

**Inclusive Education in Zambia: The Kalulushi Trial  
Inclusive Program**

**A Thesis Submitted in Fulfilment of the Requirements for the Degree  
of Doctor of Philosophy in the School of Education and Community  
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## **CERTIFICATE OF AUTHORSHIP OF THESIS**

Except where due acknowledgement has been made in the text to other material, I certify that I am the sole author of this thesis submitted, entitled:

### **INCLUSIVE EDUCATION IN ZAMBIA: THE KALULUSHI INCLUSIVE EDUCATION PROGRAM**

The length of this thesis, exclusive of the abstract, the preface, acknowledgements, tables, figures, references, and appendices, is less than 142,000 words.

**Simon Silwamba**

2005

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## **DEDICATION**

This study is dedicated to my father Kapuleni Nduwa Silwamba, who has missed me while doing my study.

To my mother, Fidness Mvice Nakaonga. Her unconditional love and diligent prayers are steadfast. She has been instrumental in my life.

To my wife Janet Silwamba. She is always by my side and supportive.

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## **ABSTRACT**

This qualitative study examined the perceptions of stakeholders (administrators, principals, teachers, students, parents of students with/without disabilities and community members) in the Kalulushi District of Zambia's Copperbelt province about their views on inclusive education in their district. The study provided a detailed, comprehensive portrait of the views of stakeholders, a view which can serve as a medium through which Zambia can familiarise itself with issues and concerns surrounding inclusion, anticipate problems and plan strategies for success. This study's primary purpose was to obtain the perceptions of stakeholders in the district regarding a trial of inclusion and to compare their issues and concerns with those encountered in developed countries.

The collection of data was conducted over a period of two months and involved interviews, surveys, and focus groups with all stakeholders and analysis of national and local policy. The thesis provided a rich description and detailed analysis of the views of stakeholders regarding issues and concerns about inclusion. Among the findings are that (a) general economic conditions, restructuring programs and medical and social-cultural issues have a huge impact on the implementation of inclusion; (b) schools in the district have few human and material resources to support inclusion; (c) students with/without disabilities and most stakeholders, except teachers, tend to favour inclusion; and (d) the agenda for donor countries complicate educational reform in developing countries.

