with visual impairment in Ethiopian Higher Education Institutions. Gebrehiwot (2015) established that students with visual impairment had limited access to assistive devices and curricular materials that positively responded to their needs. The scholar also found out that assessment practices and treatment were unfair to students with visual impairment. The study established that students with visual impairment were not assigned to the departments of their choice and interest and that the curricula were not flexible and did not address their needs. It was further established that there was limited assistive technology devices and there was limited access to curricular materials in friendly formats. Further, the study by Gebrehiwot (2015) established that the environment was unfriendly to students with visual impairment, with limited and disorganised support from the institution and the instructors. The study highlighted the lack of accessible resources, insufficient accommodations, and minimal institutional support structures as key barriers, which contributed to the challenges faced by students with visual impairments in navigating the academic environment effectively.

Elsewhere, Muyungu (2015) conducted a study in Tanzania focusing on the methods used to prepare student teachers to become inclusive educators. The study examined the training strategies and pedagogical

approaches employed to equip future teachers with the necessary skills and knowledge to accommodate diverse learners. Muyungu (2015) found that while efforts were made to incorporate inclusive education practices into teacher training programmes, there were gaps in practical application and support, limiting the effectiveness of these efforts in preparing student teachers for real-world inclusive teaching environments. The study also found out that most student teachers in Tanzania were not knowledgeable about the practices of inclusive education and therefore were not confident enough to manage children with various disabilities in their classrooms. The author attributed this to the traditional methods of teaching that were used as defined by the curriculum. Such traditional methods of teaching could have been exclusive and not accommodating the diverse needs of students.

Another study was conducted by Nketsia (2016) on how teachers' colleges in Ghana prepared teachers for inclusive education. Nketsia (2016) conducted a study on how teachers' colleges in Ghana prepared future educators for inclusive education. The study explored the curriculum, teaching methods, and training practices used to equip teachers with the skills needed to support diverse learners in inclusive settings. Nketsia (2016) found that although inclusive education was integrated into teacher training programs, the emphasis was often more theoretical than practical. This limited the trainees' ability to effectively implement inclusive practices in the classroom, highlighting the need for more hands-on training and better institutional support to fully prepare teachers for inclusive education. In addition, Nketsia (2016) found out that, notwithstanding the fact that teachers were introduced to inclusive education and inclusive methods of teaching, a few felt competent to teach children with disabilities. Only a few teachers showed that they had acquired the relevant skills, values and principles to manage an inclusive class from teacher education. Nketsia (2016) also notes that Ghana was not ready for inclusive

education due to factors such as inadequate facilities, resources, inadequate teacher training, lack of political will and societal attitudes. In Nigeria, Lagos, Adeniyi *et al.* (2015) investigated the determinants of inclusive education in schools. Using the quantitative methodology and the survey research design, these investigators revealed that materials, manpower, positive attitudes, experience and qualifications of personnel are vital in the effective implementation of inclusive education. The authors recommended the recruitment of skilled professionals for inclusive education.

South Africa has not been left out in trying to achieve inclusive education. The Government of South Africa instituted the White Paper 6 in 2001, among other initiatives, meant to guide the implementation of inclusive education (Makoelle & Malindi, 2015). The White Paper 6 was meant to remove all discriminatory practices in the education system with the hope of creating an integrated education system for all learners including those with disabilities. Mahlo (2011) further studied the implementation of inclusive education in South Africa and noted that one of the main challenges facing the implementation of inclusive education was the attitude of the teachers. This was due to the lack of training of teachers in handling children with diverse needs. The author also noted that while there were good policies on paper in South Africa, in practice, they were not effectively implemented.

Like all other nations, Zimbabwe is working towards inclusive education. The principle of Education for All had been adopted in Zimbabwe since the country attained independence in 1980 and continued to guide the education system. Furthermore, the Zimbabwe Education Act of 1987 as amended in 1996 and 2006 respectively states that every child has the right to access education at the nearest school. Part II, Section 4, Sub-section 2b of the Education Act clearly states that every child must not be discriminated against by the imposition of onerous terms and conditions on the grounds of

race, disability, tribe, place of origin, national origin, political opinions, colour, creed or gender. This supports the concept of inclusion in mainstream school. All students including those with disabilities have a fundamental right to education (Mutsvanga & Mapuranga, 2014). In the same perspective with the Education Act of Zimbabwe, the Nziramasanga Commission (1999) recommends an inclusive education system at all levels. The philosophy of inclusive education has been extended to all levels of education from ECD up to Tertiary and Higher Education. In light of various positive legal developments, as noted above, towards inclusivity in the education system, this study sought to assess the efficacy of the implementation process of inclusive education specifically in teachers' colleges in Zimbabwe.

With regards to inclusivity within the educational environment, Zimbabwe is also guided by Sustainable Development Goal (SDG) number 4, that aims, "To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." As such, laws and statutes have been aligned to these agreements and conventions. With regards to the law, the Constitution of Zimbabwe Amendment (No.20) Act (2013) provides for equal treatment, without discrimination of every citizen. Chapter 1 Section 22 of the Constitution refers specifically to persons with disabilities where the state and all institutions are obliged to treat such persons with respect and dignity and help them achieve their full potential.

Although there seemed to be lack of a specific inclusive education policy or legislation in Zimbabwe, there are various policies in place that support, promote and guide the inclusion of learners with disabilities (Deluca *et al.*, 2014). Beside the Zimbabwe Education Act, some other policies include:

- The Disabled Persons Act of Zimbabwe of 1996.
- Secretary's Circular No. 2 of 2000, on the inclusion of learners with

albinism with reference to meaningful inclusion in schooling and outdoor activities.

- Director's Circular No. 24 of 2001 that focuses on examination procedures for candidates with sensory disabilities. The circular provides for braille transcription of examination scripts and sign language interpretation for learners with visual impairment. In addition, it provides for additional time to write examinations and
- Director's Circular No. 7 of 2005, that gives guidelines for the inclusion of learners with disabilities in all school competitions.

These policy instruments and legislation are influential in guiding the inclusion of learners with disabilities in the education system. They are meant to safeguard equity and equality of educational opportunities for people with disabilities in compliance with civil rights movements as derived from international instruments (Chikwature *et al.*, 2016). It is however unfortunate that they are mainly focusing on primary and secondary schools and seemed to be silent on higher and tertiary levels of education. Zimbabwe currently lacks a specific inclusive education policy, instead relying on the broader Education Act, various circulars, and international frameworks to guide inclusive practices in the educational system. The absence of a dedicated policy presents challenges for the implementation of inclusive education, as it leads to inconsistencies in understanding and applying inclusive practices across different institutions. While the Education Act provides a general legal framework, the lack of detailed guidelines can hinder effective support for students with disabilities. Furthermore, reliance on circulars and international frameworks may not always be fully integrated into local practices, resulting in gaps between policy intentions and actual implementation. Hence, this motivated me to undertake a study on the implementation of inclusive education in teachers' colleges.

In a study conducted by Mafa (2012) on challenges of implementing inclusive education in the Zimbabwean education system, teachers noted that it was difficult for them to handle inclusive classes effectively due to lack of specific skills such as using Braille and Sign Language. They added that planning and organising lessons and activities for inclusive classes increased the burden they already had in relation to workloads. These findings showed that teacher training colleges had not responded adequately to inclusive education. Another study by Mafa and Makuba (2013) sought to investigate the extent to which inclusive education was being mainstreamed in teacher education. They investigated the challenges faced by lecturers in mainstreaming inclusion and made suggestions on strategies to be adopted to enhance the mainstreaming of inclusion in teacher education programmes. The researchers found out that the lecturers were not quite implementing inclusive education due to many factors such as lack of knowledge, skill and lack of clear policies that guide inclusive education in teacher education programmes. Their study was carried out on one primary teacher training college while this book focused on three teacher training colleges. In another study, Phiri (2013) conducted a study in Zimbabwe entitled *Voice, Disability and Inclusion* that was a case study focusing on students' narratives on the services they were provided at the higher education level. The study revealed that inclusive education at a higher education level was not supported by proper attitudes, motivation and services. The study was focused on a university while the book focused on teachers' colleges.

It seemed as if there is limited research on inclusive education in tertiary and higher education; teachers' colleges being included. In Cyprus, there seemed to have little research on the prevalence and experiences of students with disabilities and special needs in institutions of higher learning (Hadjikakou & Hartas, 2008). It could be noted that the studies conducted worldwide (Abdulaziz, 2014; Bishaw, 2013; Mclesckey & Waldro, 2015; Walker 2012) on inclusive education

showed that they were mainly focused on the primary, secondary schools and universities and less on teacher training colleges and other tertiary institutions. Those that focused on teacher education placed emphasis on strategies to produce an inclusive teacher (Mafa & Makuba, 2013; Muyungu, 2015; Nketsia, 2016; Phiri, 2013; Sithole & Mafa, 2017), yet this study focuses on the implementation of inclusive education in teachers' colleges. The major task was to find out how inclusive the teachers' colleges were. Hence, the focus was on the holistic inclusivity in terms of the subject curricula, environment, infrastructure, attitudes and skills. Studies that focused on the attitudes of teachers on inclusive education in primary and secondary schools (Chowdhury & Hasan 2013; Das *et al.*, 2013; Mahlo, 2011; Walker, 2012) only solicited data about the perceptions of practising teachers, lecturers and student teachers without disabilities. As such, the voice of students with disabilities was silent and yet the learner is the most important stakeholder when it comes to inclusive education. Therefore, this study intended to contribute to the discourse of inclusive education by including these previous "forgotten" voices of the students with disabilities as key participants.

Various studies were conducted on inclusive education in universities (Alhammedi, 2014; Gebrehiwot, 2015; Hitch *et al.*, 2015; Moh, 2013). Universities have different curriculum and orientation from teachers' colleges. The study by Fossey *et al.* (2017) was conducted in tertiary institutions in general that includes vocational training centres. The findings from the book could be more specific to the inclusive practices in teachers' colleges. Other studies (Alhammedi; 2014; Gebrehiwot, 2015) had a limited scope by focusing on a specific disability. Such studies might have been limited by focusing on students with visual impairment. In light of that, this research adopted a holistic approach to the question of disabilities rather than be confined to a specific type of impairment. It focused on students with various impairments (such as Physical, visual, hearing and albinism) to come

up with a divergent view on the implementation of inclusive education in teachers' colleges Zimbabwe.

A methodological gap was also noticed from the various studies that were consulted. The study by Alhammadi (2014) was based on his/her autobiographical account as a student with visual impairment. Other studies were done using the mixed and quantitative methodology to gather views from participants with regard to inclusive education (Adeniyi *et al.*, 2015, Bishaw, 2013, Hitch *et al.*, 2015). On the other hand, the study by Moh (2013) adopted positivism philosophy, quantitative approach, and descriptive analysis to study inclusive practices in universities. To address methodological gap, the researcher found it imperative to employ qualitative techniques. This explains why this study has solely used the qualitative approach and in-depth interviews in that participants were probed and prompted about their perceptions of inclusive education.

The findings from most studies revealed that teachers lacked the capacity to manage students with disabilities. This implies that there are knowledge and skills gaps that must be filled by teacher training colleges to ensure the successful implementation of inclusive education in the nation. This perceived knowledge and skills gaps as espoused by the consulted scholars (Mafa, 2012; Mafa & Makuba; 2013, Muyungu; 2015) guided the focus of the book whose thrust is on implementation of inclusive education at three teacher training colleges in the Harare Metropolitan Province in Zimbabwe with specific reference to students with disabilities. It is anticipated that this book might unveil findings that are in sync with educational dynamics.

Given this background, the researcher deemed it necessary to conduct a study on the implementation of inclusive education in teachers' colleges to suggest possible ways to enhance its effectiveness in teachers' colleges.

*Statement of the Problem* - Teachers' colleges in Zimbabwe have started enrolling students with disabilities; however, the implementation of inclusive education may not be standardized due to the absence of policy guidelines. This situation raises concerns that student-teachers with disabilities may be physically placed in programs without being fully included in the educational process, which could adversely affect their development as professional teachers. Research indicates that inclusive education practices are primarily concentrated at the primary and secondary school levels, with limited studies conducted on the inclusivity of teachers' colleges in Zimbabwe (Davis, 2017; Ainscow & Miles, 2008). Therefore, the study sought to answer the main research question that is; "How is the implementation of inclusive education obtaining in Zimbabwe teachers' colleges?"

*Purpose of the Study* - The study aimed at exploring the management and implementation of inclusive education in Zimbabwe's teachers' colleges with regards to its current practices, challenges and strategies for inclusivity.

*Research Questions* - The following four research questions guided the study;

1. To what extent is inclusive education practised in Zimbabwe's teachers' colleges?
2. How do teachers' college administrators, lecturers and students perceive inclusive education?
3. How do challenges with respect to the implementation of inclusive education manifest themselves in the Zimbabwean teachers' colleges?
4. How best could teachers' colleges in Zimbabwe implement inclusive education in teacher training?

*Research Objectives* - The following research objectives guided the study;

- To determine the extent to which inclusive education is being

practised in Zimbabwe's teachers' colleges.

- To assess the perceptions of college administrators, lecturers and students towards inclusive education.
- To explore challenges that are manifesting in the implementation of inclusive education in teachers' colleges.
- To examine possible ways by which the implementation of inclusive education could be enhanced in teachers' colleges in Zimbabwe.

In writing the book, the researcher had three assumptions.

Firstly, it was assumed that inclusive education is being implemented in the three teachers' colleges.

Secondly, it was also assumed that the Ministry of Higher and Tertiary Education, Science and Technology Development (MHTEISTD) would authorise the researcher entry into the research sites that are the teachers' colleges.

Lastly, the researcher assumed that the college leaders would allow entry into the colleges and avail relevant data on inclusive strategies in teachers' colleges.

*Significance of the Study* - The findings from the study were expected to be useful to the following:

*Policymakers* - The findings could help policymakers to provide clear strategies that enhance successful management and implementation of inclusive education in teachers' colleges. It also anticipated that the findings could help the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development (MHTEISTD) and service providers better coordinate the implementation of inclusive education in teacher training colleges as a contemporary policy.

*Teachers' colleges' managers/ administrators* - The book could help

administrators of teacher training colleges in successful management and implementation of inclusive education through identifying their weakness and suggesting ways to improve on them. The findings might help colleges to reduce discrimination of persons basing on disability, gender, creed, status, race or any basis.

#### Student teachers

The book might also benefit student teachers with and without disabilities if proper strategies are implemented. They might acquire relevant skills, attitudes and values that are necessary for an inclusive setting and implement these when they graduate from colleges. For students with disabilities, the study could benefit them greatly because it brings out findings that would be based on their experiences and as a result, enhance their professional development. The study might recognise their contribution and help enforce the philosophy of persons with disabilities that according to Charlton (1998) dictates that 'nothing for the disabled without the disabled'.

#### Community

The findings could benefit the community through increased enrolment of people with disabilities who might become role models in society. These role models might help communities to demystify the stigma related to disability. Communities have a duty to ensure that all people are treated equally so that every individual would feel the agency in the development process of the society. It is also the duty of the community to help people living with disabilities to achieve their full potential.

*The School learners* - The learners might benefit immensely from the findings of the study. Once teachers have been exposed to an inclusive setting during training, they are likely to be effective in implementing inclusive education in schools. The students might benefit from the positive attitudes that the teacher would have

towards learners with disabilities, and this enhances a conducive social environment for the learners.

*Body of knowledge* - The book proposed a framework that would be applicable to the Zimbabwean teachers' colleges. This might guide inclusive practices in teachers' colleges in Zimbabwe. The study provided additional literature to the area of inclusive education in Teachers' colleges.

*The researcher* - The researcher was enriched in terms of knowledge concerning inclusive education and its practices. The use of the qualitative methodology enabled the researcher to infer from the participants more knowledge. Through reviewing related literature, the researcher gained knowledge of inclusive education practices from a global perspective. With the successful completion of the study, I have contributed to the body of knowledge and awarded a doctoral degree. This enhanced my career and professional development prospects.

The unit of analysis in this study was three teacher training colleges in Harare Metropolitan Province of Zimbabwe. The researcher explored perceptions of students, lecturers and administrators/leaders on the extent to that inclusive education is being implemented. The study was meant to unveil strategies for enhancing the implementation of inclusive education in teachers' colleges of Zimbabwe. In conducting the study, the researcher was guided by the social model of disability that was propounded by Mike Oliver (1983; 1986), Ecological model by Bronfenbrenner (1979; 1994) and the Social Learning Theory by Albert Bandura (1977). While inclusive education refers to the inclusion of people of various backgrounds and needs, this study focused on the inclusion of persons with disabilities. The interpretivist paradigm, and qualitative methodology were adopted for the study. The research method for the study was multiple case studies. NVivo software of

qualitative data analysis and thematic analysis was used to analyse and interpret data gathered. The book was written from 2017 to 2019.

#### Limitations of the Book

The book had five limitations. Firstly, some of the participants did not honour appointments. To mitigate the effects of this situation, there was preliminary contact with the participants in that the purpose of the research was explained and confidentiality regarding their responses guaranteed. In addition, the researcher was in constant contact with the participants to reschedule the interviews.

Secondly, in some cases, college programmes were so rigid and stringent, hence, affecting the effective involvement of participants. In this case, the goodwill of the college administrators greatly contributed to the availing of some time for students with and without disabilities to participate in the book.

Thirdly, the issue of people with disabilities is associated with some stigma and discrimination by the Zimbabwean society. To this end, students with disabilities were hesitant to participate effectively in the book. To solve this, the researcher had to clearly explain the purpose of the book to the students with disabilities and how the findings would benefit them. The researcher showed genuineness to the students with disabilities to gain their confidence.

Fourthly, the use of interviews, direct observations and data analysis generated large volumes of data that were strenuous and difficult to organise and analyse. As such, the researcher used NVivo data analysis software and thematic analysis methods to manage complex and large volumes of data gathered. The software assisted in codifying the data. Furthermore, since the qualitative methods are prone to bias in interpretation, the researcher tried to be as objective as possible.

Lastly, participants were drawn from college administrators, lecturers and students without disabilities and students with disabilities. To some extent, this affected the trustworthiness of findings because the book would have involved other participants such as teachers who had completed their courses and were already teaching in schools. To reduce the associated risk, in-depth face-to-face interviews were conducted with the participants and were corroborated with direct observations and document analysis.

*Definition of Key Terms:*

**Inclusive education:** According to UNESCO (2003), inclusive education is a process of addressing and responding to the needs of all learners by increasing their participation in educational institutions and communities and reducing discrimination in education. UNESCO (2008, p. 3) defines inclusive education as, an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination. Another definition by Giffen (2011) cited in Westwood (2013) says that inclusive education is a process of teaching students with disabilities in the same class with students without disabilities and not placing them in special classes or schools. In line with this book, inclusive education is a process of including and responding to the needs of people with various impairments in the regular colleges and classes so that they learn together with their peers without disabilities and participate effectively. Vukovic (2012) adds that inclusive education is about embracing a reflective practice and a welcoming attitude in addition to varying teaching methods, to provide all students with engaging, challenging and relevant learning activities in a cognitively, emotionally and physically safe and barrier-free environment. It also involves institutions adapting and accommodating all students with different special needs so that they are not left out of the teaching and learning process. It involves changes and modifications in content, approaches, structures and strategies that are

appropriate for all individuals and age range. (UNESCO, 2017). It emerges from the conviction that it is the responsibility of the regular system to educate all children. The concept of inclusive education is derived from the philosophy of Inclusion.

**Inclusion:** UNESCO (2003b) defines inclusion as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. Inclusion involves practices that ensure that the backgrounds of different groups or individuals are culturally and socially accepted, welcomed and equally treated (Global Diversity Practice, 2017). According to Miller and Katz (2002), inclusion refers to a sense of belonging, a feeling of being respected and valued for who you are and a feeling of having support and commitment from others so that one can do and achieve their best. Therefore, inclusion is a process of ensuring that all the diverse needs of various people are catered for in a safe environment that is accommodative in all aspects. It focuses on valuing and appreciating all individuals, providing equal access and opportunities and removing barriers and discrimination to participation (UNESCO, 2014). Inclusion is a universal human right aimed at embracing all people, despite their race, gender, disability or other attributes that can be perceived as different (UNESCO, 2009; UN, 2006). It means that all people, regardless of their abilities, or creed have the right to access services in the community. It is from the philosophy of inclusion that there is inclusive education.

**Inclusivity-** is a noun that describes the quality or state of being inclusive. It refers to the inclusiveness of an organisation such as a Teachers' College.

**Strategies for inclusivity:** According to the University of Ottawa (2013), inclusive strategies encompass a broad range of best practices that are aimed at minimising the effect of functional limitations and

removing barriers to learning. Queensland Curriculum and Assessment Authority (QCAA) (2014) add that inclusive strategies enable learners with disabilities to participate in learning experiences on the same basis as learners without disabilities. Inclusive strategies are approaches that address the needs of students with a variety of backgrounds, learning styles and abilities (Cornell University, 2012). Inclusivity is a noun that describes the process by that all students and staff are enabled to access their entitlements and to participate effectively in the teaching and learning process. Therefore, strategies for inclusivity refer to approaches or ways that attempt to meet the needs of various students to achieve an inclusive learning environment in that all students are equally valued.

**Teachers' colleges:** The Legal Dictionary (2017) defines a college as an institution of education that offers various courses in different disciplines covering two-to-four-year programmes. Teachers' colleges refer to educational institutions that are mandated to impart skills and knowledge to those students who are training to be teachers. It is a tertiary institution that accommodates students who have completed secondary school. It could train primary or secondary school teachers depending on its mandate.

**Disability:** Disability can be defined relatively and there is no specific definition of disability (UNESCO, 2017; WHO, 2001; WHO & World Bank, 2011). The International Classification of impairments, disabilities and handicaps (ICIDH) (1980) defines disability as any restriction or inability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from the impairment. WHO (2001) defines disability as any condition of the body or mind that makes it difficult for the person to do certain activities (activity limitation) and interact with the world around them (participation restrictions).

Concurring, the International Classification of Functioning (ICF) (2001) defines disability in terms of three dimensions that are impairment, activity limitation and participation restriction. Disability refers to difficulties encountered in any or all three areas of functioning. Further, the preamble to the CRPD (2006) defines disability as “an evolving concept .... that results from the “interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others” (UN, 2006). Therefore, disability refers to activity limitation and participation restriction because of the interaction of environmental and personal factors or impairments.

**Impairment:** International classification of impairments, disabilities and handicaps (ICIDH)(1980) defines impairment as any temporary or permanent loss or abnormality of a body structure or function, whether physiological or psychological. It is a disturbance affecting functions that are essentially mental (memory, consciousness) or sensory, internal organs(heart, kidney), the head, the trunk or the limbs. Impairment is the absence of a significant difference in a person's body structure or function or mental functioning (US Department of Health and Human Services, 2005). There are structural (related to internal or external parts of the body such as nerve damage) and functional impairments (complete or partial loss of function of a body part such as loss of limbs) (US Department of Health and Human Services,2005). Impairment entails the absence or malfunctioning of a body, sensory or mental part of the body that could be physical, hearing, visual, intellectual or behavioural.

**People with disabilities:** United Nations (2006, p. 4) posit that people with disabilities include those who have long term physical, mental, intellectual or sensory impairments that in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Persons with disability are those facing activity limitations and participating restrictions that is a result

of the incongruence between features of a person's body in and the environment that he or she lives (WHO, 2017). Therefore, one could define people with disabilities as those individuals who have various impairments that limit their potential and is also worsened by the society they live in. In the context of this book, people with disabilities refers to people who have challenges such as physical, visual, hearing and that is worsened by the environment they live in.

**Chapter 1** conceptualised the book by outlining the background, statement of the problem, research questions and objectives. It also outlined the four research questions on that the book is hinged. In this chapter, the delimitation of the book was highlighted, so were the limitations of the book and the suggestions for reducing them. It is also in this chapter that the definitions of key terms were spelt out.

**Chapter 2** reviewed the literature related to this book. This was based on book themes that were derived from research questions that were set in chapter one. The conceptual and theoretical frameworks were also discussed in this chapter. Various views from other authors from journals, articles and published books were utilised to support the book.

**Chapter 3** explored the research methodology. It brought out interpretivism as the research philosophy, qualitative methodology and multiple case studies research method. The chapter also described the population of the book, sample and sampling procedure. It examined the instruments that were used and justifies why they were used in the book. The chapter discussed the data collection procedures, data analysis plan and ethical considerations that were observed in the book.

In **Chapter 4**, presented, analysed, interpreted and discussed the results. Qualitative methods were used. The thematic analysis method

and NVivo software were adopted to help present and analyse large volumes of data that were gathered.

Lastly, **Chapter 5** articulated the research summary, conclusions and recommendations for improvements.

The chapter focused on the problem and its setting. The chapter looked at policies guiding inclusive education from a global, regional and national perspective. Research studies conducted elsewhere were examined to establish gaps that could be filled in by the book. The chapter stated the statement of the problem that is to establish the extent to that inclusive education is being implemented in teachers' colleges. Four research questions were set as guiding the book. The chapter identified seven likely beneficiaries of the book as the policymakers, college administrators, student teachers, the researcher, the body of knowledge, school pupils and the community. The chapter delimited the book to teachers' colleges in Harare Metropolitan Province, Zimbabwe. It spelt out that the book would be qualitative and would be guided by three theories. The book had five limitations that the researcher encountered and tried to overcome. Key terms such as inclusive education, teachers' colleges and people with disabilities were defined. The chapter looked at how the book is organised in five chapters. The next chapter focuses on reviewing related literature on the implementation of inclusive education.

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

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

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

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

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

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

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

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

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

characterised by:

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

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

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

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

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

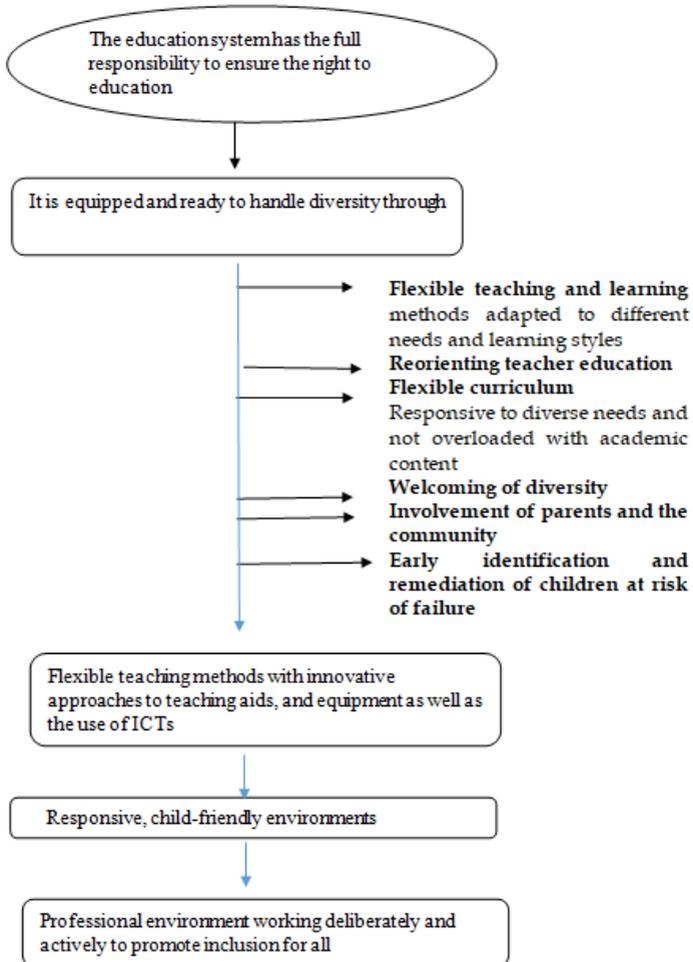
Further, inclusive education benefits communities, families, teachers, and students by ensuring that people with disabilities attend educational institutions with their peers and providing them with adequate support to succeed both academically and socially (Rieser, 2008). Evidence shows that students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

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

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

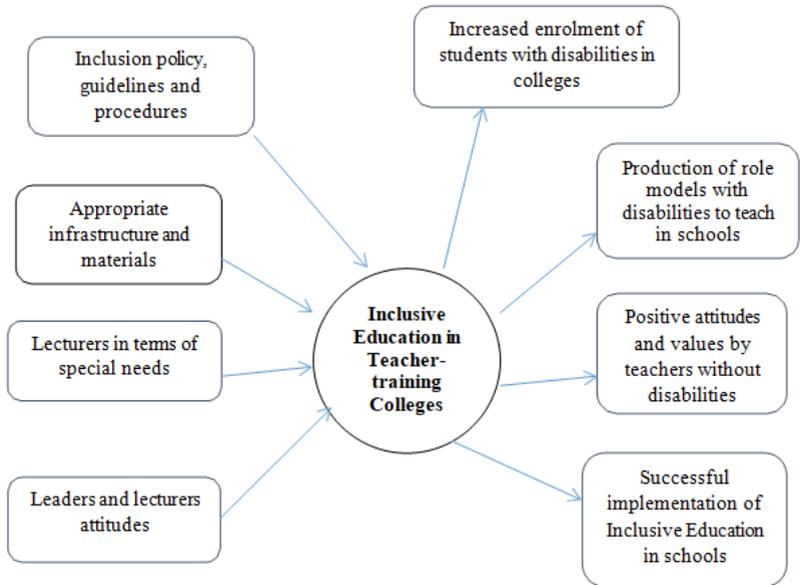
The European Agency (2015) posits that there should be enrolment procedures that allow for more students with disabilities to be enrolled so that they become role models in the communities. The European Agency (2015) added that the attitudes of teachers both with disabilities and without disabilities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

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



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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adequate flexible funding and fair allocation formula of financial resources.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

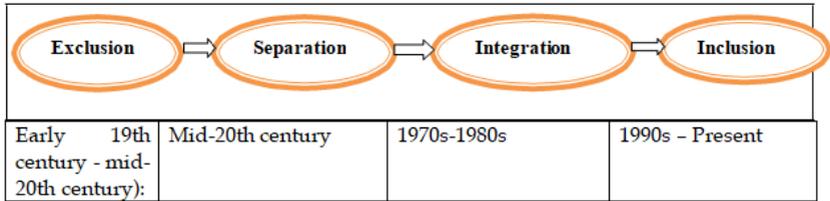
marked the major milestone as a convention that went a long way into addressing the needs of people with disabilities (People with disabilities) through emphasising the societal approach and not medial approach to addressing issues of disabilities. The societal-oriented approach dictated that all People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

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

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

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

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



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

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

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

The inclusivity of the teacher education curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## CHAPTER THREE - RESEARCH METHODOLOGY

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The preceding chapter reviewed literature related to inclusive practices in educational institutions including teachers' colleges. The chapter discussed the theoretical and conceptual framework of the study that led to the production of this book. It also established various methodological, conceptual, time, theoretical, and contextual gaps and gaps in scope and study field. This chapter focuses on the research methodology. The chapter outlines the research paradigm (interpretivism), research approach that is qualitative and the research method that is multiple case studies. The chapter explains the use of face-to-face interviews, observation guide, and document analysis as procedures for gathering data. Further, the chapter outlines the selection of key informants and participants who are students with disabilities, students without disabilities, lecturers and administrators. The chapter explains the ethical and legal considerations that were upheld during the study. Other issues covered in the chapter are strategies to ensure the trustworthiness of the findings such as triangulation, pilot study, the trustworthiness of findings, data analysis and data presentation procedures.

A research paradigm refers to beliefs, assumptions and values the researchers have in common in terms of the nature of research (Kuhn, 1977). It is, therefore, a structure or framework that determines values, assumptions and beliefs on what a research is based on. A paradigm is "... a cluster of beliefs that directs what to study, how to study and how to interpret the results", (Bryman, 2008, p. 696). Saunders *et al.* (2009, p. 118) define a paradigm as a "... way of examining social phenomena from that particular understandings of these phenomena can be gained and explanations attempted." Therefore, a paradigm is a set of beliefs that guide the research process and helps one to understand and explain the phenomenon under study.

The research culminating into the production of this book was guided by the interpretivism paradigm on the understanding of the behaviour, attitudes and beliefs of the participants about the implementation of the inclusive education in teacher training colleges. The book was based on a phenomenon that is contemporary because inclusive education is a topical issue under debate in educational circles. Interpretivism is concerned with the interpretation of the deeper meaning of what participants say (Creswell, 2004). In the book, the focus was on describing inclusive education as it relates to teachers' colleges. The general research approach was qualitative as this enabled the researcher to solicit narratives of inclusive education from the participants. Therefore, interpretivism was best suited as it allowed for some interpretations to get a deeper meaning. There was a need to establish the experiences of students with disabilities in teachers' colleges and this philosophy was very relevant.

Researchers adopting the interpretivism paradigm believe that there is no prescribed way that provides answers to existing problems (Willis, 1995). Interpretivism takes an ontological position that regard the social world as being constructed by human beings (Cohen *et al.*, 2001). Walshman (1993) cited in Kelly (2011) notes that interpretivism is based on the idea that the reality of life is constructed socially. Researchers using interpretivism could socially construct reality based on the data they gathered from the participants. This paradigm was adopted as it supported the researcher's interest in understanding the social world of participants and key informants about their experiences about how inclusive education was implemented in teachers' colleges in Zimbabwe. The views of the participants and key informants in this book helped to construct the social world of inclusive education in teachers' colleges. There is no single objective position and, in this case, various views from various participants are relevant to explain inclusive education in teachers' colleges. Concurring with Willis (1995), Denzin (2010, p. 271) states, "Objective

reality will never be captured. In-depth understanding, the use of multiple validities, not a single validity, a commitment to dialogue is sought in any interpretive study". In the study leading to this book there was no prescribed answers on inclusive education in teachers' colleges. The search for multiple diverse perspectives from diverse participants was central to the book. Therefore, the researcher gathered and interpreted data from participants.

The interpretivist paradigm was relevant for the study as it involved making interpretations, inferences and analysis of what the participants said concerning inclusive education in teachers' colleges and what could be observed. The research on inclusive education was a contemporary phenomenon that should be interpreted. Moreover, the research was inductive in nature and interpretivism was relevant for this book. The meanings were generated inductively from the social interaction of participants in as far as inclusive education in teachers' colleges (Creswell, 2003). The various instruments used in the form of face-to-face interview guides, direct observation guides and document analysis helped to derive and construct meanings from the data gathered. The paradigm was adopted as it rejected the cause and effect relationship that was emphasised by positivism. The focus was on giving contextual meaning to the life experiences of students with disabilities. Epistemologically, knowledge was derived from various meanings that were interpreted from the views and experiences of the participants and key informants as they interacted with the researcher.

In interpretivism, the researcher is a participant observer who is part of the activities (Carr & Kemmis, 1986). As such, the researcher, who worked in one of the teachers' colleges, could interpret actions as they occurred in a specific context. The use of interpretivism enabled the researcher to have a wide scope to ask why and how events and practices occurred the way they did. It allowed the researcher to deepen the understanding of the management and implementation of

inclusive education in colleges. According to Reeves and Hedberg (2003), interpretivism stresses the need to analyse issues in context. The book focused on the subjective experiences of individuals in a specific context of inclusive education in teachers' colleges. The interpretations were context-specific and derived subjective analysis. As a result, the findings might not be generalised to a different context but particularised to a specific context (Leedy & Ormrod, 2012; Marshal & Rossman, 2011; Mapolisa, 2015).

The interpretivism paradigm is based on meanings derived from methodologies such as interviews and observations that help to derive meanings and not measurements (Reeves & Hedberg, 2003). Such methodologies rely on subjective relationships between the researcher and the participants. Kaplan and Maxwell (1994) state that the interpretivism study does not predefine dependent and independent variables in the study, but focuses on interpreting events as the situation emerges. With inclusive education, there were no dependent and independent variables. It was about how the researcher interpreted data that had been presented by participants concerning their experiences and practices about inclusive education in teacher training colleges. The focus of interpretivism was to judge and evaluate inclusive practices in teachers' colleges.

Despite its relevance to the book in capturing participants' beliefs, views, attitudes and experiences in a specific context, Cohen *et al.* (2003) argue that participants may provide false data that may be biased to their specific group. This would then affect the transferability of research findings. The researcher had to triangulate what the participants said during face-to-face interviews with observations and document analysis.

The research approach is the overall methodology of the research process. The approach is a term that is "...wider than theory or

methodology. It includes epistemology or questions about the theory of knowledge, the purposes of research, whether understanding, explanation, or normative evaluation . . ." (Porta & Keating, 2008:1 in Neuman, 2014, p. 99). There are three main research approaches that are Qualitative, Quantitative and Mixed methods (Miles & Huberman, 1994). Each approach influences the research and is based on philosophical assumptions. The book was guided by the qualitative research approach as influenced by interpretivism. The research problem and research questions in this book supported the use of a qualitative approach to study the implementation of inclusive education in teachers' colleges. Patton (2001, p. 39) defines qualitative research as "... approach that uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as real-world settings, where the researcher does not attempt to manipulate the phenomena of interest..." Denzin and Lincoln (2005) add that qualitative research interprets the phenomenon in the natural settings to understand the meanings that people bring to these natural settings. Being context-specific allowed for deeper interpretations and meanings derived from that specific context as prescribed by the interpretivist paradigm.

According to Steinke (2004), qualitative research draws attention to social realities, processes, structural features and meanings of patterns of events. This suited the book that focused on the reality of inclusive education in teachers' colleges and tried to understand the meaning and patterns of such. Creswell (2004) notes that a qualitative research approach is based on various meanings derived from the participants' experiences. These meanings could be based on the social and historical context to get a deeper understanding. This is informed by the interpretivism paradigm adopted in the book. The basis of a qualitative research study is interpretations, analysis, descriptions, explanations, inductive and deductive reasoning and judgements. According to Creswell (2003), different knowledge claims, enquiry

strategies and data gathering methods and analysis are employed in qualitative studies. For this book, different data gathering tools were used and analysed by two methods (thematic analysis and NVivo software).

Qualitative research focuses on the qualities of entities, processes and meanings that are not experimentally examined or measured (Denzin & Lincoln, 2005). The methodology does not use statistical measures to explain phenomena. The book could not measure experiences, views or attitudes of participants about inclusive education in teachers' colleges; hence, a qualitative approach was best suited. Also, a qualitative methodology was suitable for this book because it helped to secure fuller, more and richer descriptions of how inclusive education was practised in teachers' colleges than what could have been established using quantitative methodology (Denzin & Lincoln, 2005). The qualitative approach was adopted instead of the quantitative methodology that seeks to quantify relationships and does not apply to the phenomenon under study. Inclusive education as presented in this book is about attitudes, views and opinions and these could best be understood using qualitative methodology.

The qualitative approach allowed for more personal and literary style such as the participants' language and perspectives to be included in the report (Leedy & Ormrod, 2005). In this book, the exact words of participants were noted to bring out their views and ideas. Written descriptions of people and events, attitudes, views and experiences are gathered in qualitative research and are a source of data (Lincoln & Guba, 1985). In this book, the researcher presented participants descriptions to describe and explain the implementation and management of inclusive education in the context of teachers' colleges. Thus, qualitative research is inductive and was relevant for this book on inclusive practices in teachers' colleges.

The researcher, as the primary instrument of data gathering and analysis, is central in qualitative research. The researcher became a research instrument that was part of the data gathering process and then analyses the data gathered. It was the researcher's duty to gather data in a non-interfering manner and deduce multiple interpretations from the natural setting to determine the findings (Creswell, 2003). In a qualitative research study, results might differ depending on the researcher who gathered and interpreted the data. The qualitative methodology allowed the researcher the opportunity to provide subtle details that underpinned the practices of inclusive education in teachers' colleges to make suggestions on how best the implementation of inclusive education could be improved. However, the researcher's subjectivity should not be ignored in qualitative research. Lincoln and Guba (1985) emphasise that the interests, motivations and perspectives of the researcher must be made clear throughout the study. This way, biases associated with subjectivity are likely to be reduced.

Furthermore, a qualitative research approach was relevant for this book because it does not need to quantitatively test a hypothesis since it was not possible to predict the outcome. There were bound to be different perspectives of participants that influence the outcome of the research (Neuman, 2014). This contradicts quantitative studies that require testing hypotheses using numerical or statistical data to establish relationships between variables. The views of administrators, lecturers and students with and without disabilities were different and these influenced the findings that could not be predicted had it been in a quantitative study. However, there was a need for adequate time for participants to trust the researcher to give full and honest data.

The researcher was aware that one of the shortcomings of qualitative research is that the result may not be generalised to a larger population because the sample used was relatively small and that non-probability sampling technique had been used (Hancock *et al.*, 2007). However, it should be noted that the sample does not need to be

large because people with disabilities constitute a minority and are special in their way. As such findings could be particularised and transferred to similar situations with students with disabilities in teachers' colleges.

A research method is a research strategy that gives a plan on what the research is based. A research strategy is the "... general plan of how the researcher will go about answering the research questions" (Saunders *et al.*, 2009; p. 90). It enables the researcher to answer the research questions that underpin the book. Therefore, Saunders *et al.* (2009) emphasise that the choice of the research strategy is determined by research objectives and questions. A research strategy or method gives the research process a template that could be followed to come up with answers to the research questions. There are various research strategies or methods that include surveys, experimental design, case studies, ethnography, grounded theory, action research and archival research (Saunders *et al.*, 2009). This study adopted a multiple case studies method.

A case study is an investigation to answer the research questions from different sources of evidence in a case setting (Gillham, 2000). According to Yin (2009, p. 18), a "...case study is an empirical inquiry that investigates a contemporary phenomenon in its real-life context". This research method is suitable where the book is based on contextual situations. Inclusion of students with disabilities was contextual and might depend on the specific teachers' College that warranted the researcher to adopt the case study method. The nature of this research on inclusive education could not be studied outside its natural setting and therefore, the case study was a suitable research method. There are various types of case studies. Case studies could be a single case study (intrinsic) or could be multiple case studies (collective) (Yin, 2009). These depend on the research paradigm, research philosophy and research approach that guided the book.

The current research adopted collective or multiple case studies method in studying inclusive education in teachers' colleges as determined by the interpretive paradigm and the qualitative approach to research. This type of case study enabled the researcher to select several cases from many case sites. The multiple case studies method is characterised by a multiplicity of perspectives that are rooted in a specific context (Lewis & Ritchie, 2003). Hence, with various categories of participants in this book, there are multiple perspectives and experiences that are better understood using the multiple case studies method. According to Stake (2006, p. 4), "... in multiple case study research, the single case is of interest because it belongs to a particular collection of cases". The cases are bound together depending on their common characteristics. The three sites in the book have the common characteristics of being teachers' colleges while the participants are key stakeholders in implementing inclusive education in teachers' colleges. Stake (1995) notes that cases (sites and participants) are selected based on uniqueness that is of interest to the researcher. The selected case study sites allowed the researcher easy access to the key informants and participants.

Multiple case studies method was suitable in this book because the researcher wanted to study more than one case, that is, three teachers' colleges and the informants and participants. As a result, the researcher triangulated data from multiple sites and participants so that the data gathered were authentic and replicable. Yin (2003) explains that the case study method uses multiple data sources such as interviews, document analysis, archival records and direct and participant observations to get thick descriptions of the phenomenon. The researcher used face-to-face interviews, direct observations and document analysis to solicit data from multiple sites and participants. The method allowed the researcher to use multiple data generation instruments that generated a rich and thick description of inclusive practices in teachers' colleges. The descriptions are useful to the

researcher who gathers multiple data and gives interpretations. Baxter and Jack (2008) further support the use of a multiple case study based on its ability to generate strong and reliable evidence. This is because the data were triangulated by multiple cases.

The other reason for using multiple case studies was that they enabled the researcher to analyse data both within each situation and across other situations that might not be possible with the single case study (Yin, 2003). Yin (2003) emphasises that multiple cases strengthen the results by replicating the patterns thereby increasing the trustworthiness of the findings. The book had literal replication where the cases corroborated each other and theoretical replication where the cases covered different theoretical conditions (Vohra, 2014). The researcher was able to study multiple cases to understand inclusive education from a broader view and have different experiences of participants. Each case helped to confirm or disconfirm the conclusions drawn from the other cases. According to researchers, multiple case studies are relevant to determine similarities and differences between cases (Stake, 1995; Baxter & Jack, 2008; Yin, 2009). The researcher was able to make inferences and deduce meanings of the experiences of participants about inclusive education in teachers' colleges. From the experiences of the various categories of participants, the researcher was able to understand the inclusive practices of different colleges and to determine how best teachers' colleges could be inclusive. Yin (2009) states that multiple case studies provide external validation to the findings by using analytical and not statistical generalisations.

In the book on inclusive education in teachers' colleges, the multiple case study method was relevant in that it enabled the generation of new knowledge as obtained from different cases. Eisenhardt and Graebner (2007) in Gustafsson (2017) explain that multiple case studies enable the generation of new theories and assist in discovering of

theoretical evolution and research questions. A case helps to get an understanding of a phenomenon or to contribute to prove existing theories or develop new theoretical frameworks. According to Willig (2001) in Mapolisa (2016), the strength of the case study method lies in theory generation. Inclusive education is a contemporary issue and therefore demands more theories and knowledge to be generated. This could be achieved using multiple case studies method in the book. Despite, generating new knowledge, multiple case studies could confirm the existing theory and there was a need to guard against the influence of the theory on the results.

Multiple cases studies are evaluative (Willig, 2001 & Flick, 2009 in Mapolisa, 2016). The book was guided by interpretivism that focuses on judging, interpreting and evaluating inclusive practices in teachers' colleges. This enabled the researcher to establish the extent to which inclusive education (with specific reference to students with disabilities) is being implemented to establish challenges and design strategies for inclusivity in teachers' colleges.

However, the researcher was aware of the weaknesses of the multiple case studies method. One such weakness is that they use non-representative samples. As a result, the researcher had to gather data from various people involved in working with students with disabilities in colleges such as lecturers, college leaders/administrators and students with and without disabilities. This enabled different experiences and perceptions that might be representative of groups of individuals. Multiple case studies are criticised for lack of scientific rigour and lack of producing findings that could be transferable to other settings (Yin, 2009). The researcher mitigated the purported lack of scientific rigour by having clear descriptions of the case selections, data gathering procedure and justification for data gathering methods. As such the findings might not be transferable but might be particularised to another setting. Also, Denzin and Lincoln (2000,

p.193) argue that having "... multiple actors in multiple settings enhance generalisability". However, given the rich descriptions from various cases used in the book, the findings could be transferable in similar settings.

Cornford and Smithson (2005) note that case studies are prone to researcher bias and other forms of biases due to different interpretations arising from the complexity of data gathered. To reduce bias, the researcher was as objective as possible by respecting all views from various participants. Also, the researcher had to go through the data gathered and explore all possible meaning and interpretations. The researcher had to request peers to review the findings to reduce biases (Lincoln & Guba, 2000). The researchers guarded against their own bias through member checking (Cohen & Crabtree, 2006 in Harper & Cole 2012). This was done by asking participants to review the findings and confirm what they had said so that the information was authentic and accurate. Also, the researcher had to limit bias by upholding ethical conduct such as ensuring fairness and confidentiality. Despite the limitations of case studies, it remained most suited for this study for its ability to give a detailed revelation of the experiences and perceptions of participants about inclusive education in the context of teachers' colleges. This was best achieved qualitatively using multiple case studies and would not have been achieved quantitatively.

The research sites were three teachers' colleges in Harare Metropolitan Province, Zimbabwe. The colleges are government institutions. Two of them train primary school teachers and the other trains secondary school teachers. These were purposively sampled due to their geographical location. The participants of the study were college administrators, lecturers and student with disabilities and student without disabilities from the three teacher training colleges in Zimbabwe. This allowed the researcher to have mixed views about

inclusive practices from participants from different research sites (teachers' colleges). These participants interacted with students with disabilities and their views on inclusive education were very important. The students without disabilities helped to determine if their peers with disabilities were adequately being included and their needs met in teachers' colleges. Lecturers, as implementers, were an important source of data on inclusive education in teachers' colleges. The college administrators and lecturers helped to establish whether or not their practices, policies and activities were inclusive enough to accommodate students with disabilities. These participants helped to determine the possible ways in that teachers' colleges could be more inclusive.

Key informants refer to a group of people with special or additional knowledge and insights on a specific topic or issue. Despite being knowledgeable, key informants should be willing to participate in the book. They possess some qualities that make them more useful in the research. Lavrakas (2008) in *Encyclopedia of Survey Research Methods* notes that key informants are selected because they may be affected by a phenomenon under study and not that they are representative of a given population. Students with disabilities were the key informants in this book. Eight (8) key informants participated in the book. They provided in-depth information about their experiences in inclusive education that are critical to establishing how inclusive education is being implemented and managed in teachers' colleges in Zimbabwe. They were the ones whose experiences in teachers' colleges determined whether there was the successful implementation of inclusive education. They were the ones who helped in finding ways to enhance the implementation of inclusive education.

Usually, there was a need to involve the affected group in programmes that affect them. Among the community of people living with disabilities, there is a popular saying that says, 'Nothing about us

without us' (Charlton, 1998). Therefore, one might not effectively conduct a study on how students with disabilities are included in colleges without involving them. Students with disabilities, as key informants, were incorporated in the book because they could speak for themselves about their personal experiences. In this case, the involvement of students with disabilities was relevant as it created a platform from which they shared their experiences and determined how best their needs can be met in teachers' colleges without just being placed in teachers' colleges.

According to Reiger (2007), the use of key informants in research could assist the researcher to reach out in situations where the researcher cannot directly observe and could explain to the researcher behaviour that needs clarity. As such, the students with disabilities were useful as they shared their experiences of inclusive education. Also, the key informants allowed the researcher to clarify some biases that could have been presented by other participants who did not have disabilities.

However, the researcher was aware that there was a need to establish a good rapport with the student with disabilities to get more data. This was done at the initial stages of the interview when the researcher made an appointment for the interview and explained the purpose of the interview. Also, the researcher was aware that the key informants were likely to present their impressions and biases. To mitigate this, the researcher probed further and requested more explanations of the views they expressed.

Kelly (2011) notes that qualitative research is concerned with the selection of sites, participants and documents and these are selected for a purpose. The book could not include all the participants or key informants in the population. As a result, there was a need to sample the participants and key informants to gather data from

valuable sources. Studies guided by the interpretivist paradigm select samples to select information-rich cases that allowed for in-depth study (Mertens, 2010). In qualitative research, the participants do not need to be representative of the population as long as they are important to the book. Cohen *et al.* (2001) emphasised that the quality of research depends on the suitable sampling strategy. Therefore, the researcher was careful to select participants and key informants who were useful and relevant to the book. They had relevant knowledge about inclusive education and how it was being implemented in teachers' colleges.

Non-probability sampling is mostly used in qualitative research studies (Patton, 2002). Welman and Kruger (1999) considered purposive sampling as the most important type of non-probability sampling to identify the primary participants. The sample was selected based on the researcher's judgement and the purpose of the book. The researcher focused on those who "... have had experiences relating to the phenomenon to be researched" (Babbie, 1995). In this book, purposive sampling was used to identify key participants who had relevant knowledge of how inclusive education was being managed and implemented in colleges. The research objectives of this book determined the selection of the purposive sampling technique to select participants and key informants. According to Creswell (2003), purposive sampling refers to the selection of sites or participants that will best help the researcher understand the problem. Therefore, purposive sampling was chosen basing on the nature of the study. There was a need to look for those who have had experiences related to the phenomenon under study (Kruger, 1988 in Groenewald, 2004). The type of purposive sampling used was homogenous sampling. The three teachers' colleges purposefully sampled formed a homogenous group of teachers' colleges that offer Diploma in Education as the basic qualification for teachers.

Borg, Gall and Gall (2007) state that the purpose of homogenous sampling is to select a sample of similar cases that will be studied in-depth. According to Mertens (2010), homogenous purposive sampling involves identification of cases or individuals who have similar characteristics. Homogenous purposive sampling enabled the researcher to select individuals who had valuable information concerning inclusive education in teachers' colleges. Also, purposive homogenous sampling enabled the researcher to select those informants who had the characteristics of interest to the researcher and who provided the richest information to inform the study (Best & Khan, 2006). In this book, participants selected included college leaders/managers (Principal, Vice Principal or Head of Department), lecturers and students without disabilities. The eight (8) key informants were students with disabilities as a homogenous group to be studied.

College leaders and lecturers formed a homogenous group as the implementers of inclusive education. Also, college leaders or administrators of selected colleges were focal persons and are answerable to all programmes in the college. They were responsible for implementing inclusive education in teachers' colleges. The lecturers were directly involved with students with disabilities as they implemented inclusive education. In this book, the researcher purposively sampled a lecturer with a disability (Case 7; LWD) to get an understanding of inclusive education from her point of view. The view of a lecturer with disabilities was vital as part of the affected group.

Students without disabilities were also relevant to the book to share their experiences of how students with disabilities were included in the colleges. The representatives of students without disabilities were selected by lecturers in the three colleges. This was because as the representatives, they could speak for their peers regarding inclusive

practices in the colleges. Being student representatives made them homogenous groups that possessed some knowledge and therefore, were relevant to the book. By nature of their positions in the college, they were bound to divulge in-depth information. This allowed the researcher to get more relevant data from this group of people that helped to inform inclusive practices in teachers' colleges. The number of participants as determined by data saturation was 25: eight (8) key informants and seventeen (17) participants. This happened when data were repeated or confirmed continuously.

However, the researcher was aware that findings from a purposive homogeneous sample could not be generalised to a general population who might not have the same homogenous characteristics. To mitigate this, the researcher had to go in-depth with data interpretations in such a way that those in similar context could particularise the findings to their settings.

In addition to homogenous purposeful sampling, the researcher also used the snowballing sampling technique. This sampling technique enabled the researcher to reach the homogenous group of students with and without a disability. Snowballing sampling technique is when the researcher asked gatekeepers to recommend other participants for the interview (Babbie, 2010). The persons in authority in teachers' colleges such as lecturers and college leaders/managers were asked to recommend suitable participants from students with and without disabilities. Gatekeepers are those persons whom entry and access to the research site and participants are gained. Neuman (2000, p. 352) defines gatekeepers as, "... someone with the formal or informal authority to control access to a site." It is from such a person that permission is sought. The researcher had to make use of gatekeepers to get permission to interview students with and without disabilities in teachers' colleges. However, the snowballing sampling technique was likely to isolate the researcher from the relevant participants (Bailey,

1996). Given this, the researcher had to explain adequately to the gatekeepers the characteristics of participants that she was targeting so that they identified participants with the relevant experiences. The gatekeepers helped to identify students with disabilities and those without disabilities but were in a position to shed light on inclusive practices in teachers' colleges. As a result, students with and without disabilities who were in the Student Representative Council (SRC) were identified as key participants in this book.

All in all, the use of homogenous purposive sampling enabled the researcher to draw up a sample of multiple cases in terms of research sites, key informants and participants that were relevant for the book.

Qualitative research relies on multiple sources of data such as interviews in various forms, observations, documents and artefacts. The research methodology, paradigm and method determine the instruments to be used in a study (Creswell, 2012). In this view, Patton (2002) states that the common sources of qualitative data include interviews, observations and documents that cannot be analysed by statistical methods. This researcher used face-to-face in-depth interviews, the observation guide and document analysis and the researcher as the primary data gathering instruments (See Appendices 6, 7, 8, 9, 10 and 11). The different data sources used were meant to corroborate and converge the findings so that they are credible (Bowen, 2009). Below is an in-depth discussion of the data gathering tools.

Qualitative studies make use of the researcher as the primary instrument (Paisley & Reeves, 2001; Rossman, 2011 in Mapolisa, 2015). In this book, the researcher was the primary instrument in data generation. The researcher had to purposively identify the research sites (three colleges) and to seek permission from the Ministry of Higher and Tertiary Education, Science and Technology Development

(MHTEISTD) to gather data in the three Teachers' colleges. The permission to conduct the study in teachers' colleges was granted by the MHTESTD as shown by Appendix 3. It was the duty of the researcher to access the research site and to uphold the ethical issues in as far as the study was concerned (Creswell, 2003). Furthermore, the researcher had to select the participants and key informants based on the characteristics they had that made them eligible for selection into the sample for the book. As the primary instrument, the researcher determines the values, assumptions and the focus of the book by determining the research questions. It was the researcher who designed the instruments used to gather data for this book. The instruments were pilot tested by the researcher and adjusted accordingly to be relevant for this book.

The researcher conducted face-to-face interviews, made observations and analysed the documents on the practice of inclusive education in teachers' colleges. This enabled the researcher to analyse and interpret data accordingly based on the data generated by the researcher and not by another person. It was the duty of the researcher to explain the purpose of the book to the participants. Furthermore, the researcher's role was to uphold ethical and legal considerations during the process of gathering data so that the rights of the participants were observed.

Being an employee in one of the colleges enabled the researcher to appreciate the environment and context within which data was being generated especially when using interpretivism paradigm. The researcher was also the one to present, analyse and interpret the data gathered. However, there were possibilities of the researcher being biased as the researcher works at one of the colleges. In this case, the researcher tried to be as objective as possible in presenting and interpreting data gathered by using direct excerpts. Pre-conceived ideas of the researcher were put aside so that they did not influence

the data gathering process, analysis and interpretation. The researcher had to be empathetic towards participants and had to view the world from the participants' views.

Furthermore, the researcher was the one who identified the documents to be submitted and analysed them. The researcher had to keep a document analysis guide in analysing documents from the three colleges to be consistent (See Appendix 11). This helped to determine inclusive practices in the three colleges. With the permission of relevant authorities, the researcher analysed documents that helped to describe the phenomenon of IE that underpins the book.

One way to get an in-depth understanding of participants' views and experiences about a phenomenon is by interviews. Face-to-face in-depth interviews with students with disabilities, students without disabilities, lecturers and college leaders were conducted to generate data for the book (See Appendices 6, 7, 8 and 9, respectively). Qualitative researchers often use semi-structured interviews (Hancock *et al.*, 2007). These contain open-ended questions based on some topics that are to be covered in the book. Face-to-face interviews were conducted using semi-structured interview guides. A semi-structured interview guide was developed for this book to ensure uniformity of questions asked and data generated. This helped to keep on track and not to divert from the focus of the book. However, the questions to the participants differed about the issues raised by the interviewee that were probed further.

Semi-structured interviews were flexible to allow the researcher to probe further on participants' responses. The questions solicited data on the key informants' and participants' views, experiences and practices about inclusive education in teachers' colleges. The questions were meant to make participants describe their lived experiences in as far as inclusive education was being implemented in teachers' colleges

in Zimbabwe. Also, semi-structured interview questions allowed the researcher to use non-verbal cues to encourage the interviewees to give more information on the questions asked. However, this was done carefully in full recognition of the need to avoid influencing participants' views. The researcher used interviews because they enabled the generation of beyond the surface meaning on the implementation of inclusive education in teachers' colleges. Observations of non-verbal language and other body expressions made during the interview process were noted soon after the interview process. The interviews were audio-recorded and were later retrieved for data interpretation (Bailey, 1996). The duration of the interviews differed with each participant.

Face-to-face interviews allowed the researcher to deeply engage and interact with participants and key informants on the practices of inclusive education. Following the interpretivism paradigm, interviews were best suited for this research as they enhanced gathering and interpretation of data on an individual's experiences, opinions, beliefs and feelings (Moustakas, 1994). This is due to the face-to-face interaction between the interviewer and interviewee. The researcher conducted interviews until the point of data saturation as shown by repeating themes. It was not the number of interviews conducted that mattered, but the amount of data gathered that adequately answered the research questions. The interview schedule is attached in Appendix 13.

However, the researcher was aware of the bias and subjectivity that is associated with interviews (Creswell, 2004). To overcome this, the researcher ensured that there was clear communication during the interview process through the use of simple and clear language that was not ambiguous. The researcher was as objective as possible during the interview process and when analysing data. Also, the researcher tried as much as possible to put aside preconceived ideas (bracketing)

that could have led to bias (Groenewald, 2004). Instead, the researcher focused on the lived experiences of the participants and key informants concerning the implementation of inclusive education in teachers' colleges. The researcher made appointments with the interviewees so that they made time available and were prepared for the interviews. The researcher had to manage time as much as possible by timing the interview process to reduce fatigue associated with the interview process.

Also, the researcher was aware that some participants could give imaginary information to make the interview interesting (Khothari, 2004). Some participants could say what it should be and not what was currently obtaining. Data from participants was triangulated through the use of the observation guide and document analysis. The researcher had to be very courteous during the interview and avoided showing any signs of surprise, approval or disapproval of participants' views. Furthermore, the researcher had to keep the participants on track of the interview by avoiding unnecessary conversation.

Another data gathering tool used in this book to complement face-to-face interviews was the observation guide (Appendix 10). In qualitative research, observations are used to detail events, behaviours, contexts and surrounding events (Best & Kahn, 2006). Best and Kahn (2006) add that observations could be of the physical setting or environment, physical activities, social interactions and unobtrusive indicators such as dust on equipment. Cohen *et al.* (2007, p. 396) state that observations allow the researcher to gather "live from naturally occurring social situations." For this book, an observation guide was used to generate data on the physical environment of the colleges and the resources available for successful implementation of inclusive education. The researcher had an opportunity to observe directly what was happening in the physical and academic environment and not to rely on second-hand information.

Hancock *et al.* (2007) emphasised the use of observations as relevant for verifying or nullifying data provided during face-to-face interviews. Some participants may claim to behave in one way and yet the observation may confirm or reject such claims. For example, the lecturers could claim to use inclusive methods in delivering lectures and this might be confirmed by direct observations. The researcher conducted direct observations without asking the participants (Hancock *et al.*, 2007). Observations could be done independently of the participants hence, the researcher was not compelled to demand cooperation from participants like in the case of interviews and questionnaires (Kothari, 2004). The method was relevant for it provided data on current practices on inclusive education. The observations took the form of structured observation where there was a clear observation guide to follow during the process (Kothari, 2004). This ensured standardised conditions under which observation took place in all the three colleges. In this book, the available services, infrastructure, facilities, materials and resources on inclusive education were best described through a direct observation guide conducted in teachers' colleges.

The researcher took notes during the observations (Lofland & Lofland, 1999). This was best suited to the as compared to video recordings that tend to have an effect of influencing how individuals behave when they are behind the camera. According to Kothari (2004), observation becomes a scientific tool and method of data collection for the researcher, if it is planned, recorded and subjected to checks and controls on validity and reliability.

An observation guide provided a checklist on indicators of inclusive education with a view of exploring the implementation of inclusive education in teachers' colleges. The rationale for observation was to provide a comprehensive explanation of the context in which data were being generated (Creswell, 2003). The observation process allowed the researcher to determine how inclusive the physical and

social environment were to the students with disabilities in teachers' colleges. This helped to complement what the participants had said during the face-to-face interviews. Among the aspects observed were:

- The physical environment;
- The infrastructure available;
- Material and equipment available;
- Support services available for students with disabilities;
- Lecture rooms, hostels, and other buildings; and
- Instructional methods.

With the interpretivism paradigm guiding the research, observations were best suited as they enabled the generation of context-specific data and interpretations that were focused. Patton (1990, p. 202) suggested that data from observation is to, "... describe the setting that was observed, the activities that took place in that setting, the people who participated in those activities, and the meanings of what was observed from the perspective of those observed" The researcher had to understand the context of programmes such as inclusive education in teachers' colleges and to discover things that participants may not disclose. Observations enabled invisible data to become visible (Farber, 2006). The researcher had to guard against being influenced by pre-conceived ideas while collecting data using observations by being as factual as possible.

However, observations were done in a short space of time and were likely to affect issues of trust. There were high chances that participants were likely to mistrust the observer who interacted with them within a short period. This was overcome by clearly explaining the purpose of the book to the participants and establishing good relationships with participants on a social platform. Also, the researcher clearly explained that the observation process was not supervisory, neither was it fault-finding, but was meant for academic purposes. Also, the direct observation was repeated over three months at a frequency of once per month for the three colleges. This was meant to confirm the observations made.

Documents analysis was adopted to complement data obtained from face-to-face interviews and observation. Bowen (2009) explains that document analysis is a practice of qualitative research where the researcher interprets documents and derives voices and meaning from them on the topic under study. A document analysis guide was used to direct the analysis as shown in Appendix 11. Cohen *et al.* (2011) define a document as a record of an event or process that is produced on the basis of social, historical and administrative information. A simple definition by Macmillan and Schumacher (2010) refers to documents as printed and written records of past events. Documents studied in this book contained information that was relevant to the topic being investigated. Documents show the history and current status of an organisation and help give the background information about an organisation (Mertens, 2010). Therefore, there was a need for the researcher to use documents to get background information and insights about inclusive education in teachers' colleges. Furthermore, the researcher could not observe everything and such information could be retrieved from documents, hence their relevance in this book. This ensured a focus on what documents to study about the research questions for the book.

The book used various documents to determine inclusive education practices in teachers' colleges. Such documents are:

- College curriculum;
- Syllabi;
- National, college and departmental policies;
- Enrolment procedures;
- College statistics on enrolment;
- Teaching programmes; and
- Special Education files and records.

These documents were critically reviewed to determine how they supported inclusive education in the teachers' colleges and conclusions

were made based on the findings. Access to these documents was negotiated with the college principals. This was done through a letter requesting permission to access the documents as shown in Appendix 12. However, Hodder (1994) in Mertens (2010) noted that access to documents may be easier but restricted by law regarding privacy for access to records. This could be the case where there are "Official Secrecy Acts" signed by public sector workers compelling them not to divulge work-related information. As such, the permission from the Ministry of Higher and Tertiary Education, Innovation, Science and Technology Development (MHTEISTD) and teachers' colleges allowed the researcher to gain access without restriction (See Appendix 3). Also, the researcher being a public sector worker had already signed the "Official Secrecy Act" and was bound by it. Therefore, the researcher could not divulge work-related information even during a research study unless it was meant for research purposes.

Document review enabled proper interpretations of the findings of the phenomenon under study. Documents presented valuable data by supporting findings obtained through interviews and observations (Best & Khan, 2006). The documents provided data that the researcher could not observe and that the participants might have forgotten to provide. Also, document review drove the researcher to observe some situations and to ask some questions on inclusive practices in teachers' colleges. Thus, data from documents complemented data from face-to-face interviews and observations to adequately explain the implementation and management of inclusive education in teachers' colleges. Furthermore, document analysis assisted in providing background data that helped to contextualise the study within its research field (Bowen, 2009). The researcher could relate inclusive practices in teachers' colleges with the background as given from college documents.

However, misrepresentation might occur when documents are secondary data (second-hand) that were compiled by other people (Farber, 2006). However, primary data gathered by the researcher complimented these secondary sources. The researcher was aware of the likely bias of the creator of the document and the researcher's own bias (O'Leary, 2014). As such, the researcher had to establish patterns, relationships and inconsistencies of data from documents reviewed. As noted by Bowen (2009) that when using documents in research it is important to determine whether or not the document was solicited or edited and that the author was first hand or second hand. Despite the limitations, document analysis was very relevant for this book.

A pilot study was conducted before the data generation process to test the consistency and trustworthiness of the research instruments. Polit *et al.* (2001) define the pilot study as small scale feasibility study that is done in preparation of the major study. Bless and Higson-Smith (2006) defined a pilot study as a small study that is conducted before the main research to establish whether the sampling, instruments, methodology and analysis are appropriate and relevant. Therefore, a pilot study can be referred to as a trial study done before the broader study. Pilot studies are useful procedures as the preparation of a full-scale study (Tashakkori & Teddlie, 2003). A pilot interview was conducted to one college administrator, one lecturer, one student without disability and one key informant at one of the colleges. These were not part of the participants and key informants who took part in the study. The researcher selected the participants for the pilot study using the same criteria (purposive sampling) for the participants of the study.

According to Baker (1994), a pilot study is a pre-testing of a particular research instrument. The pilot study enabled the researcher to assess the feasibility of data generation instruments such as a face-to-face

interview. The pilot study was also meant to establish the feasibility of the study to adjust and improve the study. The pilot study resulted in the time frame for the interview being reduced from 40 minutes to 25-30 minutes to maintain the interest of the interviewee.

Piloting for interviews serves to test the interview questions and to gain some practice in interviewing (Majid et al 2017). Through conducting the pilot study, the researcher improved on the skills necessary for the interview process to enhance the flow of conversation. The pilot study enabled the researcher, as the primary instrument, to gain more experience with the interview process and to be more conversant with qualitative data generation process. The researcher had to be exposed to the process of data gathering and recording audios during the interview process. Also, the researcher had to be conversant with ethical and legal considerations before the research. This enabled a smooth flow of the actual data gathering process.

The researcher got permission from the Ministry of Higher and Tertiary Education, Science and Technology Development and the Principals from the respective colleges to carry out the research (Appendix 3). The researcher prepared adequately for face-to-face interviews, direct observations and document review. This was done by making appointments with relevant college authorities (Principals) and participants before the processes. Building a good rapport with the participants and key informants could lead to valid responses in interviews (Jacob & Furgerson, 2012). As such, the researcher engaged in social conversations with the interviewee to establish a good relationship and to create a conducive environment.

The researcher conducted the face-to-face interviews with students without disabilities, students with disabilities, lecturers and college leaders to gather their experiences concerning inclusive education in

teachers' colleges (See Appendices 6, 7, 8 and 9). Appendix 13 shows the interview schedules. The use of face-to-face interviews allowed for clear interpretations of what the informants said using verbal and non-verbal cues. Communication skills such as listening, reflection, questioning, nodding, eye contacts were adopted to encourage the interviewees to give more information. Audio recordings were done to capture everything the informants said for retrieval later during analysis of data. Data interviews are usually recorded, transcribed and then inspected for evident themes (Al-Yateem, 2012). Audio recordings helped to protect the identity of the interviewees unlike when video recording was done. Ethical and legal considerations were taken note of during data generation.

Direct observations were conducted to generate first-hand data on inclusive education practices in teachers' colleges using a direct observation guide (See Appendix 10). Field notes were taken as the observations were made to avoid missing out on some important findings (Patton, 2002). Therefore, the researcher made field notes, and these were secondary data storage. Field notes are important in qualitative research because they aid the researcher to retain data gathered (Lofland & Lofland, 1999). The researcher might not be able to remember everything, so field notes were relevant. Separate notebooks were kept safely for observations made and for document analysis.

The data from interviews and observations were triangulated by data obtained from documents analysed. Structured observation guide and designed guidelines for document analysis (See Appendices 10 and 11) were used and completed during the respective processes. There was a need to ensure that the interview process was efficient, and that the data generated were rich, accurate and reflecting the real phenomena of inclusive education in teachers' colleges being studied (Al-Yateem, 2012). This might result in having accurate conclusions about the phenomena. Table 3.1 below illustrates the primary and secondary data sources adopted for this book.

**Table 3.1; Data sources**

DATA SOURCES	
Primary sources	Secondary sources
The Researcher as the primary instrument Face-to-face interviews Direct Observation guide	Document analysis guide

Data analysis in qualitative studies begins at the same time as data are generated (Patton, 2002). As such the researcher would generate and analyse data at the same time. One example is when attitudes and other non-verbal clues were noted and analysed as they emerged. Burns and Groove (2003) define data analysis as a mechanism for reducing and organising data to produce findings that are interpreted by the researcher. As guided by qualitative methodology, data gathered were to be presented and analysed qualitatively. According to Creswell (2003), in qualitative studies, data are organised categorically and chronologically, reviewed and coded continually. Themes derived from research questions set in chapter one guided the presentation and analysis. Further sub-themes were derived from the data gathered from what different key informants and participants said.

The data from the various research instruments were presented, analysed and interpreted concurrently to avoid repetition. Findings from face-to-face interviews were substantiated by findings from direct observation and document review. Data generated were interpreted and meaning derived from such interpretations. These helped to bring out rich descriptions of inclusive education practices that would bring out possible ways to enhance the practices. Denzin (2010) propounds that in qualitative studies, descriptions are thick lived experiences, events and situations. The descriptions from the findings brought out rich in-depth detail and meanings on social context and experiences of key informants and participants in an attempt to understand the implementation of inclusive education in teachers' colleges. The exact

words of the participants were used to substantiate the views of the participants.

Analysis of data in this book was done in the pretext of the conceptual framework of inclusive education and concerning literature reviewed from other studies. This was in an attempt to explain the implementation of inclusive education in teachers' colleges and to suggest possible ways to enhance its practices. Referring to related literature helped the researcher to bring out relationships, patterns and gaps in findings of various studies with the book. However, the researcher was careful enough to guard against misinterpreting themes. This was done by reviewing and redefining themes using NVivo software. Two methods were adopted in the analysis of data. These were NVivo Qualitative Software analysis and thematic analysis.

Braun and Clarke (2006) define thematic analysis as a method of identifying, analysing and reporting themes derived from data. Maguire & Delahunt (2017) concur that thematic analysis is the process of identifying patterns or themes within qualitative data. The themes could be derived during the data gathering process such as during the interview process. In the book, the researcher ensured that relevant themes were identified so that the data could be analysed in line with the research questions. Data analysis in qualitative studies is meant to bring out themes, patterns, concepts, relationships, insights and understanding (Patton, 2002). The process of data analysis took the various common features as indicated by Miles and Huberman (1994, p. 9) in Robson (2011, p. 469). These are:

- Coding, and labelling of data gathered from various instruments;
- Categorising, adding comments and reflections;
- Establishing, themes, relationships, patterns, difference;
- Using the pattern and relationships to focus on data gathering;
- Elaborating generalisations; and

- Linking generalisations to a set of the body of knowledge or theories.

Data analysis in this book was meant to be transferable to the context of teachers' colleges on the implementation of inclusive education. The purpose of qualitative data analysis is not to generalise to a larger population but to apply and particularise the data in many contexts (Patton, 2002). One of the benefits of thematic analysis is that it is a flexible and useful tool that provides rich descriptions and detailed data (Braun & Clarke, 2006). The flexibility was demonstrated by allowing the researcher to select the themes that were related to the research questions. It was adopted for this book because it enabled the researcher to manage complex data that were gathered through various research tools. Furthermore, thematic analysis assisted in the management and synthesis of data, giving new understanding and developing new knowledge on inclusive education in teachers' colleges.

According to Braun and Clarke (2006), the thematic analysis could be a realist method that enables the researcher to report experiences, meanings and the reality of participants. It is a research tool that examines events, realities and experiences of participants within a context of a society. It was best suited with qualitative studies where the inductive approach to data was used. According to Patton (1990), an inductive approach means that the identified themes are linked to the data gathered. Data analysis and interpretation were inductive in line with the expectations of qualitative studies and the interpretivism paradigm that explore and interpret real-life experiences of participants (Patton, 2002). This book sought to bring out the real-life experiences of inclusive education by student teachers, both with or without disabilities, lecturers and college leaders in the context of teachers' colleges. This method assisted the researcher to answer the research questions for the book on inclusive education in teachers' colleges.

The researcher also adopted the use of Computer Assisted Qualitative Data Analysis Software called NVivo 12 Pro to assist in deriving themes from data generated. This was used to assist in managing volumes of data from face-to-face interviews, direct observations and document analysis. The software-assisted in generating themes under which data were analysed. The software was used because it helped in establishing patterns and relationships among data (Richards, 1999). It assisted in the management and synthesis of data, giving new understanding and developing new knowledge on inclusive education in teachers' colleges. This assisted the researcher to answer the research questions for the book on inclusive education in teachers' colleges.

The researcher created cases from interview cases and data from observations and document analysis that were imported. These were coded and classified accordingly using NVivo. The cases were classified under transcriptions, observations, documents, and interview notes. The software enabled the researcher to code the data. From the data, the researcher identified themes under which data were grouped or coded. Miles & Huberman (1994, p. 56) define codes as "... tags or label for assigning units of meaning to the descriptive or inferential information compiled during a study". The process of coding involves identifying and pursuing related words, phrases, sentences and paragraphs mentioned by participants or from documents and observations made. The data were coded about the themes derived. From the themes, subthemes were coded to show what the different groups of people said on the same theme. For example under the theme "inclusive education practices in teachers' colleges, there was sub-theme such as "enrolment" that was further broken into sub-themes of "number of students with disabilities" and "types of disabilities". Also, there was a node/theme on perceptions of participants towards inclusive education. That node was classified into what lecturers, managers, students with disabilities and students

without disabilities said on that node/theme. Queries were also used to identify common words and codes from data sources. The process of coding and making nodes/themes assisted the researcher to be accurate by revisiting and redefining the nodes. NVivo helps to improve the accuracy of qualitative studies (Bazeley, 2007). The use of NVivo made it easy for the researcher to reorganise codes and nodes within a short space of time (McClafferty, 2006). It was easy to delete, copy, paste, move and to combine nodes.

NVivo assisted in analysing biographic data of participants. From the transcriptions imported into NVivo, it was easy for the researcher to analyse the demographic data of the participants and key informants. Demographic data helped to explain, interpret participants' views and to establish patterns and relationships of findings. While using NVivo software, it was realised that data were securely stored and could be retrieved easily (Azeem & Saldi, 2012). The files were stored in different places and the links created made it easier to retrieve them unlike having to retrieve them manually through searching in files of papers. The codes could be referenced through a created link and the direct words of participants and key informants. It was easy to bring out how many nodes the researcher had coded from some data sources or specific cases.

Furthermore, the software could be used even if there was no internet connectivity. However, it was costly to purchase the software and to undergo through the training to use the software though it was worthy to use. Although it was easy to manage data using NVivo, the process demanded high computer literacy skills. The researcher had some computer literacy skill but had to go through training on how to use the software despite having a detailed tutorial attached to the software.

According to Neuman (2011, p. 143), "Ethics begins and ends with you, the researcher." It is the moral, legal and professional obligation of the

researcher to be ethical even if the participants are not aware of or seem unconcerned with the ethics (Neuman, 2011). The current research was conducted with the researcher fully aware of the ethical implications. The researcher was aware of the potential ethical issues that could emanate from research goals, the need to gain access, data collection and interpretation, the use of results and the relationships between the researcher and participants. For the researcher, ethical considerations were a primary consideration and not an afterthought (Hesse-Bieber & Leavy, 2006 in Creswell, 2012). The ethical issues are noted below:

The researcher acquired letters from Zimbabwe Open University that confirmed the researcher as a student and granting the researcher permission to generate data (See Appendix 1). These letters helped the researcher to apply for permission to generate data from the Government through the Ministry of Higher and Tertiary Education, Science and Technology Development (See Appendix 2). The researcher was granted permission by the Ministry of Higher and Tertiary Education, Science and Technology Development to research teachers' colleges (See Appendix 3). Each college further granted the researcher access to carry out the study by stamping and signing on the application letters submitted.

In a bid to ensure ethical research conduct, informed consent of the participants was sought before setting an appointment for the interviews so that participants could freely choose whether to participate or to withdraw from the study. The researcher introduced self to the participants and articulated the purpose of the book before conducting the interview. Appendix 5 provided the introduction part by the researcher and the informed consent form that was signed by participants and key informants. The informed consent form informed the participants that they were participating in the book and the purpose of the book. It also informed participants of the benefits of the

study and the procedures of the study. Furthermore, it showed the participants that they were participating voluntarily and that they had the right to stop at any time and that their confidentiality was guaranteed. The consent agreement form was detailed to provide adequate information to the participants and key informants regarding the research so that they consent voluntarily.

The researcher tried as much as possible to guarantee the confidentiality of participants and key informants. Participants in a research study expect that information provided to the researcher should be treated in a confidential manner (Houghton *et al.*, 2010). As such, such information should not be divulged to anyone. The interview questions were open-ended where participants would bring in their personal information that the researcher had to keep confidential.

In all the instruments, the researcher ensured that the names of the participants and names of colleges were withheld to protect their identity. Confidentiality could be addressed to participants and to research sites where the study was conducted (Houghton *et al.*, 2010). Anonymity is when the data are not linked to a participant or key informant (Burns & Groove, 2001). This issue of anonymity was enhanced by protecting the identities of the participants when generating data, analysing and reporting findings. The researcher did not write down the names of participants during data generating. Anonymity ensured confidentiality by detaching names from the data. For participants, they were identified with case numbers such Case 1, 2 and 3 while colleges were identified as College A, B and C. Pseudo names or tags can be used to identify different characteristics of participants and research sites (Saunders, Kitzinger & Kitzinger, 2015).

Although it is difficult to fully guarantee anonymity in qualitative research, the researcher tried as much as possible to protect the data gathered by from unauthorized people. The data was used for the

study only and not for any other purpose or divulged in other settings.

To ensure privacy, the researcher tried as much as possible not to disclose any data from participants and key informants other than in this book. No unauthorised persons were given access to the data. Howe and Moses (1999) state that confidentiality and anonymity are two ways of guaranteeing privacy. Also, the researcher was very careful not to infringe on the rights of all participants and those with disabilities as a group that is vulnerable and sensitive to various issues. By protecting the rights to privacy of participants, the researcher was respecting their autonomy, welfare and self-determination (Howe & Moses, 1999). Some participants were students and what they said was not supposed to be heard by their lecturers and college administrators. Privacy was also observed when dealing with records and documents in the colleges. Information from the documents was not divulged to unauthorised people except for the study.

Respect for participants was important in this study. The researcher showed sensitivity towards participants with their uniqueness. Different participants needed to be respected in their way. Scholars such as Shamoo and Resnik (2015) advise that researchers have to respect the decisions of the participants whether or not to participate in the study). Information about the study was provided to the participants verbally and through the informed consent form. Also, the researcher did not use her position as a lecturer in one of the colleges to coerce students to participate in the study. Those who participated did so voluntarily. The researcher made it clear to them that the study was being conducted to lobby and to promote the implementation of proper strategies that would enhance the inclusiveness of teachers' colleges.

Researchers are obliged to do their best to minimise possible harm and risks to participants and to maximise the benefits for participants

(Shamoo & Resnik, 2015). While conducting the study, the researcher anticipated some possibility of harmful information (that could be psychological) that might hurt participants and key informants. This was mainly anticipated among students with disabilities who could have faced some form of abuse as they tried to find their space in the inclusive setting in teachers' colleges. The researcher was very careful not to use offending words, denigrating and abusive language to participants that were likely to affect their self-esteem and subsequently their participation in the study. The researcher used disability-friendly terms and person-first language to refer to persons with disabilities. The researcher ensured the safety of such participants and key informants.

Trustworthiness in qualitative research is when the researcher accurately represents the experiences of participants (Lincoln & Guba, 2000). It is a way of determining the validity and reliability of qualitative studies so that the findings are worth. Trustworthiness is about establishing whether or not findings are confirmable, credible, transferable, and dependable (Lincoln & Guba, 2000). There are various ways to determine the trustworthiness of the findings. To ensure the trustworthiness of the findings from this study, four strategies were employed.

Transferability is the degree to which findings and the representation are applicable in some particular setting (Lincoln & Guba, 1985). Findings can be generalised to a larger population. To ensure that the findings are transferable to other settings, the researcher provided rich descriptive information about the participants, research process, and the context in which data were generated so that readers could determine the applicability of the results to their situations. Thick descriptions assisted researchers to replicate studies with similar conditions in other settings (Anney, 2015). According to Mertens (2010), the burden of transferability lies with the reader who should

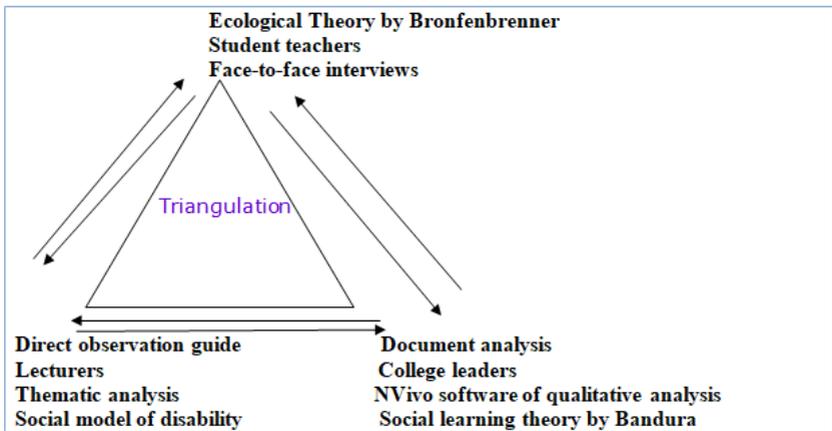
determine the degree of similarity between the study site and the receiving context. As such, the researcher was detailed about the time of study, context and site of the study so that the findings could be transferred to a specific context.

Another strategy adopted in this study to ensure the transferability of findings was the use of purposive sampling. Purposive sampling allowed me to focus on key informants and participants who were knowledgeable of the inclusive education in teachers' colleges. The sampling techniques ensured that decisions could be made about participants selected (Bernard, 2000 in Anney, 2015). The sample provided in-depth data on inclusive practices in teachers' colleges to that the findings can be transferable to similar settings.

Dependability refers to the consistency of the research process (Lincoln & Guba, 1985). Triangulation was used to ensure that data were dependable. Triangulation is a process of guarding against the accusation that a study's findings are a result of a single method, a single source and might be liable to errors and be biased (Patton, 2002). In this study, triangulation was done using face-to-face interviews, direct observation and document analysis. The findings were corroborated using data from different instruments. This ensured that the weaknesses of one instrument were covered up by another. Thus, the weaknesses or biases of face-to-face interviews were likely to be overcome using direct observation guide or by document analysis. Further, gaps established by one instrument of gathering data would be covered by the other. Furthermore, by corroborating findings from different data sources, the researcher reduced the impact of possible bias. Triangulation helped to provide a confluence of evidence that ensured that there was credibility (Bowen, 2009).

The researcher also triangulated the theories of the study. The study was guided by the social model of disability, the Ecological Model by

Bronfenbrenner and the Social Learning Theory by Albert Bandura. This enabled the study to be approached from different theoretical perspectives to help explain inclusive education practices and to determine strategies to enhance its practices. Also, data were triangulated by having different groups of participants. According to Bloor (1997) cited in Groenewald (2004), having different informants and participants was a form of triangulation to contrast and validate the data. Triangulation was also done using thematic analysis and NVivo software of data analysis. The diagram below shows how triangulation enhanced dependability of the findings in the book.



**Figure 3.1:** Triangulation of data sources, theories, participants and data analysis (*Researcher Developed*)

Figure 3.1 showed how data sources, theories, participants and data analysis were triangulated in the study. This helped to enhance the dependability of the research process and findings.

Confirmability relates to the extent to which findings could be confirmed or corroborated by other researchers (Baxter & Eyles, 1997). To ensure confirmability in the book, an audit trail was

conducted. According to Bowen (2009), an audit trail shows evidence from process and product and that the findings are derived from the data. Bowen (2009) adds that an audit trail involves examining the inquiry process and product to validate the data, whereby a researcher accounts for all the research decisions and activities to show how data were collected, recorded and analysed. An audit trail is when raw data were kept safe during data generation (Robson, 2011). The researcher kept a record of all activities, observation and document review notes, audio recordings, interview schedules and transcripts. These records assisted the researcher to refer during the analysis of data and to confirm with what the participants had said. This reduced misrepresentation and misinterpretation of participants' views. Keeping a record of activities and ideas enabled another person to assess and evaluate the findings and conclusions made by the researcher. This improved consistency and helped reduce researcher bias.

Furthermore, the researcher produced an audit trail that gave information on who were the participants and why they were involved in the study. Personal information such as qualifications and positions held by the informants were given to justify their relevance in the study. The researcher accounted for all research decisions in terms of research methodology by giving justification for their relevance in the study. The research paradigm, approach, strategy, and sampling were justified in the book. The findings from this study could be corroborated by other researchers as they were linked to the previous findings from related literature. Findings from a research study should be confirmed by other studies. The researcher linked to related literature with the findings the implementation of inclusive education in teachers' colleges.

Credibility refers to the confidence placed in the truth of the research findings (Holloway & Wheeler, 2002). According to Lincoln and Guba

(1985), credibility establishes whether or not the research findings are drawn from data provided by participants and that there is a correct interpretation of the data. To establish credibility, the researcher used a peer reviewer. The use of a peer reviewer is when someone familiar with the phenomenon under study is tasked to review the data generated. In this study, the researcher used a peer who is familiar with inclusive education to validate the findings. The individual was an experienced cadre in disability issues and is a PhD holder in inclusive education whose expertise and knowledge ensured quality feedback. Lincoln and Guba (2000) note that the purpose of a peer reviewer is to provide support, challenge the assumptions of the researcher, push the researcher to the next level and ask further questions about methods and interpretations made. The peer reviewer helped to identify the areas that had not been covered by the research questions.

To increase the credibility of data generated and of the subsequent results, the researcher prepared for the interviews and ensured that the interviews were conducted properly under a conducive environment. Credibility depends on the richness of the data and analysis (Patton, 2002). The researcher further ensured that the research methodology was appropriate and relevant to the central research question under study.

Chapter Summary - This chapter discussed the research methodology that underpins the study. The chapter focused on the interpretivist paradigm that guides the study on inclusive education in teachers' colleges. Further, it focused on qualitative methodology as being relevant for the study that focuses on lived experiences of participants that are context-specific. Multiple case studies were discussed as a suitable method of gathering data as informed by qualitative methodology. The selection of three teachers' colleges as research sites was discussed. The chapter focused on how homogenous purposive

and snowballing sampling techniques were used to select participants and key informants who are college leaders/managers, lecturers, students with and without a disability. Four research instruments were identified and discussed. These are the researcher as the primary instrument, semi-structured interview guide, direct observation guide and document analysis guide. The chapter also discussed the pilot study that was done to test the feasibility of the face-to-face interviews. Also, data generation procedures were highlighted. NVivo qualitative software analysis and thematic approach analysis were discussed to provide answers to research questions guiding the book. Legal and ethical considerations were also discussed in the chapter with a clear emphasis on the need to protect participants' rights to privacy, confidentiality and access to research findings. A clear outline of the trustworthiness of the findings was given focusing on how the findings are transferable, confirmable and credible. The next chapter presents, analyses and interprets the findings of the study.

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

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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
<b>TOTAL</b>	<b>16</b>	<b>64</b>	<b>9</b>	<b>36</b>	<b>25</b>	<b>100</b>

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> ).

Reluctance by the administrators in rendering necessary support to SWD is detrimental to the implementation of inclusive education in teachers' colleges. When students help each other, this supports the tenet of Bronfenbrenner Ecological Model that the relationships among peers, as part of the mesosystem, are essential in the development of an individual (Bronfenbrenner, 1992). Also, the Social Learning Theory is complemented through reciprocal causality when students learn from each other in an inclusive setting (Woolfolk, 2013). However, another key informant (Case 2) noted that he was assisted by the principal to get an artificial leg from some organisation. Assistance from the administration is central to the implementation of inclusive education. If the administration is supportive, the students with disabilities would get the best services. Without the necessary support, students with disabilities are more likely to withdraw from colleges than those without disabilities (Quinn, 2013).

On human resources, it was revealed that there were few lecturers to cater for the needs of students with disabilities in teachers' colleges (Case 1, 5 & 20). There was a lack of expertise among lecturers to manage SWD. This resonates with the findings by Mafa & Makuba (2013) that inclusive education in teacher education programmes was affected by lack of skills by lecturers among other factors. The few skilled lecturers could identify SWDs and their needs and communicate with the managers on how best to accommodate students with disabilities (Case 17). Students, however, were free to approach charitable organisations on their own and some have their fees being paid by such organisations.

On other support services, one participant explained;

We started with a chicken rearing project. The administration was supportive and availed the funds. The idea was to buy equipment for the resource centre (disability unit) for their use. Some students are however not in college and could no longer work for the project as they are on TP or attachment (<Files\\interviews\\Case 18 lecturer>).

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 21<sup>st</sup> 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 common front 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 co-ordination 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.

## CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

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The previous chapter focused on data presentation, analysis, interpretation and discussion. This chapter summarises the major findings from the four research questions. Basing on the major findings, the conclusions were drawn in this chapter. Furthermore, the chapter outlines the key recommendations of the study as deduced from the findings and conclusions.

The major findings of the study are expressed with regards to the themes derived from research questions as set in Chapter 1.

The study established ten key major findings on inclusive education practices in teachers' colleges.

- Firstly, it revealed that inclusive education was being implemented in teachers' colleges as per ministry requirement, but with variations. The practices differ from college to college, probably, depending on attitudes towards inclusive education and availability resources.
- Secondly, the study established that participants and key informants had a clear understanding of what inclusive education entails. They understood the concept of inclusive education and its focus on including everyone and ensuring that they participate effectively. However, it was also unearthed that some participants thought that inclusive education was more focused on People with disabilities, yet there are other vulnerable groups like those living with HIV and AIDS who need attention.
- Thirdly, it was revealed that there were no clear procedures on enrolment of People with disabilities. There were no special considerations for People with disabilities such that they had to go through the same selection process of enrolling in a teachers' college. They needed to have basic qualifications and were

considered once they met the expected criteria. In the same vein, the study established that only College B encouraged people with disabilities to apply in their college advertisement for prospective students. The study further established that in as much as colleges would want to include students with disabilities, they might be limited by lack of facilities and infrastructure. It was further discovered that colleges did not have clear statistics of the number of students with disabilities on training and those that had graduated. It was revealed that the population of students with disabilities is underrepresented in teachers' colleges. Further, it was noted that the types of disabilities were physical in various forms, visual and hearing impairments and albinism. Most cases of disability were mild to moderate and few were severe and profound visual and hearing impairment cases.

- Fourthly, the study found out that the curriculum in teachers' college was rigid and did not cater for individual differences. College programmes as influenced by the curriculum were congested with many activities and would not allow for special programmes with students with disabilities. All students had to go through the same curriculum despite their differences. It was up to the lecturers to plan their lectures to accommodate the students with disabilities. Also, it was established that inclusive education was offered as a topic under Psychology in Theory of Education (TOE), Professional studies and in National and Strategic Studies (NASS) and there was the practical experience during the teacher training course. It was found out that some participants were satisfied with the curriculum to the extent that they felt that the student teachers were fully equipped to manage mild cases in inclusive classes.
- The fifth finding was that while the students with disabilities appreciated being in the same class with those without disabilities, lecturers used their traditional instructional methods that did not accommodate students with various special needs. Some students

could not cope with the speed at which lecturers dictated notes.

- Finding number six revealed that assessment was the same for all students. Students did the same assignments and were marked on an equal basis. However, it was noted that some lecturers were lenient at times to accommodate students with special needs. It was further revealed that the DTE accommodated students with special needs if they were notified of their needs beforehand.
- The seventh finding is that some students with disabilities were not discriminated and were satisfied with their treatment. Some noted that the treatment by other students changed after the principal of the college had addressed them on the need to accept those varied abilities. However, it was also established that some participants felt that they were being discriminated by their colleagues at some point.
- The eighth finding showed that although adjustments were being made to the college infrastructure, the physical environment was not accessible to students with disabilities. Also, it was established that the social environment was not conducive and prevented students with disabilities from disclosing their status for fear of being stigmatised.
- The ninth revelation was that there were no adequate resources to meet the needs of students with disabilities in teachers' colleges. This was evidenced by the lack of resource units in colleges.
- Lastly, it was unearthed that the teachers' colleges were riding on MHTEISTD instructions as determined by the statutes and frameworks to that the government subscribe to. As a result, there was no uniformity and accountability to the implementation of teachers' colleges.

Findings on perceptions of participants and key informants towards inclusive education

On perceptions of participants toward inclusive education, six major

findings were brought up.

- Firstly, it was revealed that the participants and key informants were positive about inclusive education in teachers' colleges as a human rights issue and as a step towards reducing stigma and discrimination.
- Secondly, it was found out that the perceptions of the lecturers depended on the level of knowledge and competence they had on disability issues. Those who were knowledgeable about inclusive education had positive perceptions while those who were not knowledgeable had negative perceptions.
- The third finding revealed that some key informants were happy to be included which makes them feel being part of the society. They explained that inclusive education boosted their self-esteem and confidence. It was also noted that lecturers and college managers were comfortable with including mild cases of disabilities where the individuals were easy to manage.
- The fourth finding revealed that the attitudes and perceptions of principals were changing for the better because of the workshops they were now attending. However, it was noted that failure to avail necessary resources by college principals was due to negative perceptions towards inclusive education.
- Fifthly, it was established that some administrators perceived the acquisition of assistive devices and other resources as a waste of resources since they are used by a few students with disabilities.
- Lastly, it was unearthed that participants perceived inclusive education positively, but, communities did not accept and accommodate graduate teachers with disabilities.

Findings on challenges obtaining in implementing inclusive education in teachers' colleges.

The book revealed challenges that impede the implementation of inclusive education. These were noted under subheadings; 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.

Absence of inclusive education policy;

- The book revealed that there was no Inclusive Education Policy that guided the teachers' colleges from the MHTEISTD. Teachers' colleges were riding on other statutory instruments and circulars on education for students with disabilities that were not specific to inclusive education.

Shortage of resources;

- The book established that the shortage of resources affected the implementation of inclusive education in the teachers' colleges. Participants and key informants revealed that resources were not adequate in teachers' colleges. These include financial, material, infrastructure and human resources. There were no assistive devices, books in various prints, user-friendly computers, software and furniture to suit students with diverse needs.

Lack of funding;

- The book revealed that the (MHTEISTD) does not provide financial support to cushion teachers' colleges in acquiring some equipment and assistive devices which are expensive and beyond reach.
- It was also unveiled that students with disabilities had financial challenges. The study revealed that students with disabilities funded their tuition and it was a difficult task because many students with disabilities were from poor backgrounds and were notable to pay for their tuition and other learning materials as required by the college. It was further revealed that it was

because of poverty that many students with disabilities failed to proceed to teachers' colleges.

Lack of skilled personnel;

- Firstly, it was revealed that there were not enough lecturers in teachers' colleges that resulted in high lecture-student ratio.
- Secondly, it was established that lecturers were not skilled and competent to manage inclusive classes. They lacked knowledge and hence, would not want to have such students. It was further found out that lecturers did not get any formal training during their training and as such, they lacked the relevant knowledge and skills in managing such students and this may have impeded the implementation of inclusive education.

Attitudes of college personnel;

- The book established that the college administrators had some negative attitudes toward inclusive education when they did not want to enrol students with disabilities and when they could not purchase some equipment for students with disabilities.
- It was also revealed that despite other lecturers being positive, some had negative attitudes towards inclusive education. It was also established that lecturers felt that enrolling students with disabilities was like adding a burden to them that they could not bear.

Inaccessible environment;

- It was found out that the physical environment was partially accessible to students with disabilities despite the efforts being done by college managers to adjust the environment to make it suitable to students with disabilities.
- It was further revealed that the social environment was hostile. This was evidenced when students with invisible disabilities failed to register their impairments with the college authorities. It was

also shown when students with disabilities failed to complain about any challenges they could be facing in the college.

Rigid curriculum;

- The book unearthed that despite special examination allowances by DTE, the curriculum in teachers' colleges was rigid and not adequately accommodating the diversity among students.

Work overload by lecturers;

- it also established that there were work-related challenges that were associated with how lecturers conducted their duties. It was unveiled that lecturers were overwhelmed by their duties of supervision, assessment, lecturing and others to the extent that they did not have time to attend to the needs of students with disabilities. Also, the lecturer-student ratio was too high to the extent that there was no catering for individual differences. Also, there were many mass lectures that made it difficult for lecturers to give individual attention to students.
- The book established that three hierarchical structures of the ministry posed a challenge. Therefore, teachers' colleges were using a top-down approach to the implementation of inclusive education. As a result, implementers lacked commitment and a sense of ownership of the inclusive programmes.

Stigma and discrimination;

- Stigma and discrimination were found to be one of the challenges that students with disabilities encountered. It was revealed that in as much as the students were treated equally in teachers' colleges, there was still some stigma and discrimination.

Lack of information by students with disabilities;

- The book revealed that there was a lack of information from students with disabilities. It was discovered that students with

disabilities lacked a lot of information concerning where to get services and how to get them. They also lacked information on their rights and as a result, were not empowered to challenge the college system or to complain against any malpractices.

- It was further revealed that a communication barrier was affecting students with hearing impairment. It was noted that due to language and speech barriers, students with hearing impairment failed to communicate with other lecturers and students.

Findings on strategies to enhance inclusivity in teachers' colleges;

In line with strategies to enhance inclusivity in teachers' colleges, eleven major findings were established.

- Firstly, it was revealed that there was a need to provide relevant resources and assistive devices to support students with disabilities in colleges. It was noted that there was a need to provide relevant software, computers, books and assistive devices that were relevant for students with disabilities.
- Secondly, it was suggested that there should be involvement of multi-stakeholders such as government, parents or guardians of students with disabilities, students with disabilities, organisations working with people with disabilities in dealing with such students. Also, it was revealed that partnerships and interaction among teachers' college personnel enabled sharing of ideas on disability issues and how to manage such to improve their practices. Teachers' college managers could consult each other on inclusive practices
- The third finding was related to enrolment. It was established that the enrolment process should ensure that more students with disabilities are enrolled and given preferences when they want to enrol in teachers' colleges. Furthermore, it was revealed that the selection committee at the college should involve people with interest in inclusive practices so that they might help in the selection process to ensure that such students are given a chance to

enrol in teachers' colleges.

- Fourthly, it was found out that lecturers, managers and non-lecturing staff needed to be trained regularly on inclusive education through staff development programmes and workshops. Also, participants revealed training in Sign Language and Braille could equip student teachers with practical skills. Nevertheless, it was discovered that recruiting some lecturers and staff with disabilities would provide role models to students with disabilities in teachers' colleges.
- Fifthly, it was unearthed that there was a need to co-ordinate inclusive programmes in colleges. This could be done by having inclusive education teams of people who have a better understanding of the needs of students with disabilities. The study further revealed that a link person in the form of a patron through whom students with disabilities link with the administrators and managers would help in improving servicedelivery.
- Awareness campaigns came up as the sixth finding. It was revealed that awareness campaigns could be used to reach out to many people in society. People with disabilities could be reached through awareness campaigns to make them aware of the opportunities that they could explore. It was noted that the MHTEISTD could take advantage of large gatherings such as graduation ceremonies to reach out to many people on disability issues. This might help to reduce the stigma and discrimination associated with disabilities. Hence, the leadership of the country should be involved in making people aware of inclusive education and how it benefits society.
- The seventh finding relates to creating a conducive environment. It was established that adapting the infrastructure was a strategy to suit the needs of all students. Ramps, passageway, doorways, shatter glasses should be constructed to support students with disabilities and make the environment accessible. Also, it was noted that the social environment should be friendly to allow

students with disabilities to interact freely and disclose their disabilities.

- Finding number eight focused on attitudes of personnel in teachers' colleges. The participants revealed that a change of attitudes by stakeholders was central in ensuring the effectiveness of inclusive education in teachers' colleges. It was established that both principals and lecturers should have a positive attitude towards including students with disabilities. It was noted that such a change of attitude would improve the availing of resources towards inclusive education and the increase in the number of students with disabilities in teachers' colleges. Also, it was noted that the attitudes of students with disabilities should also change.
- The ninth finding was that on policy issues. The study found out the availability of a national policy on inclusive education would enhance inclusivity in teachers' colleges. It was established despite other provisions and legal frameworks on disability, the emphasis was on a National Inclusive Education Policy that would guide inclusive education practices in teachers' colleges. It was further established that it was from the national policies that colleges would draw their college policies, mission statements, vision and values that were in line with inclusivity.
- The tenth finding unveiled that there was a need for an inclusive curriculum that caters for individual differences. It was noted that the curriculum should not be content-based, but should have practical experiences. It was also indicated that the curriculum should start from Early Childhood Development (ECD) level up to higher and tertiary education. Furthermore, it was noted that the curriculum should cater for students' uniqueness as individuals by allowing students to complete the course in their period. The study also established various methods of assessment such as project methods, oral assessments, field trips, peer teaching, group work, presentations and practical assessment depending on the student needs.

- Lastly, it was established that the gender aspect should be included in inclusive education, and, disability studies.

Basing on the findings above, the study noted the following conclusions that were based on themes derived from research questions guiding the study.

Conclusions made on inclusive practices in teachers' colleges;

Eight conclusions were derived from the findings on inclusive practices in teachers' colleges as follows;

- Firstly, the implementation of inclusive education in teachers' colleges was marred by non-uniformity as evidenced by variations in terms of how inclusive education was being implemented in teachers' colleges. This was influenced partly by the absence of Inclusive Education Policy by the MHTEISTD. This affected the implementation of inclusive education as there was no accountability and clear monitoring procedures.
- Secondly, the general understanding of what inclusive education entailed in teachers' colleges helped in proclaiming positive perceptions toward the concept.
- Thirdly, due to the rigid curriculum in teachers' colleges in Zimbabwe, students with disabilities were not adequately catered for thereby affecting the implementation of inclusive education.
- The fifth conclusion is that inclusivity of teachers' colleges was affected by traditional instructional methods that were used by lecturers and the same assessment procedures were not very inclusive and might not be appropriate to other students with special needs thereby affecting inclusivity of teachers' colleges in Zimbabwe.
- Measures such as providing braille examination paper, large print and time allowances, special examination arrangements for students with disabilities including extra time and separate examination venues made by DTE were a necessary step towards

inclusivity in teachers' colleges.

- Despite equal treatment, students with disabilities still had their special needs depending on the type of disability that teachers' colleges were failing to meet.
- Despite strides by college leaders to accommodate students with disabilities in terms of amenities and tuition, the physical environment and the infrastructure was not accessible by all students.
- Due to lack of resources, implementation of inclusive education in teachers' colleges of Zimbabwe was restricted to social inclusion.

Conclusions made on perceptions of participants on inclusive education

Findings on perceptions of participants and key informants led to five conclusions;

- Positive perceptions towards inclusive education as a human right and to reduce stigma and discrimination provide a necessary condition for inclusive education in teachers' colleges in Zimbabwe.
- Because of negative attitudes exhibited by some lecturers and administrators towards disability, the conditions were still not ripe for the implementation of inclusive education on teachers' colleges of Zimbabwe.
- Some lecturers still believed in institutionalising disabilities as evidenced by those who might have wanted SWDs in the teachers' colleges to transfer to colleges that had the mandate to train special needs teachers.
- Lecturers and managers were comfortable with including mild cases of disabilities and not severe and profound cases therefore some students with disabilities remain segregated.
- There were perceived benefits to inclusion such as students learning from each other and, reducing stigma and discrimination

and creating a conducive social environment in teachers' colleges.

Conclusions made on challenges affecting the implementation of inclusive education

Conclusions on this section were made basing on the findings established on challenges affecting the implementation of inclusive education in teachers' colleges.

- The absence of the inclusive education policy from the MHTEISTD affected the implementation of inclusive education in teachers' colleges in Zimbabwe.
- Because of a rigid curriculum, teachers' colleges were not able to adequately accommodate diversity and this affected the implementation of inclusive education
- The hierarchical structure of the Ministry might have paved the way for a top-down approach that posed as a challenge in implementing inclusive education.
- The implementation of inclusive education in teachers' colleges was affected by lack of financial support from the MHTEISTD and government for the acquisition of relevant resources and assistive devices. Students with disabilities faced financial challenges when they failed to pay for their tuition and materials required.
- Shortage of financial, material, infrastructure and human resources greatly affected the implementation of inclusive education in teachers' colleges in Zimbabwe. Assuch, colleges had failed to establish resource centres.
- The partially accessible physical environment resulted in teachers' colleges failing to accommodate all students thus affecting the implementation of inclusive education. Also, the hostile social environment affected inclusive practices to some extent. Stigmatisation and discrimination still made the social environment hostile for students with disabilities.
- Due to negative perceptions by administrators that perceived

enrolment of SWDs as a waste of resources, there were few students with disabilities in teachers' colleges in Zimbabwe.

- Due to lack of skills and knowledge on inclusive education and disability by the lecturers, students with disabilities were not adequately catered for in teachers' colleges thus, affecting their professional development.
- The work overload by lecturers at teachers' colleges impedes the implementation of inclusive education to the extent that there was no time to attend to individual needs of students.
- Lack of information by students with disabilities on their rights and services that they could get made students with disabilities susceptible and less empowered.
- Failure to use Sign Language by lecturers and other students presented communication barriers for students with hearing impairment in teachers' colleges. SWDs with hearing impairment were the most affected in colleges when they faced communication barriers. Hence, students with hearing impairment were placed and not adequately included in teachers' colleges in Zimbabwe.

Conclusions made on strategies to enhance inclusivity in teachers' colleges

From the findings established on the strategies to enhance inclusivity, it could be concluded that:

- Provision of adequate resources in terms of computers, books, software, assistive devices and furniture enhanced the implementation of inclusive education.
- Involvement of stakeholders was significant in the implementation of inclusive education. They all had valuable input towards successful implementation.
- Clear enrolment procedures are important in ensuring that there was an increase in the number of students with disabilities in colleges so that they were adequately represented. Also, clear

record-keeping on statistics of students with disabilities in colleges is essential for monitoring and evaluation process.

- Teachers' college staff members required adequate and constant training on inclusive education so that they understood diversity and improve their performance.
- Established inclusive education teams in colleges might help in the co-ordination of inclusive education programmes.
- Awareness campaigns on inclusive education were important in reaching People with disabilities, and, the community at large. This would reduce stigma and discrimination and ensure that students with disabilities were able to value themselves and also improves community acceptance of teachers with disabilities.
- The conducive physical and social environment were central to effective inclusive education.
- Change of attitudes by implementers and stakeholders was central in ensuring the effectiveness of inclusive education in teachers' colleges. Both the managers and lecturers should have positive attitudes towards including students with disabilities. Students with disabilities should have positive attitudes and avoid being negative all the time.
- A national and ministerial policy on inclusive education was imperative as derived from international states and frameworks.
- An inclusive curriculum that was based on practical experience was central in implementing inclusive education. The lecturing methods and the assessment criteria should be inclusive to cater for diversity among students.
- Disability and gender were linked and related and therefore should be considered.

This section was based on recommendations that were derived from the findings and conclusions of the book. These were made under the major themes as derived from the research questions guiding the study  
Recommendations on inclusive practices in teachers' colleges

The following recommendations were derived from the conclusions made on inclusive practices;

- The MHTEISTD should ensure that there is some level of standardisation in the way that teachers' colleges implement inclusive education. This could be done through an established policy or guidelines.
- Teachers' college administrators should have clear enrolment procedures to ensure the increase proportional to the representation of students with disabilities in colleges. They should establish a quota system when enrolling students with disabilities. The college managers should ensure that college advertisements encourage People with disabilities to apply.
- College lecturers and administrators should offer a practical approach to inclusive education that includes practical skills and practical attachment in an inclusive school.
- The MHTEISTD and the DTE should revise the curriculum so that it becomes flexible in terms of assessment to meet the diverse needs of students.
- Lecturers should adopt interactive and collaborative methods of instruction and adapting assessment criteria that meet the needs of all students.
- College administrators should improve infrastructure adjustments to make the physical environment accessible by all students that the MHTEISTD should monitor.
- College administrators should embark on various avenues and projects and network with Non-Governmental Organisations so that they avail resources that were necessary for inclusive education to be successful.

Recommendations on perceptions of participants toward inclusive education. On perceptions, the book recommends that:

- The MHTEISTD should provide opportunities for workshops and staff development programmes for lecturers and administrators to

equip them with relevant skills and attitudes towards inclusive education. These could be done on a rotational basis to ensure that all lecturers are equipped with inclusive education skills and attitudes.

- College administrators should ensure mission statements, visions and values are aligned to their perceptions on inclusivity.
- The MHTEISTD, through various departments, must conscientise communities so that they develop positive perceptions towards inclusive education.

#### Recommendations on challenges in implementing inclusive education in teachers' colleges

Basing on the findings and conclusions made on challenges in implementing inclusive education, the following recommendations were made;

- The MHTEISTD and teachers' colleges' administrators should have a budget to support inclusive education in teachers' colleges. They could liaise with NGOs and other organisations that could assist them with various resources. Teachers' colleges can introduce an inclusive education levy to help in funding inclusive education in institutions.
- The MHTEISTD should have a flexible structure to accommodate ideas from the implementers of inclusive education in teachers' colleges.
- College administrators and lecturers should speed up the process of establishing resource centres so that they support inclusive education programmes.
- The MHTEISTD should employ more lecturers so that lecturers are not overburdened by many duties and to reduce the lecturer-student ratio. This would enable lecturers to give individual attention to students.
- College administrators should orient SWDs so that they become

confident and participate in all activities.

- Teachers' colleges should provide practical training to college personnel in Sign Language and Braille so that they can accommodate those students with hearing and visual impairment respectively.
- Teachers' colleges should have patrons for students with disabilities whom they relate to and interact with. This would enhance their representation in decision-making processes of the colleges.
- Government through the MHTEISTD should provide grants to help students with disabilities to pay their tuition fees and other services at teachers' colleges.

Recommendations on strategies to enhance inclusivity in teachers' colleges

On strategies for inclusivity, it was recommended that;

- The MHTEISTD and teachers' colleges should adopt a multidisciplinary approach where various stakeholders (NGOs, parents, People with disabilities, churches, government, and political groups) are involved in the implementation of inclusive education in teachers' colleges.
- Teachers' colleges could include inclusive education in their strategic planning for effective implementation and monitoring.
- Teachers' colleges should network among themselves and interact so that they learn from each other how best to implement inclusive education.
- The MHTEISTD should set up inclusive education teams to coordinate inclusive education programmes. □ College administrators should set up an inclusive education department that becomes the central point of the implementation process.
- Lecturers could provide hand-outs with lecture notes to students with disabilities before lecture presentation to ensure effective

participation by students with disabilities.

- Teachers' colleges can adopt the Inclusive Teachers' College Framework when implementing inclusive education. The framework was developed from the findings of this study as shown in figure 5.1 on the next page;

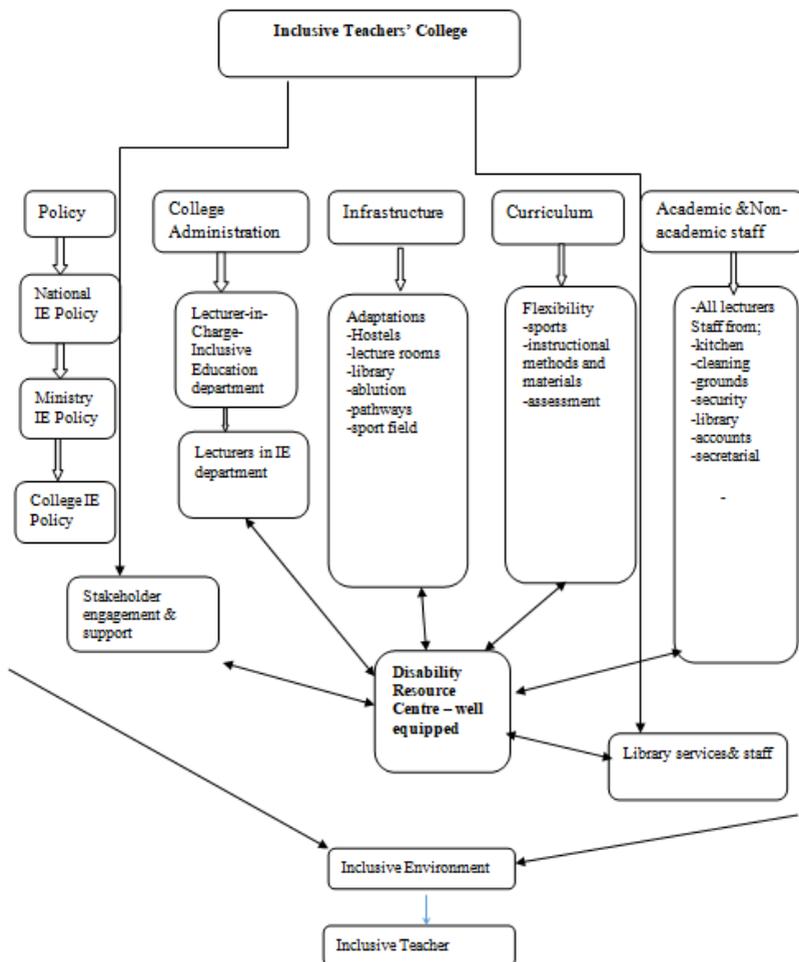


Figure 5.1; Inclusive Teachers' College Framework

The Inclusive Teachers' College Framework shows the factors that guide successful implementation of inclusive education in teachers' colleges. The framework shows that the availability of an Inclusive Education policy at national, and college-level was vital. The support of college administrators was important as they would work directly with the Department of Inclusive Education in the college. Also, the infrastructure, curriculum and library services should be adapted to suit the needs of all students. Other important elements of the framework are the engagement of all staff members (academic and non-academic) and stakeholders. All the factors in the framework are interdependent on the Disability Resource Centre that should be well-equipped. The availability of the said factors results in a conducive inclusive environment that is necessary to produce an inclusive teacher.

Some issues are inconclusive; therefore;

- For further studies, it is recommended that a related study be carried out on a larger scale to include all teachers' colleges in Zimbabwe. This book focused on only three teachers' colleges and could be broadened to include all teachers' colleges.
- Further studies could include how gender issues affect disabilities in inclusive settings in teachers' colleges in Zimbabwe.

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## Synopsis

This book articulates perceptions, practices and experiences guiding the implementation of Inclusive Education in the teachers' colleges in Zimbabwe. The major aim of the book is to enhance educational equity and equality through suggesting more plausible strategies that draw from empirical evidence; hence, the book is based on a study done in Zimbabwe. Four research questions guided the study. The interpretivist paradigm, qualitative methodology and multiple case studies guided this study. Homogenous purposeful sampling and snowballing techniques were adopted to draw up a sample of eight (8) key informants and seventeen (17) participants. Data were generated using the researcher as a primary instrument, face-to-face interviews, direct observation and document analysis. The major findings were that inclusive education is being implemented in teachers' colleges in Zimbabwe but is being affected by many gaps. These were the shortage of resources, lack of skilled lecturing staff, negative attitudes by the lecturer's inaccessible physical environment, and inflexible teacher education curriculum. The study concluded that the absence of a guiding inclusive education policy has led to differences in the implementation process in the colleges. This is because there is no specific Inclusive Education Policy except for the Education Act and other circulars. The book recommended the need for the Ministry of Higher and Tertiary Education, Innovation Science and Technology Development (MHTEISTD) and the University of Zimbabwe, Department of Teacher Education (DTE) to design a specific National Inclusive Education Policy to guide and direct inclusive education practices in teachers' colleges and a flexible curriculum that accommodates all students with their diverse needs. The book came up with an Inclusive Teachers' College Framework for implementing inclusive education that could be adopted by teachers' colleges in Zimbabwe.

### About the Author



**Dr. Sophie Hlatywayo** is an educationist working in the Faculty of Education at Zimbabwe Open University. She holds a Doctor of Philosophy (DPhil) degree in Educational Management, a Master's degree in Educational Management, a Bachelor of Education degree, a Bachelor of Science (BSc) degree in HIV and AIDS Management and Community Development, a Diploma in Education (Secondary), and a Certificate of Training in Basic Sign Language and Disability Awareness. She has a total of 25 years of working experience in teaching at the secondary school level, in teacher education, and at the university level. She has published 8 research papers in referred journals and has presented 4 research papers at academic conferences. Her aspiration is to influence educational practice and policy through evidence-based research, ensuring that education remains relevant to the needs of communities.